



The 5Essentials Survey

July 10, 2024

Guiding Questions

1 What is the 5Essentials Survey and how does it align to Vision 2026?

2 Who takes the 5Essentials Survey?

3 What can CUSD 200 learn from the 5Essentials Survey?

4 How does this data inform the Vision 2026 work plan?

5Essentials

The **5Essentials** system is based on more than 20 years of research by the University of Chicago Consortium on School Research on five components found to be critical to student success.

To help schools understand their strengths and areas for improvement, Consortium researchers developed the 5Essentials Survey.

Under Public Act 100-1046, the State Board is mandated on an annual basis, to implement a learning conditions survey. The 5Essentials is the survey used and results are included on the state report card.

5Essentials

The five essential supports for school improvement:

1. **Effective Leaders** the principal works with teachers to implement a clear and strategic vision for school success.
2. **Collaborative Teachers** The staff is committed to the school, receives strong professional development, and works together to improve the school.
3. **Involved Families** The entire school staff builds strong relationships with families and communities to support learning.
4. **Supportive Environment** The school is safe and orderly. Teachers have high expectations for students. Students are supported by their teachers and peers.
5. **Ambitious Instruction** Classes are academically demanding and engage students by emphasizing the application of knowledge.

Alignment to Vision 2026

Vision 2026 Strategy: Maintain and enhance a positive organizational culture.

Tactic: Regularly monitor the 5Essentials Survey satisfaction feedback and plan accordingly.

Utilized at both the district and school level.

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Participants

All 4th-12th grade students participate in the 5Essentials Study Survey.

All EC-12th grade certified teachers and staff who are responsible for teaching and/or the development of students take the 5Essentials Teacher Survey.

Parents also have the opportunity to participate in the 5Essentials Survey.

Results on the Illinois School Report Card and included in tonight's presentation represent students and staff responses.

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Survey Items and Results

Colors on the 5essentials puzzle pieces are determined by the scores. These colors are determined as follows:

- Dark Red = Very Weak
- Light Red = Weak
- Yellow = Neutral
- Light Green = Strong
- Dark Green = Very Strong

The Five Essentials are formed by 20 separate measures on the 5essentials Survey.



Ambitious Instruction

Overall Performance: Strong

Math Instruction: Very Strong

English Instruction: Strong

Quality of Student Discussion: Strong

Academic Press: Strong

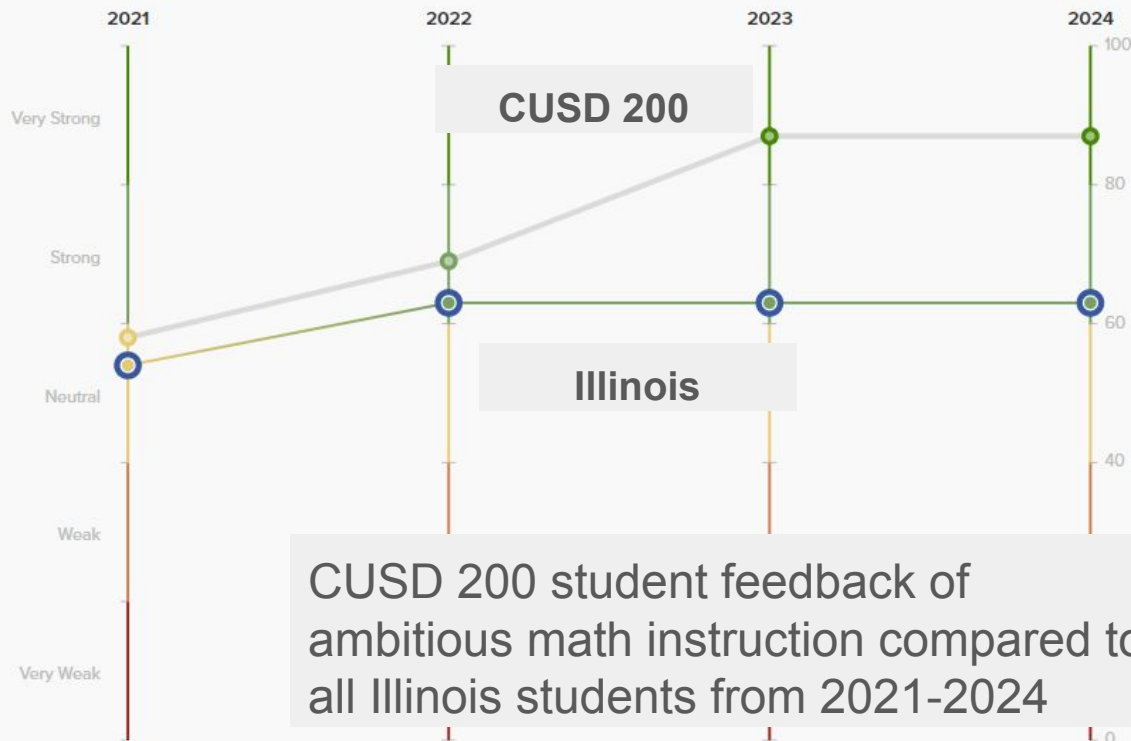
***Completed by Students**

Classes are academically demanding and engage students by emphasizing the application of knowledge.



