TO: Committee of the Whole – Instructional Committee  
DATE: September 19, 2017  
FROM: Greg Johnson, ASCI  
Re: 5Essentials Survey Results from 2016-2017

BACKGROUND

Since 2013, the Illinois State Board of Education (ISBE) has required all public schools to administer the 5Essentials climate survey to teachers and students at least every other year. Last year was the third time we administered the survey. The 5Essentials survey provides data in five categories that predict a school’s likelihood of improving student outcomes: Effective Leaders, Collaborative Teachers, Involved Families, Supportive Environment, and Ambitious Instruction. Research from the University of Chicago Consortium on Chicago School Research shows that schools strong in three to five of these essentials are 10 times more likely to substantially improve student learning compared to schools weak in three to five of the essentials.

SUMMARY OF FINDINGS

The survey was open to all staff whose primary responsibility is teaching, to students, and to parents. The results shared here come from the report that is comprised of data from both the teacher and student results. 2017 was the first year that results from the parent survey were available, and are included in a separate report from those that had been previously available. OPRF administered the survey in 2013, 2015, and 2017.

For the 2017 survey, 81.6% of students, 99.9% of teachers, and 24.5% of parents took the survey. All three figures are the highest they’ve been for any of the three administrations of the survey, and are significantly higher than the state average. Overall, we are considered “organized” for improvement, the same designation we received in 2015. In three of the five components we are designated as at the “more implementation” level, whereas for two of the components we are at the either the “average” or “less implementation” level. Areas for improvement are aligned to areas we have focused on in the Strategic Plan.

RECOMMENDATION

This information is presented for review; we will use these results to inform the work of our Strategic Plan Action Teams throughout the current school year.

Strategic Plan: Goal 2, Strategy 1  
Goal 3, Strategy 1  
Goal 5, Strategies 1-4  
Board Goals: Goal 1  
District Policy: 7:15
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5Essentials Predicts School Improvement

School improvement is challenging work. Without strength in multiple areas, schools often struggle to improve. Researchers at the University of Chicago Consortium on Chicago School Research used 20 years of evidence to define five essential components of organization and climate related to improving schools. What they found is compelling. These researchers showed that schools strong on these Essentials are more likely to:

- improve student learning and attendance year after year;
- graduate students from high school;
- improve student ACT scores;
- get students into college; and
- keep their teachers.

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

5Essentials in Oak Park - River Forest SD 200

Schools in Oak Park - River Forest SD 200 completed the 5Essentials School Effectiveness Surveys in 2017. The results of these surveys indicate that, on average, schools in Oak Park - River Forest SD 200 are organized. Each of the Essentials provides a different lens into the organizational and learning conditions at schools in the Oak Park - River Forest SD 200 and provides guidance on how each of its schools can organize its work. On average, Oak Park - River Forest SD 200 had the following performance on each of the Essentials:

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

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
Supportive Environment: The School Is Safe, Demanding, And Supportive. More Implementation
Effective Leaders

Performance: **Less Implementation**

In Schools With Effective Leaders, Principals And Teachers Work Together To Implement A Shared Vision. In Such Schools, People, Programs, And Resources Are Focused On A Vision For Sustained Improvement. Leaders:

- Practice Shared Leadership,
- Set High Goals For Quality Instruction,
- Maintain Mutually Trusting And Respectful Relationships,
- Support Professional Advancement For Faculty And Staff, And
- Manage Resources For Sustained Program Improvement (Not Measured).

Oak Park - River Forest SD 200 Received A Score Of 21, Representing Its Aggregate Performance Across Four Key Indicators Of This Essential:

- Program Coherence (20 - Less Implementation)
- Teacher-Principal Trust (13 - Least Implementation)
- Teacher Influence (31 - Less Implementation)
- Instructional Leadership (19 - Least Implementation)

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
Collaborative Teachers

Performance: **Average Implementation**

In Schools With Strong Collaborative Teachers, All Teachers Collaborate To Promote Professional Growth. In Such Schools, Teachers Are:

- Active Partners In School Improvement,
- Committed To The School, And
- Focused On Professional Development.

Oak Park - River Forest SD 200 Received A Score Of 45, Representing Its Aggregate Performance Across Four Key Indicators Of Indicators Of This Essential:

- Collaborative Practices (58 - Average Implementation)
- Collective Responsibility (38 - Less Implementation)
- Quality Professional Development (21 - Less Implementation)
- School Commitment (61 - More Implementation)
- Teacher-Teacher Trust (49 - Average Implementation)

Performance On Collaborative Teachers Over Time

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
Involved Families

Performance: More Implementation

In Schools With Involved Families, The Entire Staff Builds Strong External Relationships. Such Schools:

- See Parents As Partners In Helping Students Learn,
- Value Parents' Input And Participation In Advancing The School's Mission, And
- Support Efforts To Strengthen Its Students' Community Resources.

