

treatment 19/62 319. 7/62 129.
123 kids (combined treatment + control)
Required parental involvement
Very expensive by per-school standards
- Timely interventions
- In-person data
IV) Paper assignment

5Essentials: Background, methodology, and use in schools

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University of Chicago Consortium on School Research

- Established in 1990
- Provides rigorous, objective assessments of school progress to determine what drives student achievement
- Works closely with Chicago Public Schools (CPS) practitioners to identify problems/solutions
 - Data archive
- Provides actionable information to schools, CPS, broader educational community

Chicago Public Schools (CPS)

- ~ 680 schools
- ~ 400,000 students in pre-K-12th grade
- 20 “networks” (mini-districts), each with a “network chief”
- Predominantly African American and Latino, low income
- Historically low attendance, graduation rates, college-going rates, but vast improvements have been made
- In 2013, 49 schools were closed for low performance and low enrollment

Origins of the 5Essentials survey

- 20 years of research in CPS by the Consortium
 - Surveys of students (grades 6-12) and teachers since the 1990s
 - Conversations with practitioners
 - Wide scan of the literature
- → *Organizing Schools for Improvement*
 - Five fundamental components of an organized school:
 - Instructional Leadership, Professional Capacity, Family and Community Involvement, Learning Climate, Ambitious Instruction
 - Schools strong in at least 3 components are 10 times more likely to improve than schools weak in 3 or more.

5Essentials Surveys as a research tool

- 5Essential survey questions, other survey questions, other data (grades, test scores, etc.)
- Example: Steinberg, Allensworth, Johnson, 2011
 - Student achievement is strongly related to **safety**.
 - **Relationships between teachers and students** are strongly predictive of **safety**.

Surveys as a school improvement tool

- Provide each participating school with an individual report
 - Incentive to participate
- Provide **actionable** information in an **easy-to-use** format
- Easily shared with stakeholders (teachers, parent groups, community organizations..)

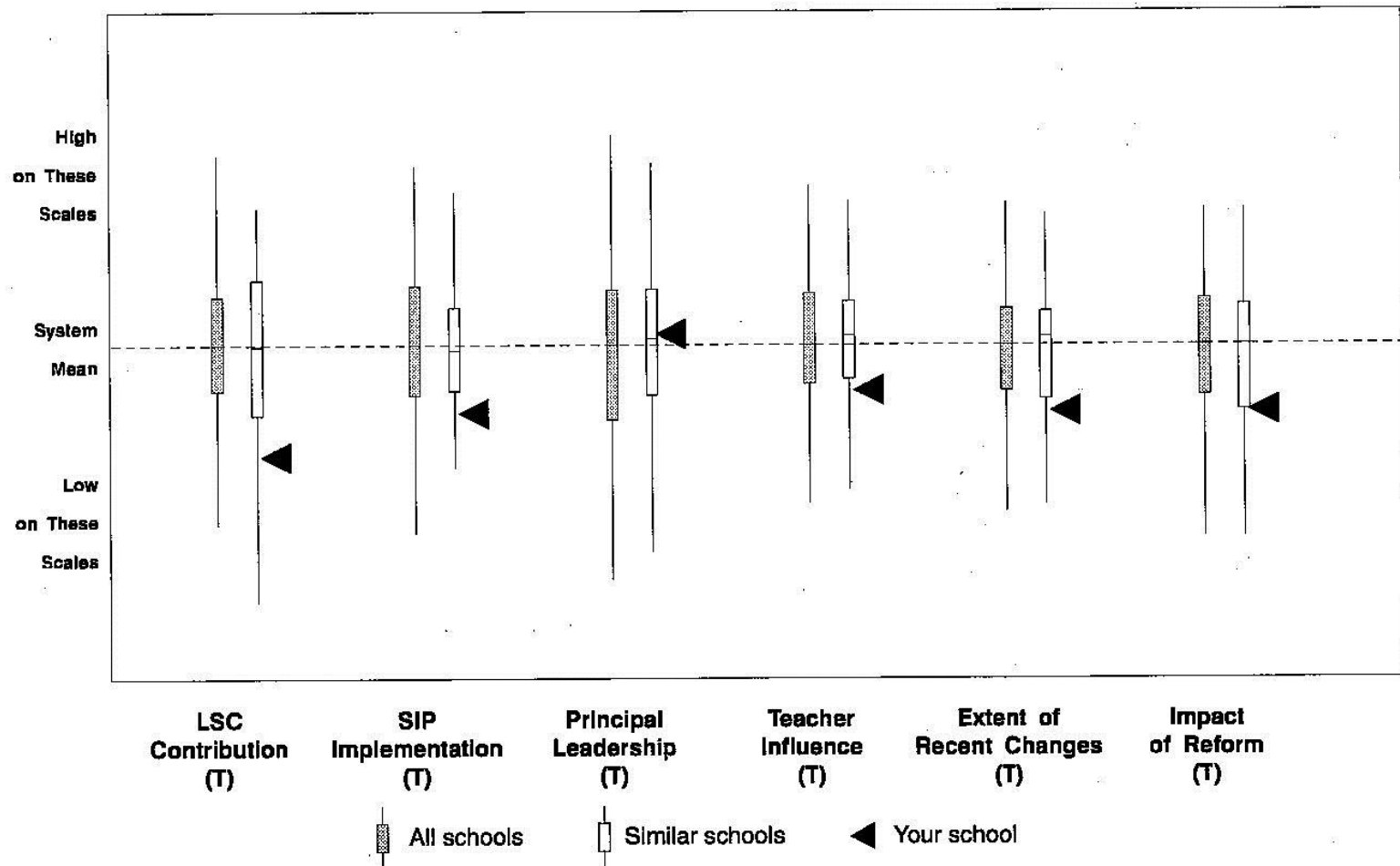
Administration, use and dissemination of survey results

