Durkin Park Elementary School

2026 5Essentials Report

The 5Essentials School Reports for Chicago Public Schools are derived from more than 20 years of research on improving urban schools. The raw data for these reports are based on a comprehensive core of over 80 student and 150 teacher questions compiled into 22 Measures of school climate and practice and formed into five Essentials. As measured by the 5Essentials Surveys, 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 (Ambitious Instruction, Supportive Environment, Effective Leaders, Collaborative Teachers, and Involved Families), and the reliability of the survey measures.

As originally detailed in the seminal book, Organizing Schools for Improvement: Lessons from Chicago, UEI researchers conducted a longitudinal validation study using 15 years of districtwide elementary school data (collected between 1991 and 2005) examining the relationship between 5Essentials Survey results with elementary school test scores and attendance. This research provided evidence that these five essential supports of a school organization were the foundation of a school's ability to increase students' learning gains over time. A key finding was that students in schools that were strong in at least three of the essential supports were up to 10 times more likely to experience substantial gains on both reading and math scores than students in schools that were weak in three or more of the supports.[1]

More recent validation studies, using districtwide data from 2011-2019, examined the predictive validity of all measures with expanded outcomes in **both elementary and high school** and also tested this validity in high poverty school contexts. These studies concluded that the **5Essentials Survey Measures continue to be predictive of school improvement at both the elementary and high school level.** Of the 22 survey Measures, all were in some way positively and significantly associated with schools' improvement. Our expanded student outcomes included attendance, standardized test scores and GPA, for elementary school. At the high school level, these outcomes as well as Freshman OnTrack were significantly, positively related to survey measures. College enrollment was somewhat less well predicted by survey measures.

Furthermore, we found that **improving on Measures throughout the year predicted improved student outcomes in schools even if schools were not at the defined "strong" level.** This means that schools that are working to improve in areas but have not yet reached a point of strength can still see improvements in their students' outcomes such as grades, tests, and attendance while they are growing their five essential supports. Relatedly, in looking at schools compared to themselves over time, **in stronger vs. weaker years for the 5Essentials, schools improved student outcomes more.** This suggests that the 5Essentials do not just relate to differences between schools but also to the variable organizational state of schools over time.

By examining these same relationships in schools with the highest and lowest levels of poverty among their students, **we found that the 5Essentials Measures predicted school improvement in both high- and low-poverty schools at both the elementary and high school level.** Among elementary schools with strong 5Essentials, high-poverty schools improved more than low-poverty schools on more than one-half of measures. This means that improvements in school climate and organizational features in high-poverty schools had a greater benefit for student learning than in low-poverty schools.

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[1]Schools were categorized as "strong" on an essential support if their survey score on that indicator fell in the top quartile of Chicago elementary schools. Schools ranked in the bottom quartile for an essential indicator were classified as "weak" on that essential support.

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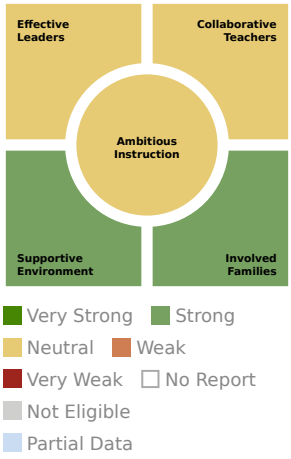
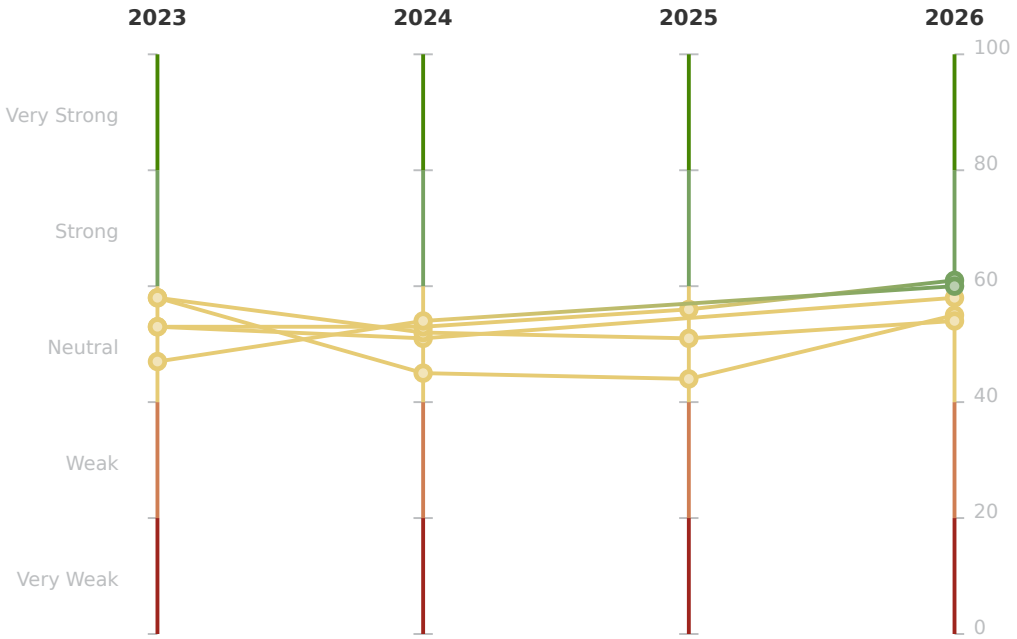
Supplemental Measures Table 33
Supplemental Measure Pages 34–50

Overall, Durkin Park is organized for improvement.



The 5Essentials

How is Durkin Park Elementary School performing on each of the 5Essentials in 2026?



Essentials	Performance Across Years				
	2023	2024	2025	2026	
Involved Families	53	53	56	61	**Strong**
Supportive Environment	47	54	N/A	60	**Strong**
Ambitious Instruction	53	51	N/A	58	**Neutral**
Effective Leaders	58	45	44	55	**Neutral**
Collaborative Teachers	58	52	51	54	**Neutral**

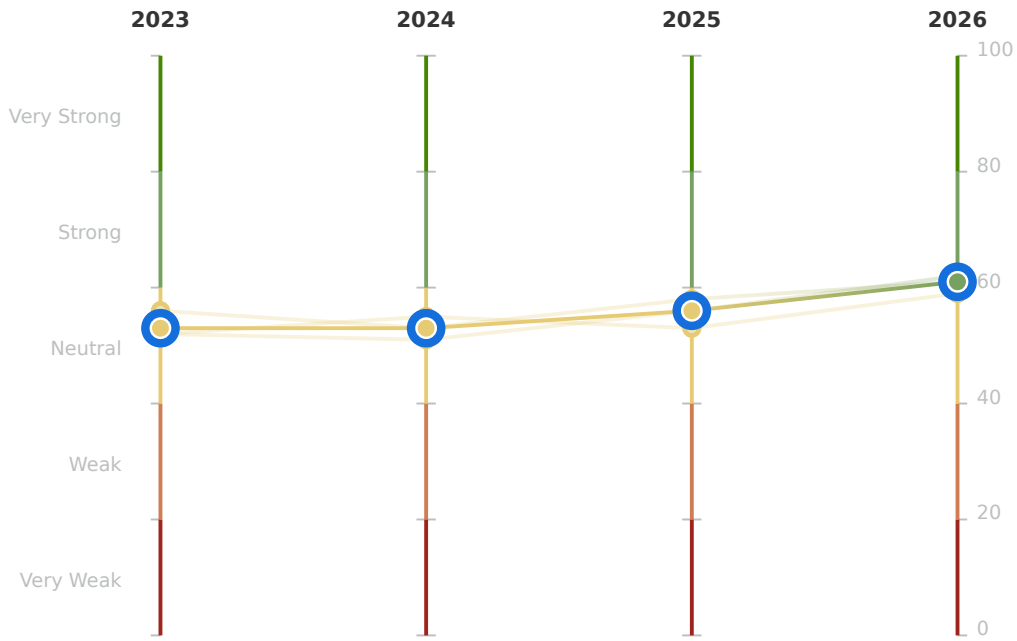
Involved Families

How is Durkin Park Elementary School performing on Involved Families?

In schools with Involved Families, the entire staff builds strong external relationships. Such schools:

- see parents as partners in helping students learn,
- value parents' input and participation in advancing the school's mission, and
- support efforts to strengthen its students' community resources.

Performance on essential and its underlying measures



Measures	Performance Across Years				Respondent
	2023	2024	2025	2026	
Parent Involvement in School	52	51	56	62	Teacher
Teacher-Parent Trust	56	53	58	61	Teacher
Parent Influence on Decision Making in Schools	52	55	53	59	Teacher

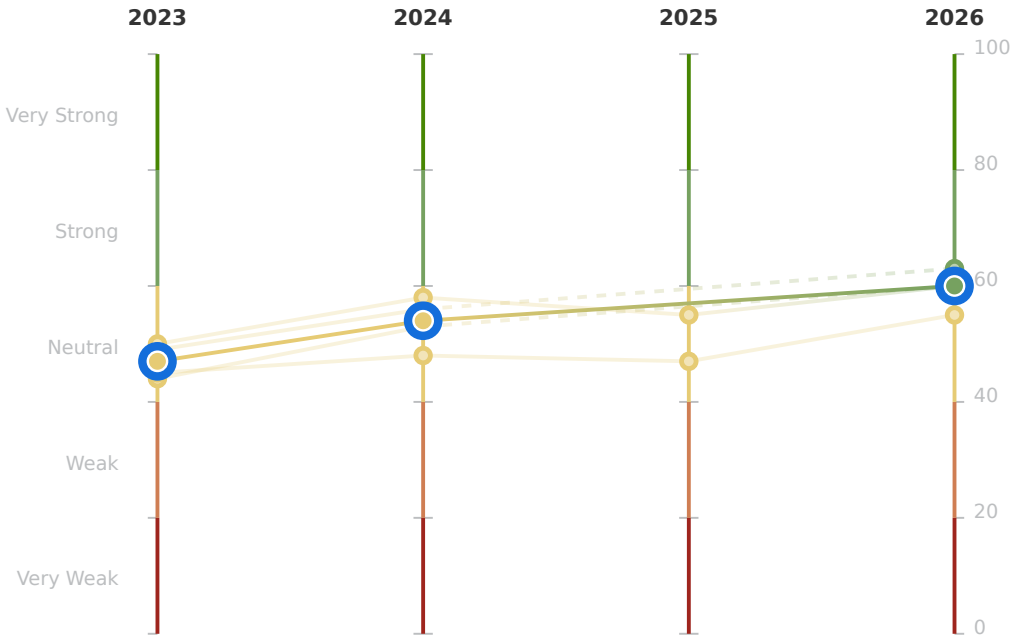
Supportive Environment

How is Durkin Park Elementary School performing on Supportive Environment?

In schools with a Supportive Environment, the school is safe, demanding, and supportive. In such schools:

- students feel safe in and around the school,
- they find teachers trust-worthy and responsive to their academic needs,
- all students value hard work, and
- teachers push all students toward high academic performance.

Performance on essential and its underlying measures



Measures	Performance Across Years				Respondent
	2023	2024	2025	2026	
Peer Support for Academic Work	49	56	N/A	63	Student
Academic Personalism	44	53	N/A	60	Student
Student-Teacher Trust	50	58	55	60	Student
Safety	45	48	47	55	Student

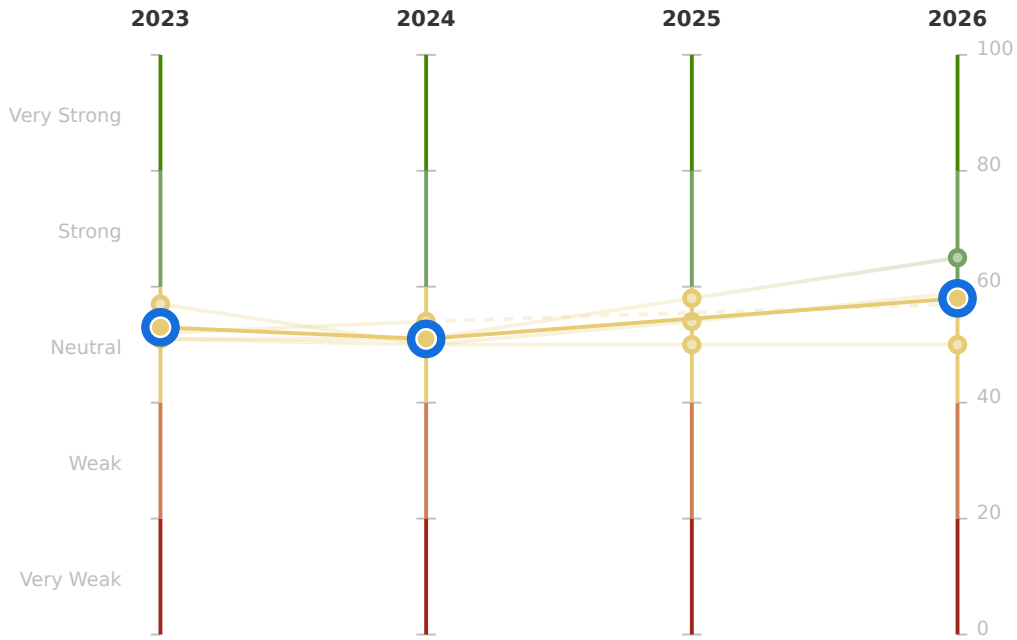
Ambitious Instruction

How is Durkin Park Elementary School performing on Ambitious Instruction?

In schools with strong Ambitious Instruction, classes are challenging and engaging. The instruction is clear, well-structured, and encourages students to build and apply knowledge. When combined with a supportive environment, Ambitious Instruction has the most direct effect on student learning. It is:

- well-defined with clear expectations for student success,
- interactive and encourages students to build and apply knowledge,
- well-paced (not measured), and
- aligned across grades (not measured).

Performance on essential and its underlying measures



Measures	Performance Across Years				Respondent
	2023	2024	2025	2026	
English Instruction	51	51	58	65	Student
Math Instruction	51	50	54	59	Student
Academic Press	52	54	N/A	57	Student
Quality of Student Discussion	57	50	50	50	Teacher

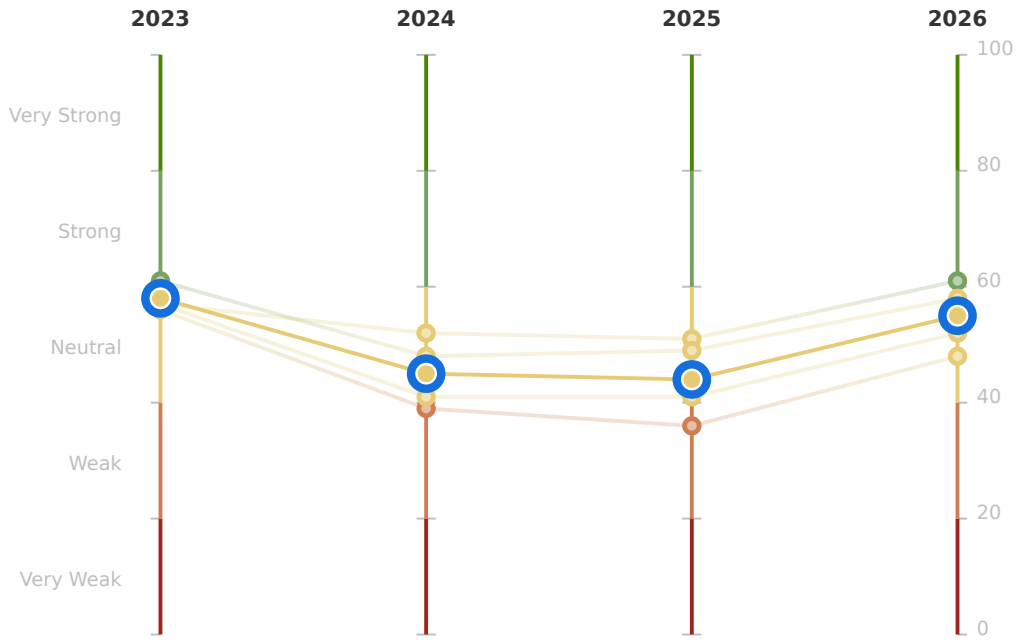
Effective Leaders

How is Durkin Park Elementary School performing on Effective Leaders?

In schools with Effective Leaders, principals and teachers work together to implement a shared vision. In such schools, people, programs, and resources are focused on a vision for sustained improvement. Leaders:

- practice shared leadership,
- set high goals for quality instruction,
- maintain mutually trusting and respectful relationships,
- support professional advancement for faculty and staff, and
- manage resources for sustained program improvement (not measured).