Oak Park - River Forest SD 200 Received A Score Of 79 Represents Its Aggregate Performance Across Three Key Indicators Of Involved Families:

- Teacher-Parent Trust (86 - Most)
- Parent Involvement In School (74 - More)
- Parent Influence On Decision Making In Schools (78 - More)

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
Supportive Environment

Performance: More Implementation

In Schools With A Supportive Environment, The School Is Safe, Demanding, And Supportive. In Such Schools:

- Students Feel Safe In And Around The School,
- They Find Teachers Trust-worthy And Responsive To Their Academic Needs,
- And They Are Well-supported In Planning For College And Other Post-high School Experiences.

Oak Park - River Forest SD 200 Received A Score Of 63 Represents Its Aggregate Performance Across Five Key Indicators Of Supportive Environment:

- Safety (52 - Average)
- School-Wide Future Orientation (62 - More)
- Student-Teacher Trust (72 - More)
- Expectations For Postsecondary Education (65 - More)

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
Ambitious Instruction

Performance: More Implementation

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

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

Oak Park - River Forest SD 200 received a score of 64, representing its aggregate performance across four key indicators of indicators of this essential:

- English instruction (72 - More)
- Math instruction (47 - Average)
- Academic Press (68 - More)
- Quality of student discussion (70 - More)

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
Research Supporting 5Essentials

The 5Essentials School Reports For The State Of Illinois Are Derived From 20 Years Of Research On Improving Schools. The Raw Data For These Reports Are Based On A Comprehensive Core Of Over Than 80 Student And 150 Teacher Questions Compiled Into 22 Measures Of School Climate And Practice And Formed Into Five Essentials. As Measured By The Illinois 5Essentials Survey, Those Five Essentials Are Leading Indicators Of School Improvement. The Power Of 5Essentials Comes From Their Prediction Of School Success, The Intuitiveness Of The Overall Framework Components (Instruction, Environment, Leaders, Teachers, And Families), And The Reliability Of The Survey Measures.

As Detailed In The Seminal Book, Organizing Schools For Improvement: Lessons From Chicago, UEI Researchers Determined That There Are Five Essential Supports For School Success. These “5Essentials” Detail The Perspectives And Processes Central To The Delivery And Support Of Student Learning.

The 5Essentials Framework As Measured By Our Survey Instruments Is A Leading Indicator Of School Performance Now And Predictive Of The Future. Data From Over 650 Schools (Elementary And High Schools) Have Found Our Survey Measures To Predict Many Aspects Of Student And School Success, Before And After Controlling For School Type, Demographic Composition, Test Scores, And Socio-economic Status. Our Principal Indication Of The Power Of The 5Essentials Is That University Of Chicago Analysis Of Two Natural Experiments Spanning A Total Of 15 Years Each Found That They Mattered Considerably: Schools Strong In 3-5 Essentials Were 10 Times More Likely To Improve Student Learning Substantially Compared To Schools Weak In 3-5 Essentials. This Evidence Came From Over 400 Elementary Schools Representing The Best And Worst In Illinois. Following Those Natural Experiments, We Have Found Our Survey Measures Reliably Predict School Success On A Variety Of Outcomes For Both High School And Elementary Schools, Including:

- ITBS Improvement
- ISAT Value-add
- EXPLORE To ACT Gains
- EXPLORE To PLAN Gains
- PLAN To ACT Gains
- Attendance Rates
- College Enrollment
- High School Graduation
- Freshman Grades
- Teacher Mobility
- Grades In College-preparatory Classes

References:
(Bryk, Et Al. 2010)(Selected By Education Next As One Of The Best Education Books Of The Decade: Http://educationnext.org/The-best-books-of-the-past-decade-according-to-ed-next-readers/)
(Bryk, Et Al. 2010); (Easton, Ponisciak And Luppescu 2008); (Easton, Ponisciak And Luppescu 2008); (Allensworth, Correa And Ponisciak 2008); (Bryk, Et Al. 2010); (Roderick, Nagaoka, Et Al. 2008); (Allensworth And Easton 2007); (Allensworth And Easton 2007); (Allensworth, Ponisciak And Mazzeo 2009); (Allensworth, Nomi, Et Al. 2009); (Montgomery, Allensworth And Correa 2010)
5Essentials Full Report

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- **Collaborative Teachers**: Teachers Collaborate To Promote Professional Growth. **Average Implementation**
- **Involved Families**: The Entire Staff Builds Strong External Relationships. **More Implementation**

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
Supportive Environment: The School Is Safe, Demanding, And Supportive. More Implementation
Effective Leaders

Performance: **Less Implementation**

In Schools With Effective Leaders, Principals And Teachers Work Together To Implement A Shared Vision. In Such Schools, People, Programs, And Resources Are Focused On A Vision For Sustained Improvement. Leaders:

- Practice Shared Leadership,
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- Maintain Mutually Trusting And Respectful Relationships,
- Support Professional Advancement For Faculty And Staff, And
- Manage Resources For Sustained Program Improvement (Not Measured).