- 1997-2009*:
 - Biennial, paper-based administration
 - Individual school reports given privately to principals (paper-based until 2009)
- 2011-2013:
 - Annual, web-based administration
 - Web-based reports given privately to principals and a few central office officials, then network leaders, then released publicly
 - Slightly different scoring procedures
- 2014-present:
 - Same administration and report release as 2011-2013
 - Results used in CPS accountability policy

*All surveys are administered in the spring of the school year.

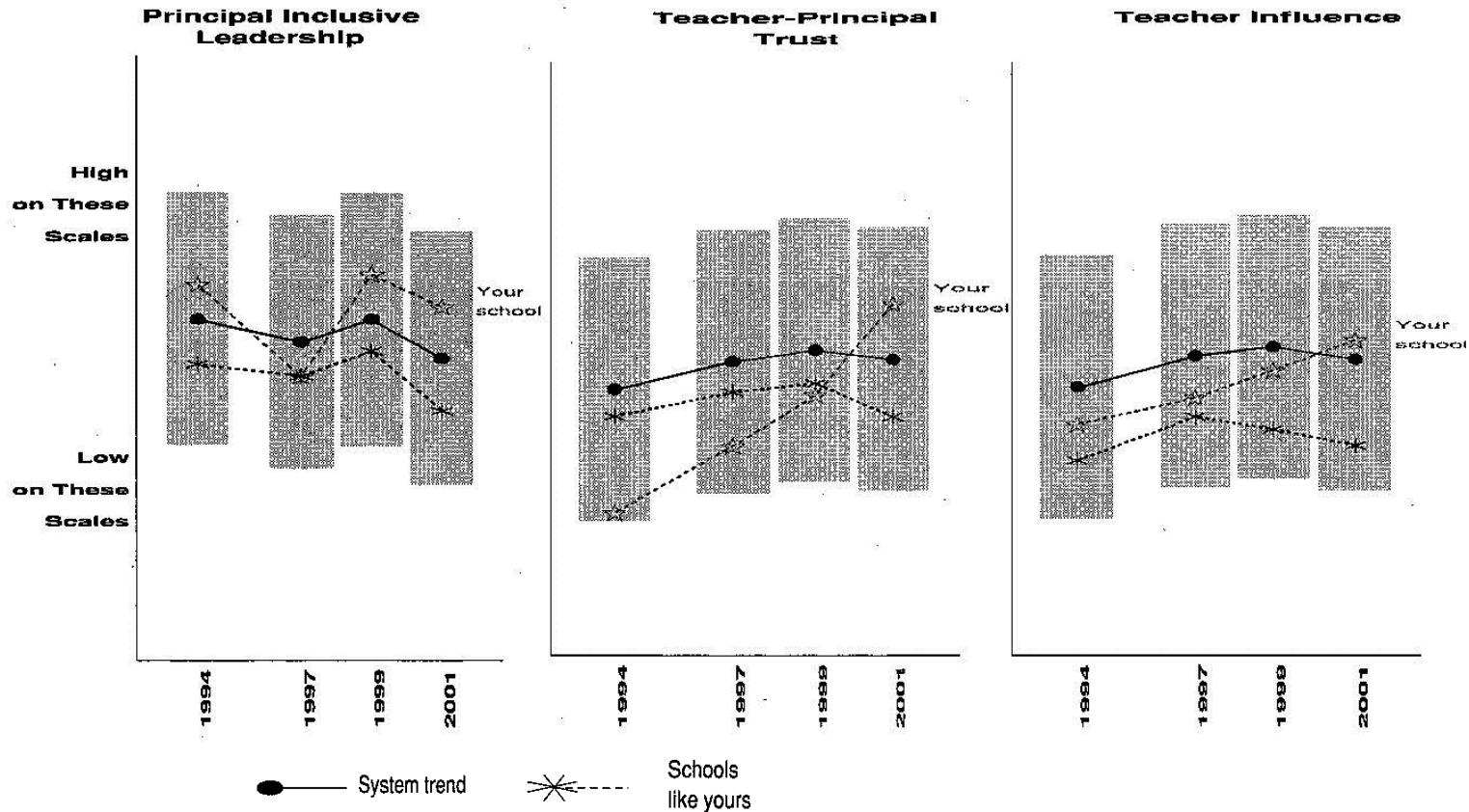
1994 survey: Teacher and student reports

