

5ESSENTIAL STATE SATISFACTION DATA

The State of Illinois requires all districts administer the 5Essential survey on an annual basis beginning last year. Prior to that it was suggested. Below is a summary of all school data giving us district data. The district has only one year of data. Other means have been used to gather satisfaction data. More satisfaction data will be shared in district data reports tomorrow.

Research derived from the Five Essentials for School Success has proven that schools strong on at least three of the 5Essentials are 10 times more likely to improve student outcomes.

Schools across Illinois participated in the eighth annual 5Essentials Survey of Learning Conditions: Organizing Schools for Improvement this past academic year. This survey generates valuable data that districts can use to guide their ongoing efforts to improve schools and to offer students an excellent education. The survey is another improvement tool that allows districts and the state to share data as a means to inform parents and community members about the school's learning environment. The Illinois 5Essentials Survey is administered online by [UChicago Impact](#) at the University of Chicago on behalf of the Illinois State Board of Education. This survey has been available for use for nine years. State ratings are: Most, more, average, and not reported. A score of 80-100 is a Most; a score of 60-79 is a more; any other score reported is average; a score that is not reported is below average.

Facts about the survey:

- 15-30 minute electronic survey of students and teachers
- 120+ Questions
- 5 tested Essentials
- 22 tested Measures (concepts)
- Color-coded to quickly identify strengths and weaknesses
- Optional parent survey for added insight.

ESSENTIAL	DISTRICT MEAN SCORE	INTERPRETATION
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.	59 out of 100 56 48 56 53 58 68 45 62 56 mean score State rank: average Note range of school scores 45-68	Principals and teachers work together to implement a shared vision for sustained improvement. Leaders practice shared leadership, set ambitious goals for quality instruction, maintain trusting and respectful relationships, and support professional advancement for faculty and staff.
In schools with strong Collaborative Teachers , all teachers collaborate to promote professional growth.	61 out of 100 59 50 52 54 58 67 61 67 58.7 mean score State rank: average Note range of school scores 50-67	All teachers collaborate to promote professional growth; are active partners in school improvement. Teachers are committed to the school and focused on professional development.

In schools with Involved Families , the entire staff builds strong external relationships	66 out of 100 80 65 84 83 72 71 81 81 75.9 mean score State rank: more Note range of school scores 65-84	The entire school staff builds strong relationships with parents/guardians and are seen as partners in helping students learn. Parent/guardian input and participation is valued in advancing the school's mission.
In schools with a Supportive Environment , the school is safe, demanding, and supportive.	65 out of 100 84 74 76 91 77 72 87 77 78.1 mean score State rank: more Note range of school scores 72-91	The school is safe, demanding, and supportive. Students feel safe in and around the school and they find teachers trust-worthy and responsive to their academic needs. Students value hard work and teachers push all students toward high academic performance.
In schools with Ambitious Instruction , the school is	58 out of 100 64 59 68 87 74 47 70 49 57.3 mean score State rank: average Note range of school scores 47- 87	Classes are challenging and engaging. The instruction is clear, well-structured, aligned across grade levels, and encourages students to build and apply knowledge. When combined with a Supportive Environment, Ambitious Instruction has the most direct effect on student learning.

Below are individual concepts surveyed through questions in the survey. For each school the state reports high performing areas and lowest performing areas. In the table below, the number listed denotes how many schools received that rating. Beside each concept or measure it is noted who (students or teachers) responded to the question. There are 22 concepts or measures in the survey.

Performing the Highest	Reported by:	Performing the Lowest	Reported by:
Quality of student discussion 4	Teachers	Academic Press 2	Students
Student-Teacher Trust 9	Students	English Instruction 4	Students
Teacher-Parent Trust 8	Teachers	Academic Personalism 1	Students
Parent influence on decision making in schools 3	Teachers	Parent Involvement in School 2	Teachers
Peer Support for academic work 8	Students	Collective Responsibility 5	Teachers

Parent Involvement in School 3	Teachers	Teacher-Principal Trust 6	Teachers
Program Coherence 2	Teachers	Teacher Influence 6	Teachers
English Instruction 1	Students	Instructional Leadership 3	Teachers
Math Instruction 2	Students	Collaborative Practices 4	Teachers
Teacher-Principal Trust 1	Teachers	Math Instruction 3	Students
Teacher-Teacher trust 1	Teachers	Quality Professional Development 3	Teachers
		Quality of student discussion 1	Teachers

The State provides a parent survey supplement that school districts can choose to use or not use. If implemented, results are only reported to the school districts and are not included on the State School Report Cards. In order for a report to be generated by the State, 30% or more of the parents within a school must complete the survey. This response rate is based on the total number of students in the school. Only one of the nine schools met this requirement so there is no parent satisfaction reported.