Oak Park - River Forest SD 200 Received A Score Of **21**, Representing Its Aggregate Performance Across Four Key Indicators Of This Essential:

- Program Coherence (20 - Less Implementation)
- Teacher-Principal Trust (13 - Least Implementation)
- Teacher Influence (31 - Less Implementation)
- Instructional Leadership (19 - Least Implementation)

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2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
Measures Of Effective Leaders

Program Coherence

Performance: **Less Implementation**

Program Coherence
School Programs Are Coordinated And Consistent With Its Goals For Student Learning.

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2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
What Are These Results Based On?

This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

Teachers Report The Following:

**Many Special Programs Come And Go At This School.**

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1%</td>
<td>21%</td>
<td>52%</td>
<td>27%</td>
<td></td>
</tr>
</tbody>
</table>

**Once We Start A New Program In This School, We Follow Up To Make Sure That It's Working.**

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
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<tbody>
<tr>
<td>20%</td>
<td>42%</td>
<td>35%</td>
<td>2%</td>
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</tbody>
</table>

**Curriculum, Instruction, And Learning Materials Are Well Coordinated Across The Different Grade Levels At This School.**

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
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<tbody>
<tr>
<td>12%</td>
<td>39%</td>
<td>44%</td>
<td>5%</td>
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**We Have So Many Different Programs In This School That I Can't Keep Track Of Them All.**

<table>
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<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
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<tr>
<td>1%</td>
<td>17%</td>
<td>54%</td>
<td>28%</td>
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</tbody>
</table>
There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
Teacher-Principal Trust

Performance: Least Implementation

Teacher-Principal Trust
Teachers And Principals Share A High Level Of Mutual Trust And Respect.

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
What Are These Results Based On?

This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

Teachers Report The Following:

It's OK In This School To Discuss Feelings, Worries, And Frustrations With The Principal.

The Principal Looks Out For The Personal Welfare Of The Faculty Members.

I Trust The Principal At His Or Her Word.

The Principal At This School Is An Effective Manager Who Makes The School Run Smoothly.
The Principal Places The Needs Of Children Ahead Of Personal And Political Interests.

The Principal Has Confidence In The Expertise Of The Teachers.

The Principal Takes A Personal Interest In The Professional Development Of Teachers.

Teachers Feel Respected By The Principal
Teacher Influence

Performance: **Less Implementation**

**Teacher Influence**
Teachers Have Influence In A Broad Range Of Decisions Regarding School Policies And Practices.

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2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
What Are These Results Based On?

This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

Teachers Report Having Influence On:

Planning How Discretionary School Funds Should Be Used.

<table>
<thead>
<tr>
<th>Influence Level</th>
<th>Influence Percentage</th>
</tr>
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<tbody>
<tr>
<td>No influence</td>
<td>29%</td>
</tr>
<tr>
<td>A little influence</td>
<td>41%</td>
</tr>
<tr>
<td>Some influence</td>
<td>23%</td>
</tr>
<tr>
<td>A great deal of influence</td>
<td>7%</td>
</tr>
</tbody>
</table>

Determining The Content Of In-service Programs.

<table>
<thead>
<tr>
<th>Influence Level</th>
<th>Influence Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No influence</td>
<td>12%</td>
</tr>
<tr>
<td>A little influence</td>
<td>34%</td>
</tr>
<tr>
<td>Some influence</td>
<td>43%</td>
</tr>
<tr>
<td>A great deal of influence</td>
<td>11%</td>
</tr>
</tbody>
</table>

Determining Which Books And Other Instructional Materials Are Used In Classrooms.

<table>
<thead>
<tr>
<th>Influence Level</th>
<th>Influence Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No influence</td>
<td>1%</td>
</tr>
<tr>
<td>A little influence</td>
<td>9%</td>
</tr>
<tr>
<td>Some influence</td>
<td>31%</td>
</tr>
<tr>
<td>A great deal of influence</td>
<td>60%</td>
</tr>
</tbody>
</table>

Establishing The Curriculum And Instructional Program.

<table>
<thead>
<tr>
<th>Influence Level</th>
<th>Influence Percentage</th>
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<tbody>
<tr>
<td>No influence</td>
<td>1%</td>
</tr>
<tr>
<td>A little influence</td>
<td>7%</td>
</tr>
<tr>
<td>Some influence</td>
<td>30%</td>
</tr>
<tr>
<td>A great deal of influence</td>
<td>62%</td>
</tr>
</tbody>
</table>
Setting Standards For Student Behavior.

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
Instructional Leadership

Performance: Least Implementation

Instructional Leadership
The School Leadership Team Sets High Standards For Teaching And Student Learning.

