To: Dr. Charles Johns
From: Ryan Bretag
Re: Dashboard Reports
Date: January 10, 2022

Purpose

The main purpose of the Dashboard Report is to provide a comprehensive snapshot of the District 225 learning environment and to use this data to identify trends that can influence future decision-making. While we continue to review results and trends despite the pandemic, we also emphasize caution given the various gaps in common state data collections over the past two years.

Executive Summary

Last Year's Area of Focus and Action Taken

1. An increasingly diverse student population with stated action of being mindful of "patterns of enrollment" and "access to curricular programs". Based upon this, we have...
    - increased access to rigorous curriculum by offering families of incoming 9th graders choice in placement. Our review and recommendation process remains in place; however, families now have greater access to curricular programs due to this change in the appeal process.
    - reviewed subgroup post-secondary access to college in order to understand curricular access.
    - increased Junior AP Participation (including students with disabilities).
2. An increasing percentage of students with an Individualized Education Plan (IEP) or a 504 Plan. Based upon this, we have...
    - analyzed district data in comparison to the state, area high school districts, and feeder schools to review our evaluation process.
    - continued to offer a continuum of services within our district to increase opportunities for participation in general education and nonacademic activities with non-disabled peers.
    - continued our work with therapeutic schools to increase opportunities for students to participate in their home schools and to implement Least Restrictive Environment (LRE) scenarios.

Areas of Note

1. Post-Secondary Success Markers and Continued High Academic Achievement

The District strives to ensure that all students receive a rigorous, accessible academic environment that establishes a foundation for post-secondary success. A review of The National Student Clearinghouse® Research Center™ data also indicates a consistently high persistence rate for all students attending college, except for 2019, which we attribute to COVID. Additionally, our internal data suggests the success of Special Education students based upon testing well above state averages. Finally, past indicators of the District's success in preparing students for post-secondary success remain strong:

- the number of students taking and qualifying for college credit on Advanced Placement (AP) exams,
- the number of students attending colleges, and
- the percentage of students meeting or exceeding Illinois Learning Standards as measured by SAT. However, the data does indicate the need for continued attention with our low-income population. While they are performing above-average statewide, showing steady growth in college enrollment, and continuously achieving at or near the top compared to other districts with similar demographics, it remains essential to understand how best to continue serving these students.

2. Social-Emotional, Mental, and Physical Health
   District 225 continues emphasizing the importance of the whole student and a holistic view of health. An area of critical importance is student-teacher relationships. One measure of this is the 5 Essentials survey given to students annually across the state. This data highlights continued strength in the areas of a Supportive Environment across all student demographics. This year, one new data piece included in the dashboard report is the state PE Fitness Test given to students annually. The results highlight a significant impact on student aerobic capacity during the pandemic. However, due to continued efforts to have students engage in movement and mindfulness during the pandemic, other markers remained close to, if not at, our pre-pandemic levels. Both PE departments are strategically progressing fitness for students in a linear, functional manner while maintaining mindfulness practices. This "connection through movement" highlights our holistic approach to Social-Emotional, Mental, and Physical Health.

Next Year's Focus

1. Understanding Needs-Based upon Evolving Demographics:

- Focus on instructional equity and access work to ensure high academic achievement for all students given changing demographics
- Establish Township collaboration to understand needs and long-range work with students identified as English Learners.
- Continue collaboration with TrueNorth and our elementary districts to target behavior support for students with significant disabilities, so they do not require more restrictive placements.
- Review our Dual Credit Program to understand potential growth opportunities.
- Begin exploratory work with identified school districts similar to our low-income demographics to understand effective practices and systems for supporting improved student performance. At the same time, continue efforts on creating greater access to advanced course work.

2. Social-Emotional, Mental and Physical Health Work (District-Wide goal of Wellness)
    - Establish quantitative and qualitative data collection to understand practices that promote greater collaboration across support areas and increase capacity to monitor student well-being proactively.
    - Continue embedding social-emotional learning practices such as mindfulness and movement into the physical education curriculum.

Background

The links below are data extracted that highlights the narrative under Areas of Note and Next Year's Focus:

School Report Card Data

The School Report Card is an annual report released by the Illinois State Board of Education that shows how the state, and each school and district, are progressing on a wide range of educational goals. The Report Card offers a picture of student and school performance and provides student and staff demographics.

1. Academic Progress
2. District Environment
3. Students
4. Staff

National Student Clearing House Data

National Student Clearinghouse StudentTracker is an annual report that gathers and tracks our students' college attendance nationwide, aiming to help school districts more accurately gauge the college success of their graduates.

1. Aggregate
2. Demographics

Physical Education Fitness Data

Annually, Illinois requires fitness testing in four key areas: aerobic capacity, flexibility, muscular strength, and muscular endurance. This fitness data provides a snapshot of students' fitness levels and is part of additional data we track to help students develop the core competencies of physical and mental health. It is essential to our overall goal as a district, given that research links physical activity with improved academic performance and holistic well-being.

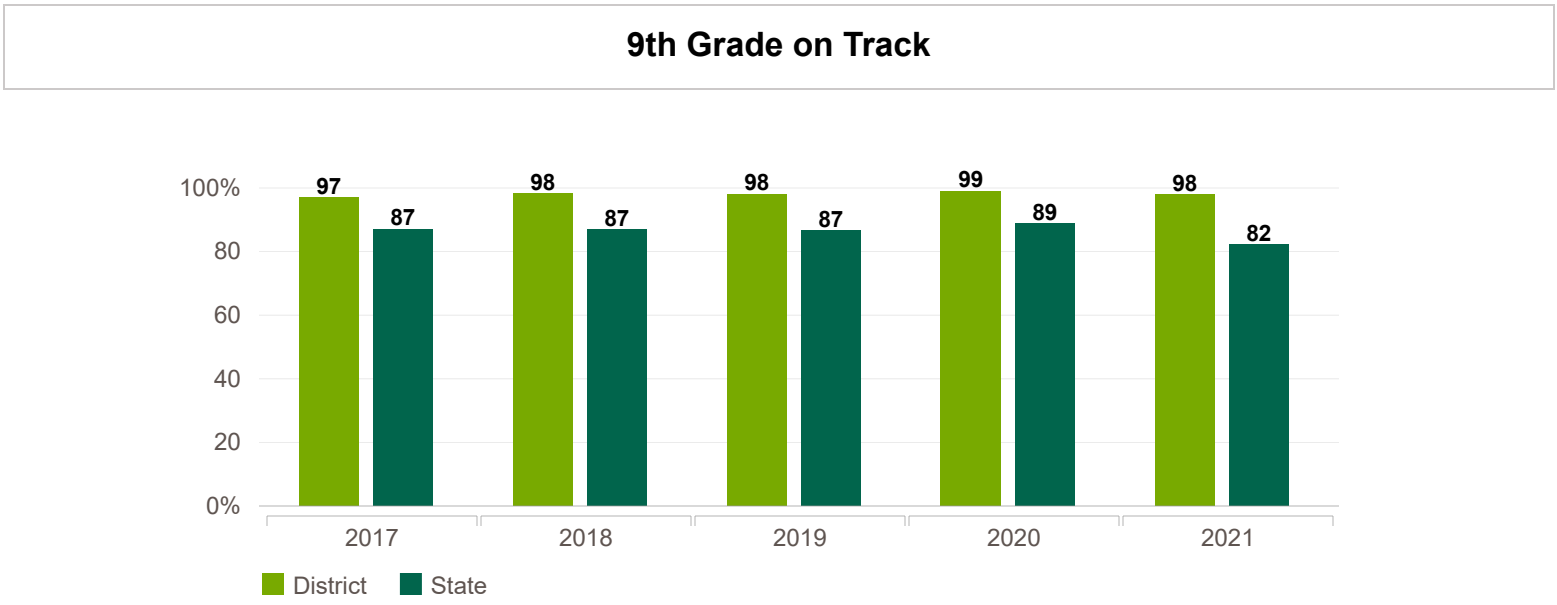
5Essentials Data
This data stems from an annual survey done in Illinois focused on five essential indicators of school success. It provides us with many insights and trends, especially students' perceptions regarding our schools as "Supportive Environments": student-teacher trust, school-wide future orientation, and safety.

- Glenbrook North
- Glenbrook South

The following links provide access to the **complete data** collection.
School Report Card
National Student Clearinghouse Data
5 Essentials GBN and GBS

9th Grade on Track

○ Year 2021 ◉ 5 Year Trend



Early College Coursework: Advanced Placement

2021

	Grade 9	Grade 10	Grade 11	Grade 12
Advanced Placement College Credit				
Students Taking One or More AP Exams	11	268	555	751
Students Earning College Credit For One or More AP Exams	11	235	497	647
Total AP Exams Taken	13	335	1,539	4,599
Total AP Exams Resulting in College Credit	13	297	1,370	3,973

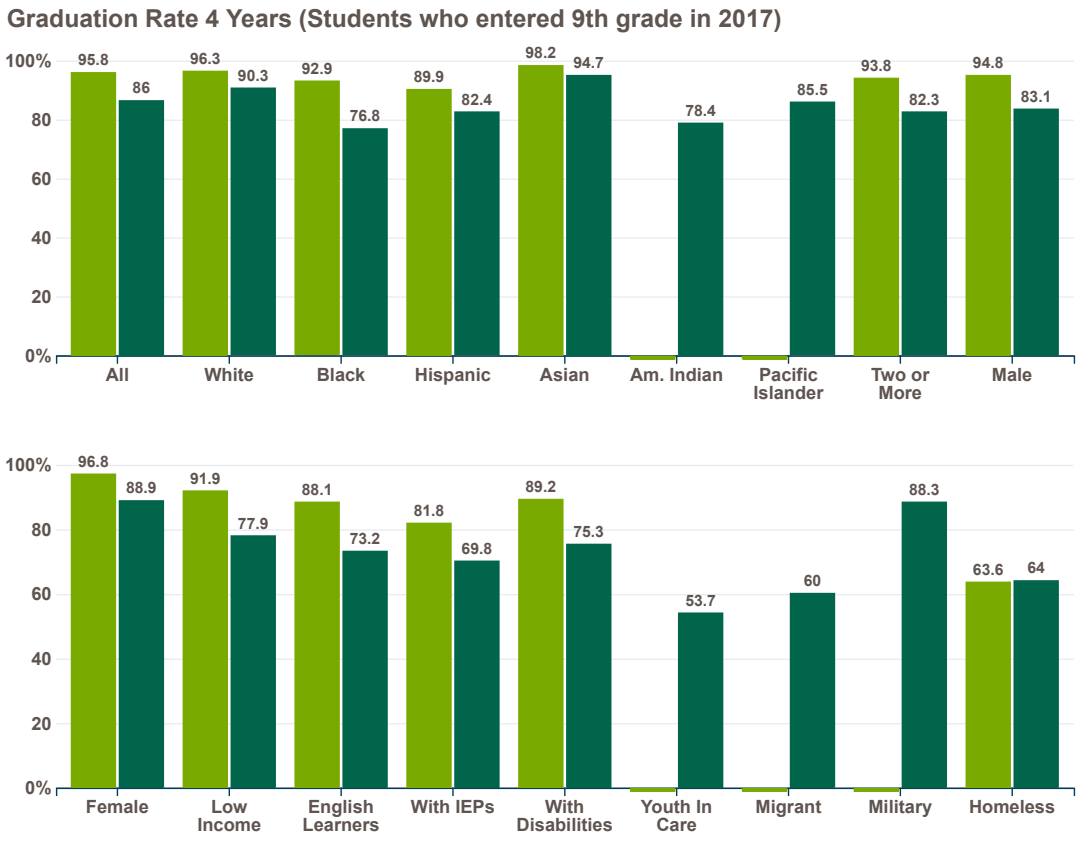
Early College Coursework: Enrollment

2021

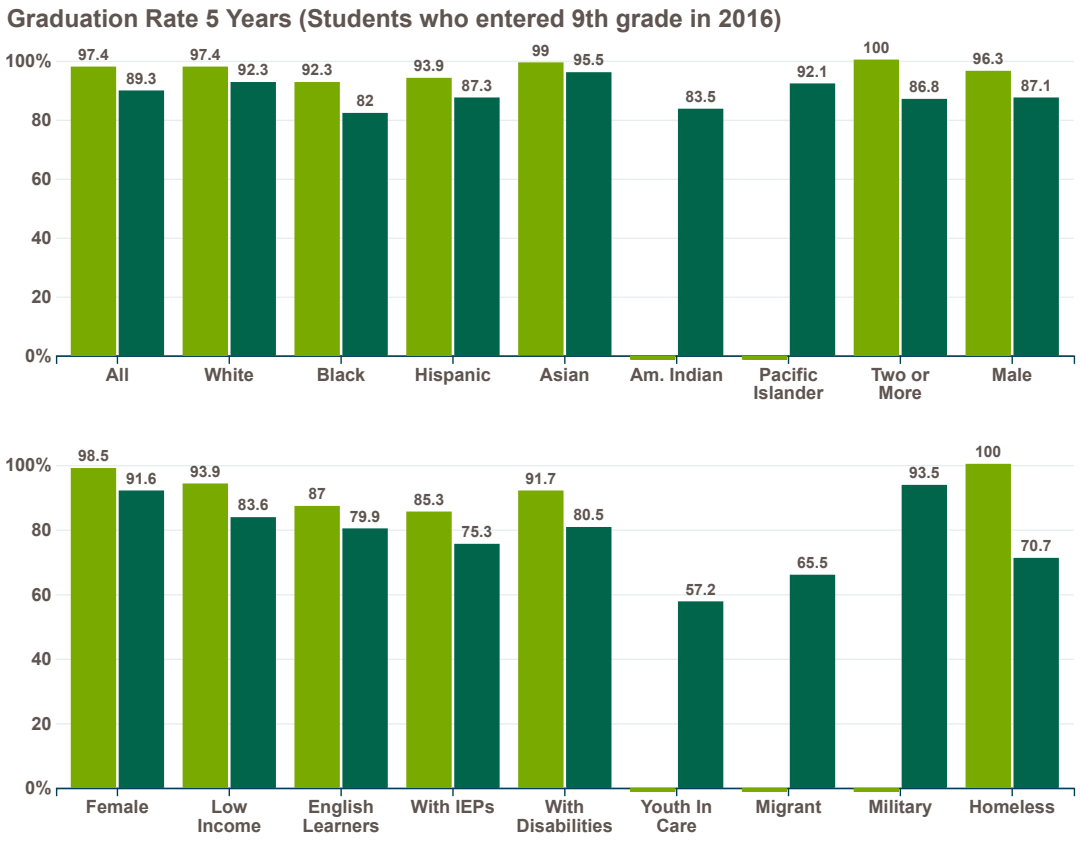
	Grade 9	Grade 10	Grade 11	Grade 12	Total	Demographics
Total Students Taking Early College Courses	33	290	605	946	1,874	
% Students Taking Early College Courses	2.7%	22.8%	46.9%	72.4%	36.8%	
Advanced Placement						
Students Taking One or More AP Courses	33	281	575	906		− Available
Low Income	n/a	12	33	70		
White	16	155	382	591		
Hispanic	n/a	n/a	43	71		
Asian	14	100	123	196		
Two or More	n/a	16	24	45		
With IEPs	n/a	n/a	12	30		
International Baccalaureate						
Students Taking One or More IB Courses	n/a	n/a	n/a	n/a		+ Available
Dual Credit						
Students Taking One or More DC Courses	n/a	12	70	148		− Available
Low Income	n/a	n/a	n/a	32		
White	n/a	n/a	50	85		
Hispanic	n/a	n/a	n/a	25		
Asian	n/a	n/a	14	32		
Two or More	n/a	n/a	n/a	n/a		
With IEPs	n/a	n/a	n/a	n/a		