Performance on essential and its underlying measures



Measures	Performance Across Years				Respondent
	2023	2024	2025	2026	
Instructional Leadership	57	52	51	61	Teacher
Program Coherence	61	48	49	58	Teacher
Teacher-Principal Trust	57	41	41	52	Teacher
Teacher Influence	56	39	36	48	Teacher

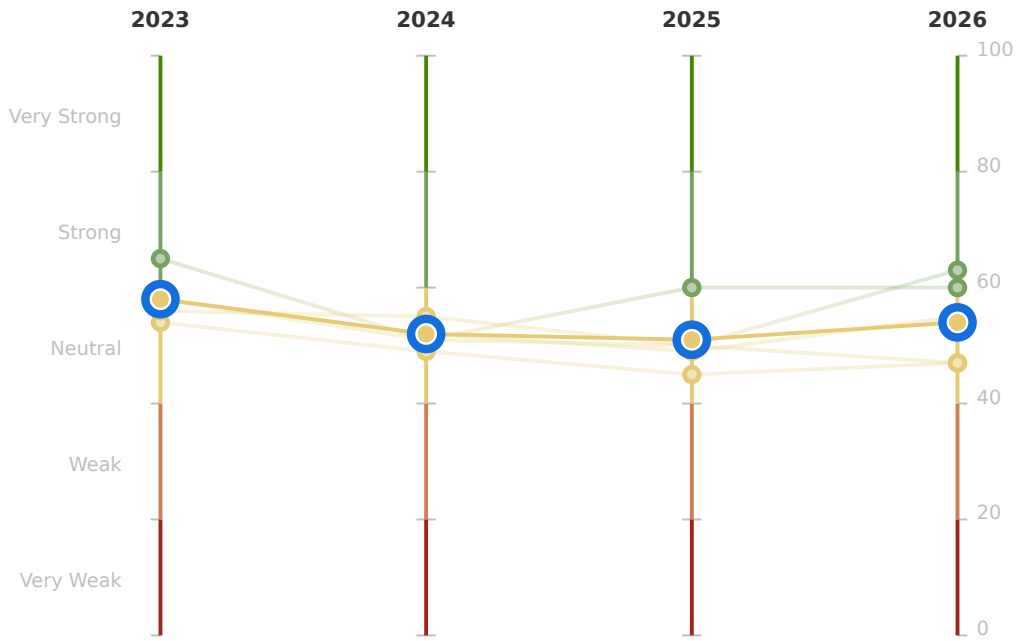
Collaborative Teachers

How is Durkin Park Elementary School performing on Collaborative Teachers?

In schools with strong Collaborative Teachers, all teachers collaborate to promote professional growth. In such schools, teachers are:

- active partners in school improvement,
- committed to the school, and
- focused on professional development.

Performance on essential and its underlying measures



Measures	Performance Across Years				Respondent
	2023	2024	2025	2026	
Quality Professional Development	56	55	50	63	Teacher
Collaborative Practices	65	51	60	60	Teacher
School Commitment	58	52	49	55	Teacher
Collective Responsibility	54	49	45	47	Teacher
Teacher-Teacher Trust	58	51	50	47	Teacher

All 5Essentials Measures

How is Durkin Park Elementary School performing on all 5Essentials measures in 2026?

Page	Measure	Change	Performance	Essential	Respondent
10	English Instruction	+ 7	65 Strong	Ambitious Instruction	Student
11	Peer Support for Academic Work	N/A	63 Strong	Supportive Environment	Student
12	Quality Professional Development	+ 13	63 Strong	Collaborative Teachers	Teacher
13	Parent Involvement in School	+ 6	62 Strong	Involved Families	Teacher
14	Instructional Leadership	+ 10	61 Strong	Effective Leaders	Teacher
16	Teacher-Parent Trust	+ 3	61 Strong	Involved Families	Teacher
17	Academic Personalism	N/A	60 Strong	Supportive Environment	Student
18	Collaborative Practices	+ 0	60 Strong	Collaborative Teachers	Teacher
19	Student-Teacher Trust	+ 5	60 Strong	Supportive Environment	Student
20	Math Instruction	+ 5	59 Neutral	Ambitious Instruction	Student
21	Parent Influence on Decision Making in Schools	+ 6	59 Neutral	Involved Families	Teacher
22	Program Coherence	+ 9	58 Neutral	Effective Leaders	Teacher
23	Academic Press	N/A	57 Neutral	Ambitious Instruction	Student
25	Safety	+ 8	55 Neutral	Supportive Environment	Student
26	School Commitment	+ 6	55 Neutral	Collaborative Teachers	Teacher
27	Teacher-Principal Trust	+ 11	52 Neutral	Effective Leaders	Teacher
29	Quality of Student Discussion	+ 0	50 Neutral	Ambitious Instruction	Teacher
30	Teacher Influence	+ 12	48 Neutral	Effective Leaders	Teacher
31	Collective Responsibility	+ 2	47 Neutral	Collaborative Teachers	Teacher
32	Teacher-Teacher Trust	- 3	47 Neutral	Collaborative Teachers	Teacher

English Instruction

English Instruction
Students interact with course material and one another to build and apply critical reading and writing skills.

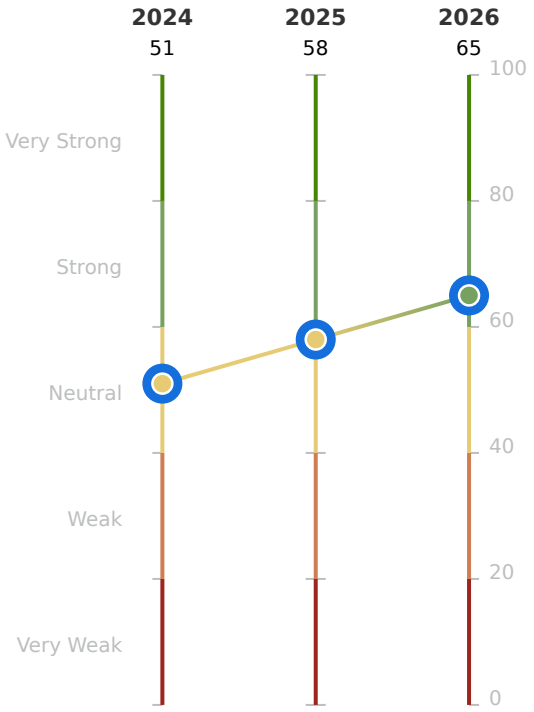
Essential

Ambitious Instruction

Respondent

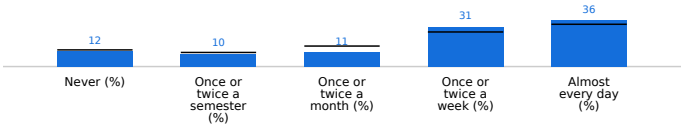
Student

Performance

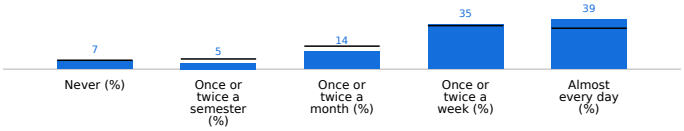


Students report doing the following in English class:

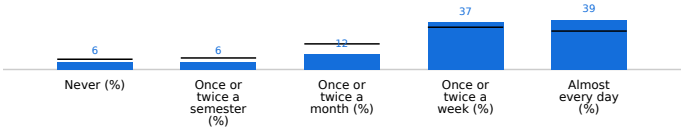
Debate the meaning of a reading.



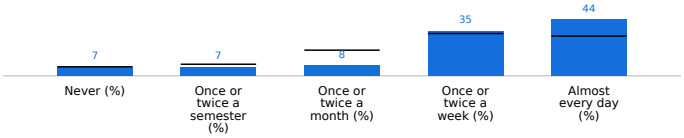
Discuss connections between a reading and real life people or situations.



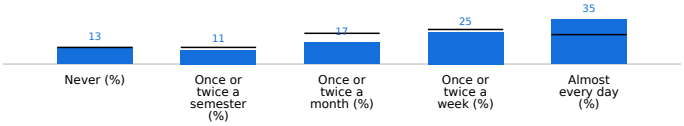
Discuss how culture, time, or place affects an author's writing.



Improve a piece of writing as a class or with partners.



Rewrite a paper or essay in response to comments.



Peer Support for Academic Work

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

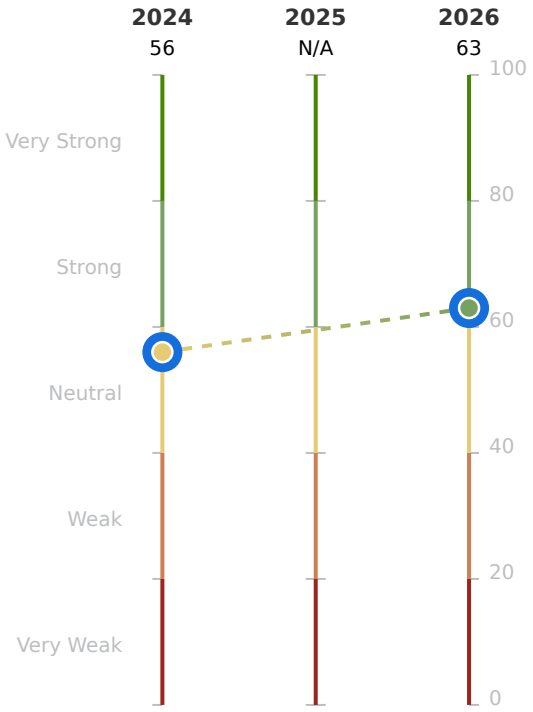
Essential

Supportive Environment

Respondent

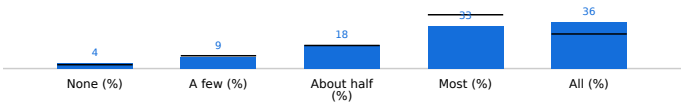
Student

Performance

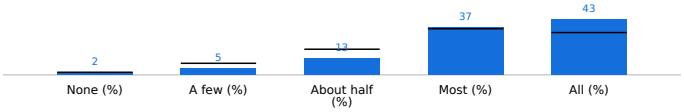


Students report that their classroom peers:

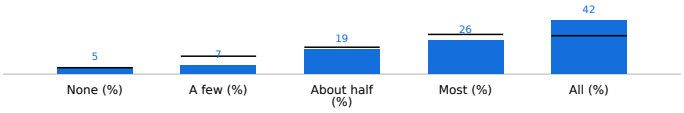
Feel it is important to attend school every day?



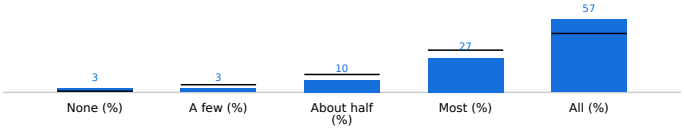
Feel it is important to pay attention in class?



Think doing homework is important?



Try hard to get good grades?



Quality Professional Development

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

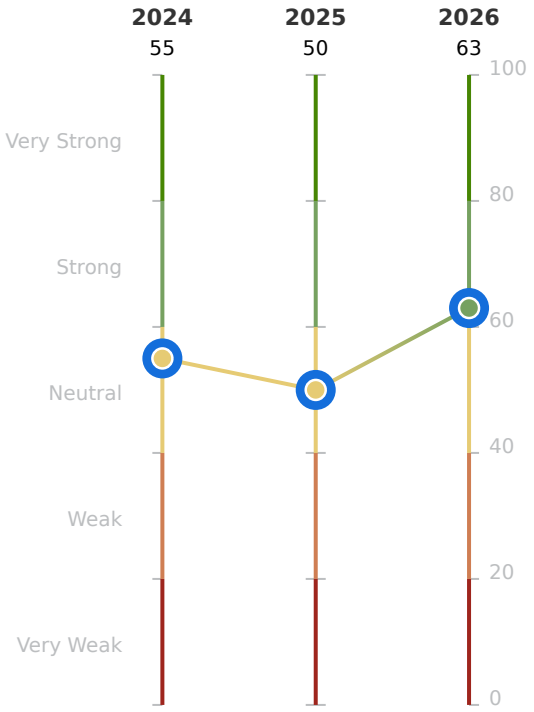
Essential

Collaborative Teachers

Respondent

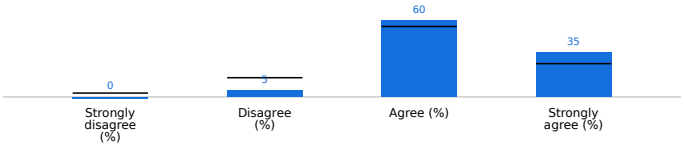
Teacher

Performance

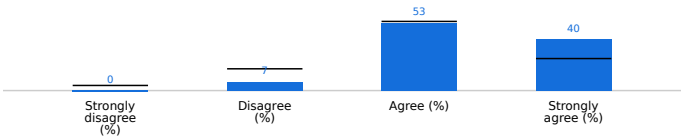


Teachers report that professional development this year has:

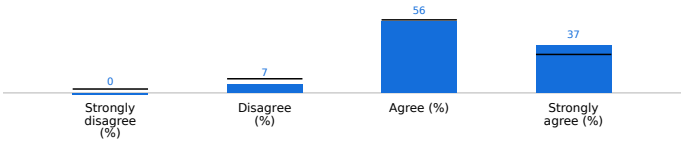
Been sustained and coherently focused, rather than short-term and unrelated.



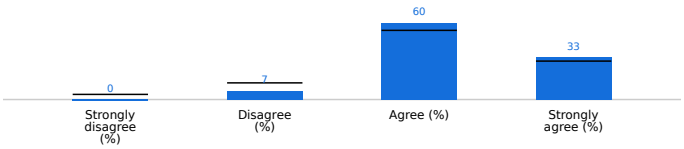
Included enough time to think carefully about, try, and evaluate new ideas.



Been closely connected to my school's improvement plan.



Included opportunities to work productively with colleagues in my school.



Parent Involvement in School

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

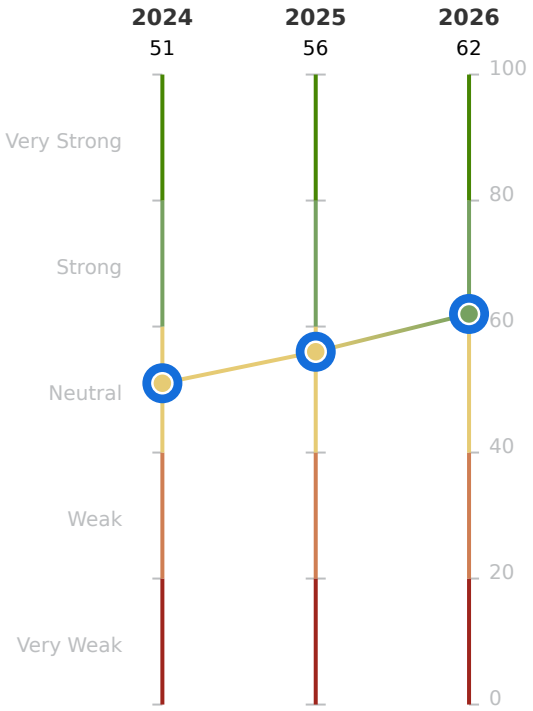
Essential

Involved Families

Respondent

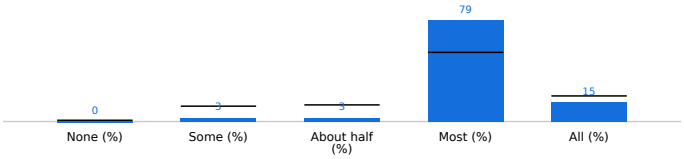
Teacher

Performance

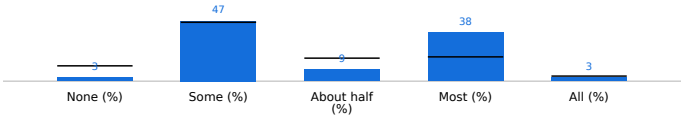


Teachers report that students' parents:

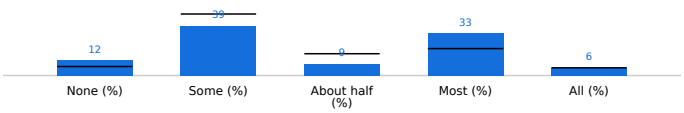
Attended parent-teacher conferences when you requested them.



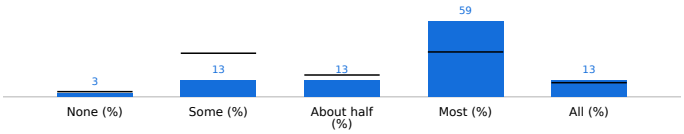
Volunteered time to support the school/center (e.g., volunteer in classrooms, help with school/center-wide events, etc.).



Contacted you about their child's performance.



Responded to your suggestions for helping their child.