Oak Park - River Forest SD 200 Schools’ 2017 5Essentials Performance On Instructional Leadership

Number Of Schools At Each Performance Level

Instructional Leadership Over Time

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
What Are These Results Based On?

This Group's Performance on this measure is based on the questions shown below. Relative performance is based on how responses in this group compare to the benchmark.

Teachers report that a member of the School Leadership Team:

- **Knows What's Going On In My Classroom.**
  - Strongly disagree: 20%
  - Disagree: 31%
  - Agree: 40%
  - Strongly agree: 9%

- **Provides Me With Useful Feedback To Improve My Teaching.**
  - Strongly disagree: 17%
  - Disagree: 29%
  - Agree: 43%
  - Strongly agree: 11%

- **Has Provided Me With The Support I Need To Improve My Teaching.**
  - Strongly disagree: 11%
  - Disagree: 25%
  - Agree: 50%
  - Strongly agree: 14%

- **Presses Teachers To Implement What They Have Learned In Professional Development.**
  - Strongly disagree: 7%
  - Disagree: 27%
  - Agree: 53%
  - Strongly agree: 14%

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
Communicates A Clear Vision For Our School.

Makes Clear To The Staff The Leadership's Expectations For Meeting Instructional Goals.
Collaborative Teachers

**Performance: Average Implementation**

In Schools With Strong Collaborative Teachers, All Teachers Collaborate To Promote Professional Growth. In Such Schools, Teachers Are:

- Active Partners In School Improvement,
- Committed To The School, And
- Focused On Professional Development.

Oak Park - River Forest SD 200 Received A Score Of 45, Representing Its Aggregate Performance Across Four Key Indicators Of Indicators Of This Essential:

- Collaborative Practices (58 - Average Implementation)
- Collective Responsibility (38 - Less Implementation)
- Quality Professional Development (21 - Less Implementation)
- School Commitment (61 - More Implementation)
- Teacher-Teacher Trust (49 - Average Implementation)
2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
Measures Of Collaborative Teachers

Collaborative Practices

**Performance:** *Average Implementation*

Collaborative Practices
Teachers Observe Each Others' Practice And Work Together To Review Assessment Data And Develop Instructional Strategies.

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2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
What Are These Results Based On?

This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

Teachers Report How Often They Have Done The Following:

- **Observed Another Teacher's Classroom To Offer Feedback?**
  - Never: 51%
  - Once or twice: 40%
  - 3-9 times: 5%
  - 10 or more times: 4%

- **Observed Another Teacher's Classroom To Get Ideas For Your Own Instruction?**
  - Never: 39%
  - Once or twice: 42%
  - 3-9 times: 11%
  - 10 or more times: 8%

- **Gone Over Student Assessment Data With Other Teachers To Make Instructional Decisions?**
  - Never: 7%
  - Once or twice: 30%
  - 3-9 times: 42%
  - 10 or more times: 22%

- **Worked With Other Teachers To Develop Materials Or Activities For Particular Classes?**
  - Never: 5%
  - Once or twice: 14%
  - 3-9 times: 30%
  - 10 or more times: 51%
Worked On Instructional Strategies With Other Teachers?

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
Collective Responsibility

Performance: **Less Implementation**

Collective Responsibility Teachers Share A Strong Sense Of Responsibility For Student Development, School Improvement, And Professional Growth.

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
What Are These Results Based On?

This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

Teachers Report That Other Teachers In The School:

Feel Responsible When Students In This School Fail?

- None: 1%
- Some: 22%
- About half: 23%
- Most: 39%
- Nearly all: 16%

Feel Responsible To Help Each Other Do Their Best?

- None: 0%
- Some: 17%
- About half: 22%
- Most: 42%
- Nearly all: 19%

Help Maintain Discipline In The Entire School, Not Just Their Classroom?

- None: 2%
- Some: 32%
- About half: 24%
- Most: 32%
- Nearly all: 10%

Take Responsibility For Improving The School?

- None: 0%
- Some: 19%
- About half: 22%
- Most: 40%
- Nearly all: 18%
Feel Responsible For Helping Students Develop Self-control?

Feel Responsible That All Students Learn?
Quality Professional Development

Performance: Less Implementation

Quality Professional Development
Professional Development Is Rigorous And Focused On Student Learning.

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
What Are These Results Based On?

This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

Teachers Report That Professional Development This Year Has:

- Included Opportunities To Work Productively With Teachers From Other Schools. [Bar chart]

- Included Enough Time To Think Carefully About, Try, And Evaluate New Ideas. [Bar chart]

- Been Sustained And Coherently Focused, Rather Than Short-term And Unrelated. [Bar chart]

- Included Opportunities To Work Productively With Colleagues In My School. [Bar chart]
Been Closely Connected To My School's Improvement Plan.

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
School Commitment

Performance: **More Implementation**

School Commitment
Teachers Are Deeply Committed To The School.
What Are These Results Based On?