Graduation Rate

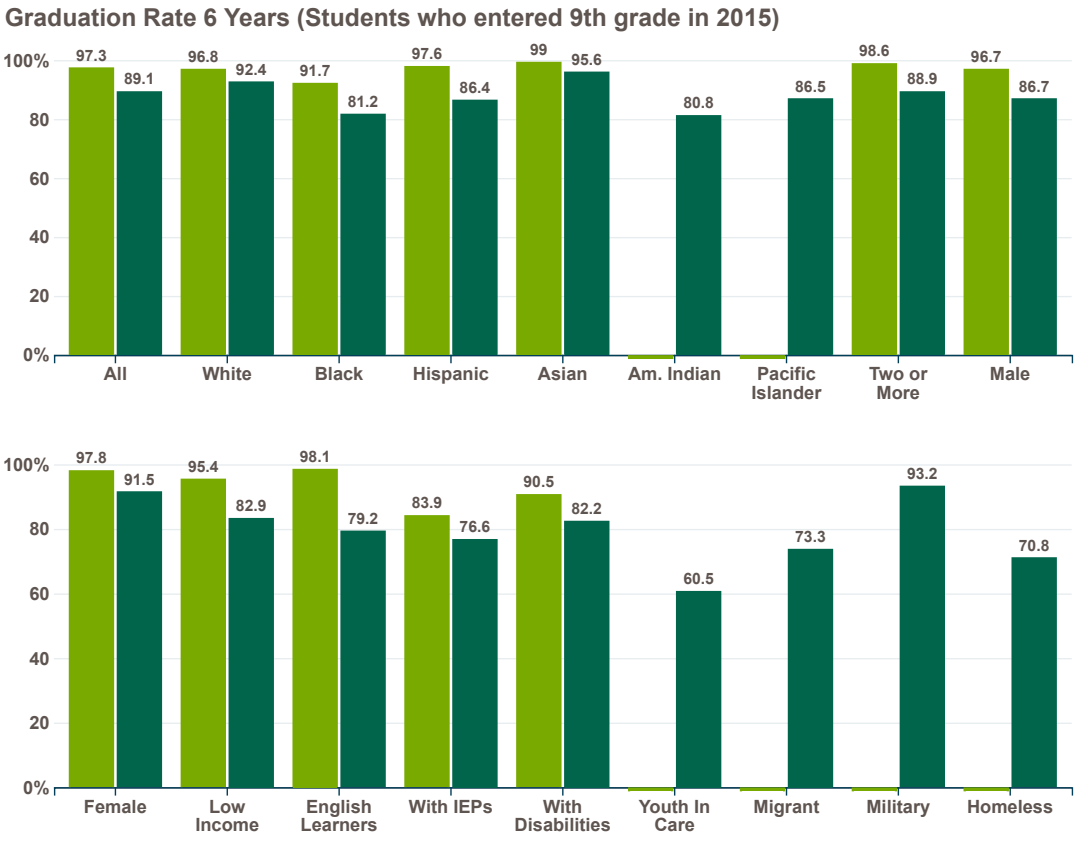
District State



All	95.8%	86%
White	96.3%	90.3%
Black	92.9%	76.8%
Hispanic	89.9%	82.4%
Asian	98.2%	94.7%
Am. Indian	-	78.4%
Pacific Islander	-	85.5%
Two or More	93.8%	82.3%
Male	94.8%	83.1%
Female	96.8%	88.9%
Low Income	91.9%	77.9%
English Learners	88.1%	73.2%
With IEPs	81.8%	69.8%
With Disabilities	89.2%	75.3%
Youth In Care	-	53.7%
Migrant	-	60%
Military	-	88.3%
Homeless	63.6%	64%



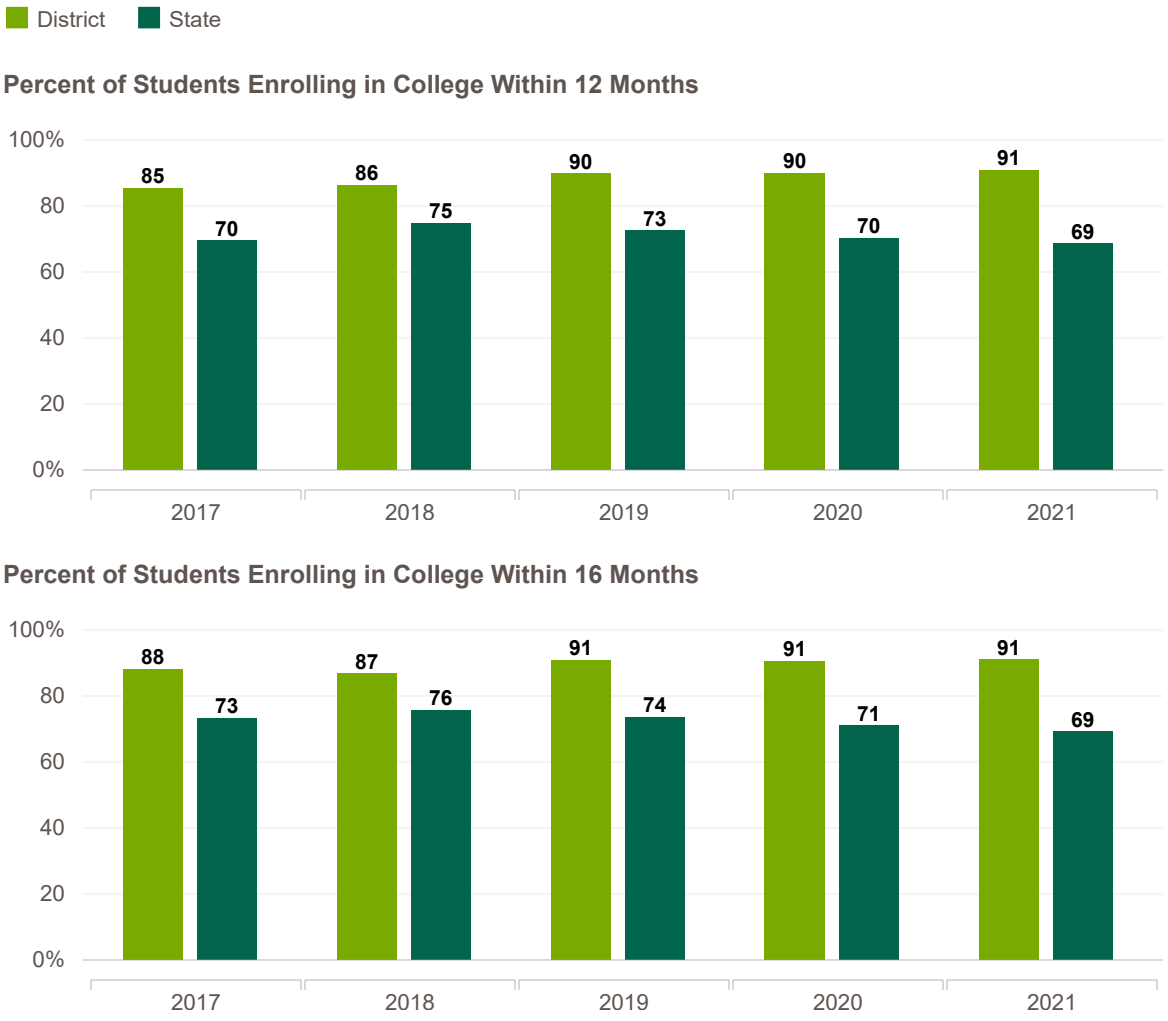
All	97.4%	89.3%
White	97.4%	92.3%
Black	92.3%	82%
Hispanic	93.9%	87.3%
Asian	99%	95.5%
Am. Indian	-	83.5%
Pacific Islander	-	92.1%
Two or More	100%	86.8%
Male	96.3%	87.1%
Female	98.5%	91.6%
Low Income	93.9%	83.6%
English Learners	87%	79.9%
With IEPs	85.3%	75.3%
With Disabilities	91.7%	80.5%
Youth In Care	-	57.2%
Migrant	-	65.5%
Military	-	93.5%
Homeless	100%	70.7%



All	97.3%	89.1%
White	96.8%	92.4%
Black	91.7%	81.2%
Hispanic	97.6%	86.4%
Asian	99%	95.6%
Am. Indian	-	80.8%
Pacific Islander	-	86.5%
Two or More	98.6%	88.9%
Male	96.7%	86.7%
Female	97.8%	91.5%
Low Income	95.4%	82.9%
English Learners	98.1%	79.2%
With IEPs	83.9%	76.6%
With Disabilities	90.5%	82.2%
Youth In Care	-	60.5%
Migrant	-	73.3%
Military	-	93.2%
Homeless	-	70.8%