(1) School Leadership Profile



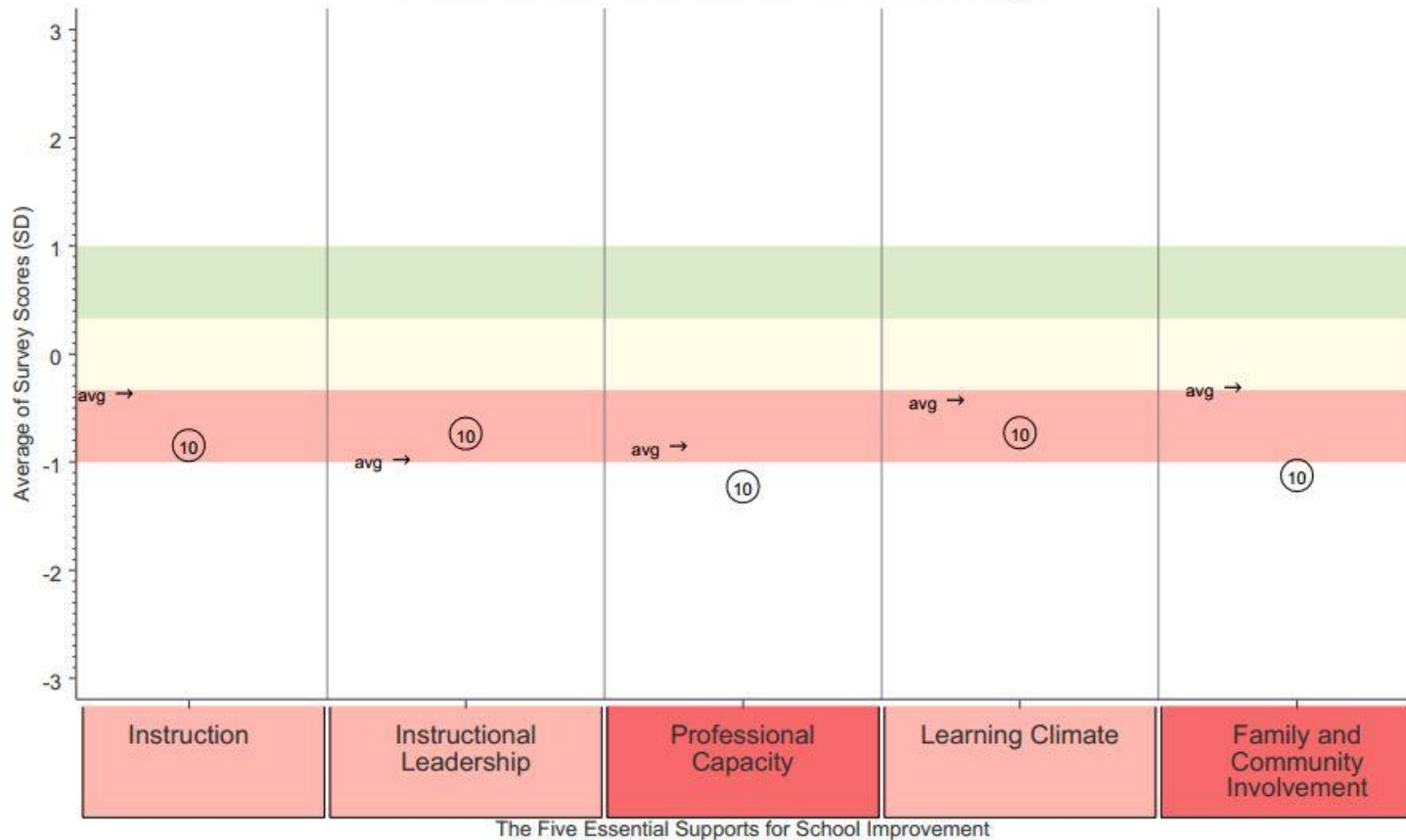
2001 survey: Teacher and student reports