This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

Teachers Report The Following:

- **I Wouldn't Want To Work In Any Other School.**
  - 1% Strongly disagree
  - 17% Disagree
  - 38% Agree
  - 44% Strongly agree

- **I Would Recommend This School To Parents Seeking A Place For Their Child.**
  - 2% Strongly disagree
  - 6% Disagree
  - 42% Agree
  - 51% Strongly agree

- **I Usually Look Forward To Each Working Day At This School.**
  - 1% Strongly disagree
  - 7% Disagree
  - 42% Agree
  - 50% Strongly agree

- **I Feel Loyal To This School.**
  - 1% Strongly disagree
  - 7% Disagree
  - 38% Agree
  - 54% Strongly agree

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
Teacher-Teacher Trust

Performance: **Average Implementation**

Teacher-Teacher Trust
Teachers Are Supportive And Respectful Of One Another, Personally And Professionally.

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2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
What Are These Results Based On?

This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

Teachers Report The Following:

**Teachers In This School Trust Each Other.**

- Strongly disagree: 2%
- Disagree: 18%
- Agree: 65%
- Strongly agree: 15%

**It's OK In This School To Discuss Feelings, Worries, And Frustrations With Other Teachers.**

- Strongly disagree: 3%
- Disagree: 12%
- Agree: 56%
- Strongly agree: 29%

**Teachers Respect Other Teachers Who Take The Lead In School Improvement Efforts.**

- Strongly disagree: 2%
- Disagree: 9%
- Agree: 58%
- Strongly agree: 32%

**Teachers At This School Respect Those Colleagues Who Are Experts At Their Craft.**

- Strongly disagree: 2%
- Disagree: 4%
- Agree: 46%
- Strongly agree: 48%

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
Teachers Feel Respected By Other Teachers

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
Involved Families

Performance: **More Implementation**

In Schools With Involved Families, The Entire Staff Builds Strong External Relationships. Such Schools:

- See Parents As Partners In Helping Students Learn,
- Value Parents' Input And Participation In Advancing The School's Mission, And
- Support Efforts To Strengthen Its Students' Community Resources.

Oak Park - River Forest SD 200 Received A Score Of **79** Represents Its Aggregate Performance Across Three Key Indicators Of Involved Families:

- Teacher-Parent Trust (86 - Most)
- Parent Involvement In School (74 - More)
- Parent Influence On Decision Making In Schools (78 - More)

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
Measures Of Involved Families

Teacher-Parent Trust

Performance: Most Implementation

Teacher-Parent Trust
Teachers And Parents Are Partners In Improving Student Learning.

Oak Park - River Forest SD 200 Schools’ 2017 5Essentials Performance On Teacher-Parent Trust

Number Of Schools At Each Performance Level

Teacher-Parent Trust Over Time

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
What Are These Results Based On?

This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

Teachers Report The Following:

- **Parents Do Their Best To Help Their Children Learn**
  - 0% None
  - 7% Some
  - 19% About half
  - 63% Most
  - 11% All

- **Teachers Feel Good About Parents' Support For Their Work**
  - 0% None
  - 9% Some
  - 26% About half
  - 55% Most
  - 10% Nearly all

- **Parents Support Teachers Teaching Efforts**
  - 0% None
  - 8% Some
  - 7% About half
  - 63% Most
  - 22% All

- **Teachers And Parents At This School Think Of Each Other As Partners In Educating Children.**
  - 1% Strongly disagree
  - 12% Disagree
  - 72% Agree
  - 15% Strongly agree

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
Staff At This School Work Hard To Build Trusting Relationships With Parents.

Teachers Feel Respected By The Parents Of The Students.

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
Parent Involvement In School

Performance: **More Implementation**

Parent Involvement In School
Parents Are Active Participants In Their Child's Schooling.
What Are These Results Based On?

This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

Teachers Report That Students' Parents:

- **Volunteered Time To Support The School (E.g., Volunteer In Classrooms, Help With School-wide Events, Etc.)?**
  - None: 2%, Some: 44%, About half: 12%, Most: 12%, All: 1%

- **Contacted You About Their Child's Performance?**
  - None: 75%, Some: 5%, About half: 8%, Most: 1%

- **Responded To Your Suggestions For Helping Their Child?**
  - None: 0%, Some: 19%, About half: 31%, Most: 42%

- **Attended Parent-teacher Conferences When You Requested Them?**
  - None: 1%, Some: 21%, About half: 21%, Most: 48%, All: 9%
Parent Influence On Decision Making In Schools

Performance: More Implementation

Parent Influence On Decision Making In Schools
The School Has Created Opportunities For Parents To Participate In Developing Academic Programs And Influencing School Curricula.

Oak Park - River Forest SD 200 Schools’ 2017 5Essentials Performance On Parent Influence On Decision Making In Schools

Number Of Schools At Each Performance Level

Parent Influence On Decision Making In Schools Over Time

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
What Are These Results Based On?