Postsecondary Enrollment

View Details



Performance Scatterplots: SAT

SELECT

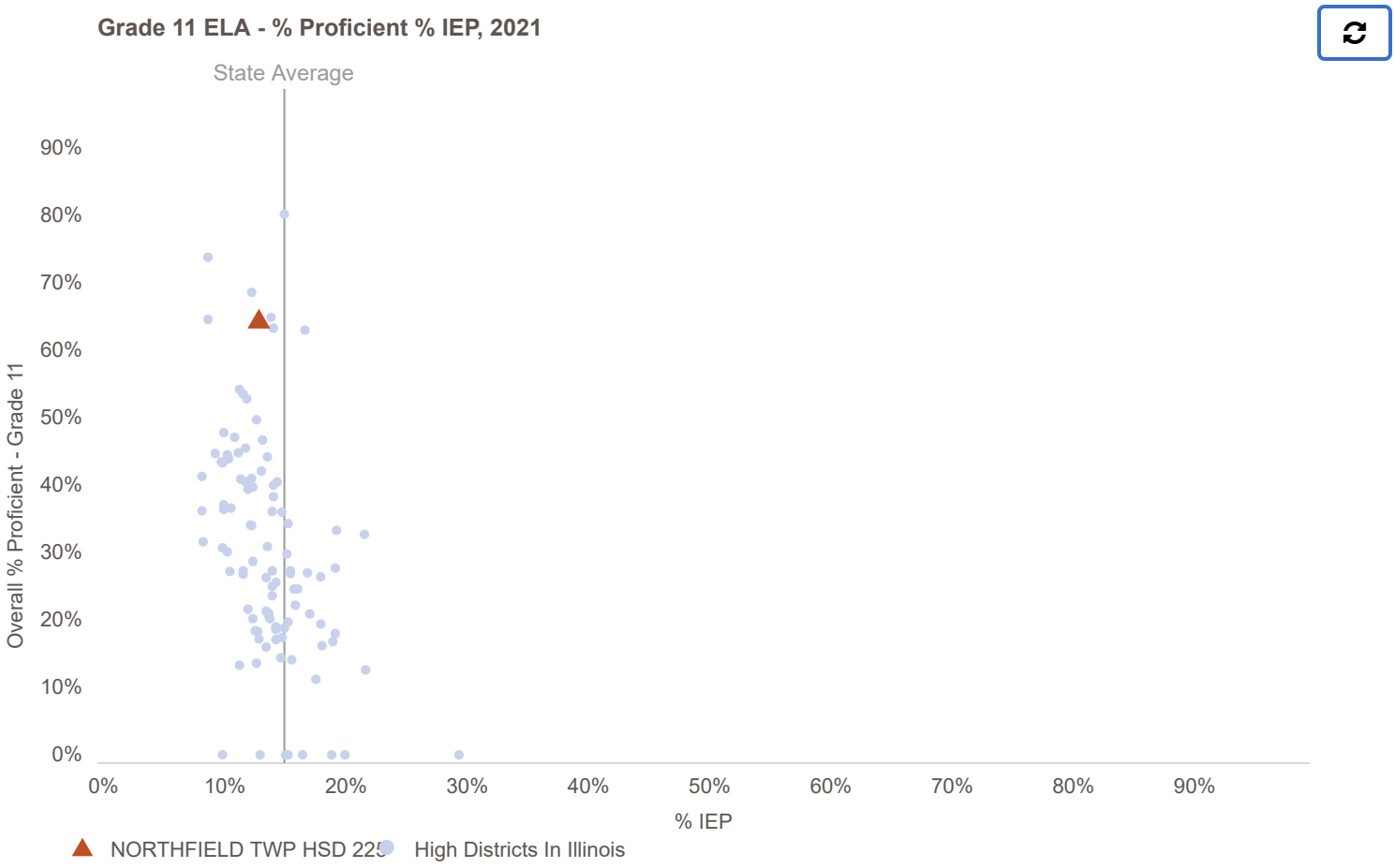
Grade 11

2021

With IEPs

SUBJECT

More options



Performance Scatterplots: SAT

SELECT

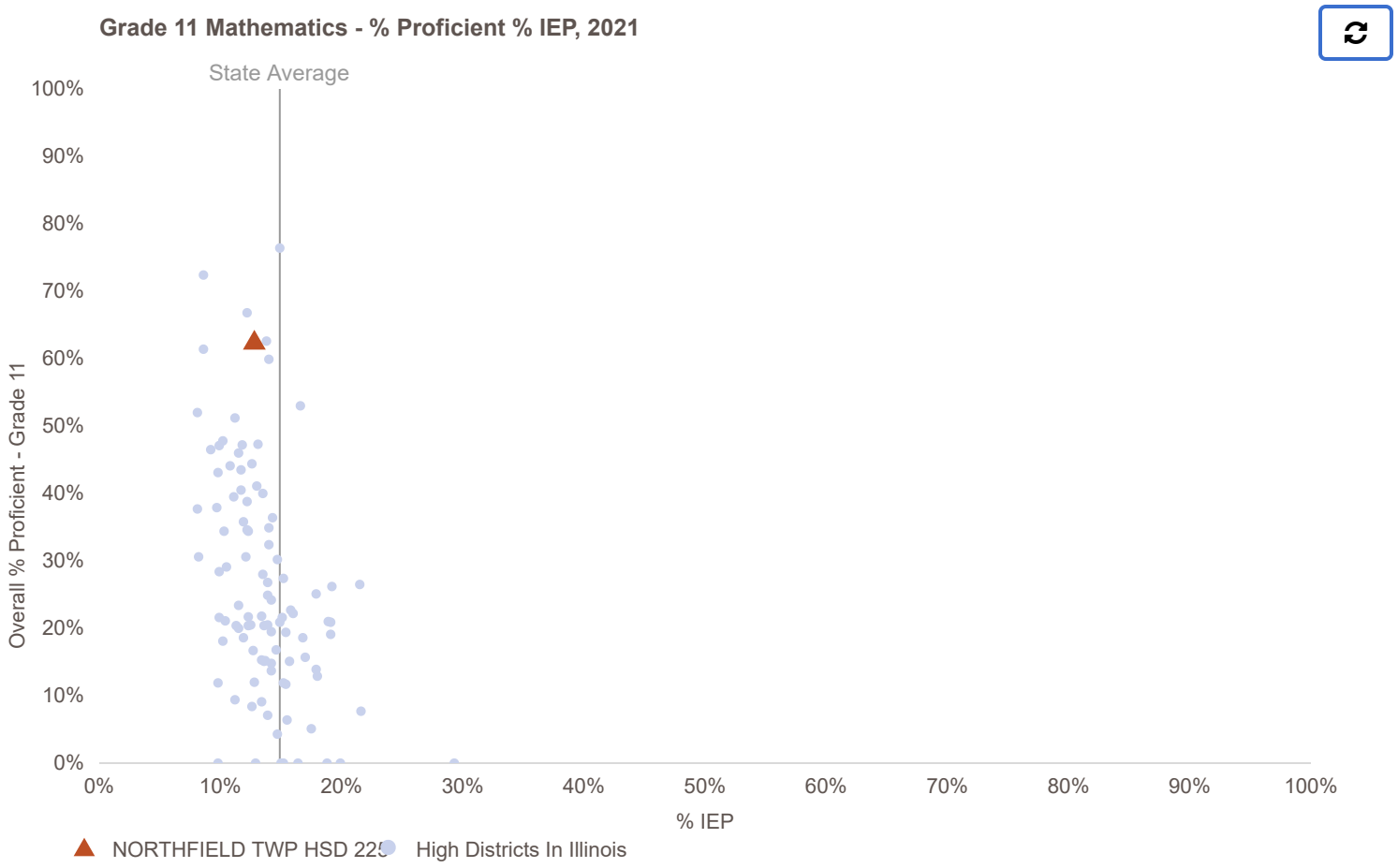
Grade 11

2021

With IEPs

SUBJECT

More options



Performance Scatterplots: SAT

SELECT

Grade 11

2021

Low Income

SUBJECT

More options

Performance Scatterplots: SAT

SELECT

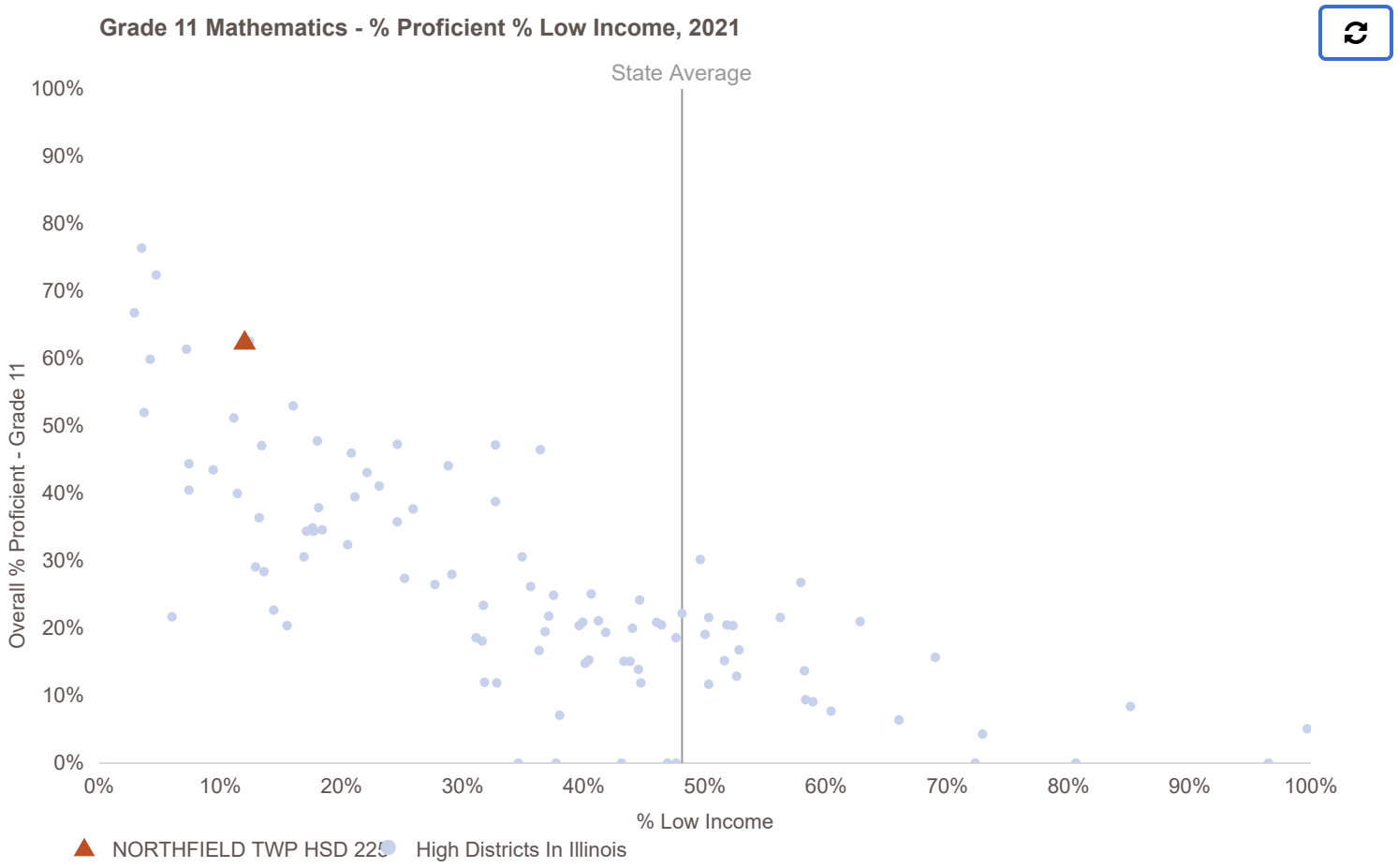
Grade 11

2021

Low Income

SUBJECT

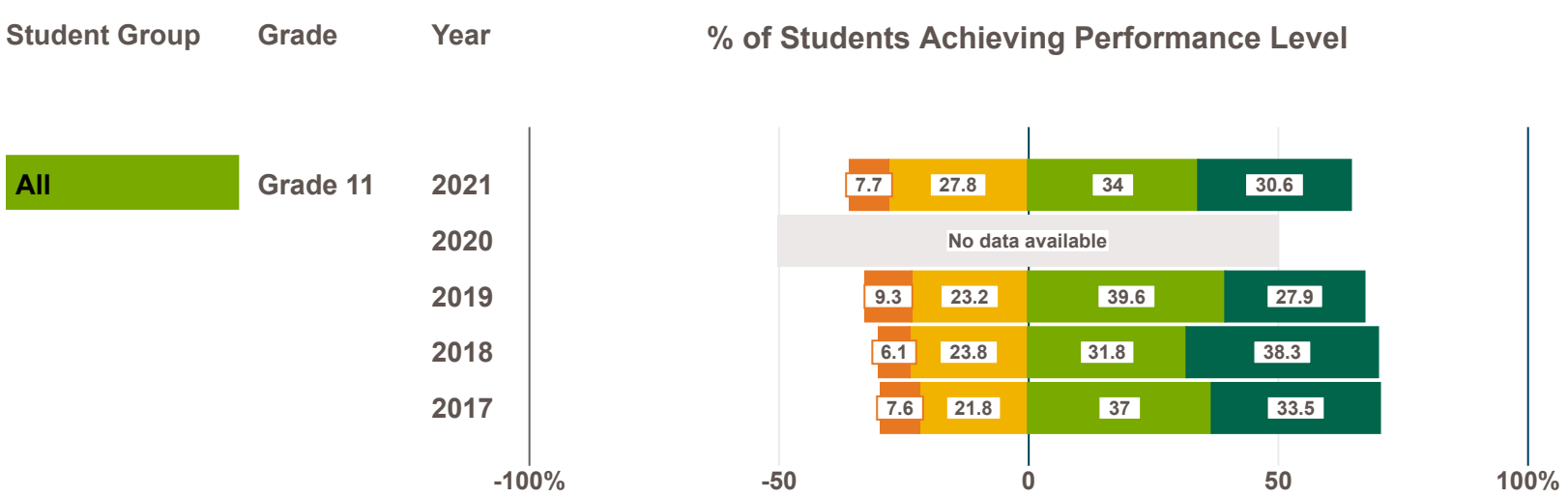
More options

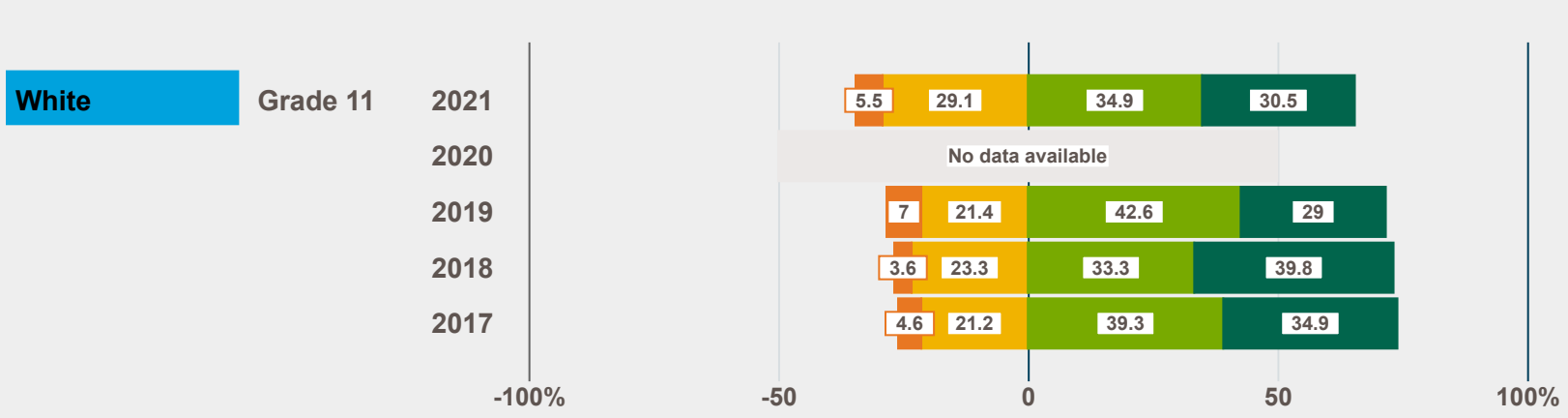


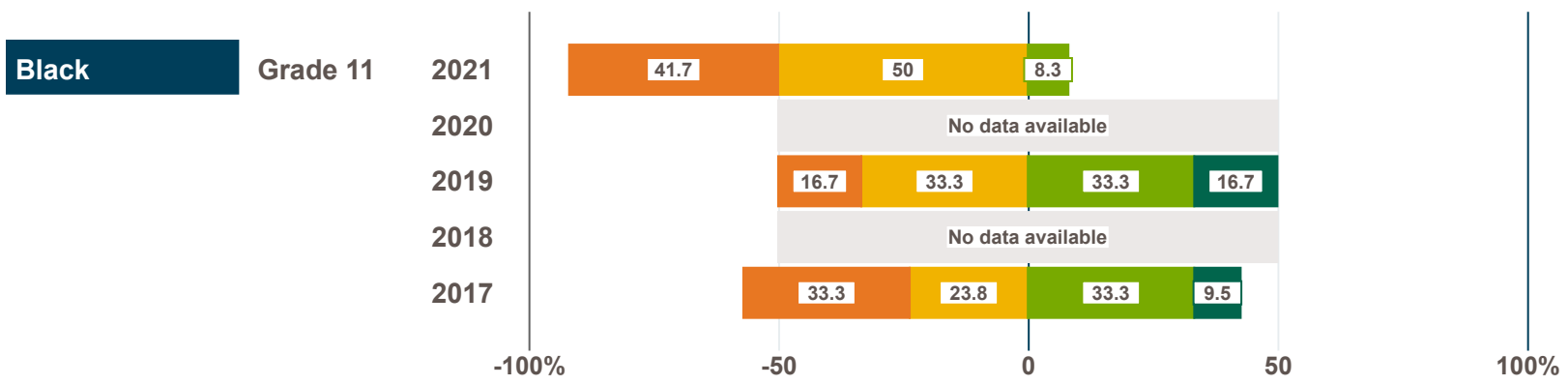
NORTHFIELD TWP HSD 225

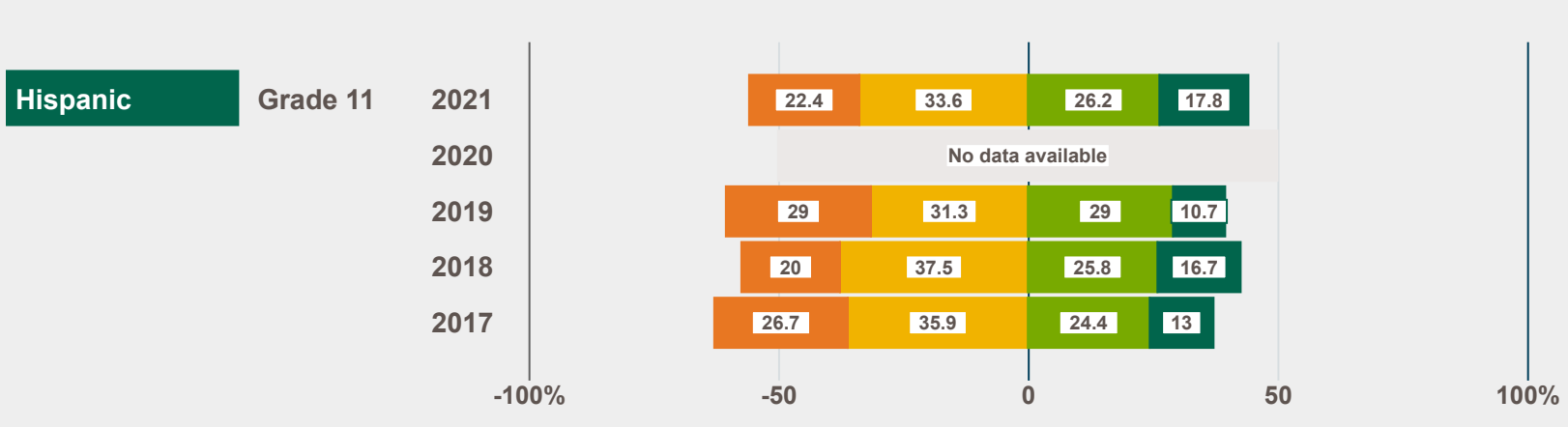
SAT: Grade & Demographics

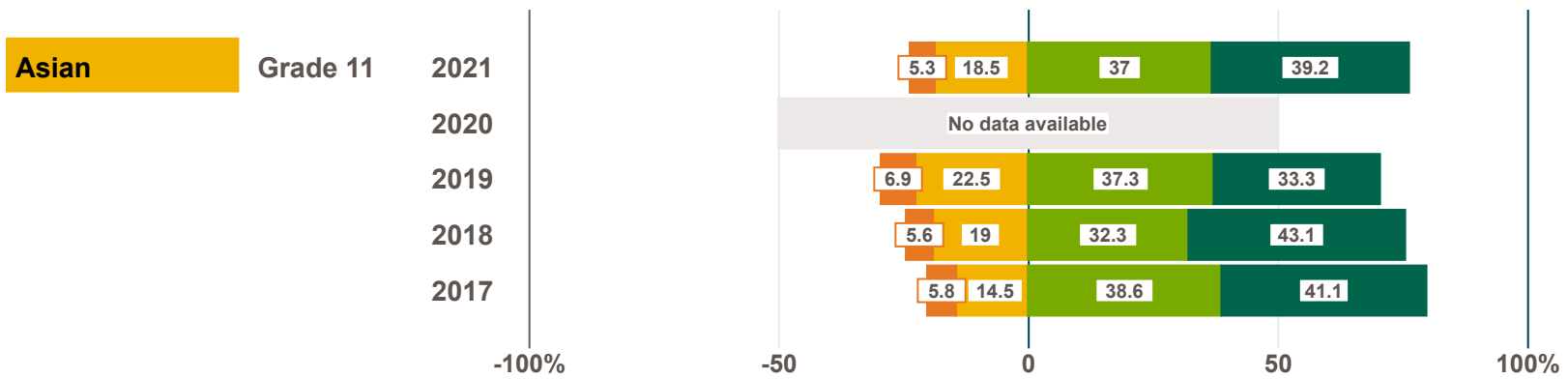
Partially Meets | Approaching | Meets | Exceeds











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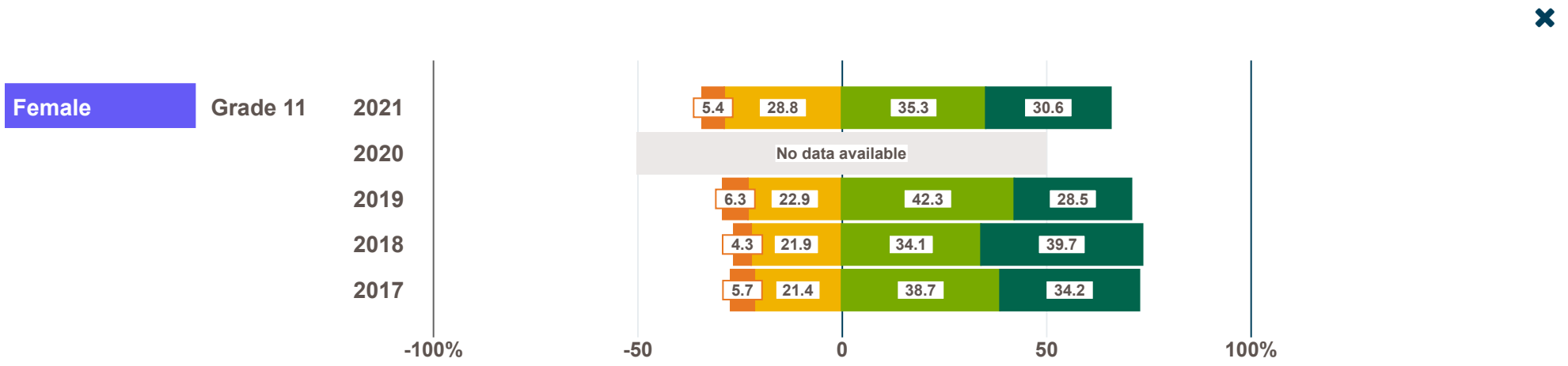
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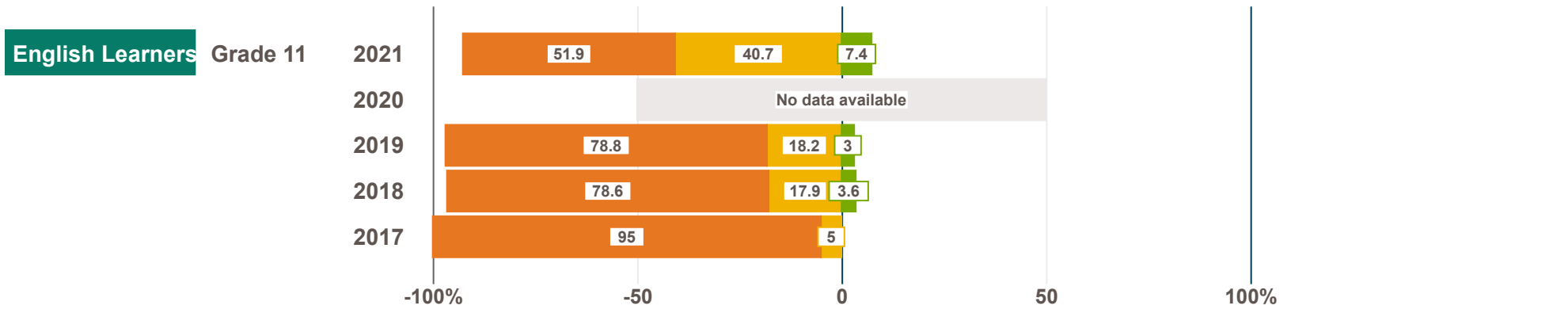
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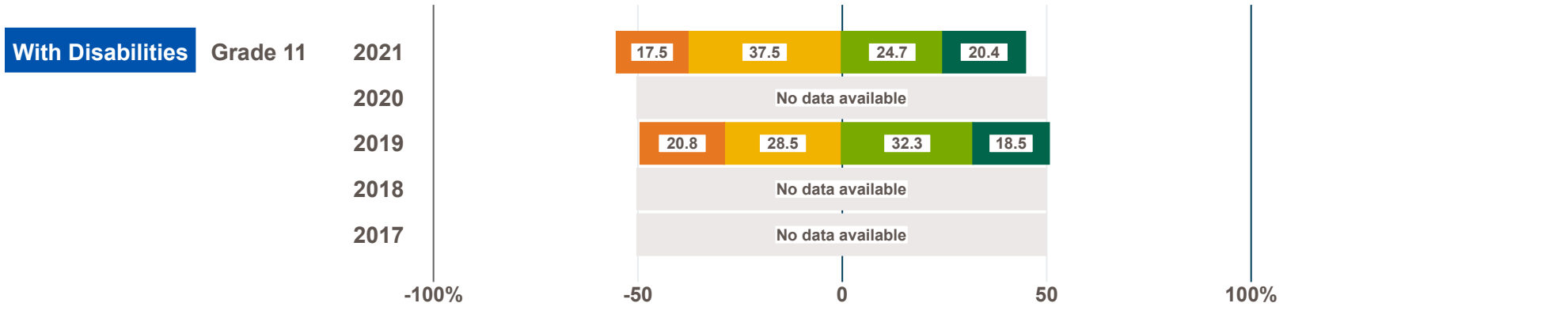
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NORTHFIELD TWP HSD 225