School Leadership Inclusive Process and Strategic Orientation



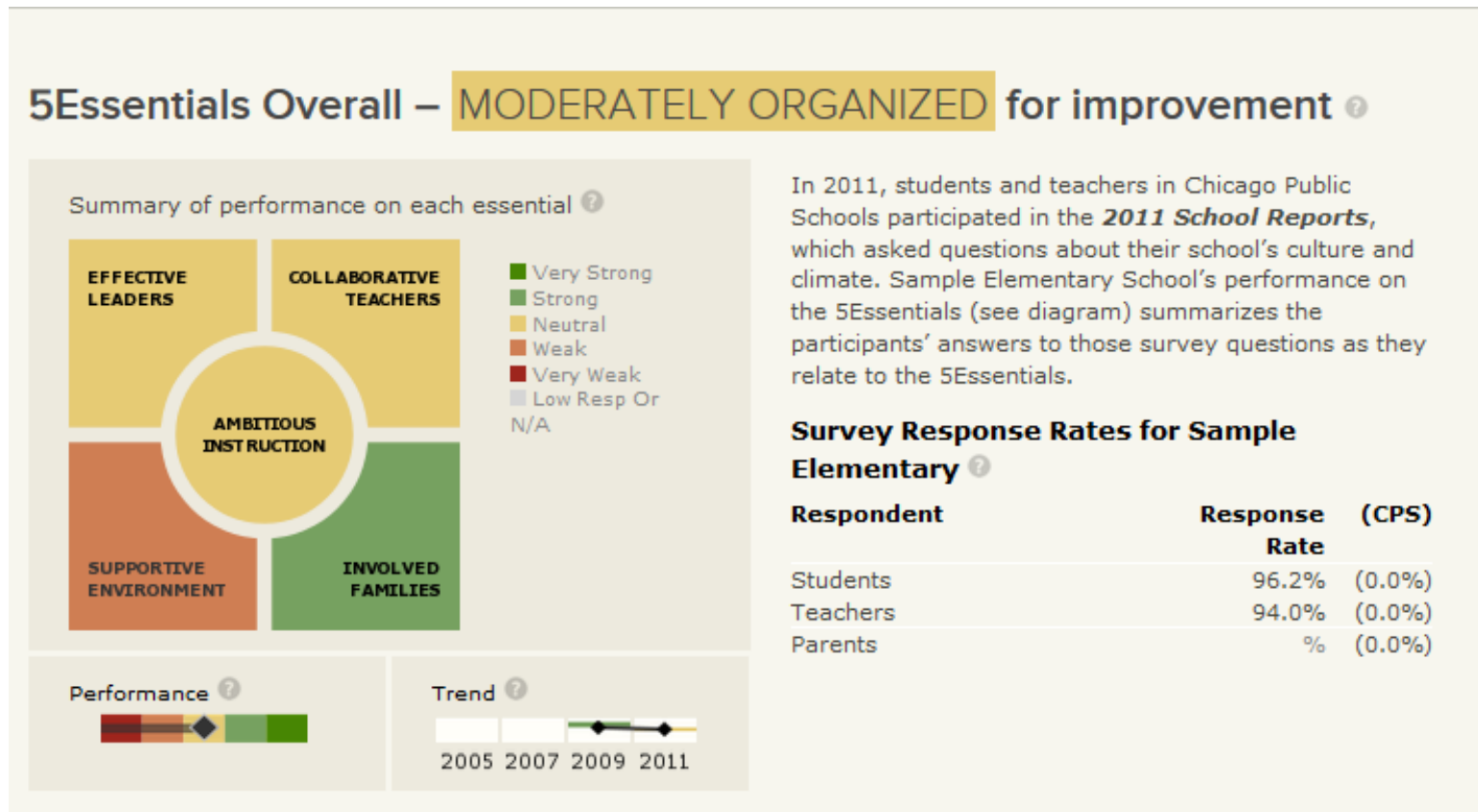
5Essentials overall: 2009

Five Essentials at [REDACTED]
Is [REDACTED] strong on the Five Essentials?
CCSR 2009 Teacher and 2009 Student Survey