This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

Teachers Report That The School:

- **Involves Parents In Commenting On School Curricula.**
  
<table>
<thead>
<tr>
<th>Not at all</th>
<th>A little</th>
<th>Somewhat</th>
<th>A great deal</th>
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<tr>
<td>9%</td>
<td>35%</td>
<td>38%</td>
<td>18%</td>
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</table>

- **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.).**
  
<table>
<thead>
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<th>Not at all</th>
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<tr>
<td>6%</td>
<td>28%</td>
<td>38%</td>
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- **Encourages More-involved Parents To Reach Out To Less-involved Parents.**
  
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<th>Not at all</th>
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<tbody>
<tr>
<td>14%</td>
<td>36%</td>
<td>33%</td>
<td>17%</td>
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- **Involves Parents In The Development Of Programs Aimed At Improving Students’ Academic Outcomes.**
  
<table>
<thead>
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<th>Not at all</th>
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<th>A great deal</th>
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<tbody>
<tr>
<td>3%</td>
<td>20%</td>
<td>50%</td>
<td>28%</td>
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</table>

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
Includes Parent Leaders From All Backgrounds In School Improvement Efforts.
Supportive Environment

Performance: **More Implementation**

In Schools With A Supportive Environment, The School Is Safe, Demanding, And Supportive. In Such Schools:

- Students Feel Safe In And Around The School,
- They Find Teachers Trust-worthy And Responsive To Their Academic Needs,
- And They Are Well-supported In Planning For College And Other Post-high School Experiences.

Oak Park - River Forest SD 200 Received A Score Of 63 Represents Its Aggregate Performance Across Five Key Indicators Of Supportive Environment:

- Safety (52 - Average)
- School-Wide Future Orientation (62 - More)
- Student-Teacher Trust (72 - More)
- Expectations For Postsecondary Education (65 - More)

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
Measures Of Supportive Environment

Safety

Performance: Average Implementation

Safety
Students Feel Safe Both In And Around The School Building, And While They Travel To And From Home.

Number Of Schools At Each Performance Level

Safety Over Time

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
What Are These Results Based On?

This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

Students Report How Safe They Feel:

**Outside Around The School?**

- Not safe: 2%
- Somewhat safe: 13%
- Mostly safe: 45%
- Very safe: 40%

**Traveling Between Home And School?**

- Not safe: 2%
- Somewhat safe: 13%
- Mostly safe: 43%
- Very safe: 43%

**In The Bathrooms Of The School?**

- Not safe: 2%
- Somewhat safe: 10%
- Mostly safe: 40%
- Very safe: 49%

**In The Hallways Of The School?**

- Not safe: 1%
- Somewhat safe: 10%
- Mostly safe: 41%
- Very safe: 48%
In Their Classes

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
School-Wide Future Orientation

Performance: **More Implementation**

School-Wide Future Orientation
The School Engages All Students In Planning For Life After Graduation.

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
What Are These Results Based On?

This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

Students Report That:

- **Teachers Work Hard To Make Sure That Students Stay In School.**
  - Strongly disagree: 2%
  - Disagree: 10%
  - Agree: 59%
  - Strongly agree: 30%

- **Teachers Pay Attention To All Students, Not Just The Top Students.**
  - Strongly disagree: 3%
  - Disagree: 16%
  - Agree: 55%
  - Strongly agree: 25%

- **Teachers Make Sure That All Students Are Planning For Life After Graduation.**
  - Strongly disagree: 3%
  - Disagree: 17%
  - Agree: 55%
  - Strongly agree: 25%

- **Teachers Work Hard To Make Sure That All Students Are Learning.**
  - Strongly disagree: 2%
  - Disagree: 10%
  - Agree: 62%
  - Strongly agree: 27%

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
All Students Are Encouraged To Go To College.

High School Is Seen As Preparation For The Future.
Student-Teacher Trust

Performance: More Implementation

Student-Teacher Trust
Students And Teachers Share A High Level Of Mutual Trust And Respect.

Oak Park - River Forest SD 200 Schools’ 2017 5Essentials Performance On Student-Teacher Trust

Number Of Schools At Each Performance Level

Student-Teacher Trust Over Time

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
What Are These Results Based On?

This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

Students Report:

My Teachers Always Keep Their Promises

I Feel Safe And Comfortable With My Teachers At This School.

My Teachers Will Always Listen To Students' Ideas.

My Teachers Treat Me With Respect.
Expectations For Postsecondary Education

Performance: More Implementation

Expectations For Postsecondary Education
The School Expects All Students To Attend College And Promotes College-readiness.

Oak Park - River Forest SD 200 Schools' 2017 5Essentials Performance On Expectations For Postsecondary Education

Number Of Schools At Each Performance Level

Expectations For Postsecondary Education Over Time

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
What Are These Results Based On?