Instructional Leadership

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

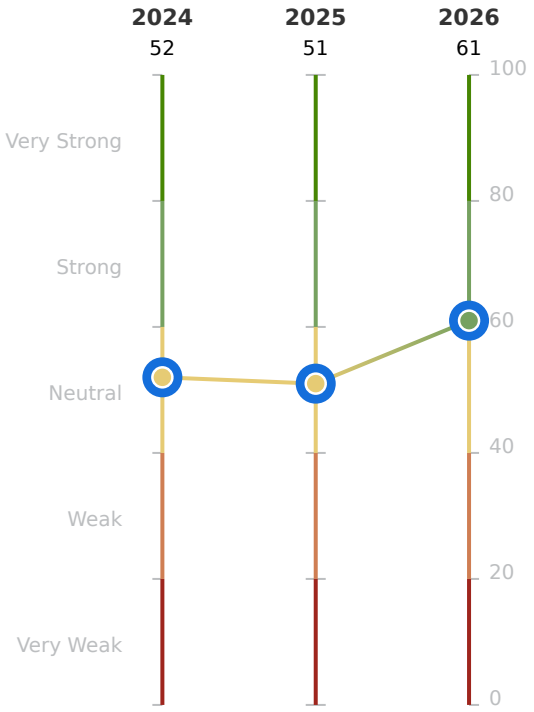
Essential

Effective Leaders

Respondent

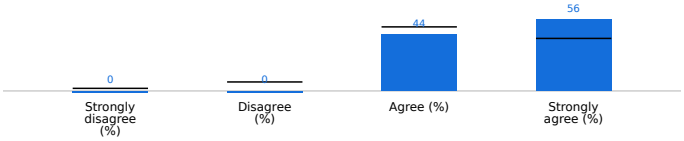
Teacher

Performance

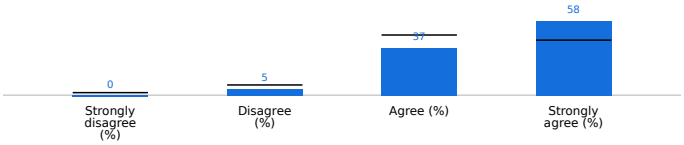


Teachers report that a member of the school leadership team:

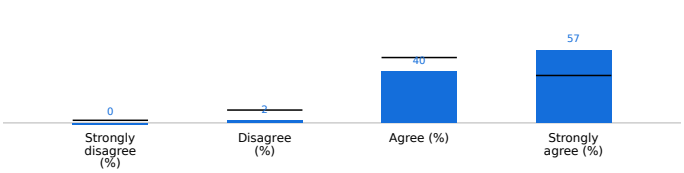
Makes clear to the staff the leadership's expectations for meeting instructional goals.



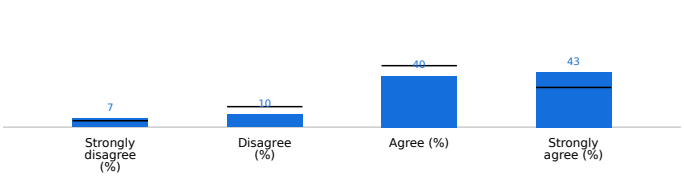
Communicates a clear vision for our school.



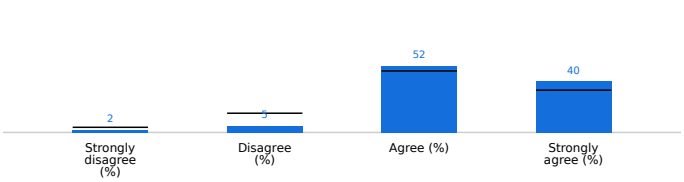
Presses teachers to implement what they have learned in professional development.



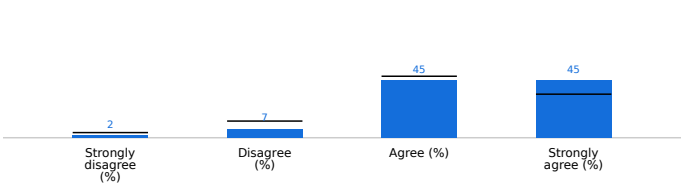
Knows what's going on in my classroom.



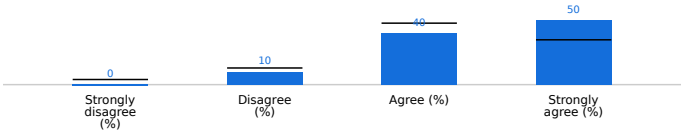
Provides me with useful feedback to improve my teaching.



Has provided me with the support I need to improve my teaching.



Makes sure teachers receive the coaching and support they need to implement new practices.



Teacher-Parent Trust

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

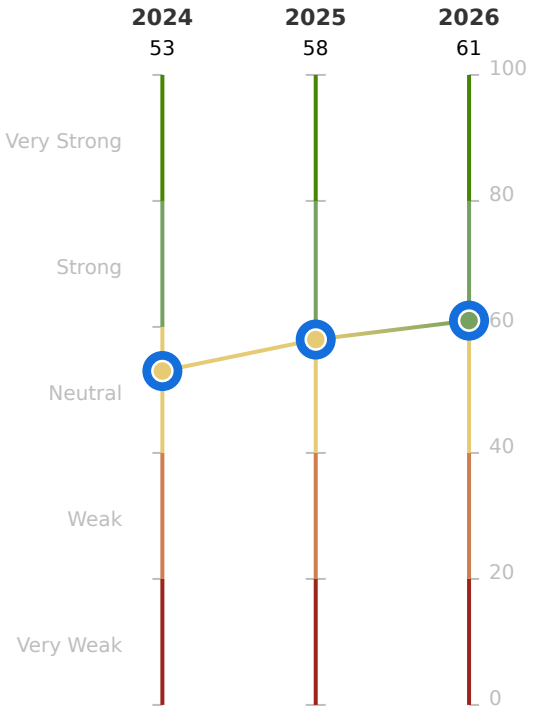
Essential

Involved Families

Respondent

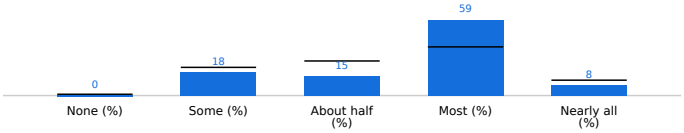
Teacher

Performance

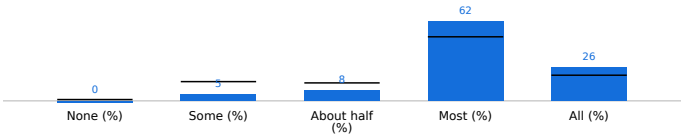


Teachers report the following:

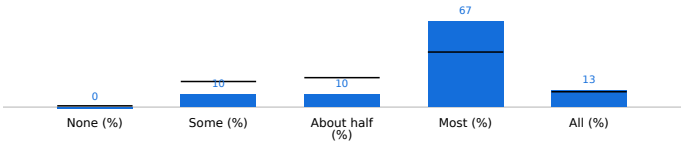
Teachers feel good about parents' support for their work.



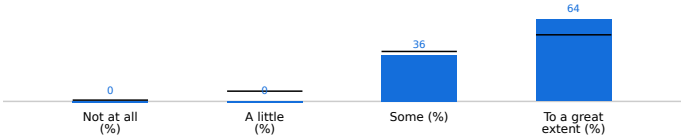
Parents support teachers' teaching efforts.



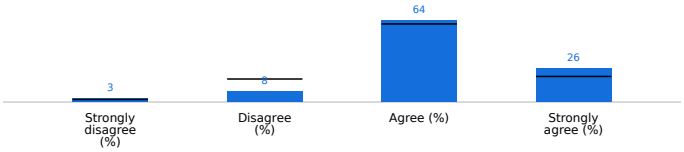
Parents do their best to help their children learn.



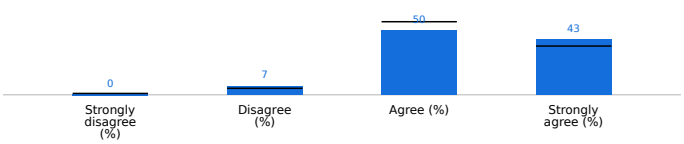
Teachers feel respected by the parents of the students



Teachers and parents/guardians at this school think of each other as partners in educating children.



Staff at this school work hard to build trusting relationships with parents/guardians.



Academic Personalism

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

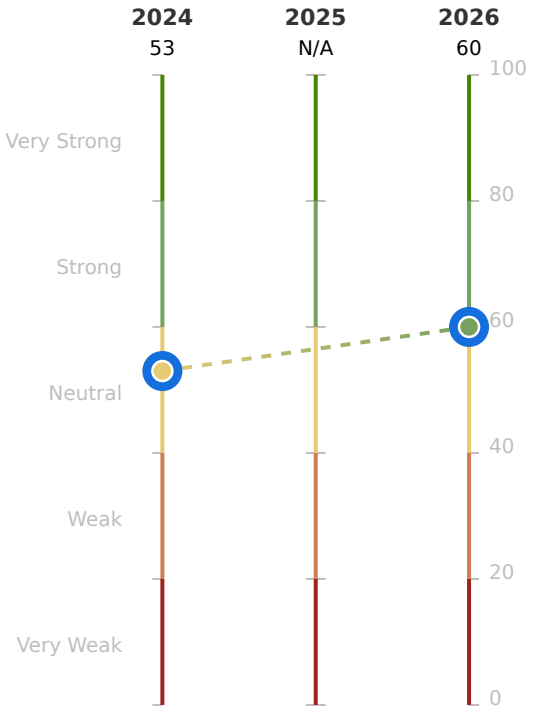
Essential

Supportive Environment

Respondent

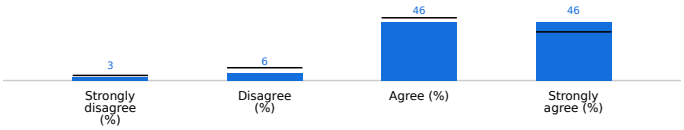
Student

Performance

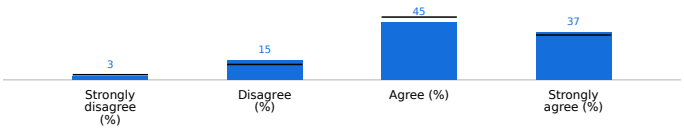


Students report that their teacher:

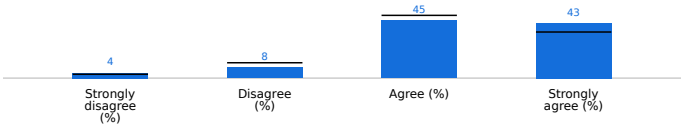
Helps me catch up if I am behind.



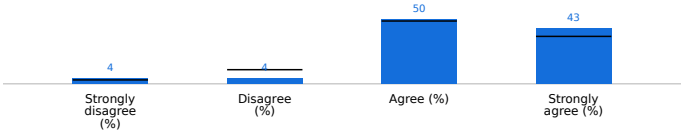
Is willing to give extra help on schoolwork if I need it.



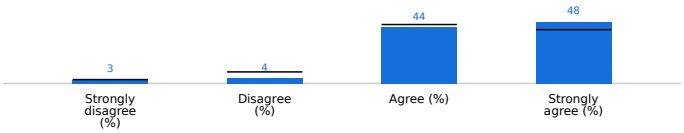
Notices if I have trouble learning something.



Gives me specific suggestions about how I can improve my work in this class.



Explains things in a different way if I don't understand something in class.



Collaborative Practices

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

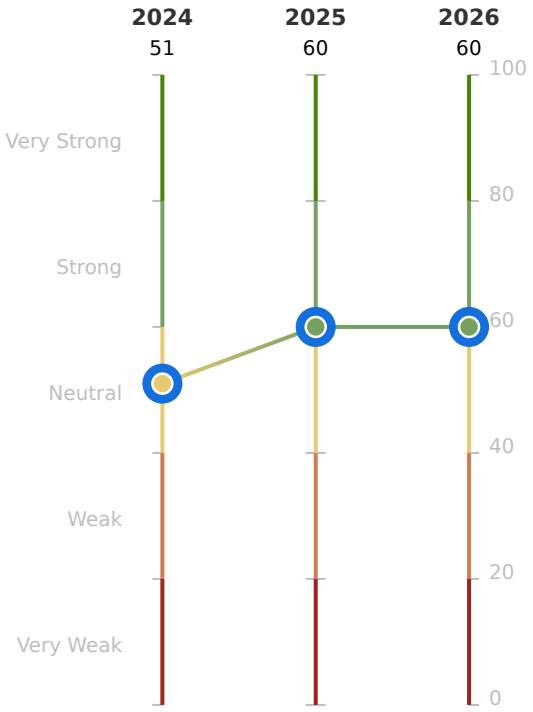
Essential

Collaborative Teachers

Respondent

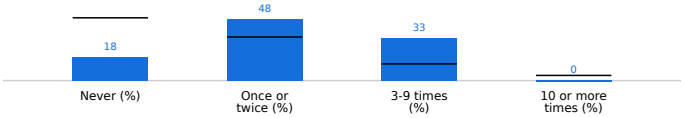
Teacher

Performance

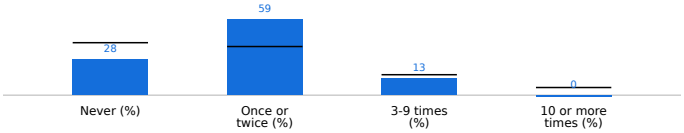


Teachers report how often they have done the following:

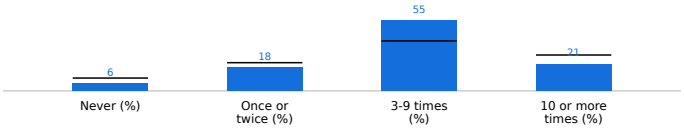
Observed another teacher's classroom to offer feedback.



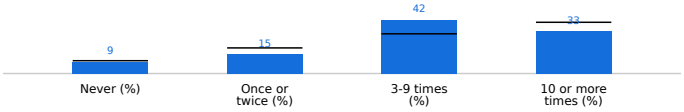
Observed another teacher's classroom to get ideas for your own instruction.



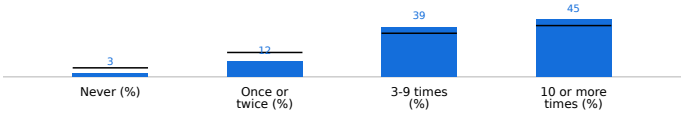
Gone over student assessment data with other teachers to make instructional decisions.



Worked with other teachers to develop materials or activities for particular classes.



Worked on instructional strategies with other teachers.



Student-Teacher Trust

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

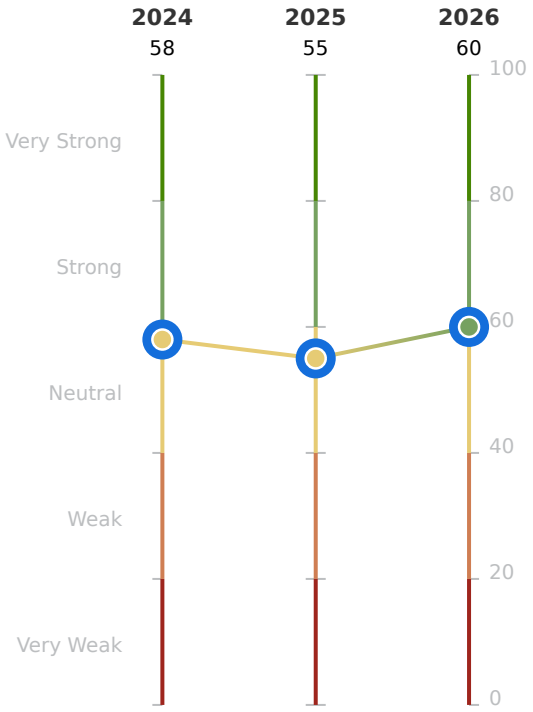
Essential

Supportive Environment

Respondent

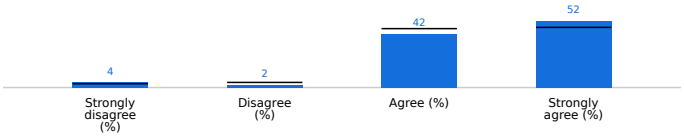
Student

Performance

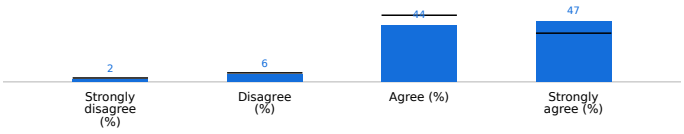


Students report:

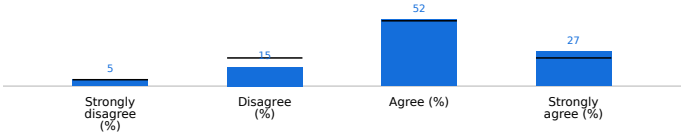
I feel safe with my teachers at this school.



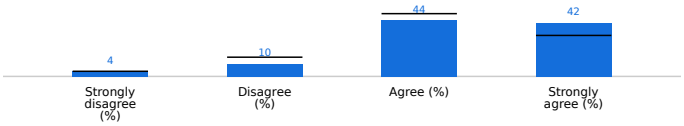
I feel comfortable with my teachers at this school.



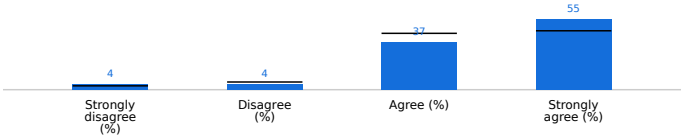
My teachers always keep their promises.



My teachers always listen to students' ideas.



My teachers treat me with respect.



Math Instruction

Math Instruction
Students interact with course material and one another to build and apply knowledge in their math classes.