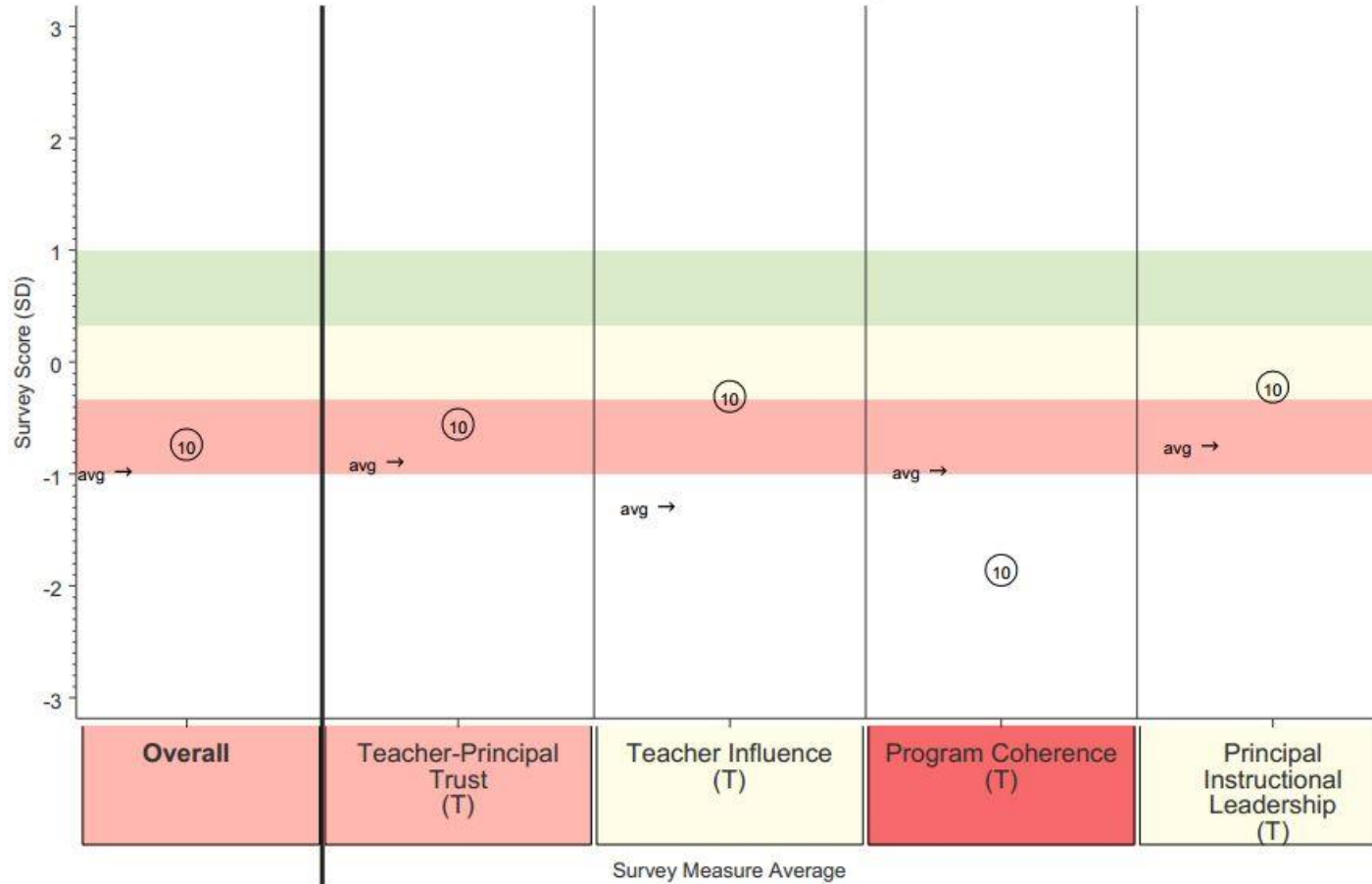
5Essentials overall: 2011-present

- +1 for green, -1 for orange or red, 0 for yellow
- $0+0+0+1-1=0$



“Instructional Leadership” in 2009

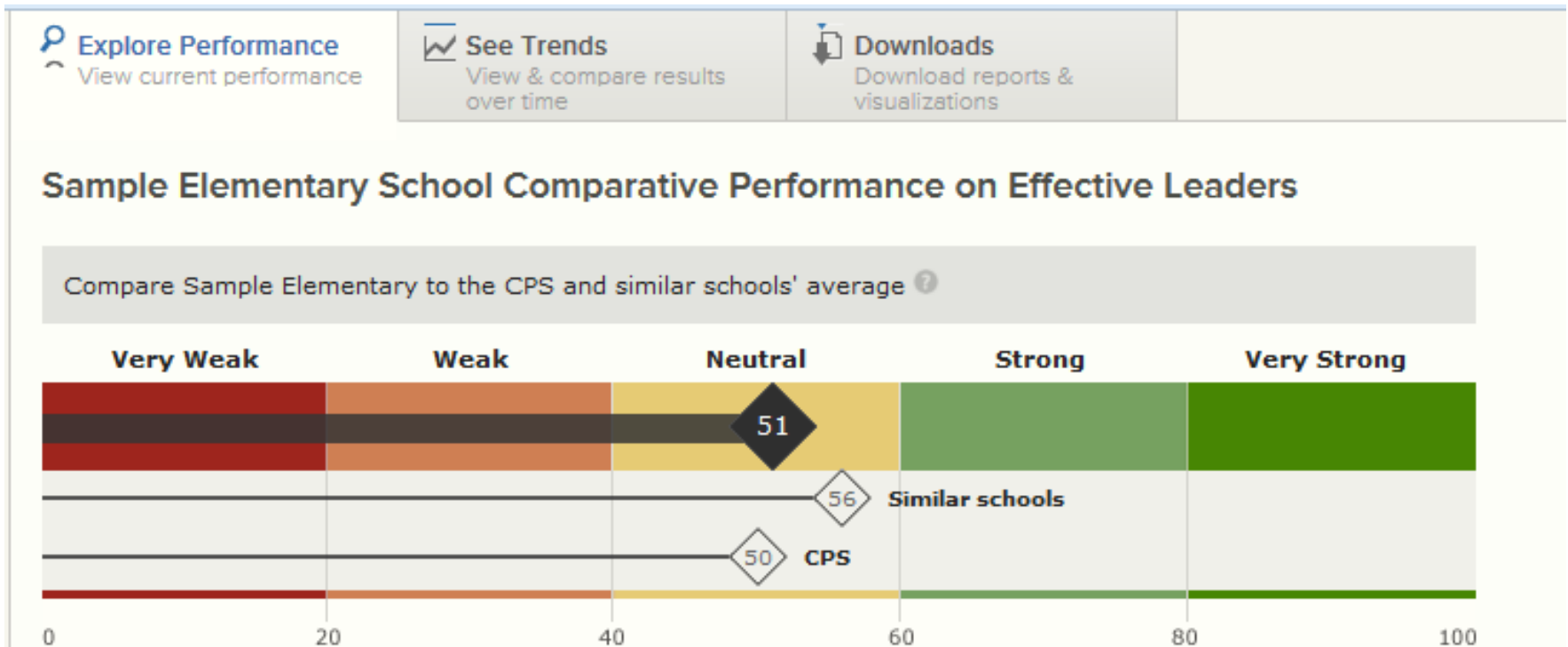
Instructional Leadership at [REDACTED]
Is [REDACTED] showing strong performance on Instructional Leadership?
CCSR 2009 Teacher Survey