This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

Teachers Report That:

Most Of The Students In This School Are Planning To Go To College.

Teachers Expect Most Students In This School To Go To College.

Teachers At This School Help Students Plan For College Outside Of Class Time.

The Curriculum At This School Is Focused On Helping Students Get Ready For College.
Teachers in this school feel that it is a part of their job to prepare students to succeed in college.
Ambitious Instruction

Performance: More
Implementation

In Schools With Strong Ambitious Instruction, Classes Are Challenging And Engaging. The Instruction Is Clear, Well-structured, And Encourages Students To Build And Apply Knowledge. When Combined With A Supportive Environment, Ambitious Instruction Has The Most Direct Effect On Student Learning. It Is:

- Well-defined With Clear Expectations For Student Success,
- Interactive And Encourages Students To Build And Apply Knowledge,
- Well-paced (Not Measured), And
- Aligned Across Grades (Not Measured).

Oak Park - River Forest SD 200 Received A Score Of 64, Representing Its Aggregate Performance Across Four Key Indicators Of This Essential:

- English Instruction (72 - More)
- Math Instruction (47 - Average)
- Academic Press (68 - More)
- Quality Of Student Discussion (70 - More)

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
Measures Of Ambitious Instruction

English Instruction

**Performance:** More Implementation

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

---

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
What Are These Results Based On?

This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

Students Report Doing The Following In English Class:

### Rewrite A Paper Or Essay In Response To Comments.

- **Never:** 9%
- **Once or twice a semester:** 23%
- **Once or twice a month:** 39%
- **Once or twice a week:** 18%
- **Almost every day:** 11%

### Improve A Piece Of Writing As A Class Or With Partners.

- **Never:** 7%
- **Once or twice a semester:** 16%
- **Once or twice a month:** 38%
- **Once or twice a week:** 24%
- **Almost every day:** 14%

### Debate The Meaning Of A Reading.

- **Never:** 12%
- **Once or twice a semester:** 10%
- **Once or twice a month:** 13%
- **Once or twice a week:** 30%
- **Almost every day:** 34%

### Discuss How Culture, Time, Or Place Affects An Author's Writing.

- **Never:** 3%
- **Once or twice a semester:** 7%
- **Once or twice a month:** 21%
- **Once or twice a week:** 38%
- **Almost every day:** 31%

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
Discuss Connections Between A Reading And Real Life People Or Situations.

Explain How Writers Use Tools Like Symbolism And Metaphor To Communicate Meaning.
Math Instruction

Performance: **Average Implementation**

Math Instruction
Students Interact With Course Material And One Another To Build And Apply Knowledge In Their Math Classes.

---

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
What Are These Results Based On?

This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

Students Report That They Do The Following In Math Class:

- **Write A Math Problem For Other Students To Solve.**
  - Never: 8%
  - Once or twice a semester: 13%
  - Once or twice a month: 13%
  - Once or twice a week: 17%
  - Almost every day: 49%

- **Write A Few Sentences To Explain How You Solved A Math Problem.**
  - Never: 15%
  - Once or twice a semester: 13%
  - Once or twice a month: 24%
  - Once or twice a week: 25%
  - Almost every day: 23%

- **Apply Math To Situations In Life Outside Of School.**
  - Never: 15%
  - Once or twice a semester: 16%
  - Once or twice a month: 23%
  - Once or twice a week: 22%
  - Almost every day: 24%

- **Solve A Problem With Multiple Steps That Takes More Than 20 Minutes.**
  - Never: 12%
  - Once or twice a semester: 17%
  - Once or twice a month: 22%
  - Once or twice a week: 24%
  - Almost every day: 25%
Explain How You Solved A Problem To The Class.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>10%</td>
</tr>
<tr>
<td>Once or twice a month</td>
<td>8%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>15%</td>
</tr>
<tr>
<td>Almost every day</td>
<td>30%</td>
</tr>
<tr>
<td>37%</td>
<td></td>
</tr>
</tbody>
</table>

Discuss Possible Solutions To Problems With Other Students.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>8%</td>
</tr>
<tr>
<td>Once or twice a semester</td>
<td>6%</td>
</tr>
<tr>
<td>Once or twice a month</td>
<td>14%</td>
</tr>
<tr>
<td>Once or twice a week</td>
<td>29%</td>
</tr>
<tr>
<td>Almost every day</td>
<td>44%</td>
</tr>
</tbody>
</table>
Academic Press

Performance: **More Implementation**

Academic Press
Teachers Expect Students To Do Their Best And To Meet Academic Demands.

---

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
What Are These Results Based On?