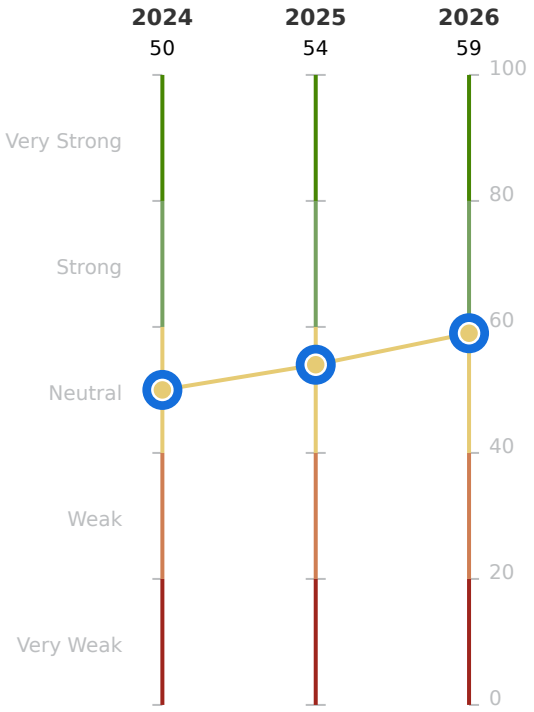
Essential

Ambitious Instruction

Respondent

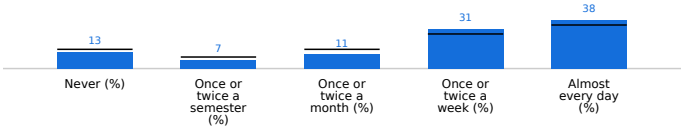
Student

Performance

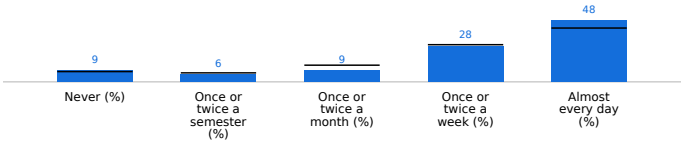


Students report that they do the following in math class:

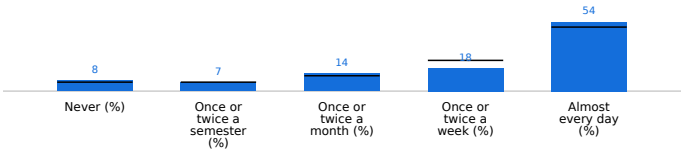
Apply math to situations in life outside of school.



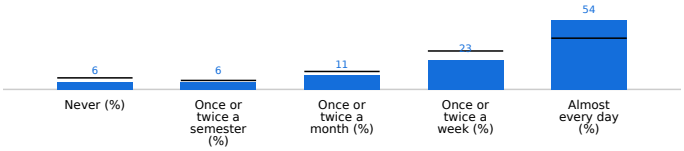
Discuss possible solutions to problems with other students.



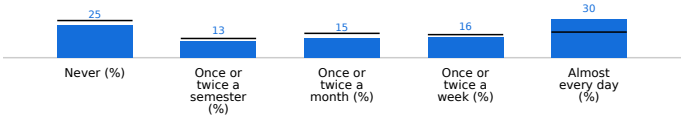
Explain how you solved a problem to the class.



Write a few sentences to explain how you solved a math problem.



Write a math problem for other students to solve.



Parent Influence on Decision Making in Schools

Parent Influence on Decision Making in Schools
The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.

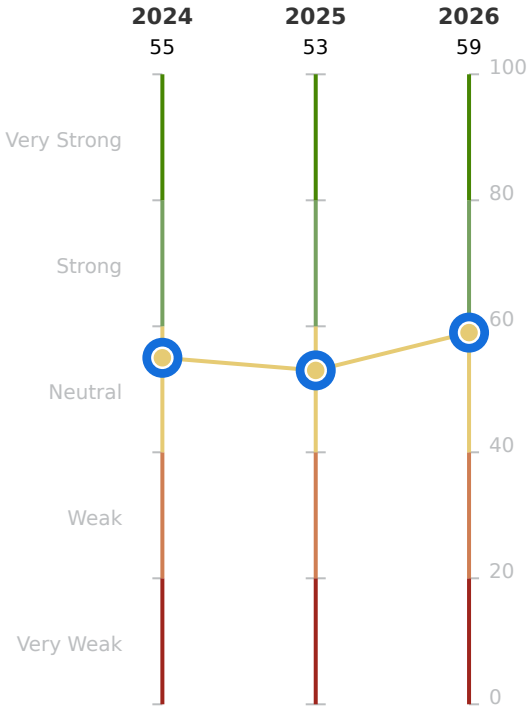
Essential

Involved Families

Respondent

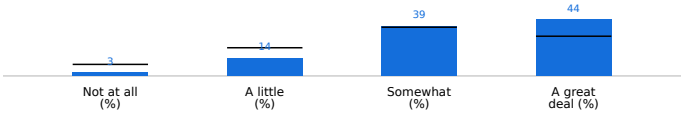
Teacher

Performance

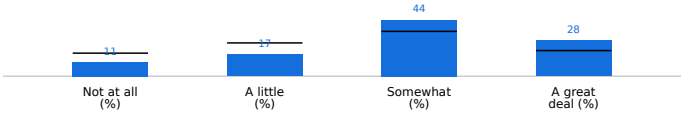


Teachers report that the school:

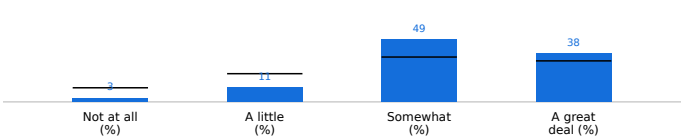
Involves parents in the development of programs aimed at improving students' academic outcomes.



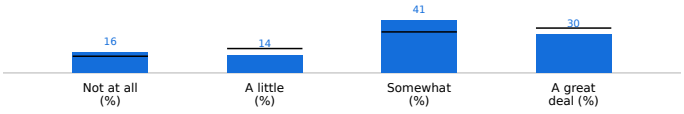
Involves parents in commenting on school curricula.



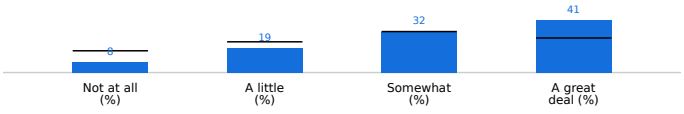
Includes parent leaders from all backgrounds in school improvement efforts.



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.).



Encourage more involved parents/guardians to reach out to less involved parents/guardians?



Program Coherence

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

Essential

Effective Leaders

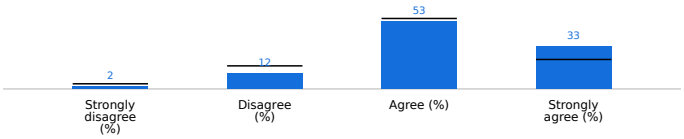
Respondent

Teacher

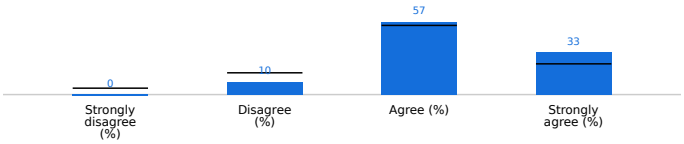
Performance

Teachers report the following:

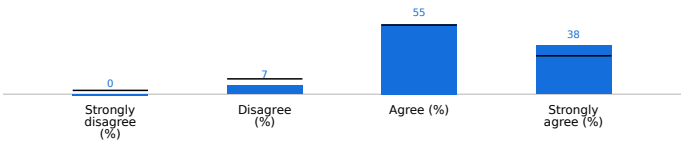
Once we start a new program in this school, we follow up to make sure that it's working.



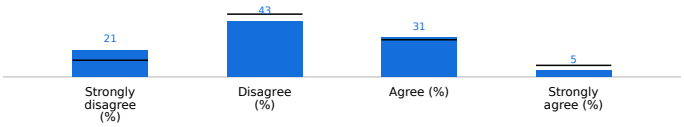
Curriculum, instruction, and learning materials are well coordinated across different grade levels at this school.



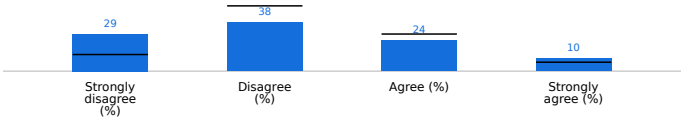
There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.



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



Many special programs come and go at this school.



Academic Press

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

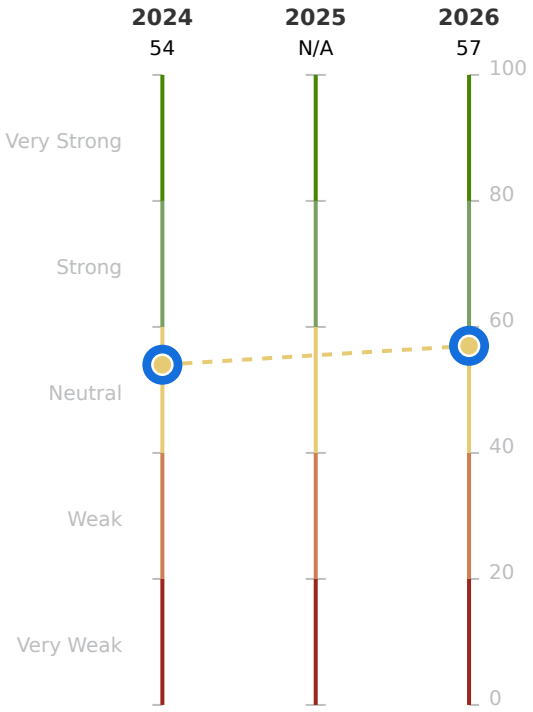
Essential

Ambitious Instruction

Respondent

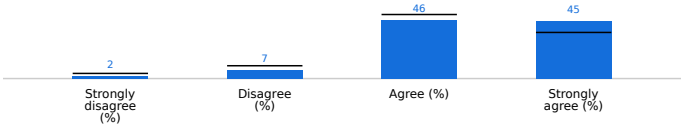
Student

Performance

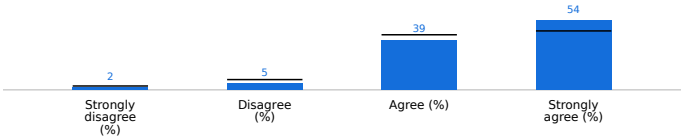


Students report the following about one specific class:

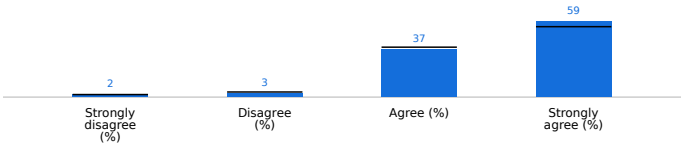
This class really makes me think.



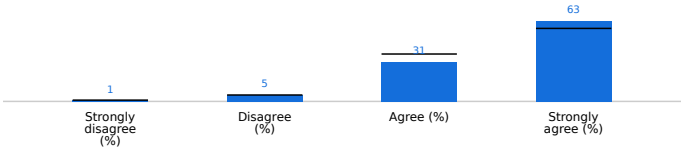
I really learn a lot in this class



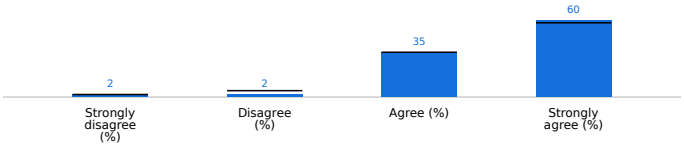
The teacher expects everyone to work hard



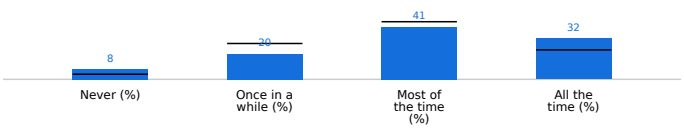
The teacher expects me to do my best all the time



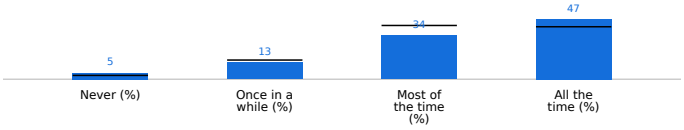
The teacher wants us to become better thinkers, not just memorize things



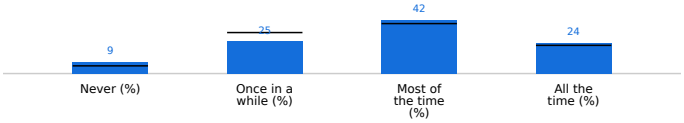
This class challenges me



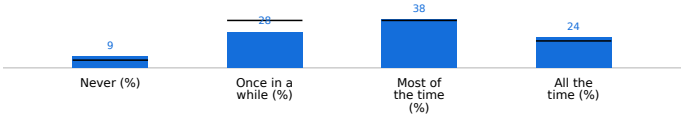
This class requires me to work hard to do well



The teacher asks difficult questions on tests



The teacher asks difficult questions in class



Safety

Safety
Students feel safe both in and around the school building.

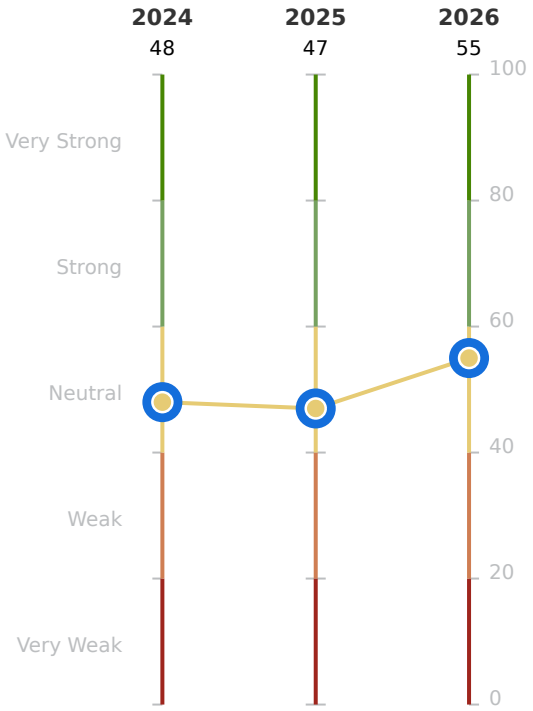
Essential

Supportive Environment

Respondent

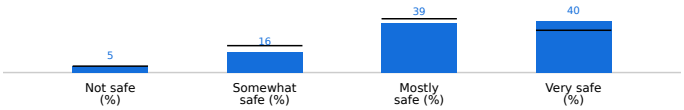
Student

Performance

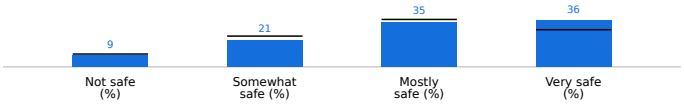


Students report how safe they feel:

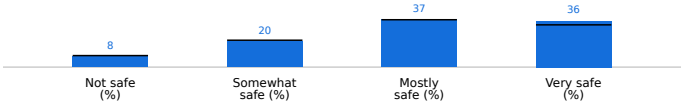
In the hallways of the school?



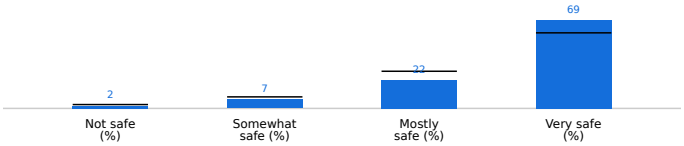
In the bathrooms of the school?



Outside around the school?



In your classes?



School Commitment

School Commitment
Teachers are deeply committed to the school.

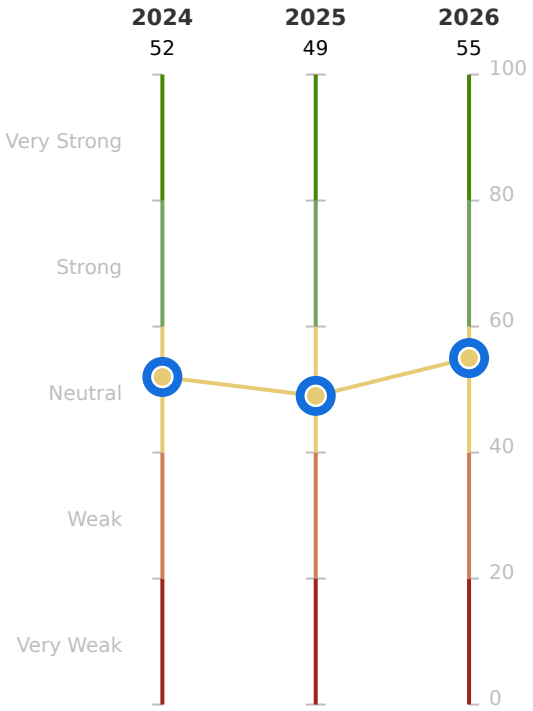
Essential

Collaborative Teachers

Respondent

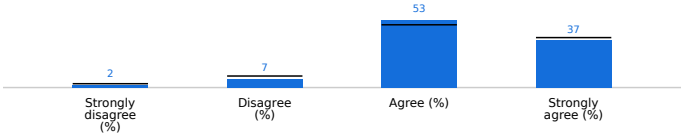
Teacher

Performance

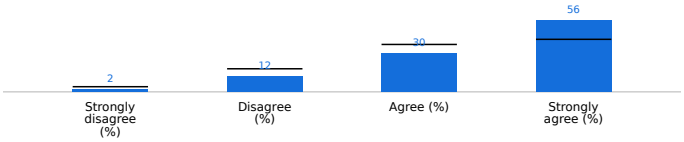


Teachers report the following:

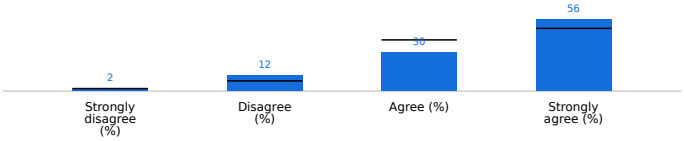
I usually look forward to each working day at this school.