Scoring of survey results (2011-present)

- Goal: Have actionable information without being overwhelmed with data.
 - Cut down the number of measures to max of 5 per essential
 - Measure scores (1-99)
 - 50=system average
 - 10 points=1 SD
 - Essential scores (1-99)
 - “Overall” 5Essentials Score:
 - # “strong” essentials (60 or higher) - # “weak” essentials (39 or below)
 - Not Yet Organized, Partially Organized, Moderately Organized, Organized, Well Organized




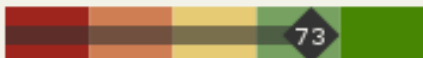



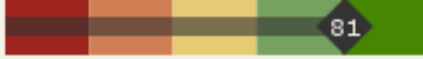
“Effective Leaders” from 2011-present



“Effective Leaders” from 2011-present

What are these results based on?

This school's performance on this Essential is based on the Measures shown below. Click the > to learn more about its underlying concepts (measures) and their related survey questions. ?

Measure	Respondent	Measure Performance	
 Program Coherence School programs are coordinated and consistent with its goals for student learning.	Teacher		Strong >
 Teacher-Principal Trust Teachers and principals share a high level of mutual trust and respect.	Teacher		Strong >
 Teacher Influence Teachers have influence in a broad range of decisions regarding school policies and practices.	Teacher		Neutral >
 Instructional Leadership The school leadership team sets high standards for teaching and student learning.	Teacher		Very Strong >

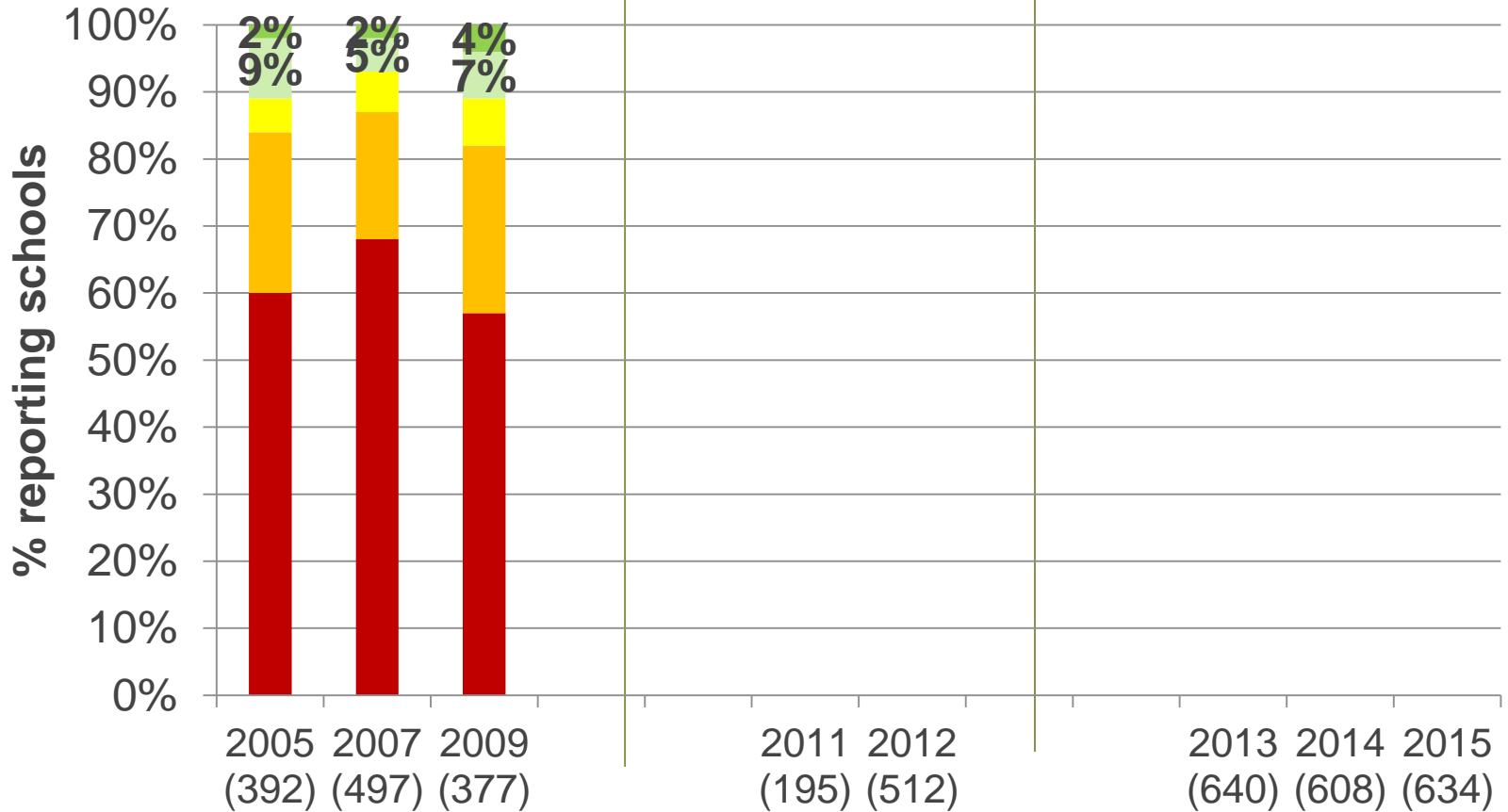
Use of survey results for school improvement