SAT: Grade & Demographics

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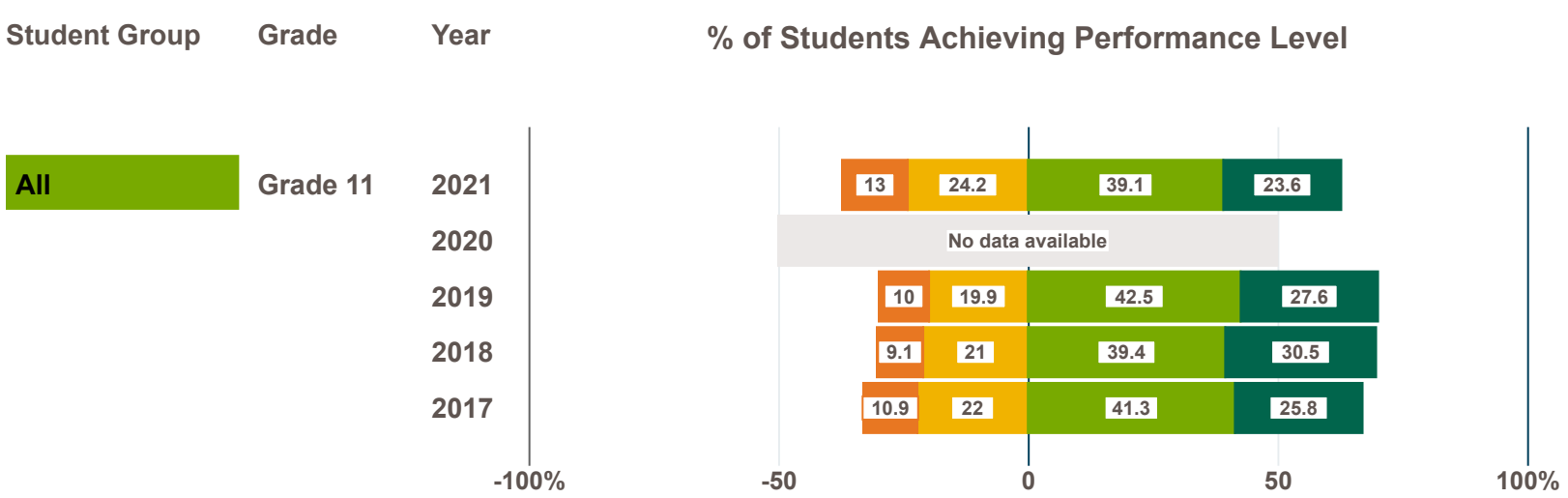