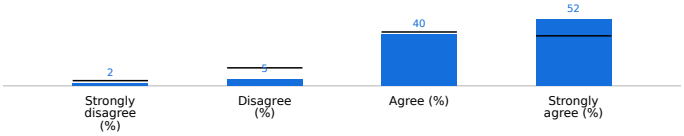
I wouldn't want to work in any other school.



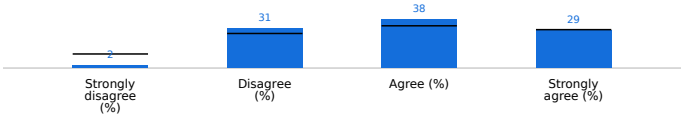
I feel loyal to this school.



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



This school would be my first choice for my own child.



Teacher-Principal Trust

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

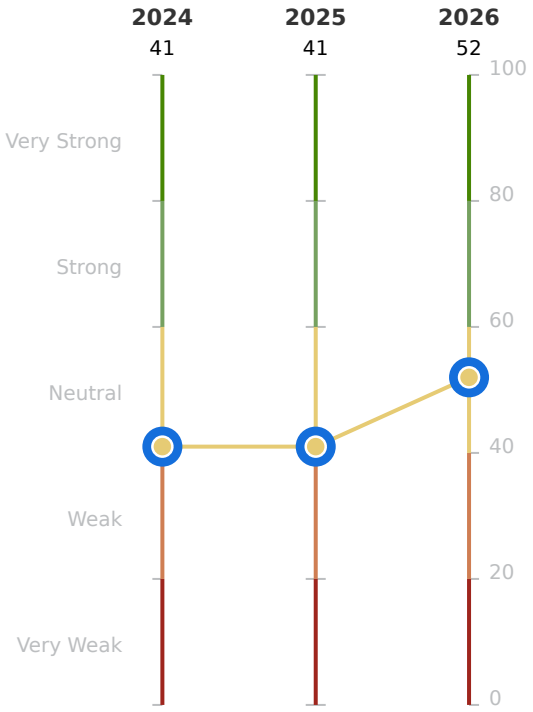
Essential

Effective Leaders

Respondent

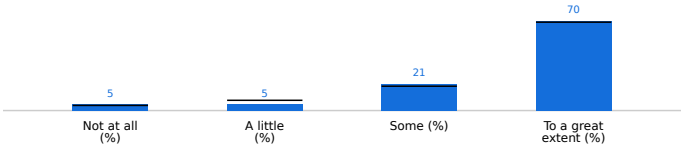
Teacher

Performance

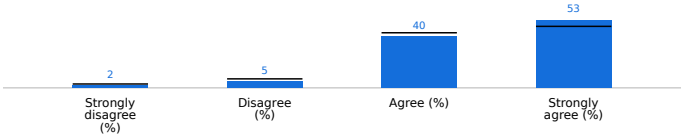


Teachers report the following:

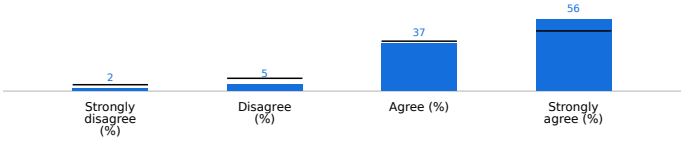
Teachers feel respected by the principal



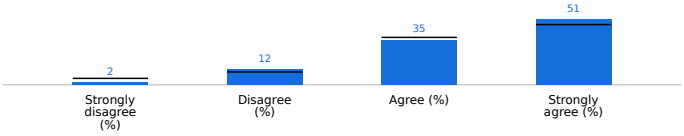
The principal has confidence in the expertise of the teachers.



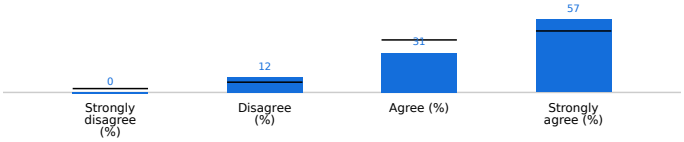
I trust the principal at their word.



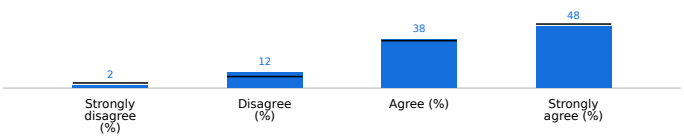
It’s OK in this school to discuss feelings, worries, and frustrations with the principal.



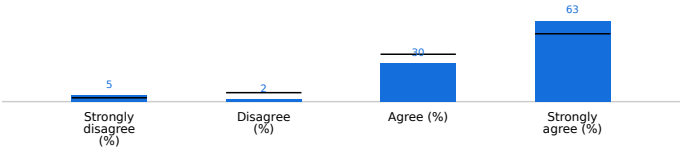
The principal takes a personal interest in the professional development of teachers.



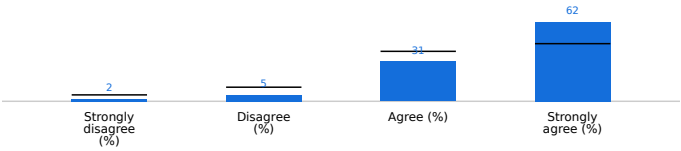
The principal looks out for the personal welfare of the faculty members.



The principal places the needs of children ahead of personal and political interests.



The principal at this school is an effective manager who makes the school run smoothly.



Quality of Student Discussion

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

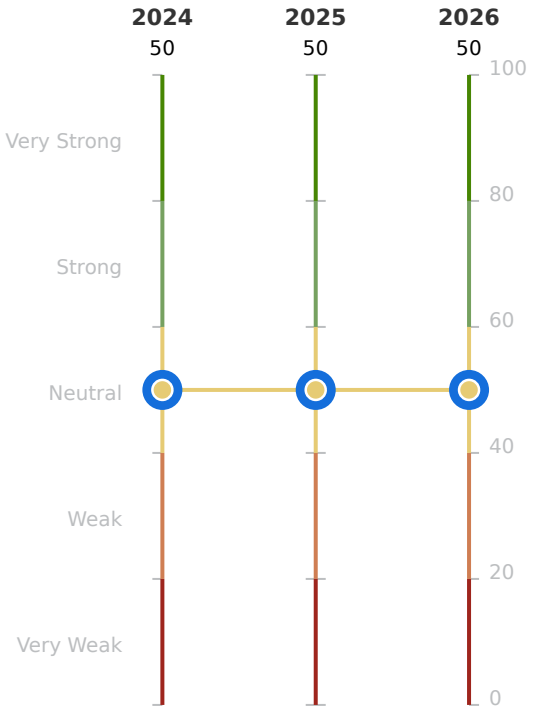
Essential

Ambitious Instruction

Respondent

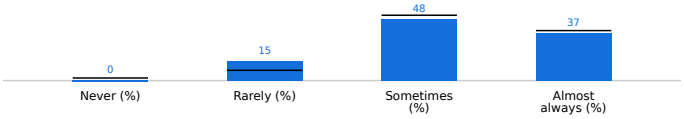
Teacher

Performance

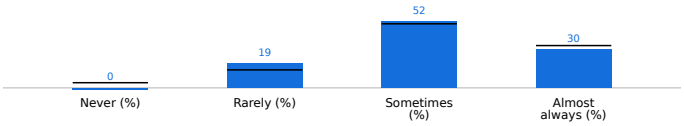


Teachers report the following about classroom discussions:

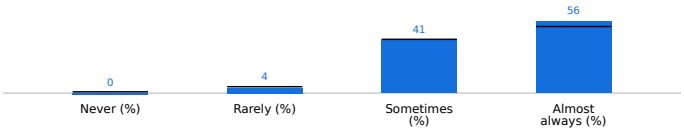
Students build on each other's ideas during discussion.



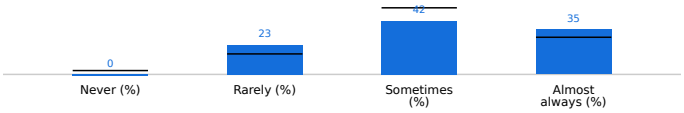
Students use data and text references to support their ideas.



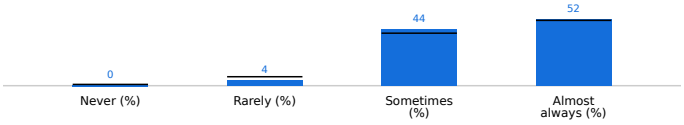
Students show each other respect.



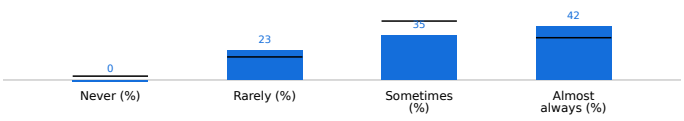
Students provide constructive feedback to their peers and to me.



Most students participate in the discussion at some point.



Students encourage each other to participate in discussion.



Teacher Influence

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

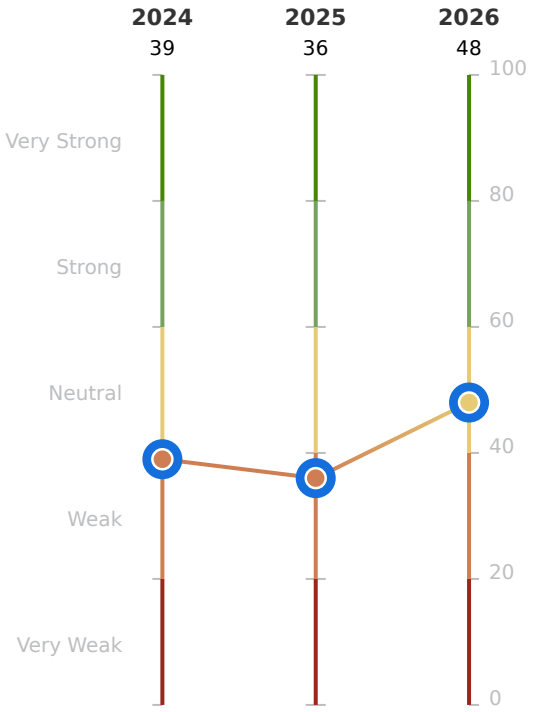
Essential

Effective Leaders

Respondent

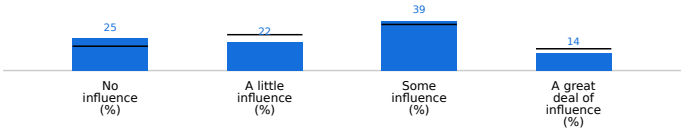
Teacher

Performance

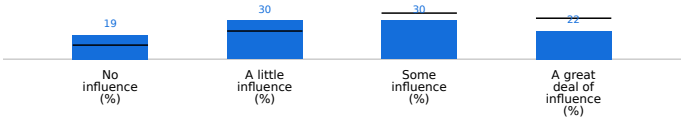


Teachers report having influence on:

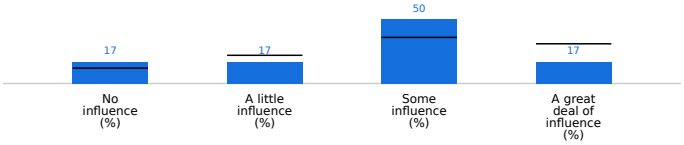
Planning how discretionary school funds should be used.



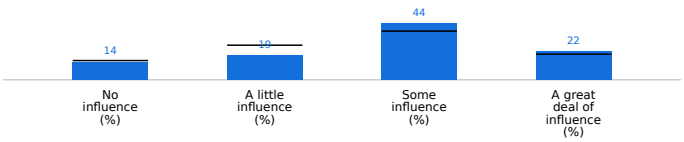
Determining which books and other instructional materials are used in classrooms.



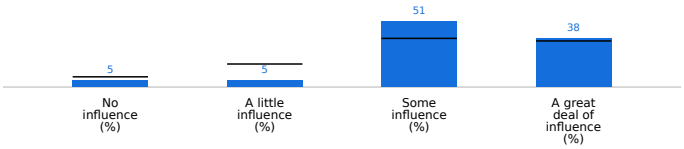
Establishing the curriculum and instructional program.



Determining the content of in-service programs.



Setting standards for student behavior.



Collective Responsibility

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

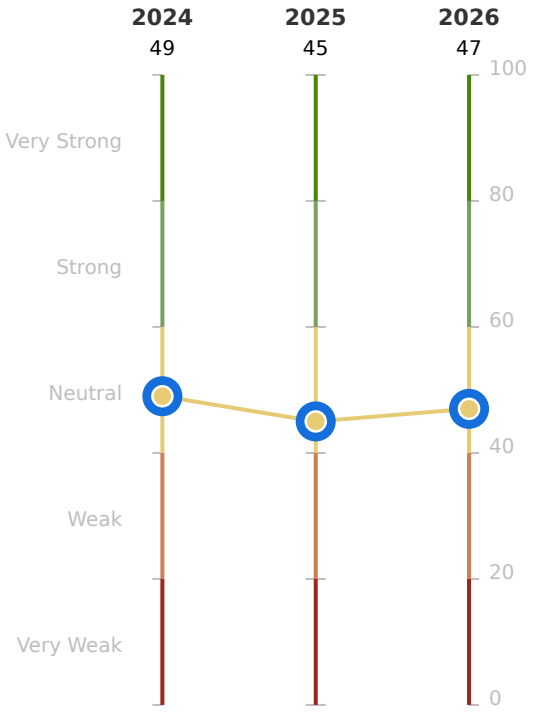
Essential

Collaborative Teachers

Respondent

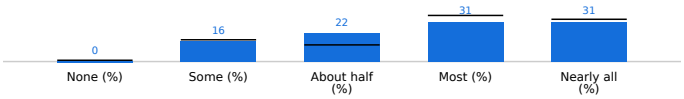
Teacher

Performance

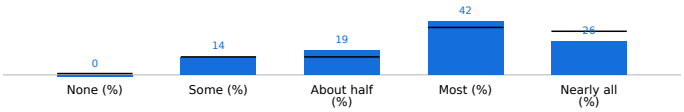


Teachers report that other teachers in the school:

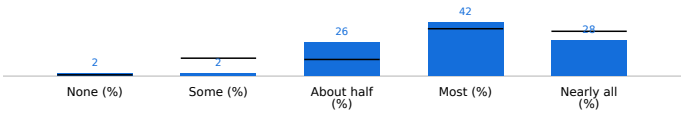
Help maintain discipline in the entire school, not just their classroom?



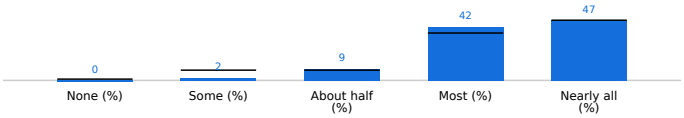
Take responsibility for improving the school.



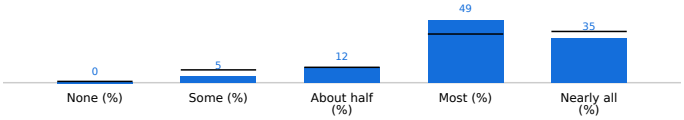
Feel responsible to help each other do their best.



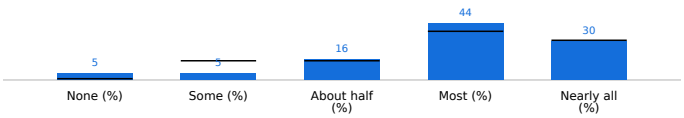
Feel responsible that all students learn.



Feel responsible for helping students develop self-control.



Feel responsible when students in this school fail.