- Largely up to the school leadership
 - Some trainings are becoming available
 - Historically, little guidance from the district on how to use the results or integrate it with other data sources
- UChicago Impact trainings at the network level aim to help principals think about root causes and solutions

5Essentials as an accountability tool

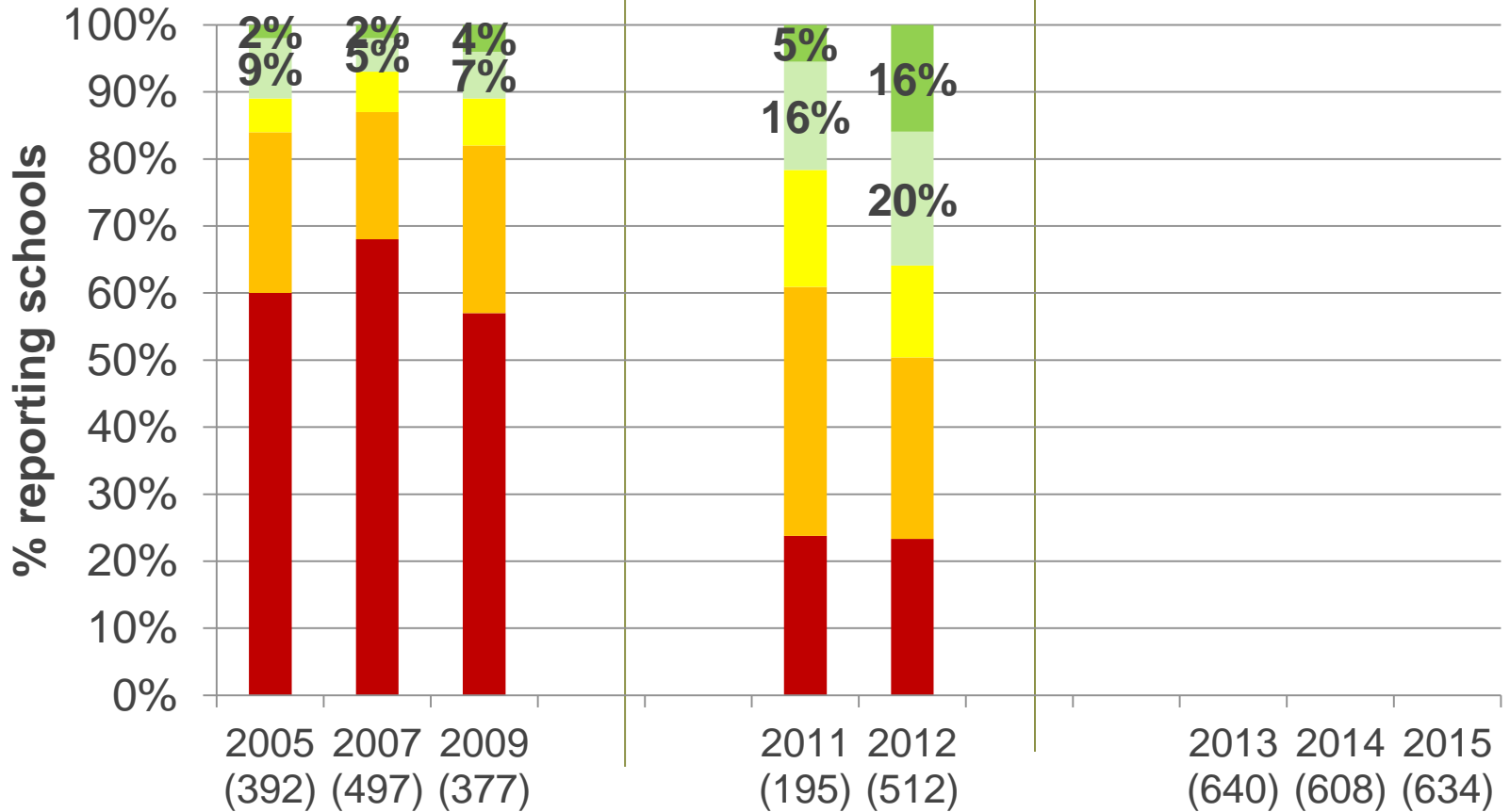
- Beginning in 2014, “overall” 5Essentials score became a small part of a school’s overall quality rating (School Quality Ratings Policy: SQRP)
 - K-8 schools: 10%, High schools: 5%
- Response from school leaders, teachers largely positive or neutral

Spring years	2005-2009	2011-2012	2013-2015
Release	Private	Public	Public (SQRP in 2014 and 2015)