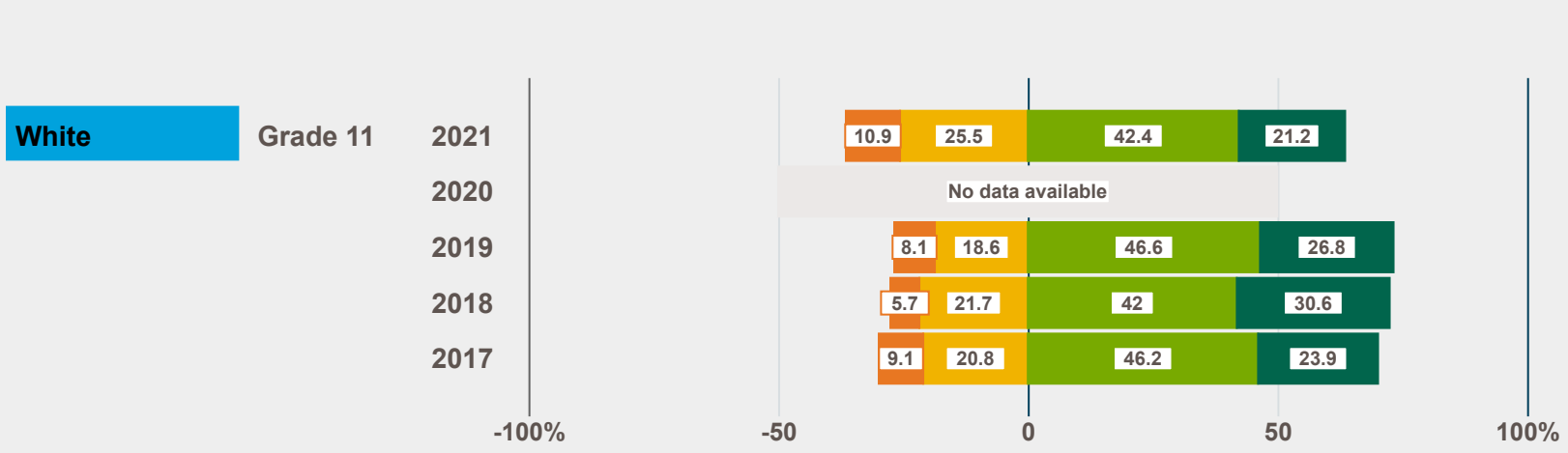

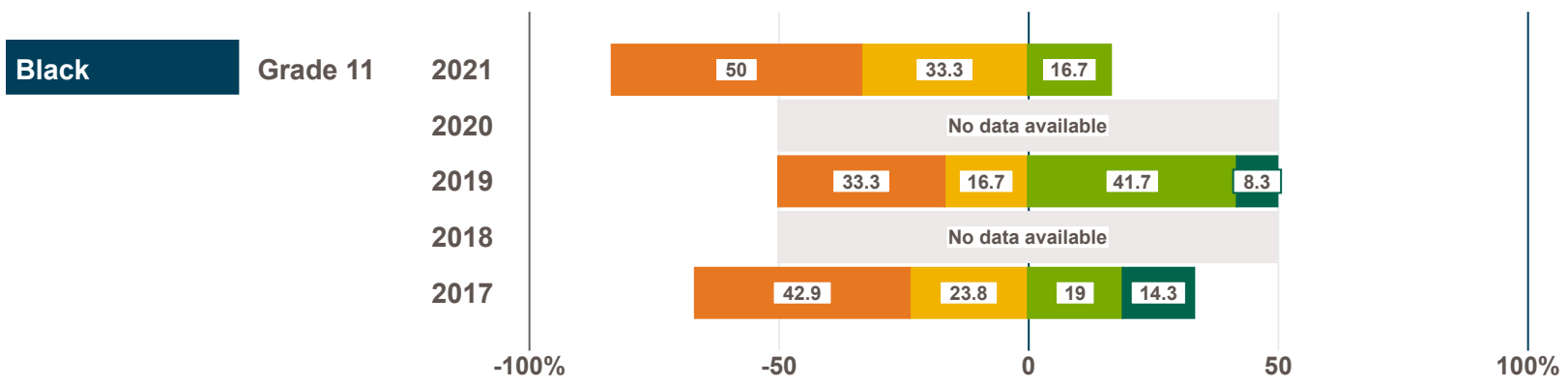

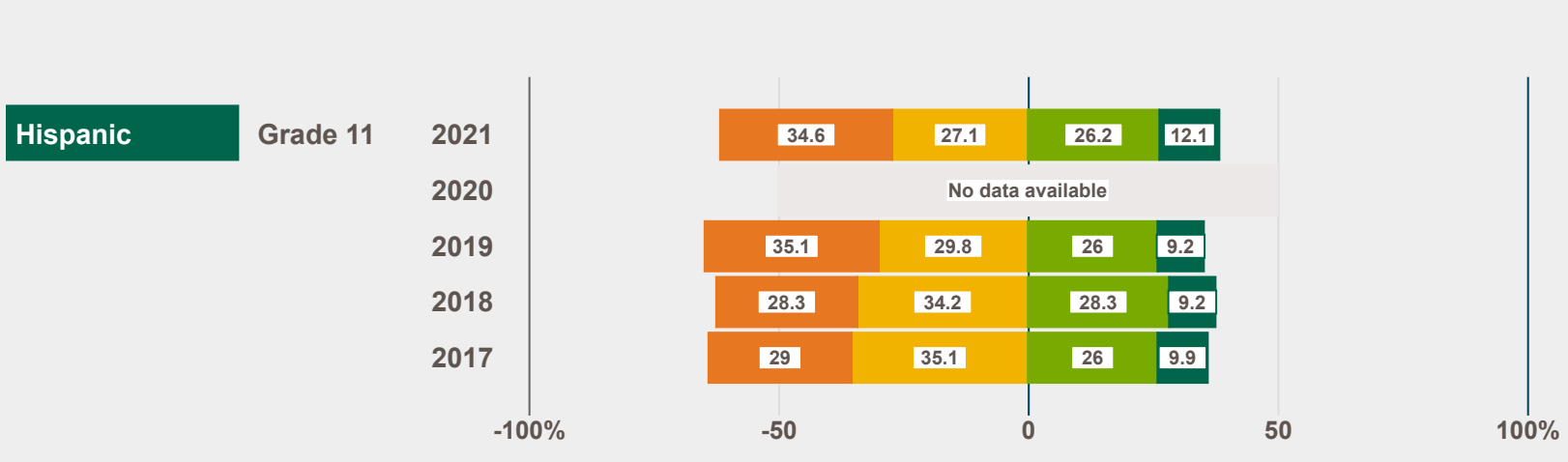

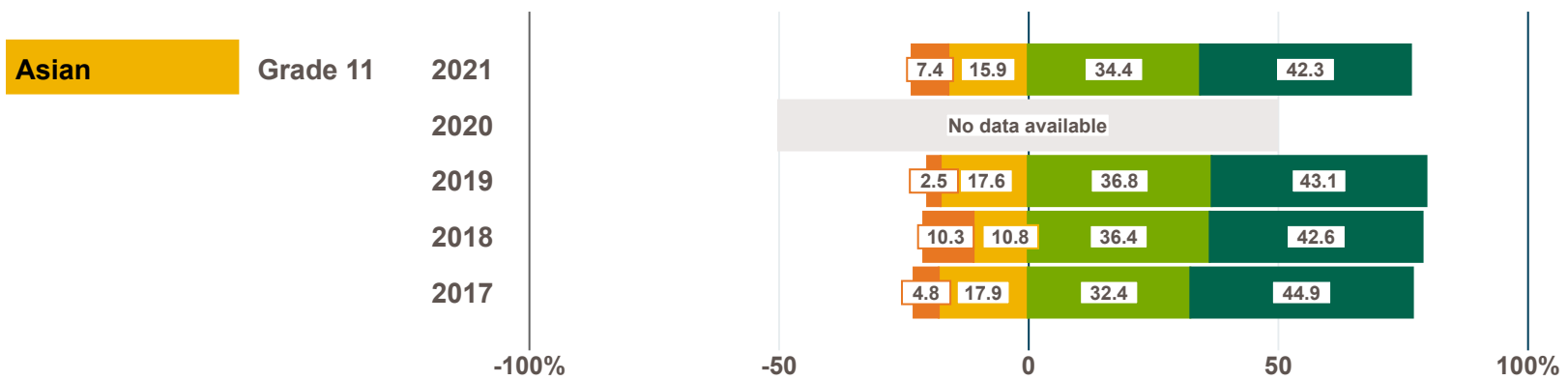

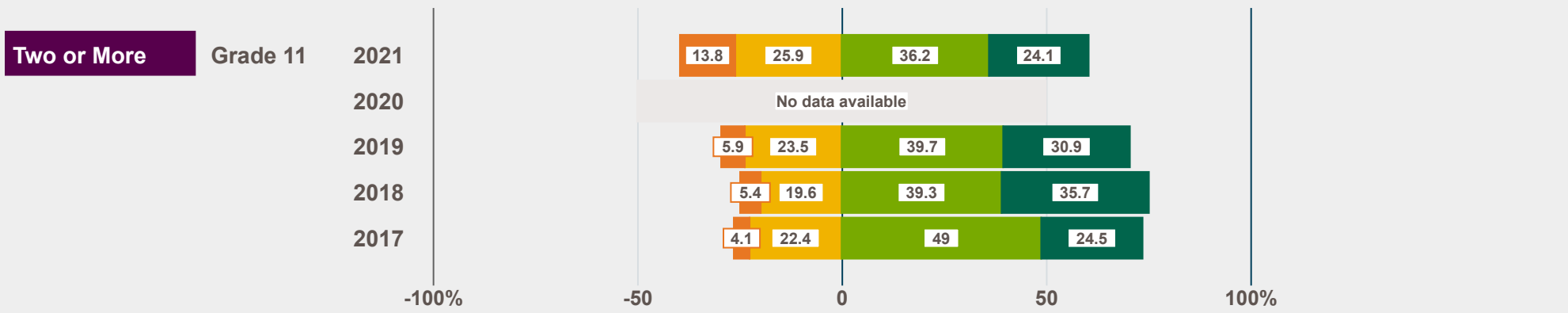
Two or More
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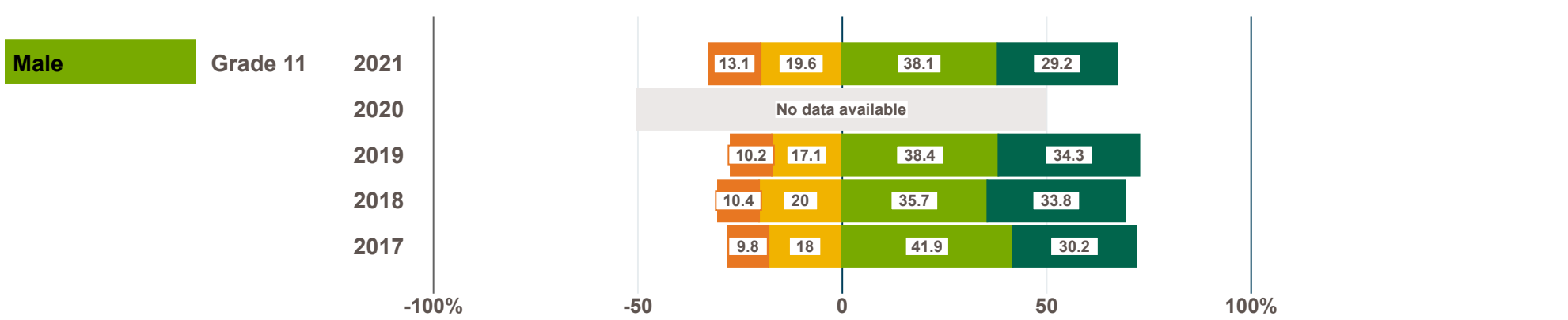
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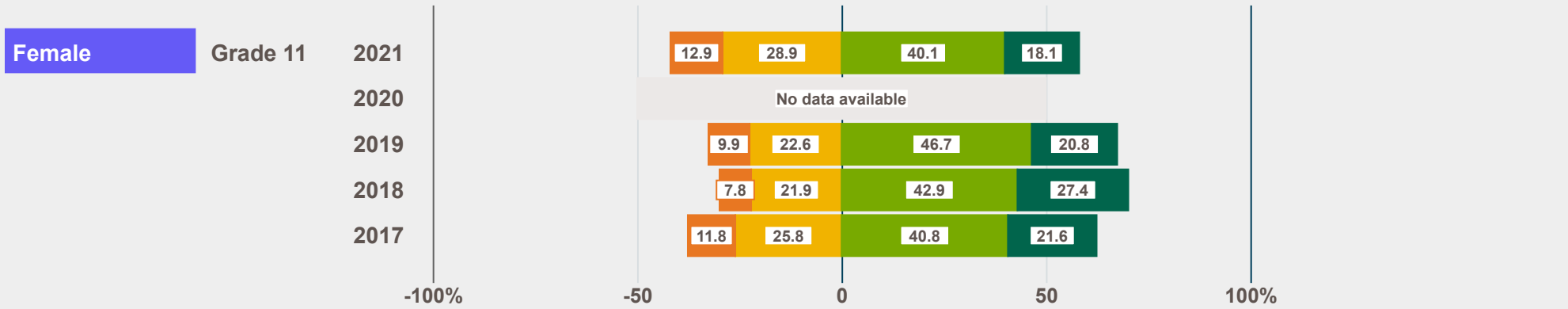
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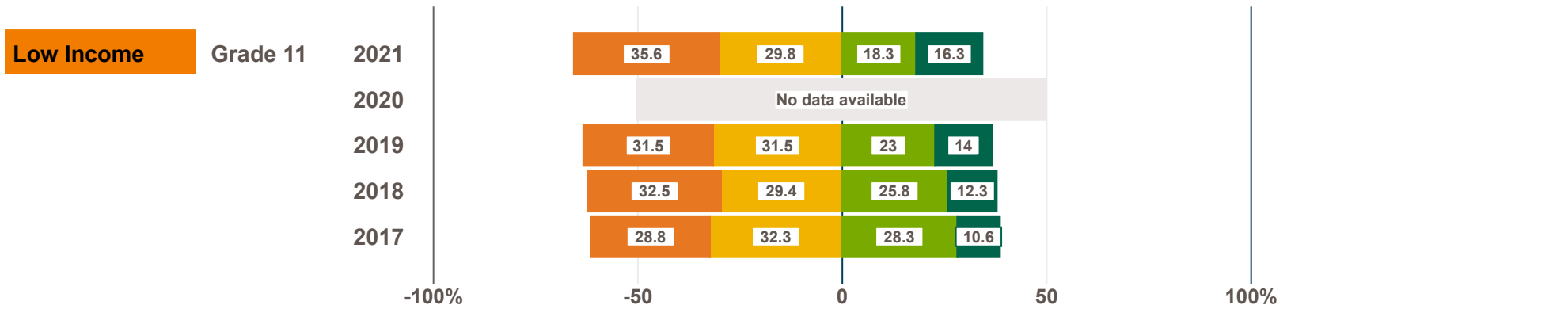
Low Income
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English Learners
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With IEPs
Grade 11
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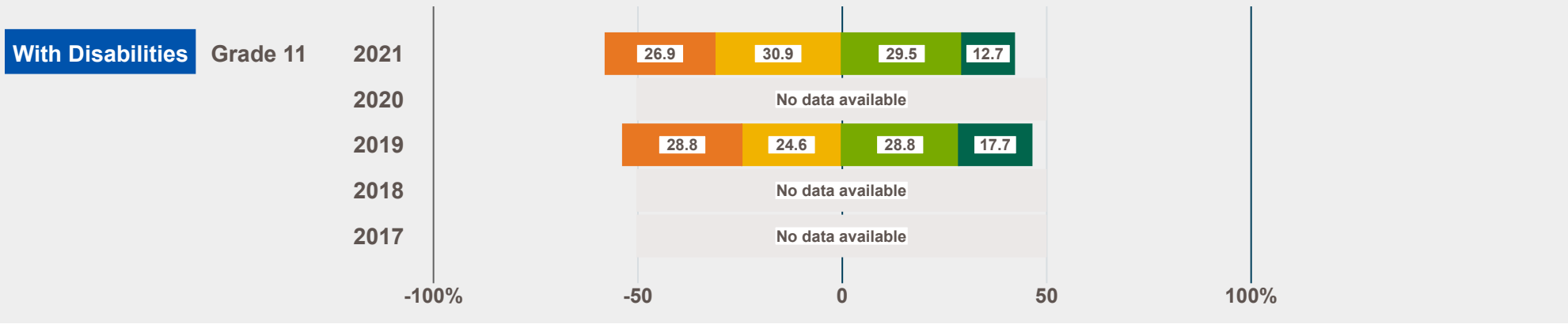
With Disabilities
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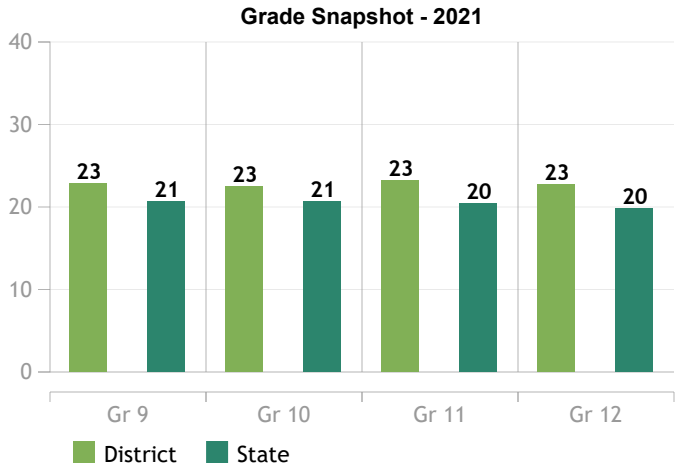
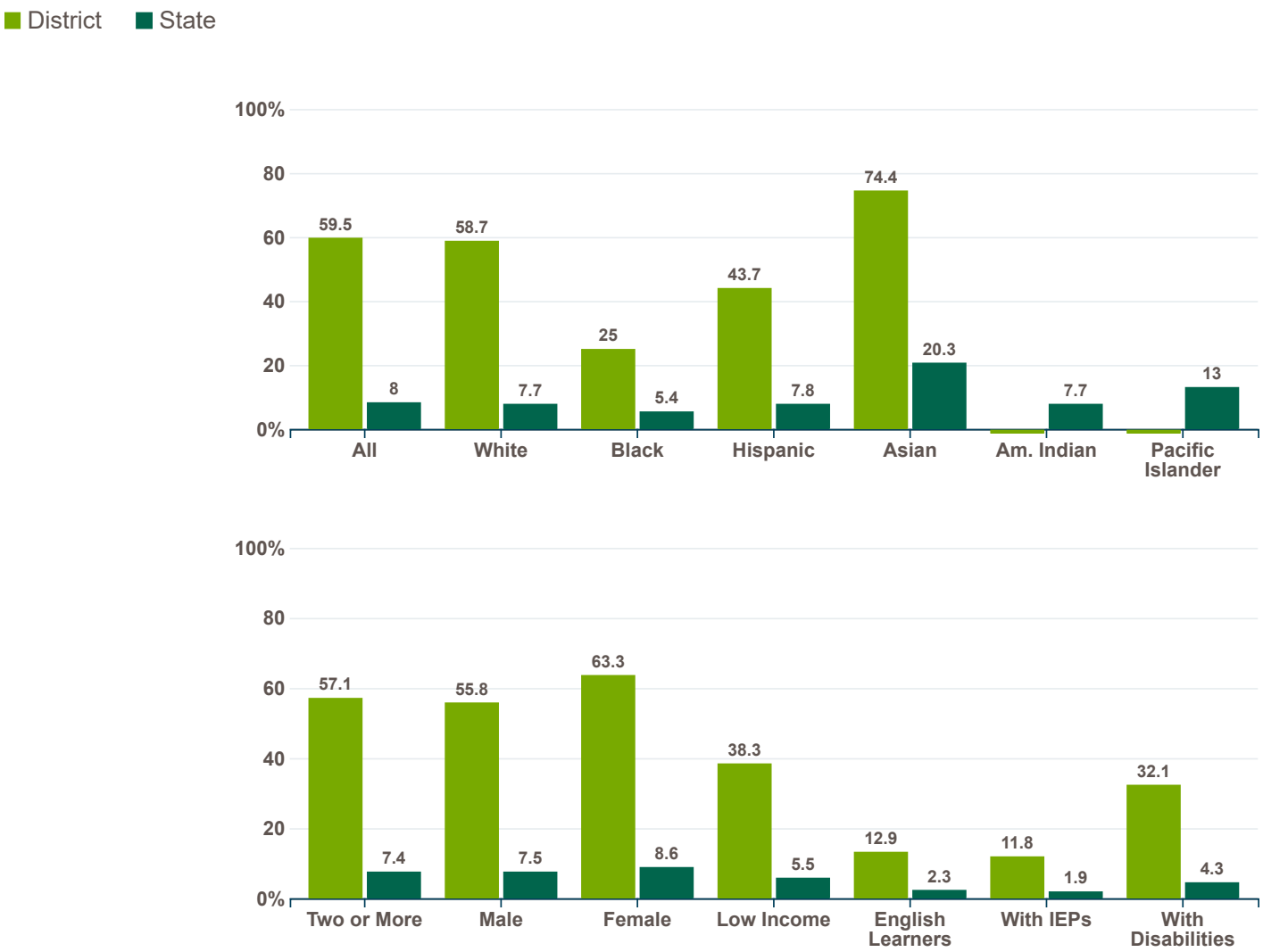
NORTHFIELD TWP HSD 225