Teacher-Teacher Trust

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

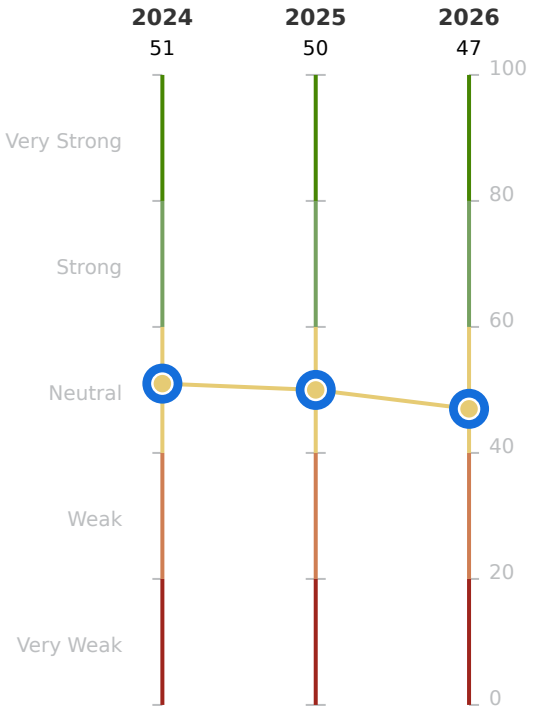
Essential

Collaborative Teachers

Respondent

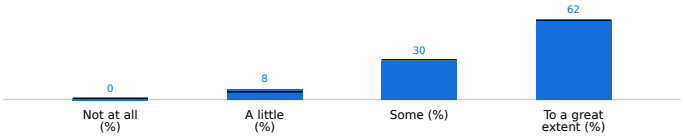
Teacher

Performance

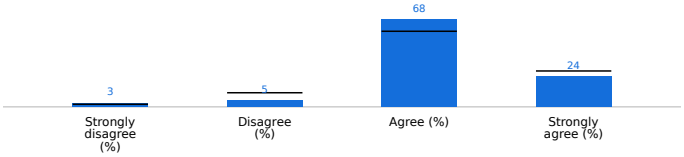


Teachers report the following:

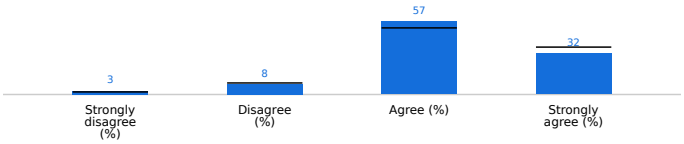
Teachers feel respected by other teachers



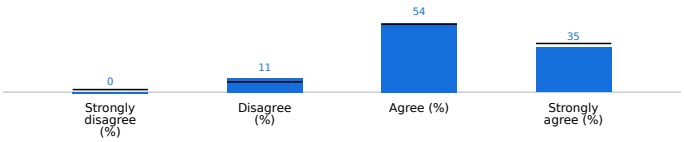
Teachers in this school trust each other.



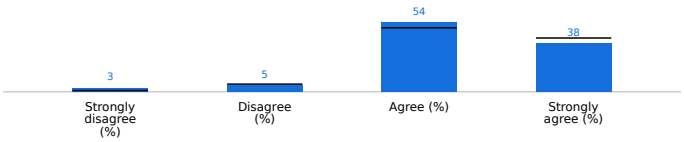
It's OK in this school to discuss feelings, worries, and frustrations with other teachers.



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.



All Supplemental Measures

How is Durkin Park Elementary School performing on all supplemental measures in 2026?

Page	Measure	Change	Performance	Essential	Respondent
34	Academic Engagement	N/A	69 Strong	Supplemental Measures	Student
35	Classroom Rigor	N/A	64 Strong	Supplemental Measures	Student
36	Course Clarity	N/A	64 Strong	Supplemental Measures	Student
37	Student Peer Relationships	+ 4	61 Strong	Supplemental Measures	Student
38	Teacher Safety	+ 14	61 Strong	Supplemental Measures	Teacher
39	Emotional Health	+ 8	59 Neutral	Supplemental Measures	Student
40	Classroom Disruptions	+ 8	58 Neutral	Supplemental Measures	Teacher
41	Human & Social Resources in the Community	+ 8	58 Neutral	Supplemental Measures	Student
42	Rigorous Study Habits	+ 4	57 Neutral	Supplemental Measures	Student
43	Parent Supportiveness	+ 7	55 Neutral	Supplemental Measures	Student
44	School Connectedness	+ 6	55 Neutral	Supplemental Measures	Student
45	School Safety	+ 6	54 Neutral	Supplemental Measures	Student
46	Socialization of New Teachers	+ 5	54 Neutral	Supplemental Measures	Teacher
47	Student Responsibility	+ 5	53 Neutral	Supplemental Measures	Teacher
48	Innovation	+ 2	51 Neutral	Supplemental Measures	Teacher
49	Reflective Dialogue	+ 4	48 Neutral	Supplemental Measures	Teacher
50	Inquiry-Based Science Instruction	- 15	47 Neutral	Supplemental Measures	Student

Academic Engagement

Academic Engagement
Students are interested and engaged in learning.

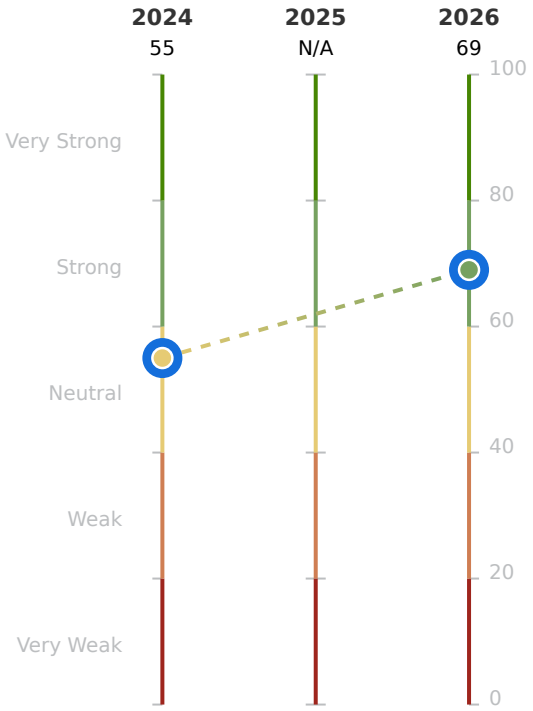
Essential

Supplemental Measures

Respondent

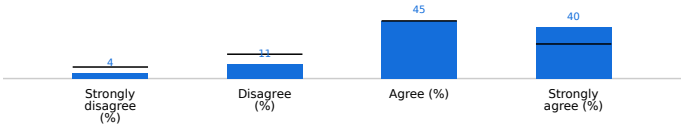
Student

Performance

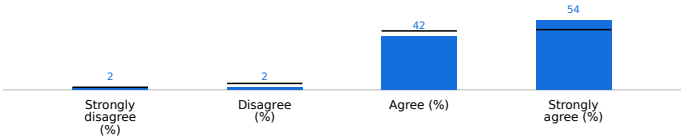


Students report:

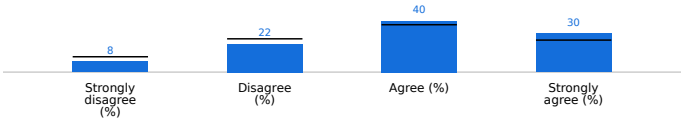
I usually look forward to this class.



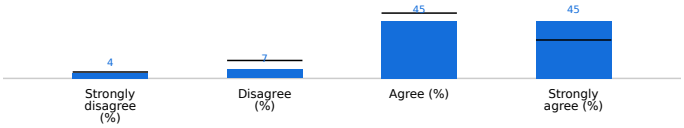
I work hard to do my best in this class.



Sometimes I get so interested in my work I don't want to stop.



The topics we are studying are interesting and challenging.



Classroom Rigor

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

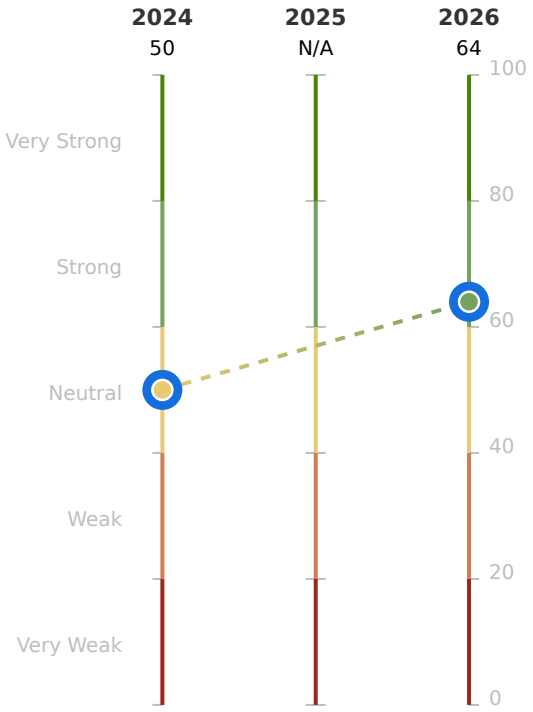
Essential

Supplemental Measures

Respondent

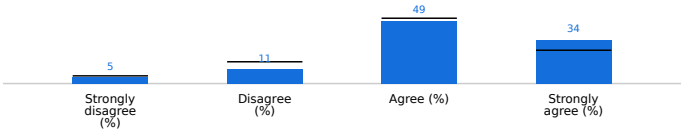
Student

Performance

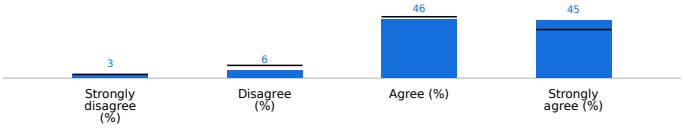


Students report that the teacher in their target class:

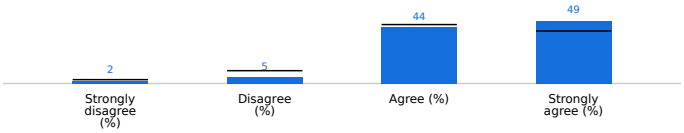
Often connects what I am learning to life outside of the classroom.



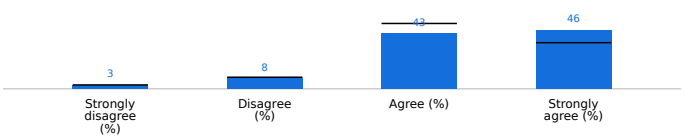
Encourages students to share their ideas about things we are studying in class.



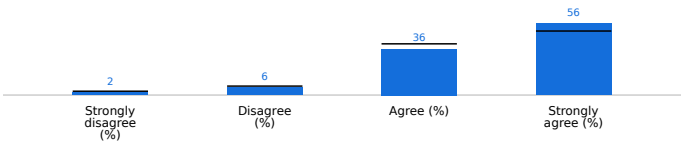
Often requires me to explain my answers.



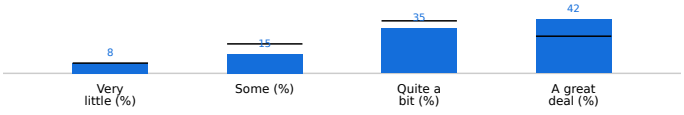
Encourages us to consider different solutions or points of view.



Doesn't let students give up when the work gets hard.



We talk about different solutions or points of view.



Course Clarity

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

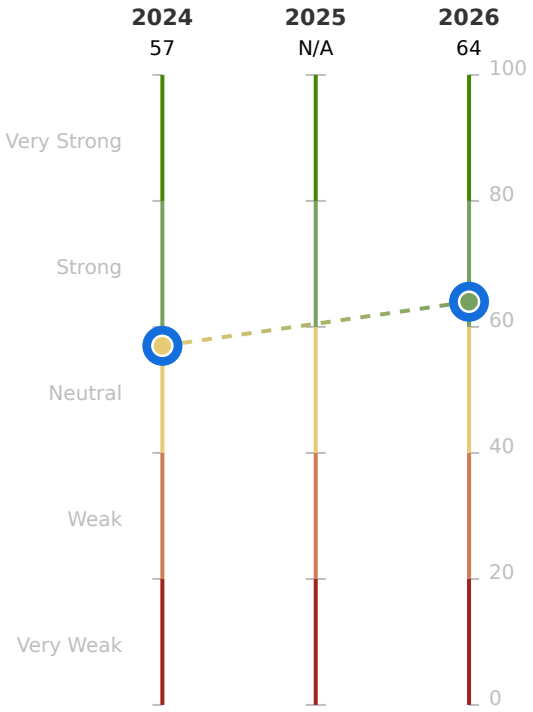
Essential

Supplemental Measures

Respondent

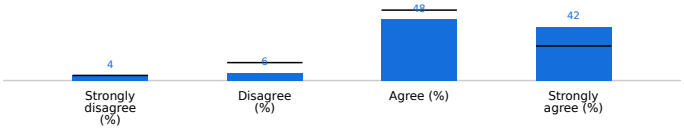
Student

Performance

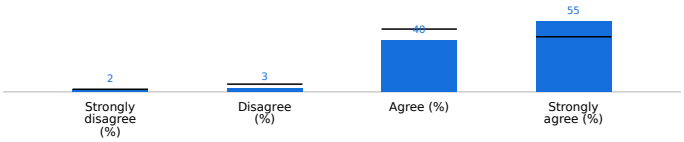


Students report the following about one specific class:

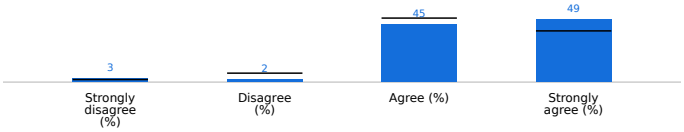
I learn a lot from feedback on my work.



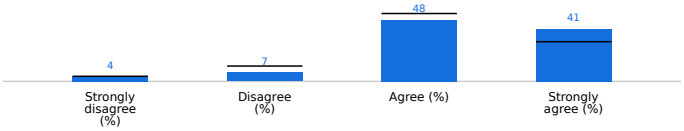
It's clear to me what I need to do to get a good grade.



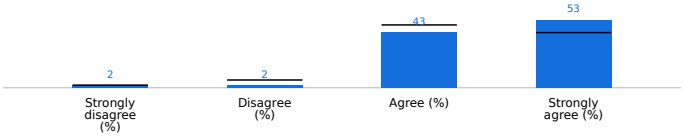
The work we do in class is good preparation for the test.



The homework assignments help me to learn the course material.



I know what my teacher wants me to learn in this class.



Student Peer Relationships

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

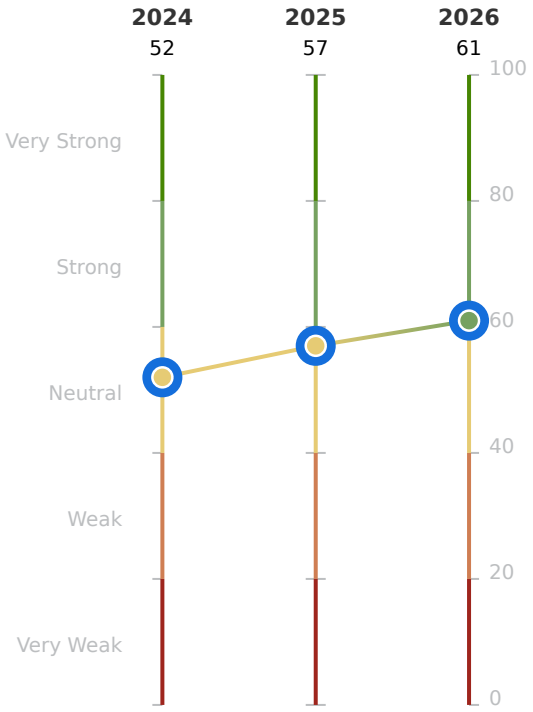
Essential

Supplemental Measures

Respondent

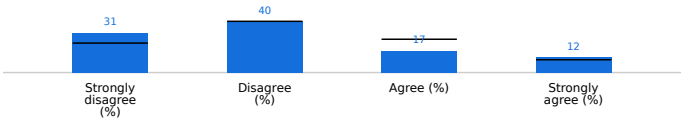
Student

Performance

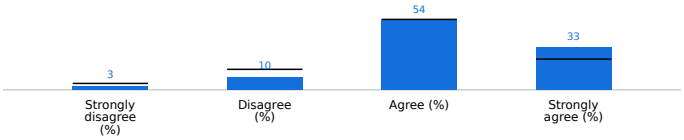


Students report that their school peers:

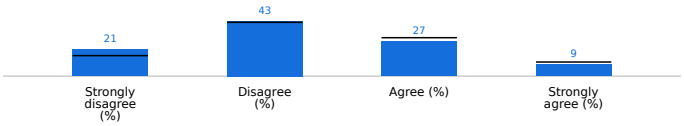
Like to put others down.



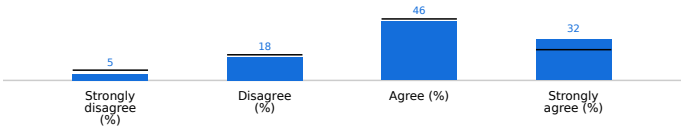
Help each other learn.



Don't get along together very well.



Treat each other with respect.



Teacher Safety

Teacher Safety
Teachers report little or no disorder in the hallways, physical conflict among students, vandalism, robbery or theft, and threats of violence against teachers.