Ambitious Math Instruction

How has performance changed across all surveys?



All Measures

5Essentials / Ambitious Instruction
Math Instruction

Aggregate

By School

DATA RANGE

1 Year Performance

2 Year Change

All Year Trends

Math Instruction

Report

2021	2022	2023	2024
58	69	87	87

CUSD 200 student feedback of ambitious math instruction compared to all Illinois students from 2021-2024

Ambitious English Instruction

All Measures

5Essentials / Ambitious Instruction
English Instruction

Aggregate By School

DATA RANGE

1 Year Performance

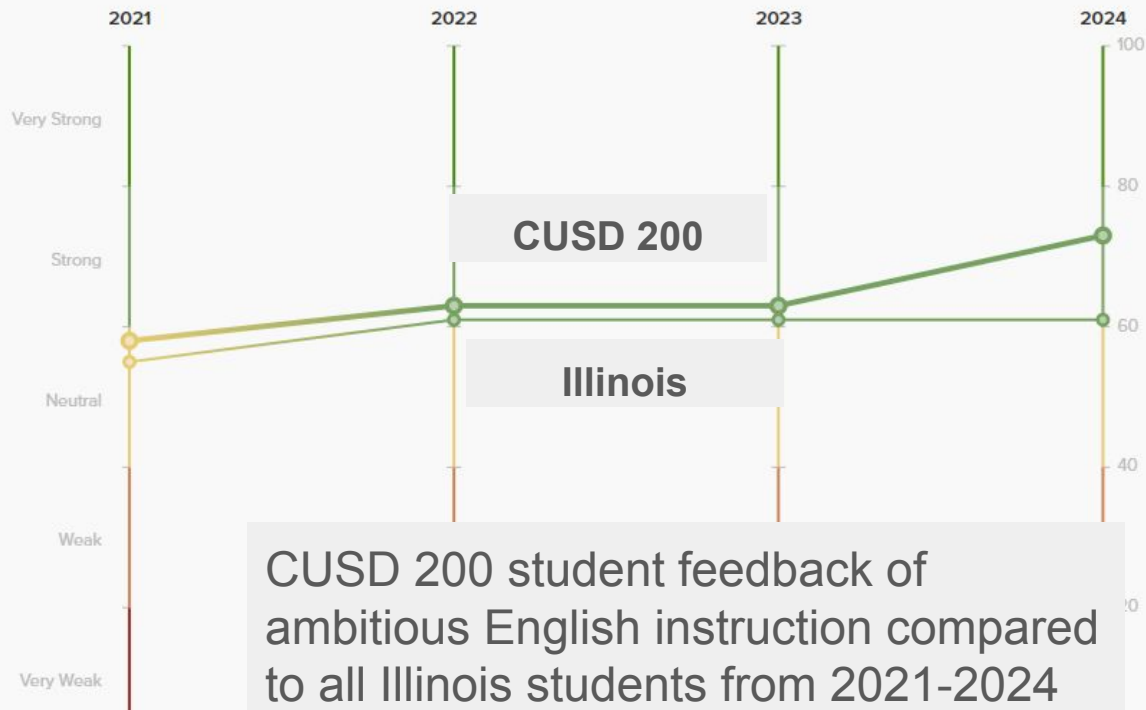
2 Year Change

All Year Trends

English Instruction

2021	2022	2023	2024
58	63	63	73

How has performance changed across all surveys?



CUSD 200 student feedback of ambitious English instruction compared to all Illinois students from 2021-2024

Supportive Environment

Overall Performance: Strong

Peer Support for Academic Work: **Very Strong**

Student-Teacher Trust: **Very Strong**

Academic Personalism: **Strong**

Safety: **Strong**

***Completed by Students**

The school is safe and orderly. Teachers have high expectations for students. Students are supported by their teachers and peers.