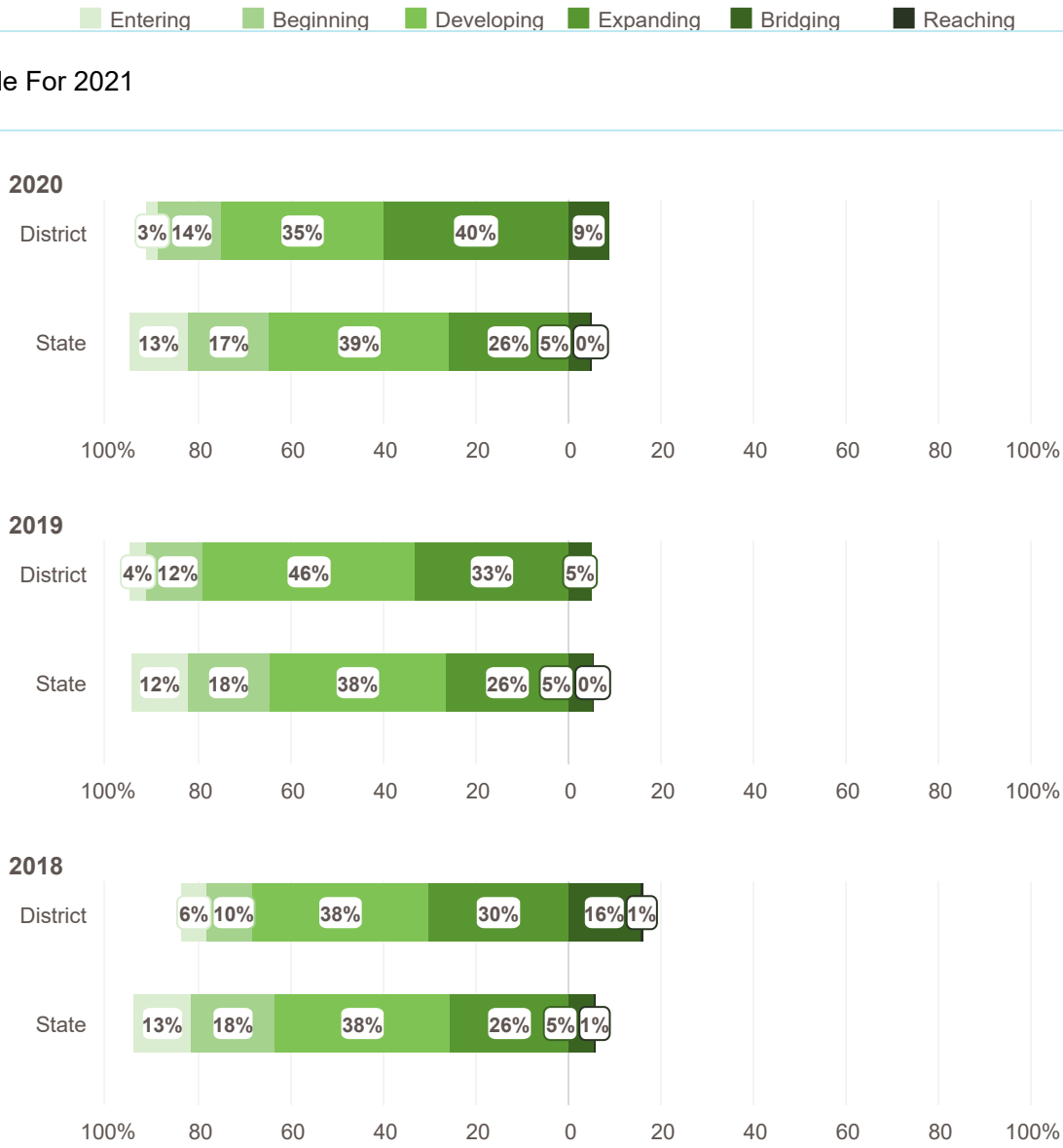
Average Class Size



Advanced Academic Programs: Students Enrolled in Accelerated Placements



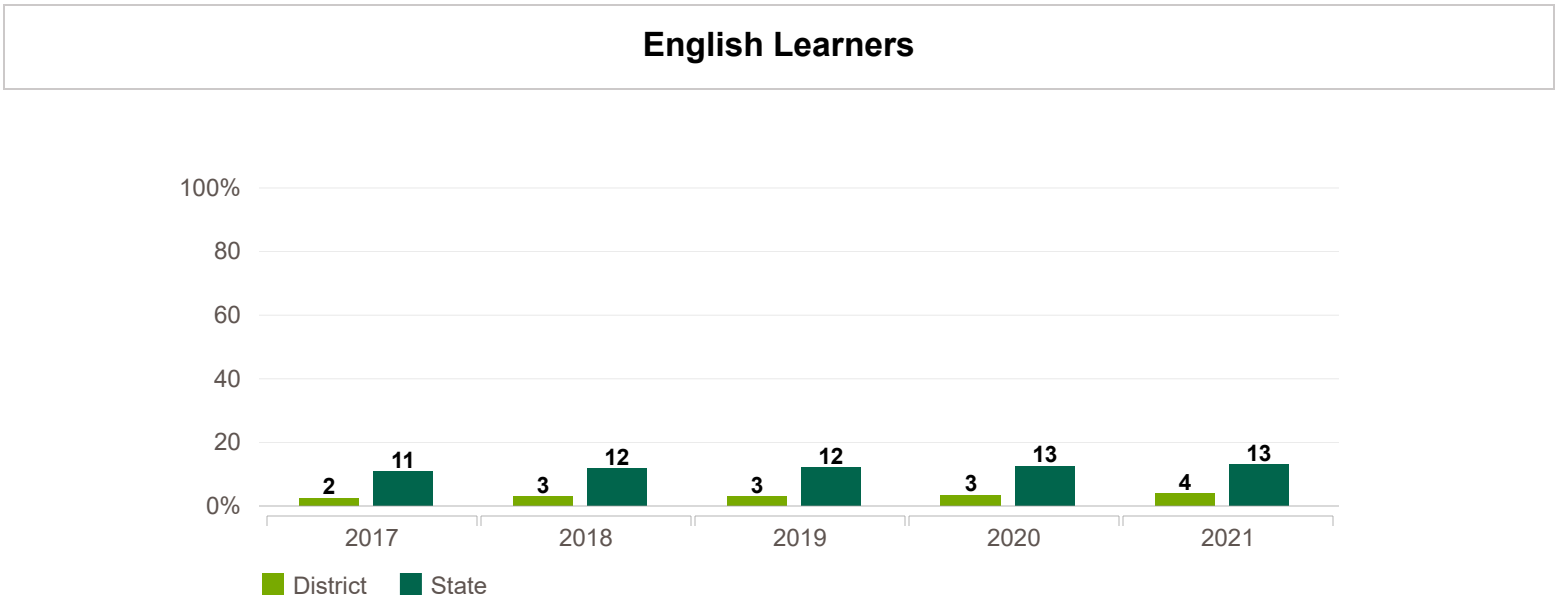
English Learners: ACCESS Overall



No Data Available For 2021

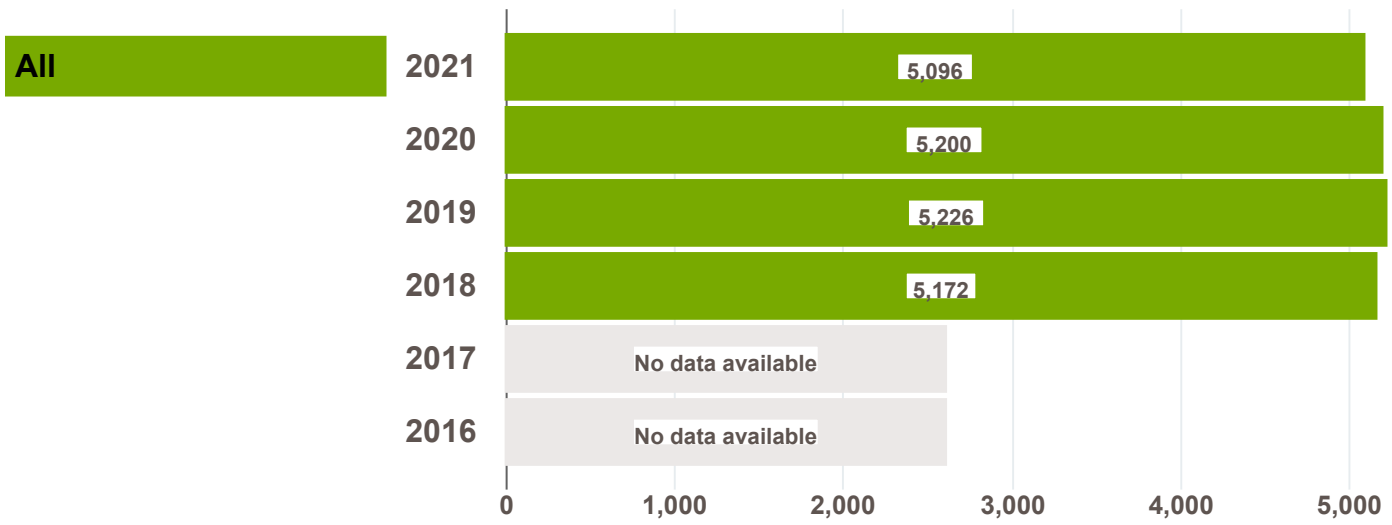
English Learners: English Learners

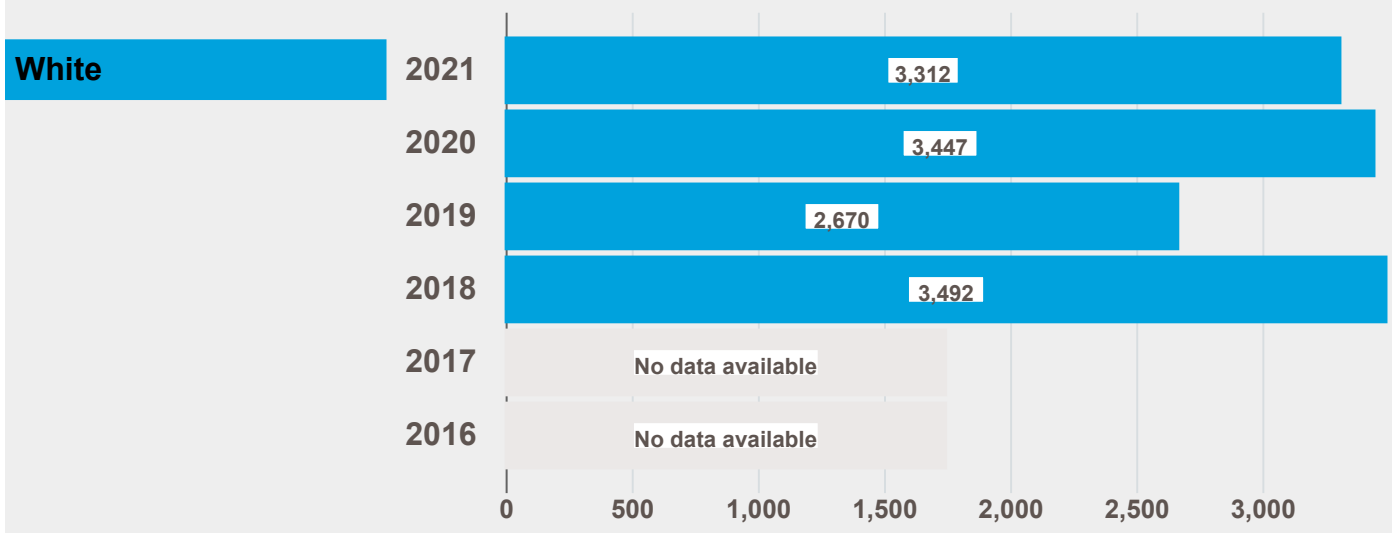
○ Year 2021 ◉ 5 Year Trend

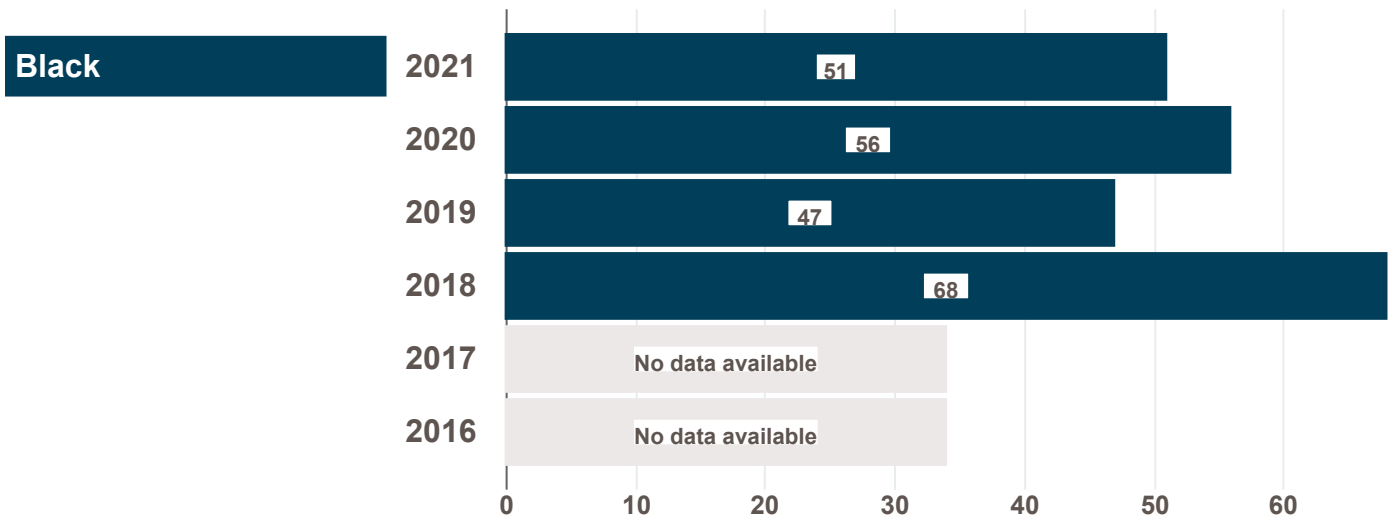


Enrollment: By Demographics

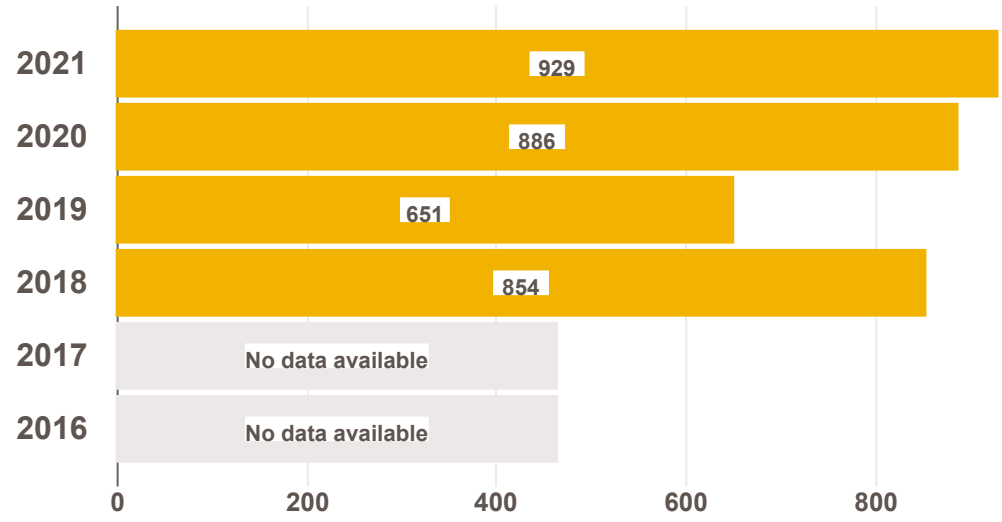
Demographic | Year



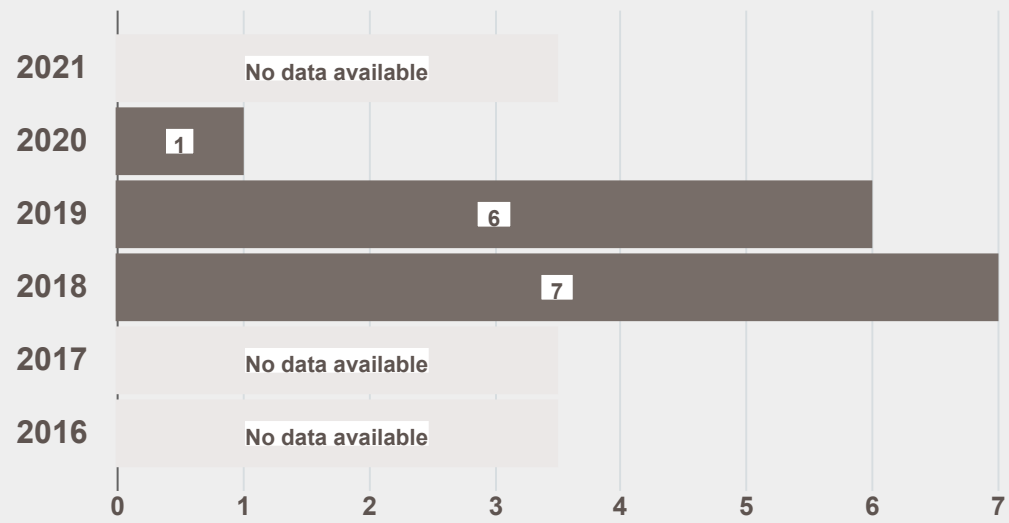




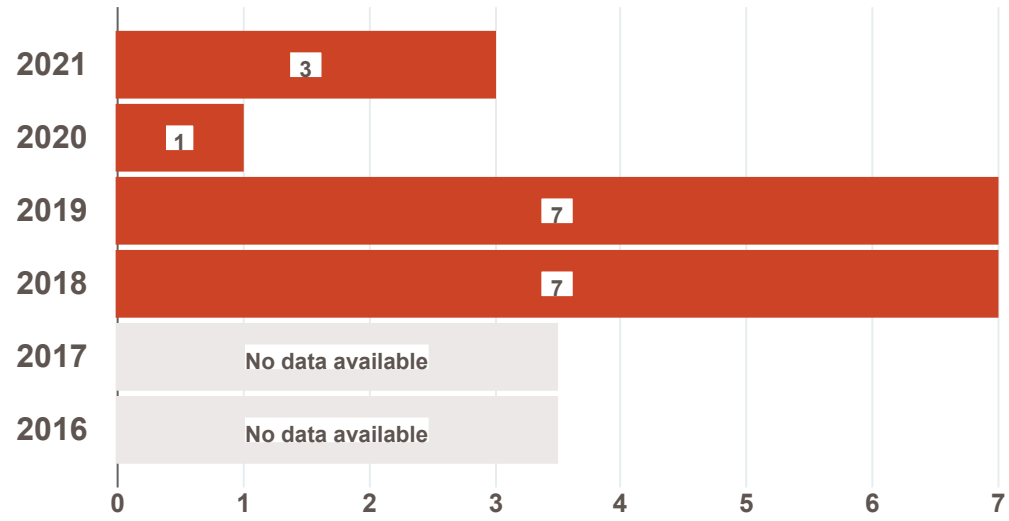
Asian



Am. Indian



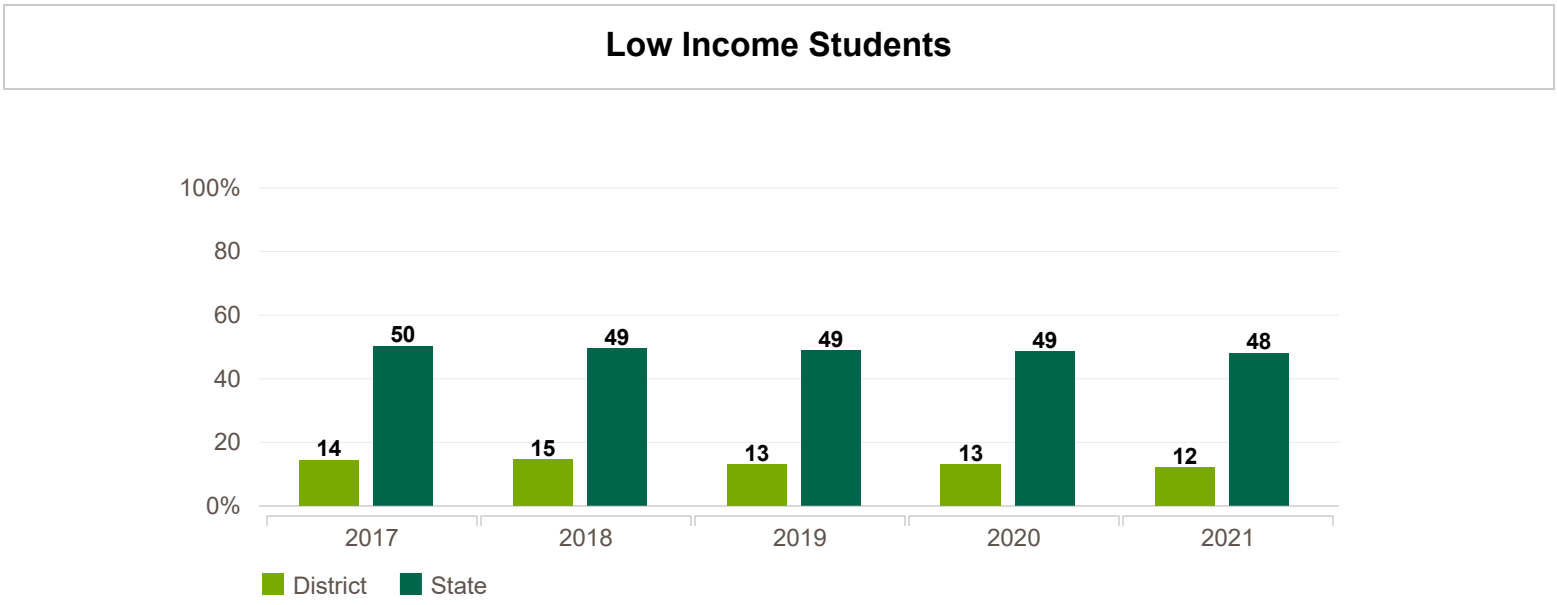
Pacific Islander



Two or More

Low Income Students