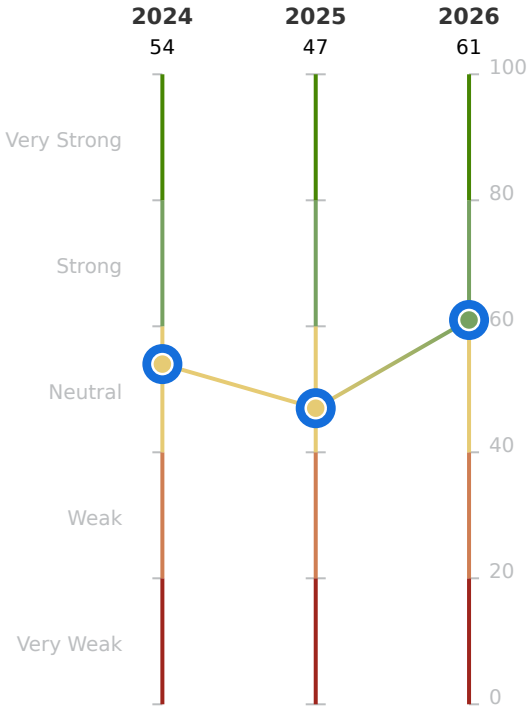
Essential

Supplemental Measures

Respondent

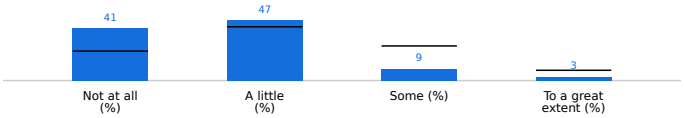
Teacher

Performance

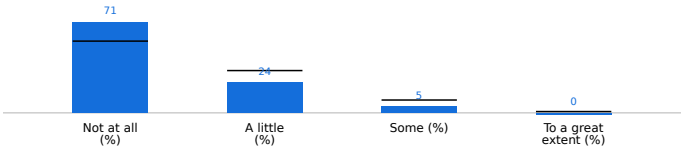


Teachers report how much each of the following is a problem:

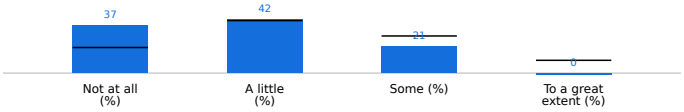
Physical conflicts among students



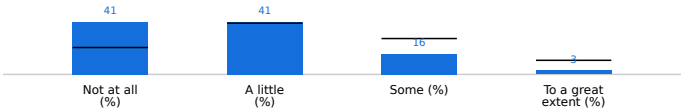
Robbery or theft



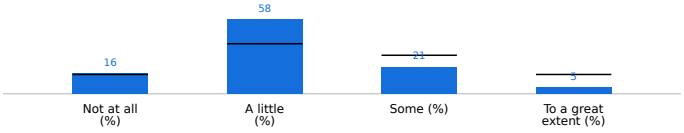
Disorder in classrooms



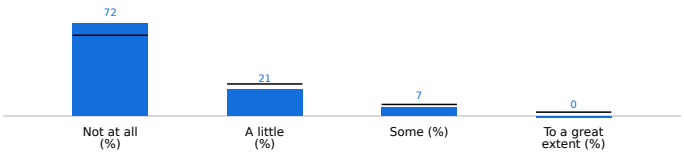
Disorder in hallways



Student disrespect of teachers



Threats of violence toward teachers



Emotional Health

Emotional Health
Students have the skills to nurture positive and respectful relationships with others.

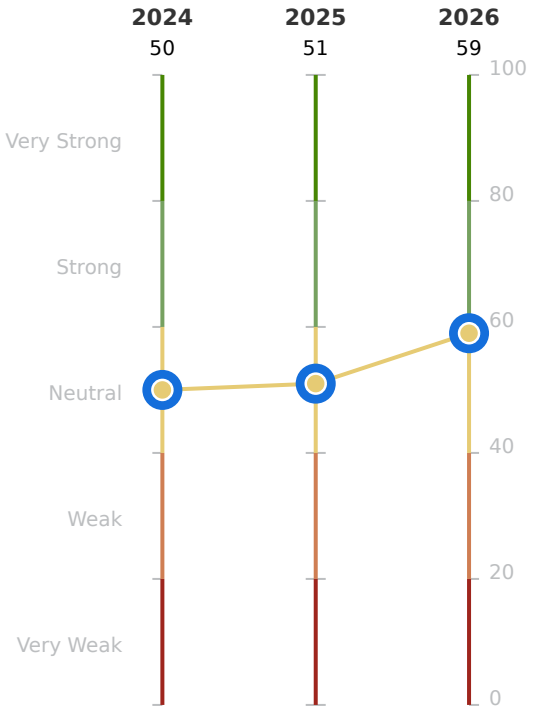
Essential

Supplemental Measures

Respondent

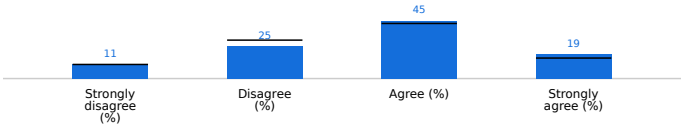
Student

Performance

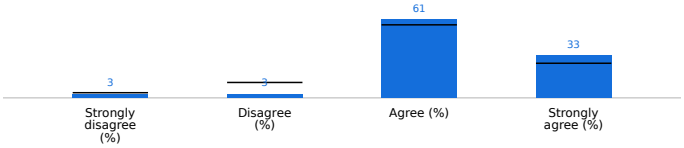


Students report:

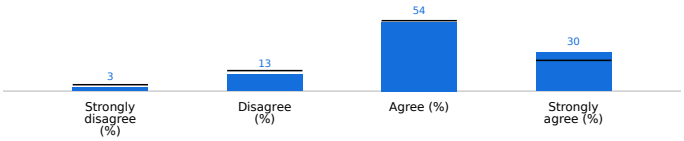
I can always find a way to help people end arguments.



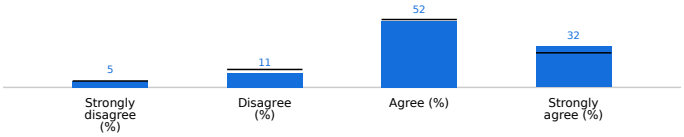
I listen carefully to what other people say to me.



I'm good at working with other students.



I'm good at helping other people.



Classroom Disruptions

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

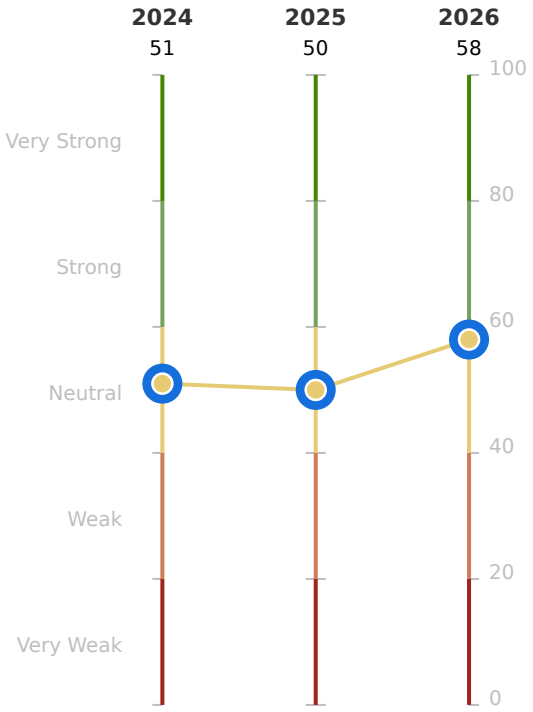
Essential

Supplemental Measures

Respondent

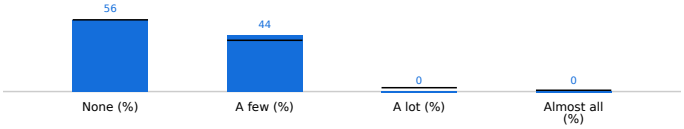
Teacher

Performance

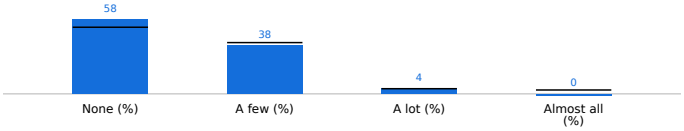


Teachers report that students in their classrooms:

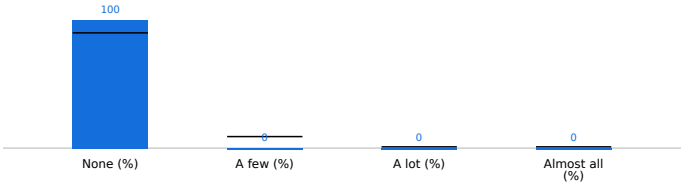
Refuse to respond when addressed?



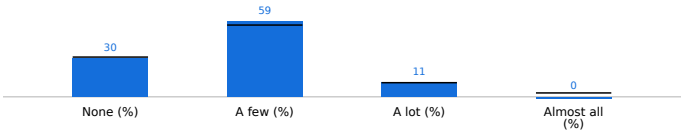
Use inappropriate language during class?



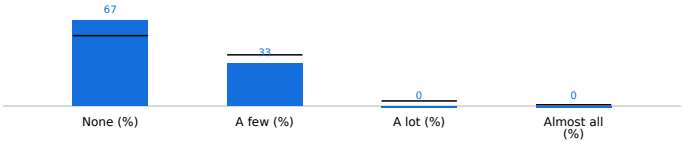
Threaten you verbally?



Do off-task things (e.g., play games, text, talk on cell phone) during instructional time?



Create serious behavior problems in your class?



Human & Social Resources in the Community

Human & Social Resources in the Community
Students come from communities where there are adults they can trust who provide a safe environment.

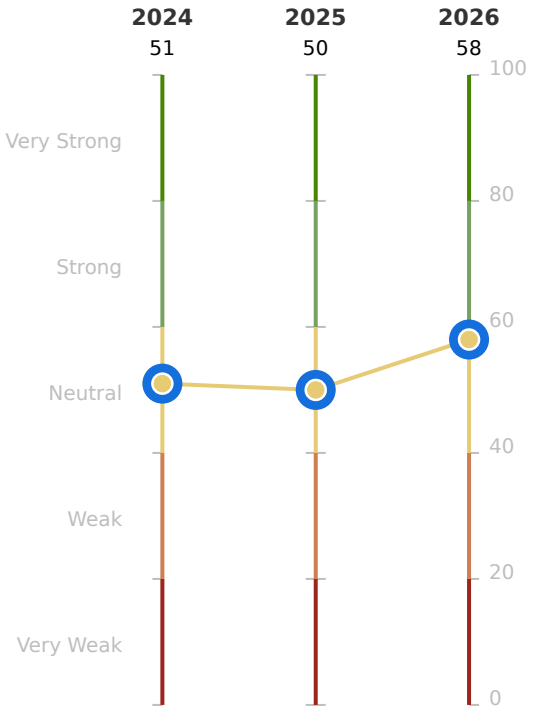
Essential

Supplemental Measures

Respondent

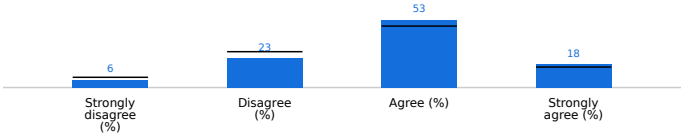
Student

Performance

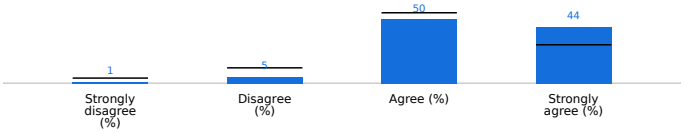


Students report the following about their community:

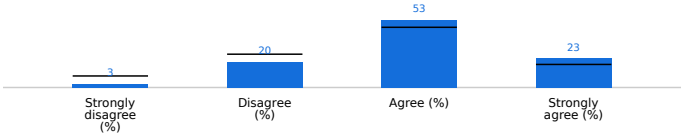
Adults in this neighborhood know who the local children are.



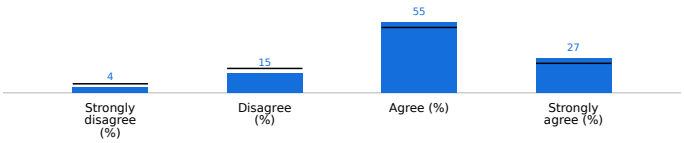
During the day, it is safe for children to play in the local park or playground.



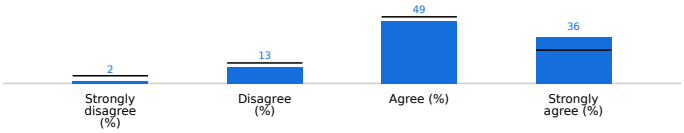
People in this neighborhood can be trusted.



There are adults in this neighborhood that children can look up to.



The equipment and buildings in the neighborhood, park, or playground are well kept.



Rigorous Study Habits

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

Essential

Supplemental Measures

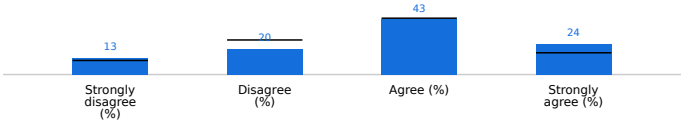
Respondent

Student

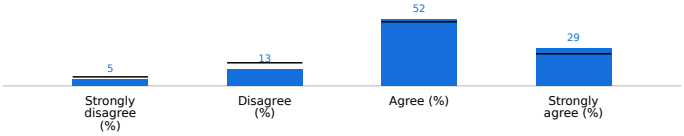
Performance

Students report that:

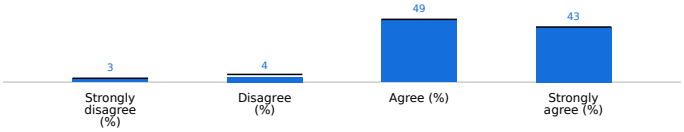
I always study for tests.



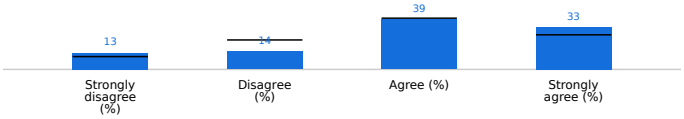
I set aside time to do my homework and study.



I try to do well on my schoolwork even when it isn't interesting to me.



If I need to study, I don't go out with my friends.



Parent Supportiveness

Parent Supportiveness
Parents support their children emotionally and developmentally.

Essential

Supplemental Measures

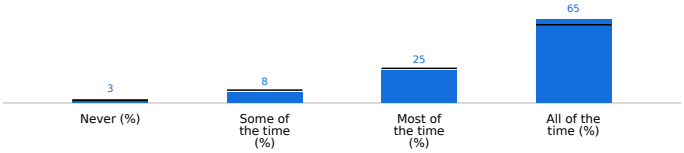
Respondent

Student

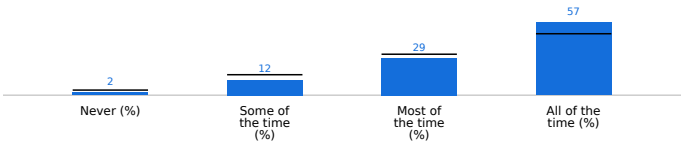
Performance

Students report the following about their parents. My parents:

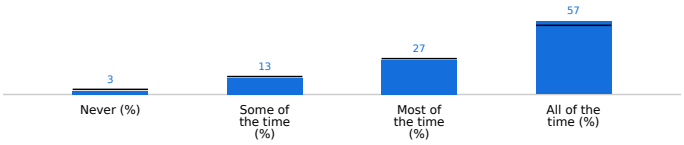
Encourage you to work hard at school.



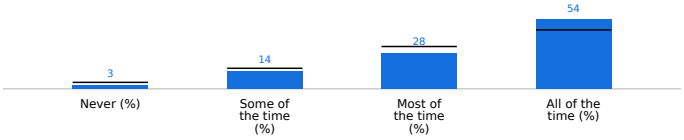
Listen to you when you need to talk.



Show they are proud of you.



Take time to help you make decisions.



School Connectedness

School Connectedness
Students feel included in their school's community.