Involved Families

Overall Performance: Strong

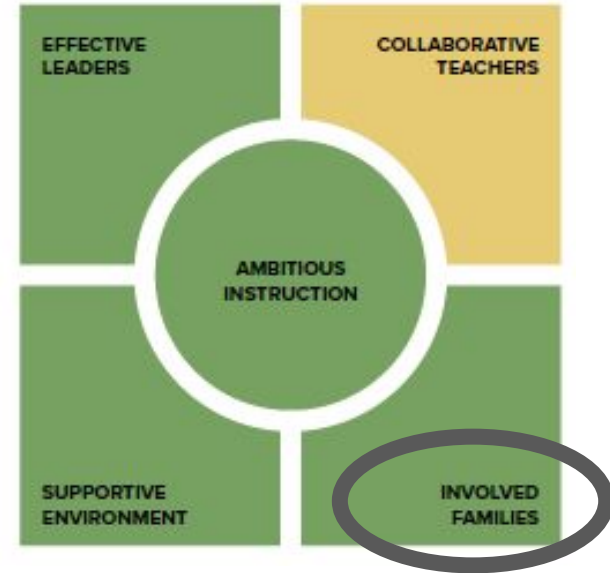
Parent Influence on Decision Making in Schools: **Strong**

Teacher-Parent Trust: **Strong**

Parent Involvement in School: **Strong**

***Completed by Teachers**

The entire school staff builds strong relationships with families and communities to support learning.



Effective Leaders

Overall Performance: Strong

Program Coherence: Strong

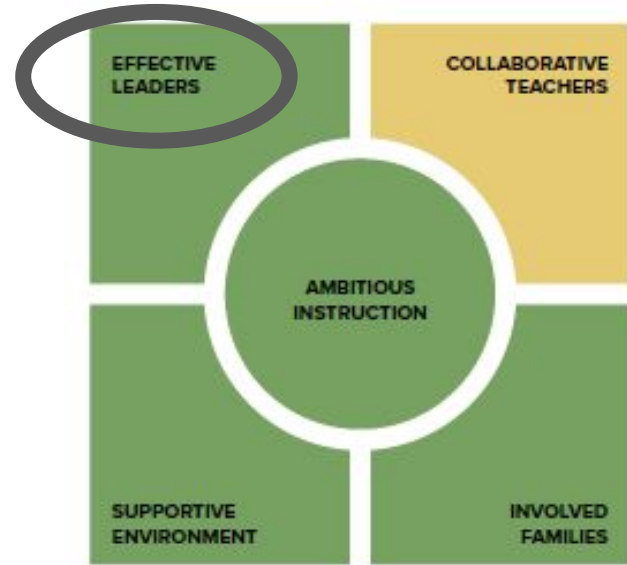
Instructional Leadership: Strong

Teacher-Principal Trust: Strong

Teacher Influence: Neutral

***Completed by Teachers**

The principal works with teachers to implement a clear and strategic vision for school success.



Collaborative Teachers

Overall Performance: **Neutral**

Quality Professional Development: **Strong**

Teacher-Teacher Trust: **Strong**

Collaborative Practices: **Neutral**

School Commitment: **Neutral**

Collective Responsibility: **Neutral**

***Completed by Teachers**

The staff is committed to the school, receives strong professional development, and works together to improve the school.



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2024-25 Work Plan

Based on the results from the Collaborative Teachers section of the 5Essentials the Vision 2026 work plan will focus on the following:

- Collective Teacher Efficacy
- CUSD 200 Meaningful Assessment Practices
- Multi-Tiered Systems of Support

Collective Teacher Efficacy



Collective Teacher Efficacy

Domain. **School**

Sub-domain. **Leadership**

Mean Effect Size	# of Meta Analyses	# of Studies
1.57	1	26

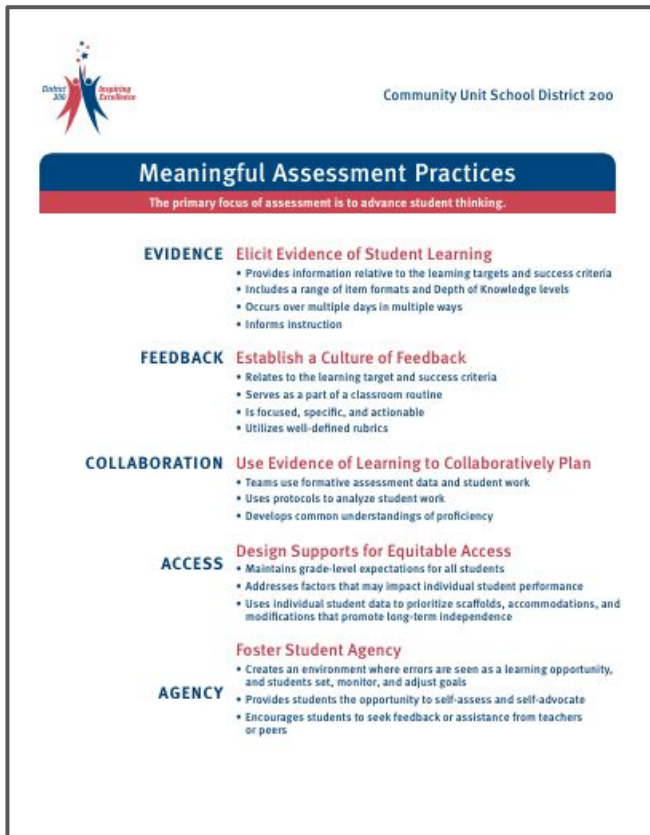
Description of research.