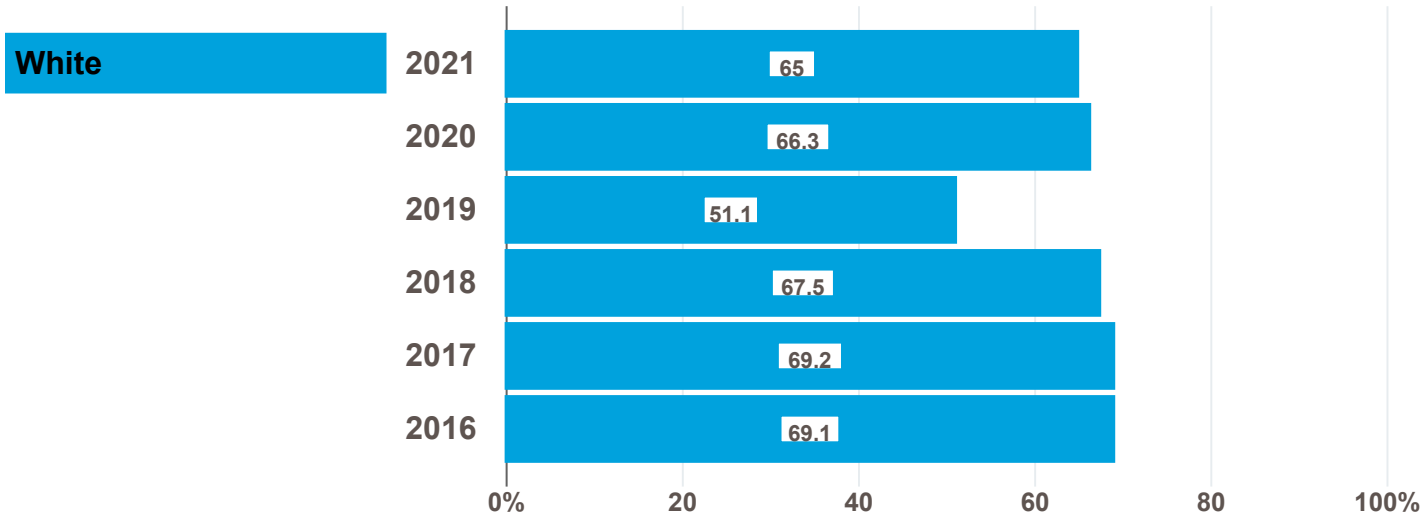
○ Year 2021 ◉ 5 Year Trend

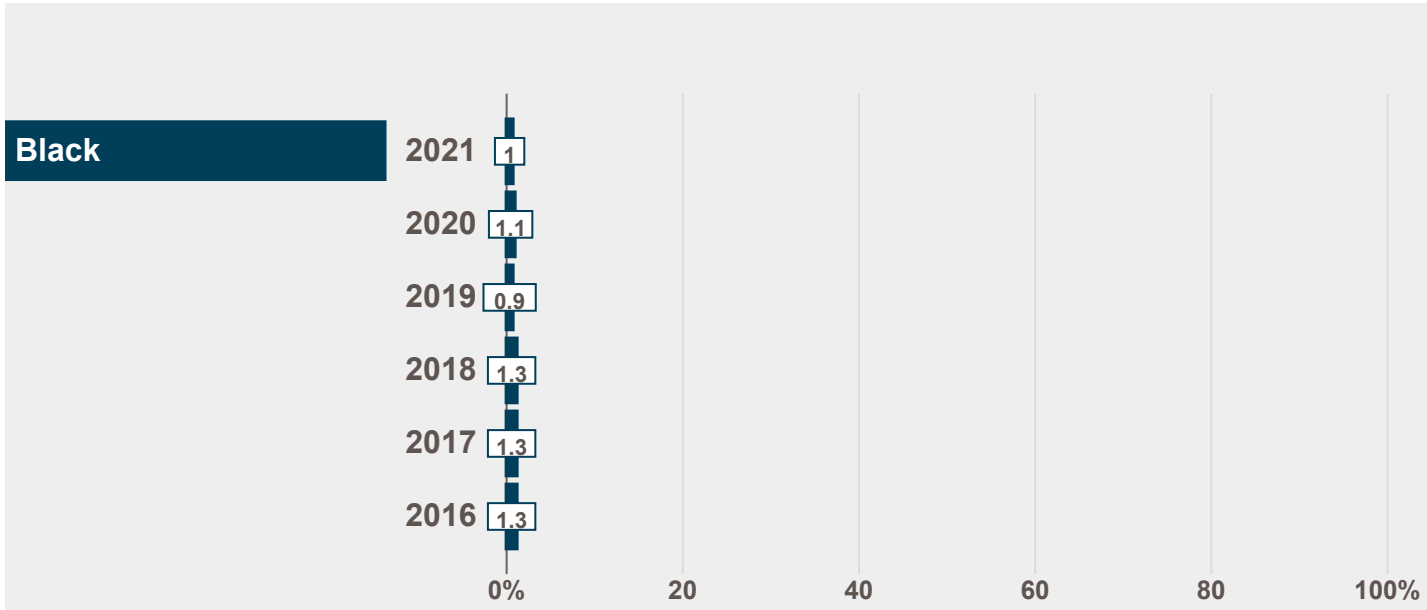


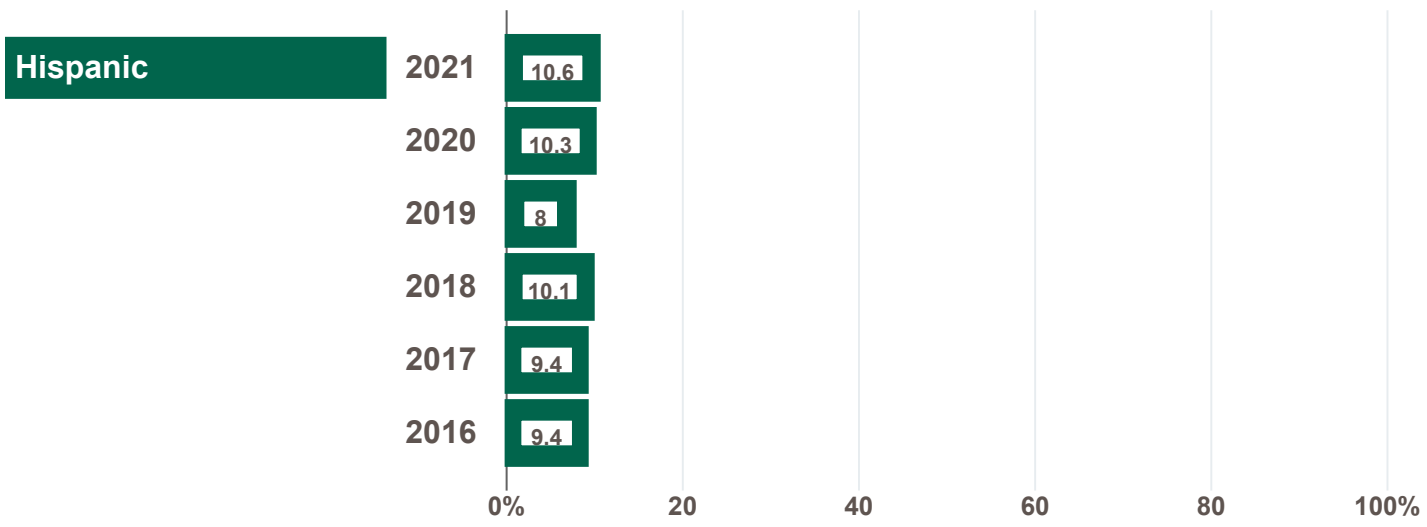
Racial/Ethnic Diversity

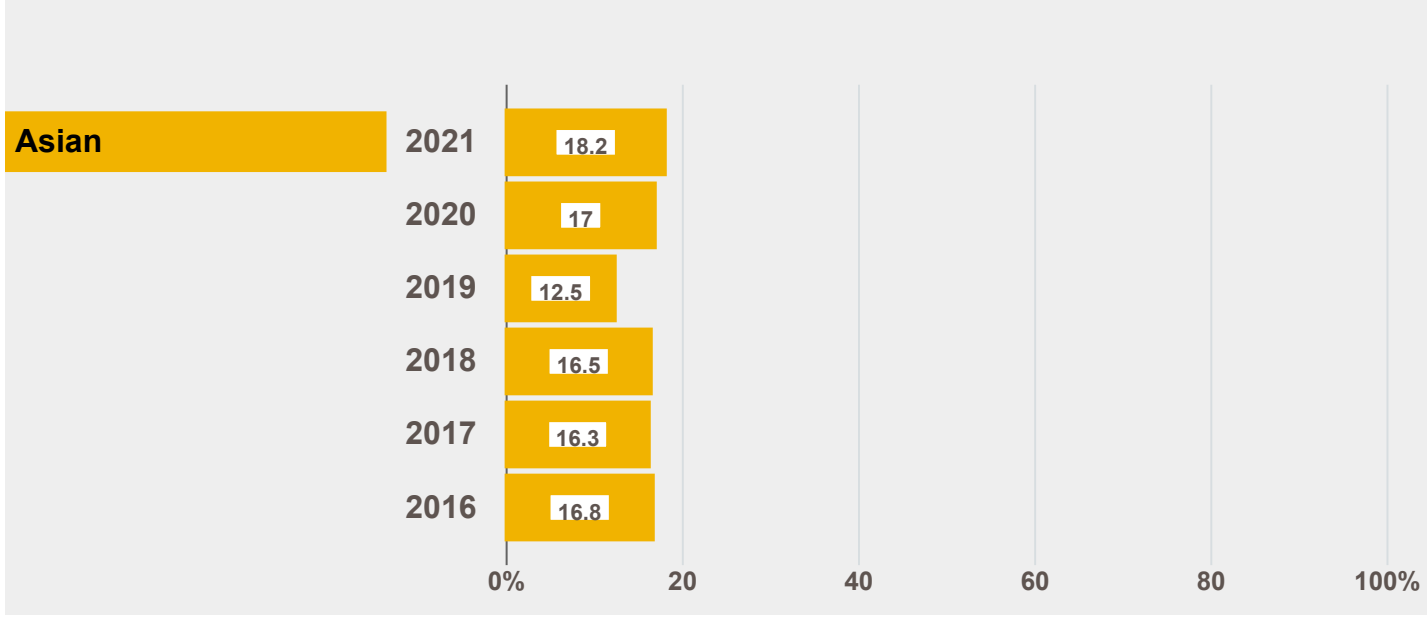
Demographic

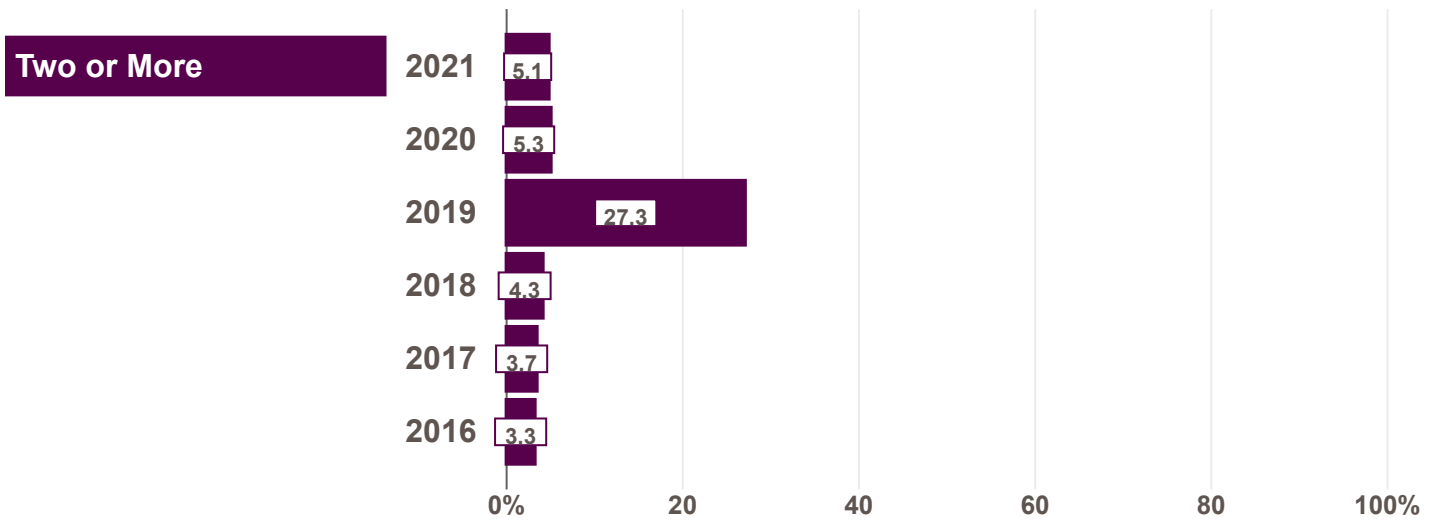
Year





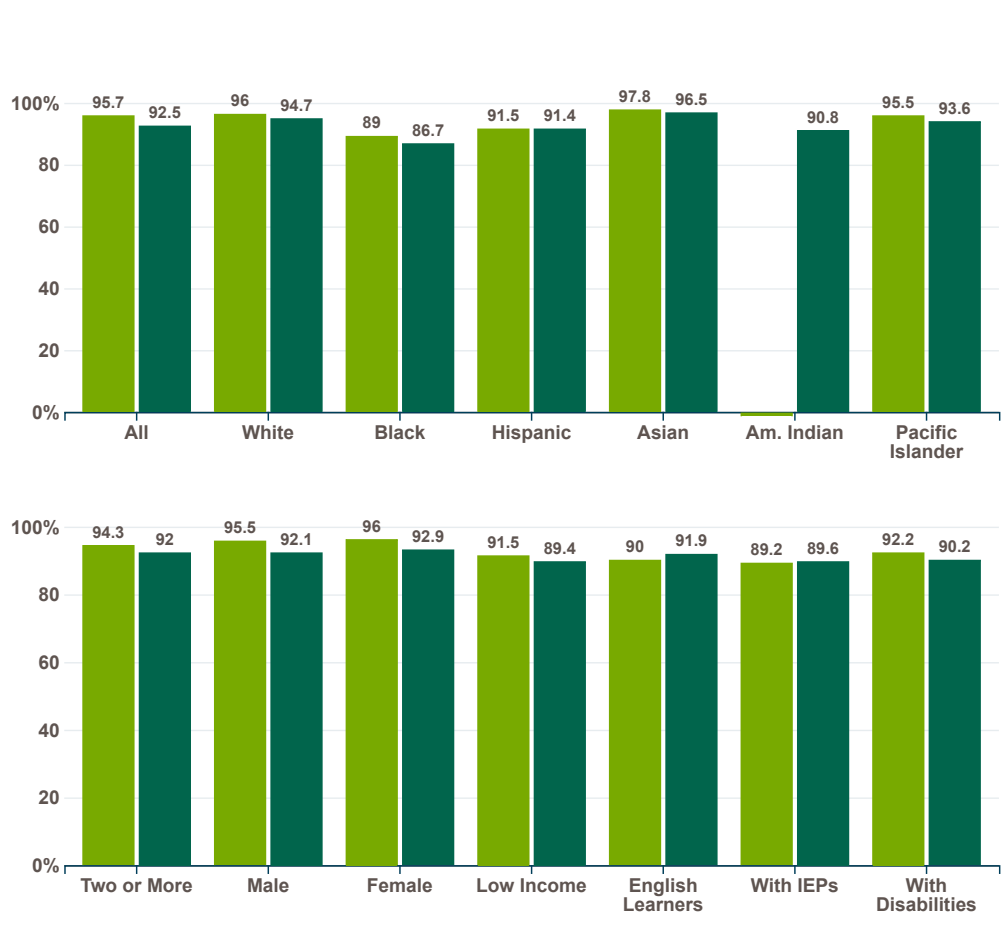






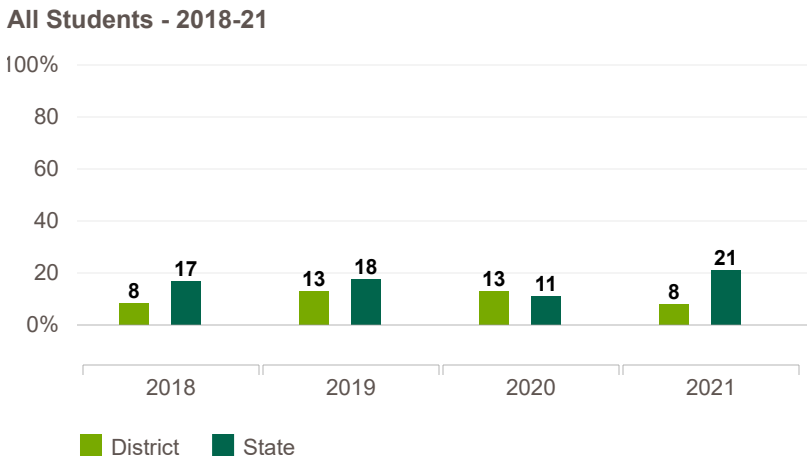
White	65% / 3,312	66.3% / 3,447	51.1% / 2,670	67.5% / 3,492	69.2% / -	69.1% / -
Black	1% / 51	1.1% / 56	0.9% / 47	1.3% / 68	1.3% / -	1.3% / -
Hispanic	10.6% / 542	10.3% / 535	8% / 418	10.1% / 524	9.4% / -	9.4% / -
Asian	18.2% / 929	17% / 886	12.5% / 651	16.5% / 854	16.3% / -	16.8% / -
Two or More	5.1% / 259	5.3% / 274	27.3% / 1,427	4.3% / 220	3.7% / -	3.3% / -