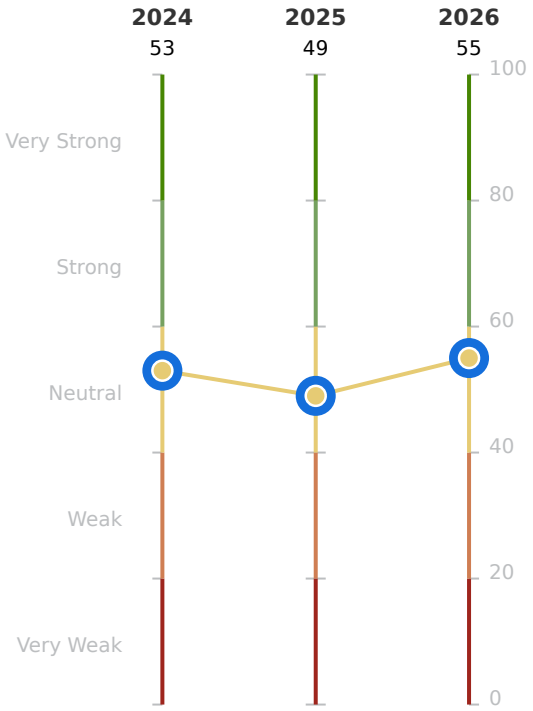
Essential

Supplemental Measures

Respondent

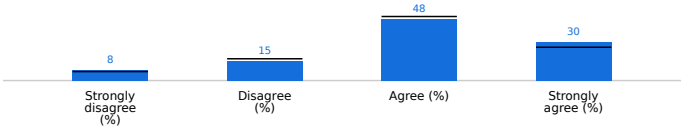
Student

Performance

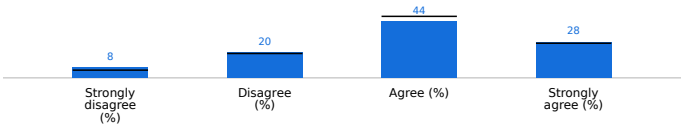


Students report the following:

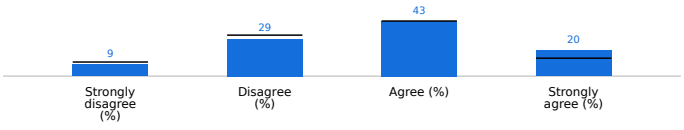
I feel like a real part of my school.



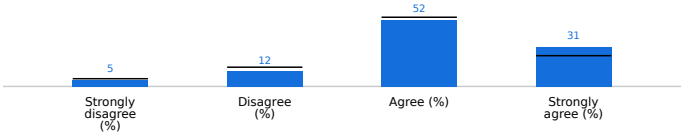
People here notice when I'm good at something.



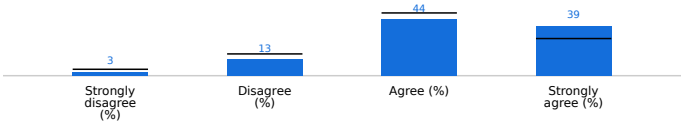
Other students in my school take my opinions seriously.



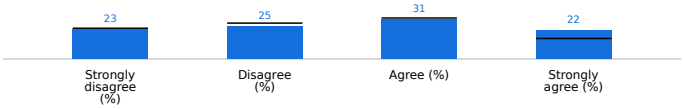
People at this school are friendly to me.



I'm included in lots of activities at school.



I'm excited to go to school every day.



School Safety

School Safety
Students encounter very little crime, violence, or bullying at school.

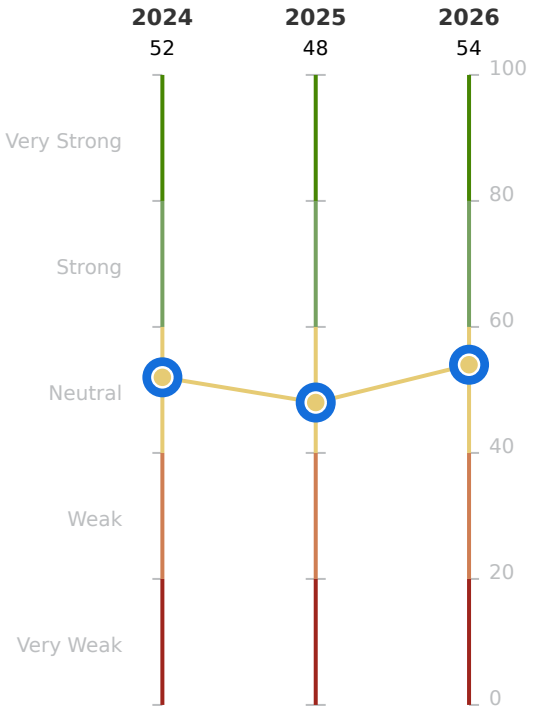
Essential

Supplemental Measures

Respondent

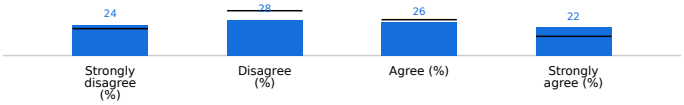
Student

Performance

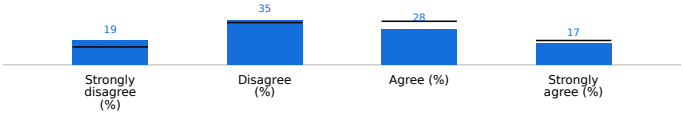


Students report that:

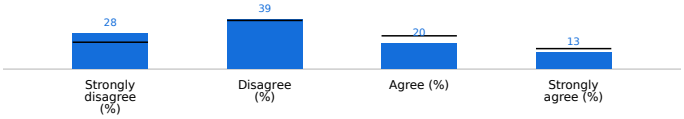
I worry about crime and violence in this school.



Students at this school are often teased or picked on.



Students at this school are often threatened or bullied.



Socialization of New Teachers

Socialization of New Teachers
New teachers are included in the professional community and are given helpful feedback on their instructional practices.

Essential

Supplemental Measures

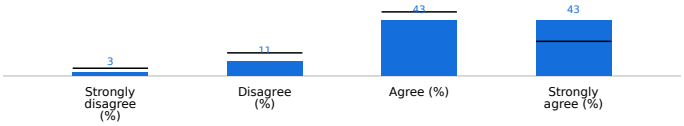
Respondent

Teacher

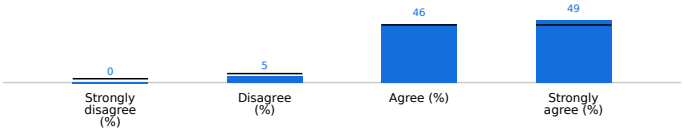
Performance

Teachers report the following:

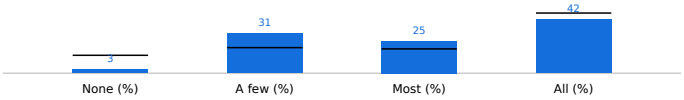
Experienced teachers invite new teachers into their classes to observe, give feedback, etc.



A conscious effort is made by faculty to make new teachers feel welcome here.



How many teachers are assigned a mentor teacher when they first begin working at this school?



Student Responsibility

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

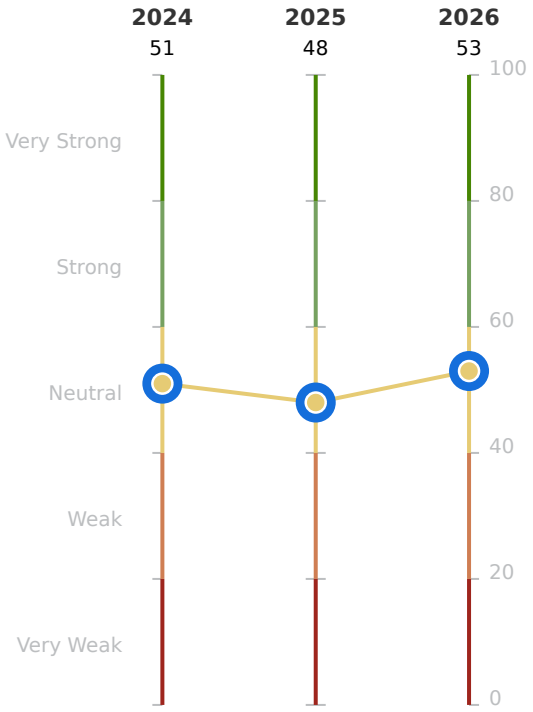
Essential

Supplemental Measures

Respondent

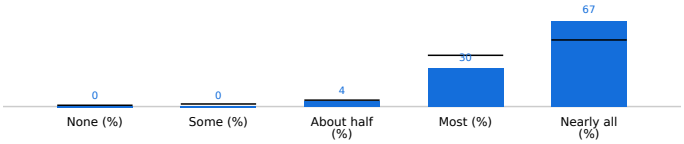
Teacher

Performance

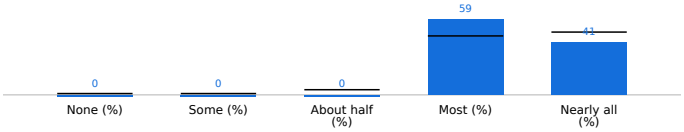


Teachers report that their students:

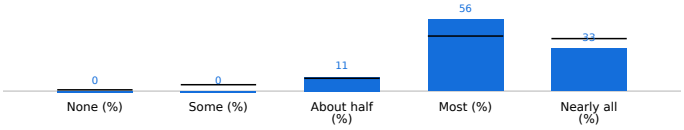
Come to class on time?



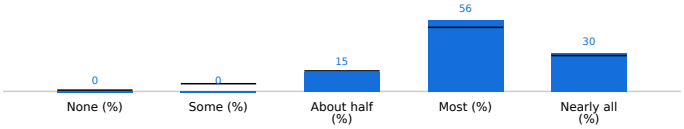
Attend class regularly?



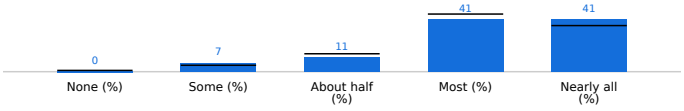
Come to class prepared with the appropriate supplies and books?



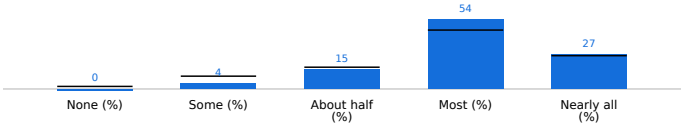
Regularly pay attention in class?



Actively participate in class activities?



Always turn in their homework?



Innovation

Innovation
Teachers have a strong orientation toward improvement and a willingness to be a part of an active learning environment.

Essential

Supplemental Measures

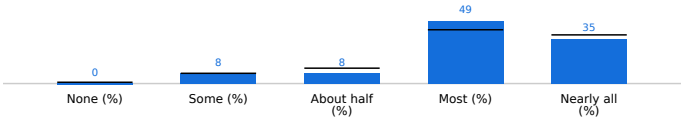
Respondent

Teacher

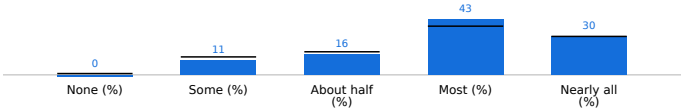
Performance

Teachers report that:

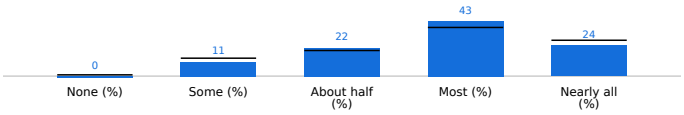
Teachers are really trying to improve their teaching.



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



Teachers are eager to try new ideas.



Reflective Dialogue

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

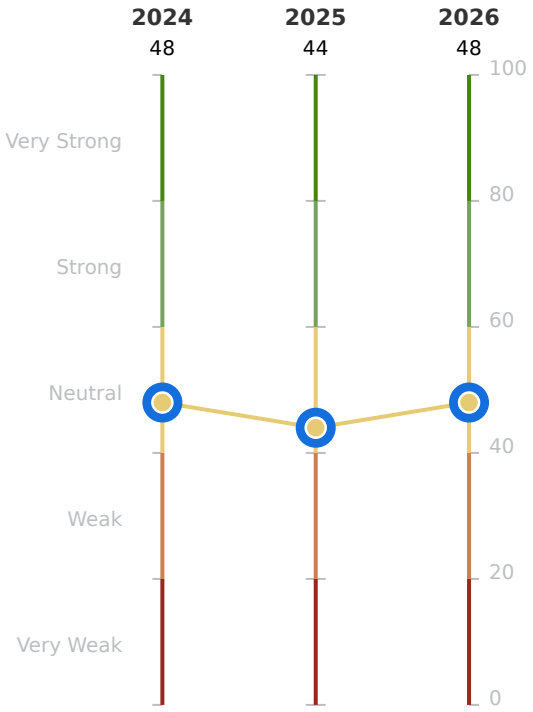
Essential

Supplemental Measures

Respondent

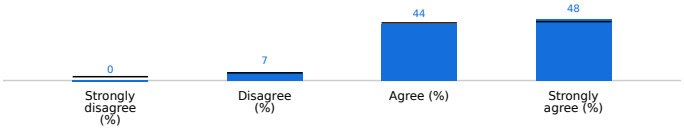
Teacher

Performance

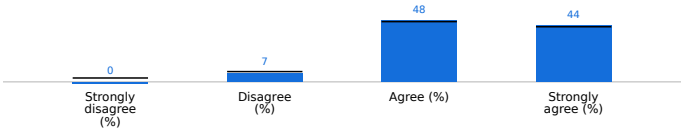


Teachers report having conversations with colleagues about:

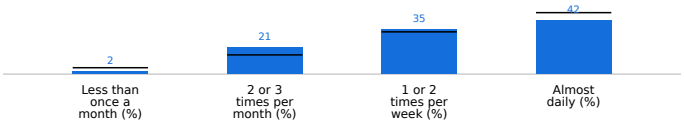
Instruction in the teachers' lounge, faculty meetings, etc.



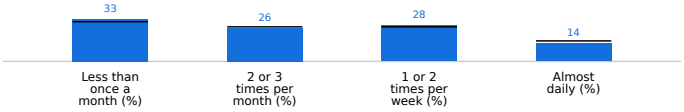
Student work



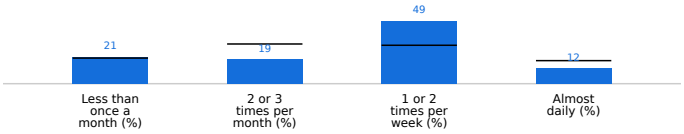
What helps students learn the best



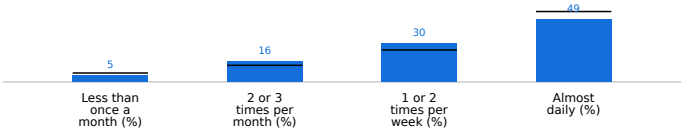
The development of new curriculum



The goals of this school.



Managing classroom behavior



Inquiry-Based Science Instruction

Inquiry-Based Science Instruction
Students conduct scientific investigations, including generating and testing hypotheses, writing lab reports and using laboratory equipment.

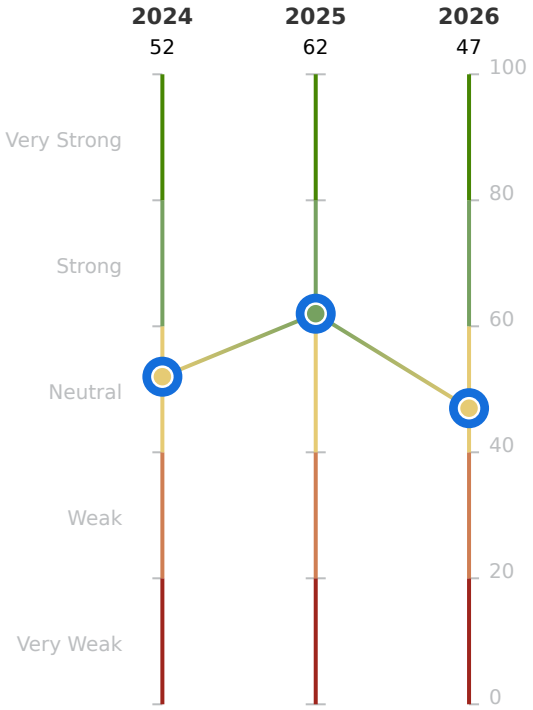
Essential

Supplemental Measures

Respondent

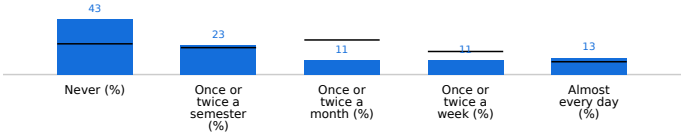
Student

Performance

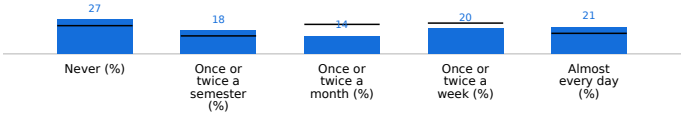


Students report doing the following in science class:

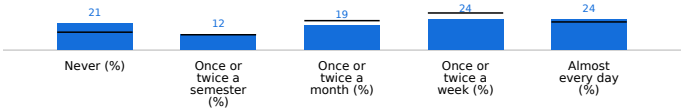
Use laboratory equipment or specimens.



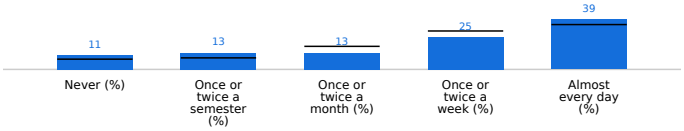
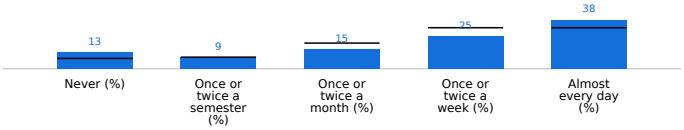
Write lab reports.



Generate your own hypotheses.



Use evidence/data to support an argument or hypothesis.



Find information from graphs and tables.