Collective teacher efficacy (CTE) is the collective belief of the staff of the school/faculty in their ability to positively affect students. CTE has been found to be strongly, positively correlated with student achievement. A school staff that believes it can collectively accomplish great things is vital for the health of a school and if they believe they can make a positive difference then they very likely will.

Vision 2026 Work Plan

- Strategy: Design and implement a balanced assessment system.
- Tactic: Leverage data through an equity lens to improve learning for all students
- Work Plan: Utilize the CUSD 200 Meaningful Assessment Practices framework and enhance Collective Teacher Efficacy to address achievement gaps

CUSD 200 Meaningful Assessment Practices



The image shows a document titled "Meaningful Assessment Practices" from the Community Unit School District 200. At the top left is the CUSD 200 logo, which features a stylized figure in red and blue with the text "CUSD 200" and "Inspiring Excellence". To the right of the logo is the text "Community Unit School District 200". Below the logo and district name is a blue header with the title "Meaningful Assessment Practices" and a red sub-header with the text "The primary focus of assessment is to advance student thinking." The main body of the document is organized into five sections, each with a bold heading and a list of bullet points: EVIDENCE (Elicit Evidence of Student Learning), FEEDBACK (Establish a Culture of Feedback), COLLABORATION (Use Evidence of Learning to Collaboratively Plan), ACCESS (Design Supports for Equitable Access), and AGENCY (Foster Student Agency).

Community Unit School District 200

Meaningful Assessment Practices
The primary focus of assessment is to advance student thinking.

EVIDENCE **Elicit Evidence of Student Learning**

- Provides information relative to the learning targets and success criteria
- Includes a range of item formats and Depth of Knowledge levels
- Occurs over multiple days in multiple ways
- Informs instruction

FEEDBACK **Establish a Culture of Feedback**

- Relates to the learning target and success criteria
- Serves as a part of a classroom routine
- Is focused, specific, and actionable
- Utilizes well-defined rubrics

COLLABORATION **Use Evidence of Learning to Collaboratively Plan**

- Teams use formative assessment data and student work
- Uses protocols to analyze student work
- Develops common understandings of proficiency

ACCESS **Design Supports for Equitable Access**

- Maintains grade-level expectations for all students
- Addresses factors that may impact individual student performance
- Uses individual student data to prioritize scaffolds, accommodations, and modifications that promote long-term independence

AGENCY **Foster Student Agency**

- Creates an environment where errors are seen as a learning opportunity, and students set, monitor, and adjust goals
- Provides students the opportunity to self-assess and self-advocate
- Encourages students to seek feedback or assistance from teachers or peers

Vision 2026 Work Plan

- Strategy: Design and implement a balanced assessment system.
- Tactic: Leverage data through an equity lens to improve learning for all students
- Work Plan: Utilize the CUSD 200 Meaningful Assessment Practices framework and enhance Collective Teacher Efficacy to address achievement gaps

Multi-Tiered Systems of Support



Vision 2026 Work Plan

- Strategy: Implement learning acceleration and programming
- Tactic: Adopt and support the implementation in K-8 core academic areas to support the implementation of high-quality instruction for all learners
- Work Plan: The 2024 work plan addresses Tier 1, 2, and 3

Multi-Tiered Systems of Support



Tier 1 Work Plan Items:

Support the implementation of the Bookworms ELA Block in grades 3-5

Support the pilot of grades 6-8 ELA Instructional Materials

Multi-Tiered Systems of Support



Tier 2/3 Work Plan Items:

Support Bookworms Intensive for grades K-5

Begin Phase 1 curriculum work for reading interventions for grades 6-8

Begin Phase 1 curriculum work for math interventions in grades K-5



Questions

Discussion