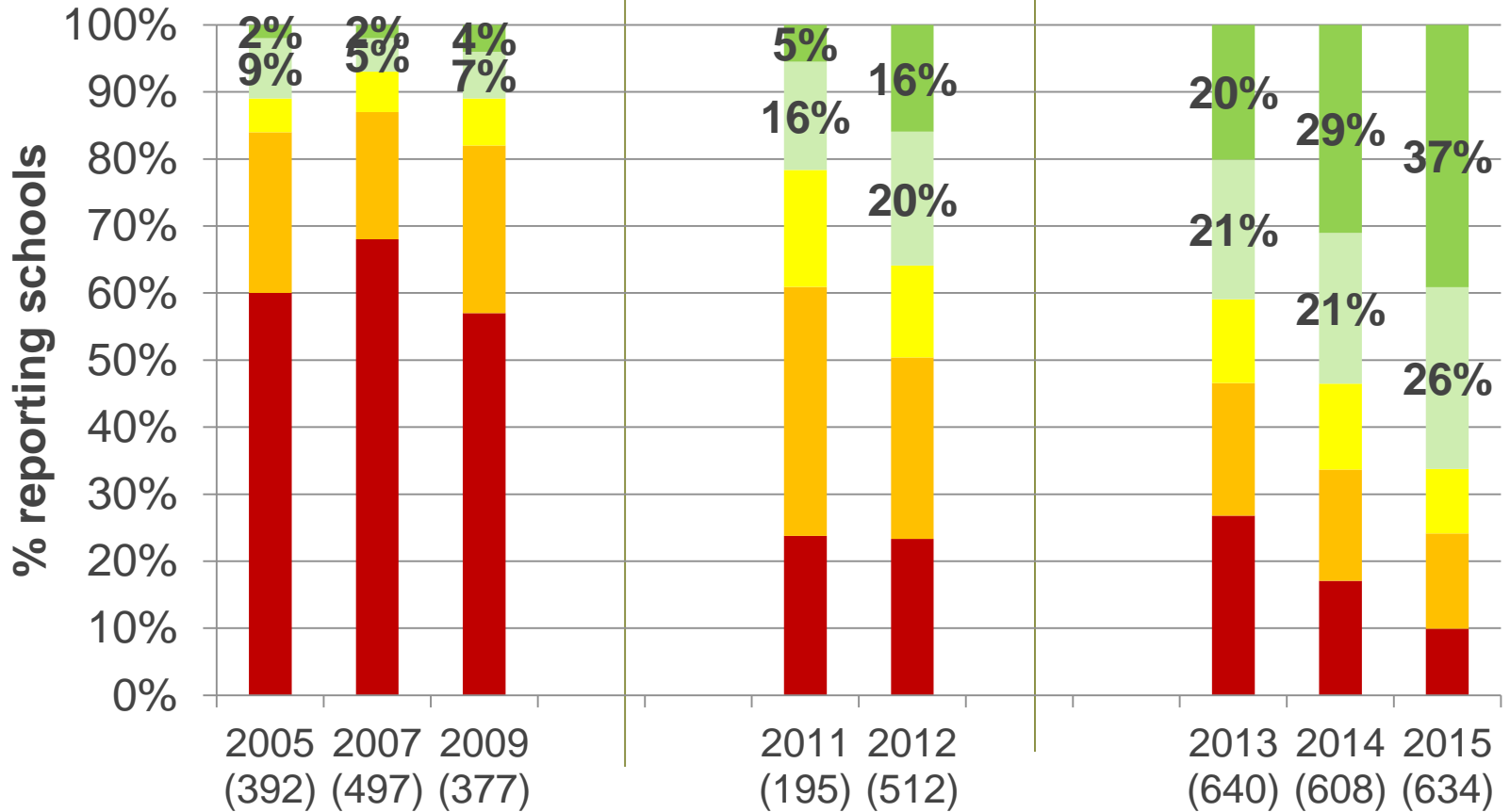
■ Not yet organized
 ■ Partially organized
 ■ Moderately organized
 ■ Organized
 ■ Well-organized

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Changes in 5Essentials over time

- Major increases in % of schools “well-organized” since 2011
- Possible and *untested* explanations:
 - More schools are paying attention to the results → more data use
 - Schools are improving due to other initiatives/programs in the district
 - Teachers and students are responding more positively because of fear of closure or turnaround or in response to explicit/implicit pressure by administrators
 - Public nature alone vs accountability

5Essentials in Illinois

- Administered statewide beginning in 2013.
 - ~3000 schools outside of Chicago
 - ~1200 are K-5 (no student responses)
 - Mostly in suburban, town, rural areas
- Required every other year by state law.
- Public release but not (yet) used for accountability
- Response mixed
 - Principals/superintendents
 - Teachers

Thank you!

$$= \int_0^c r_j(c) f_j dC$$

$$r_j \equiv \frac{d(\bar{r}_j C_j)}{dC_j}$$

$$= \frac{1}{c} \int_0^c r(c) dC$$

$$C_j = k^* a_j^b$$

$$e_j \equiv \frac{dC_j}{d\bar{r}_j} \cdot \frac{r_j}{C_j}$$

$$= \bar{r}_j C_j, \text{ all } p.$$

$$I = S(C_j)$$

$$l_j \equiv \frac{d(i_j C_j)}{dC_j}$$

$$D_j(C_j)$$

$$\frac{dij}{dC_j} \geq 0$$

$$f'(E) = \frac{da}{dE} f(a)$$

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$$\leq 0$$