This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

Students Report The Following About One Specific Class:

**The Teacher Asks Difficult Questions In Class**

- Never: 4%
- Once in a while: 28%
- Most of the time: 44%
- All the time: 24%

**The Teacher Asks Difficult Questions On Tests**

- Never: 5%
- Once in a while: 26%
- Most of the time: 43%
- All the time: 27%

**This Class Challenges Me**

- Never: 3%
- Once in a while: 24%
- Most of the time: 48%
- All the time: 26%

**This Class Really Makes Me Think.**

- Strongly disagree: 3%
- Disagree: 12%
- Agree: 48%
- Strongly agree: 36%

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
I Really Learn A Lot In This Class

This Class Requires Me To Work Hard To Do Well

The Teacher Wants Us To Become Better Thinkers, Not Just Memorize Things

The Teacher Expects Me To Do My Best All The Time

The Teacher Expects Everyone To Work Hard

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
Quality Of Student Discussion

Performance: **More Implementation**

**Quality Of Student Discussion**
Students Participate In Classroom Discussions That Build Their Critical Thinking Skills.

---

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
What Are These Results Based On?

This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

Teachers Report The Following About Classroom Discussions:

- **Students Use Data And Text References To Support Their Ideas.**
  - 5% Never
  - 14% Rarely
  - 51% Sometimes
  - 30% Almost always

- **Students Provide Constructive Feedback To Their Peers And To Me.**
  - 2% Never
  - 12% Rarely
  - 41% Sometimes
  - 44% Almost always

- **Students Build On Each Other's Ideas During Discussion.**
  - 2% Never
  - 7% Rarely
  - 52% Sometimes
  - 40% Almost always

- **Most Students Participate In The Discussion At Some Point.**
  - 1% Never
  - 4% Rarely
  - 45% Sometimes
  - 51% Almost always
Students Show Each Other Respect.

2017 survey results for Oak Park - River Forest SD 200. Produced by UChicago Impact.
OPRFHS  SY 2017 Results

SEPTEMBER 19, 2017
Survey Overview

• The 5 Essentials is designed to provide actionable reports to schools in the state of Illinois regarding Culture and Climate.

• Based on research conducted at the University of Chicago Consortium on Chicago School Research, it identifies five components that are critical for school success:

  Effective Leadership
  Collaborative Teachers
  Involved Families
  Supportive Environment
  Ambitious Instruction
### Who Took the Survey?

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Response Rate for OPRFHS</th>
<th>Response Rate for Illinois</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>81.6%</td>
<td>75.3%</td>
</tr>
<tr>
<td>Teachers</td>
<td>99.9%</td>
<td>80.3%</td>
</tr>
<tr>
<td>Parents</td>
<td>24.5%</td>
<td>15.3%</td>
</tr>
</tbody>
</table>
What Did We Learn?

When all five components are considered, OPRFHS is considered ORGANIZED for improvement, the second highest performance level the 5 Essentials recognizes.
What Did We Learn?

3 of the 5 Components rated at the MORE IMPLEMENTATION level.

<table>
<thead>
<tr>
<th>Component</th>
<th>Respondent</th>
<th>Percentile</th>
<th>Similar Schools</th>
<th>Illinois</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambitious Instruction</td>
<td>3 Student Measures 1 Teacher Measure</td>
<td>64</td>
<td>55</td>
<td>53</td>
</tr>
<tr>
<td>Involved Families</td>
<td>3 Teacher Measures</td>
<td>79</td>
<td>59</td>
<td>51</td>
</tr>
<tr>
<td>Supportive Environment</td>
<td>3 Student Measures 1 Teacher Measure</td>
<td>63</td>
<td>61</td>
<td>55</td>
</tr>
</tbody>
</table>
What Did We Learn?

2 of the 5 Categories are rated at either AVERAGE or LESS IMPLEMENTATION LEVEL

<table>
<thead>
<tr>
<th>Component</th>
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<th>Percentile</th>
<th>Similar Schools</th>
<th>Illinois</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative Teachers</td>
<td>5 Teacher Measures</td>
<td>45</td>
<td>53</td>
<td>49</td>
</tr>
<tr>
<td>Effective Leaders</td>
<td>4 Teacher Measures</td>
<td>21</td>
<td>48</td>
<td>45</td>
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</table>
Conclusions

• Through the Strategic Plan, we have begun the process of identifying and working within collaborative teams of teachers and administrators to improve our programming in areas that are identified as areas of growth:

  • **Equity:** Goal 2, Strategy 1
    Identify 3 strategies and programs to improve opportunity and access to high level coursework for our students of color.

  • **Supportive Learning Environment:** Goal 3, Strategy 1
    Assess our SEL programming and establish targets for improvement.

  • **Transformation Teaching & Learning:** Goal 4, Strategy 1
    Establish power standards and common assessments so that 80% are meeting/exceeding expectations.

  • **Transformational Leadership:** Goal 5, Strategies 1-4
    Establishing CARE Teams for Fall 2018
    Create a professional development program for leadership that develops capacity, collaboration, and effectiveness.
    Develop a system of accountability for our leadership team.
    Encourage innovation at all levels.