Student Attendance

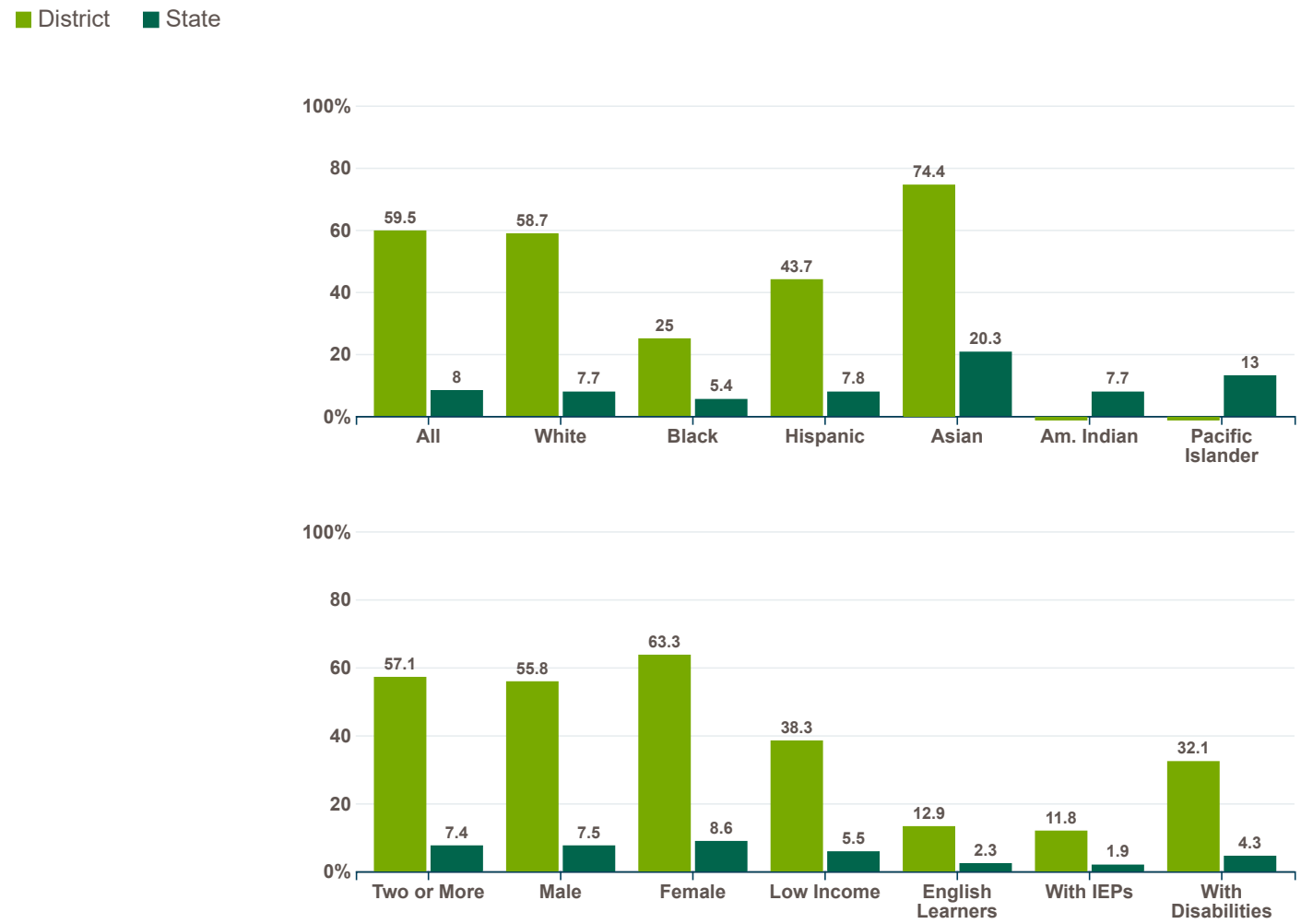


All	95.7%	92.5%
White	96%	94.7%
Black	89%	86.7%
Hispanic	91.5%	91.4%
Asian	97.8%	96.5%
Am. Indian	-	90.8%
Pacific Islander	95.5%	93.6%
Two or More	94.3%	92%
Male	95.5%	92.1%
Female	96%	92.9%
Low Income	91.5%	89.4%
English Learners	90%	91.9%
With IEPs	89.2%	89.6%
With Disabilities	92.2%	90.2%

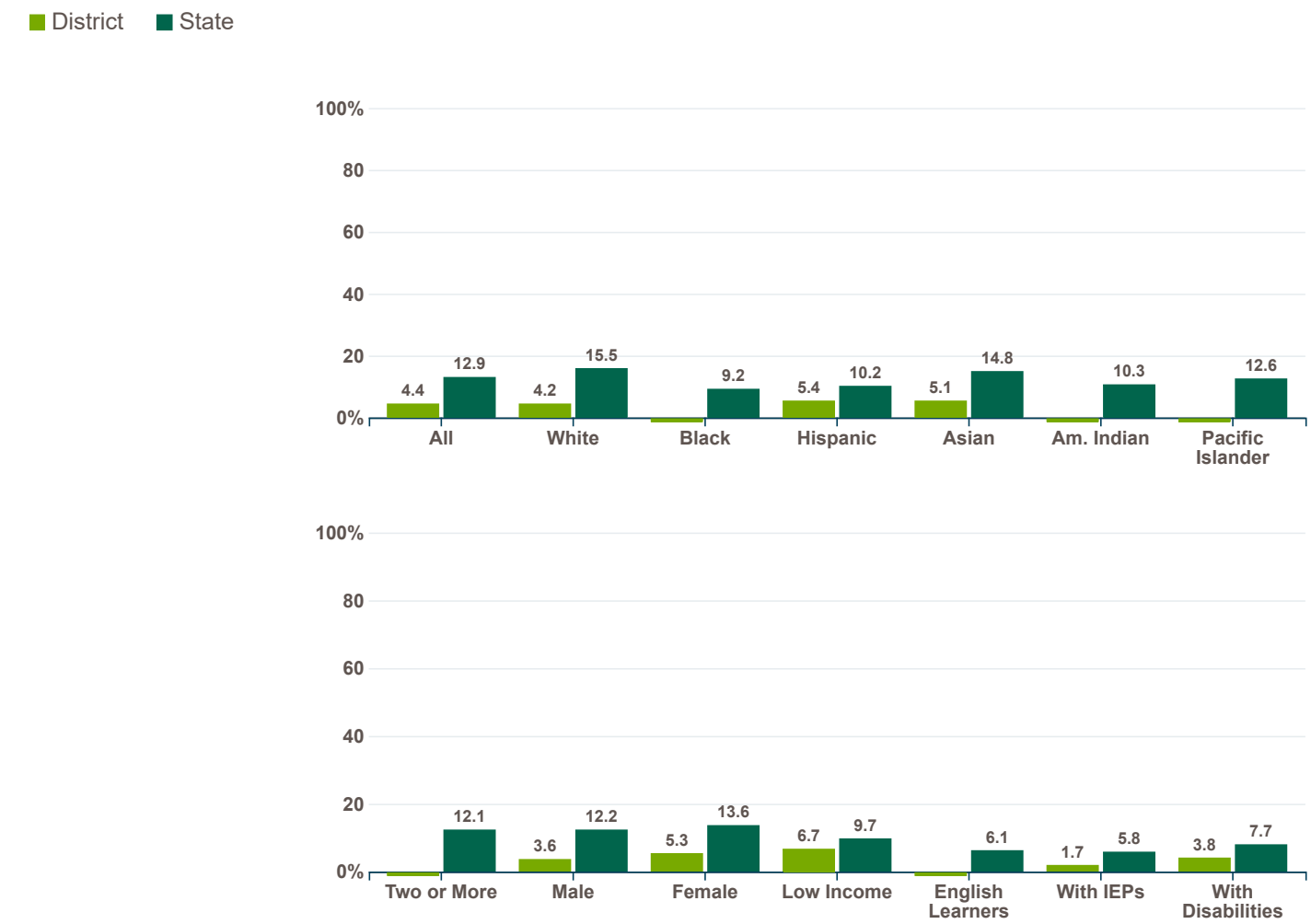
Chronic Absenteeism



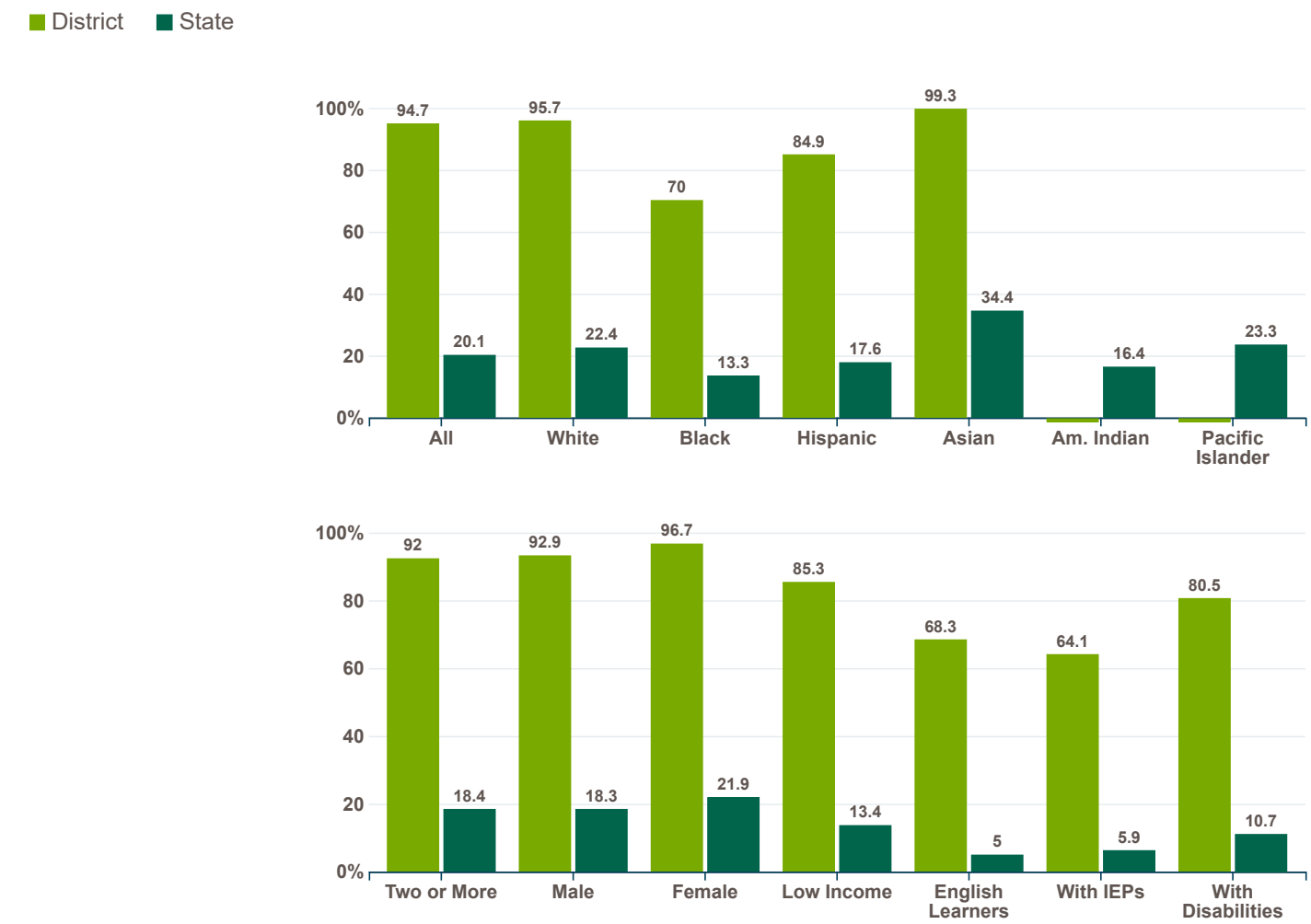
Advanced Academic Programs: Students Enrolled in Accelerated Placements



Advanced Academic Programs: Students Enrolled in Advanced Placement Coursework



Advanced Academic Programs: Students Enrolled in Advanced Placement Coursework

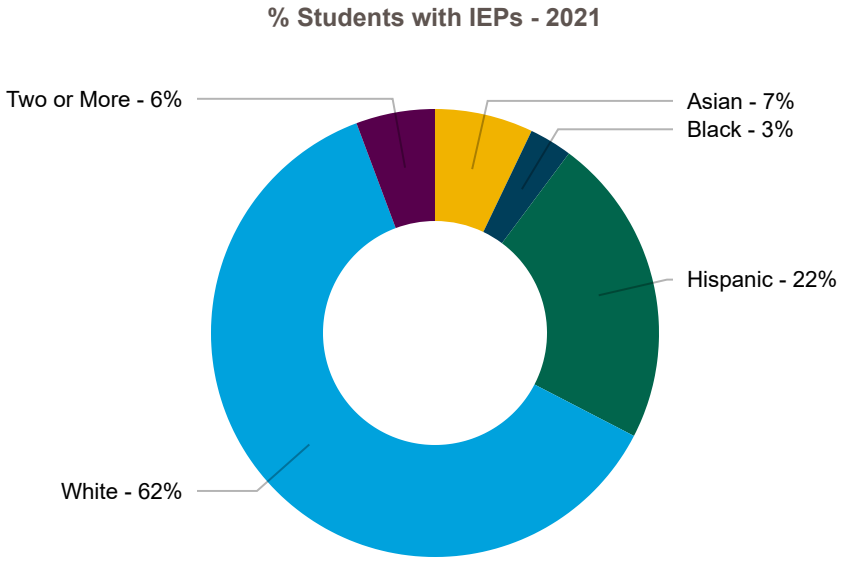


NORTHFIELD TWP HSD 225

Students with IEPs: Overall

SELECT

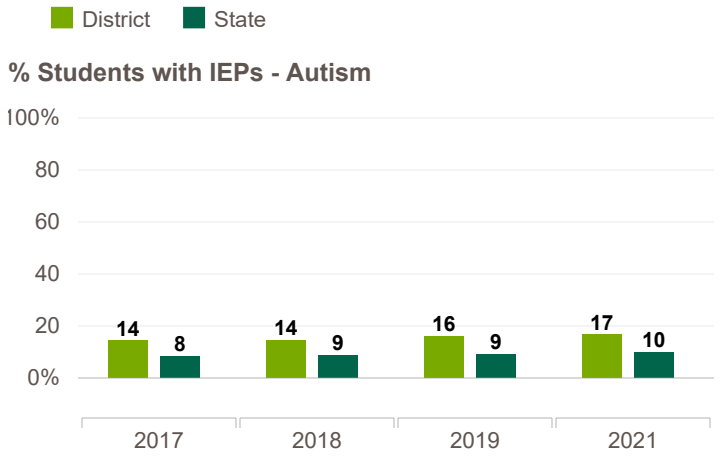
View Trend

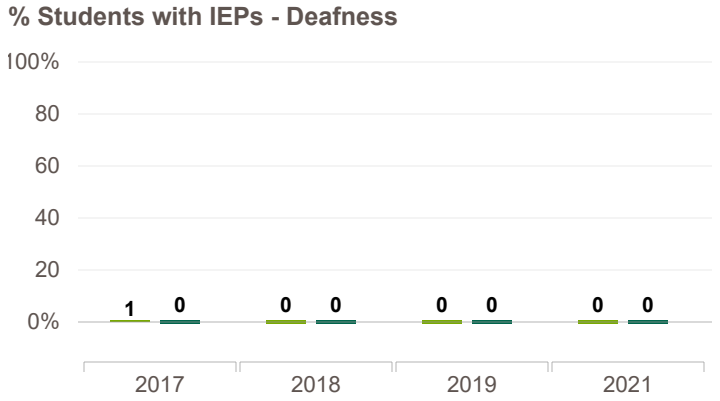


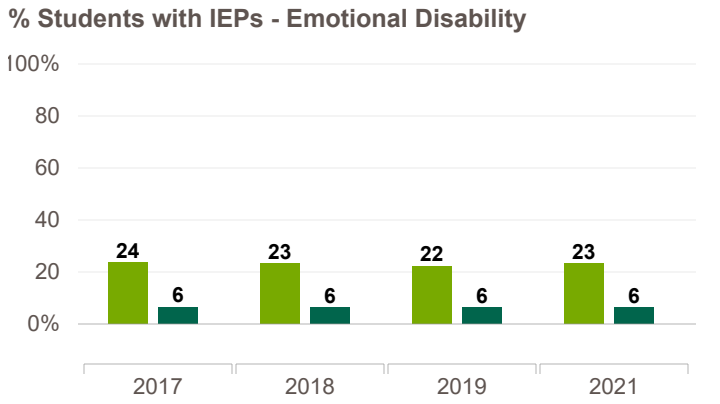
Students with IEPs: Overall

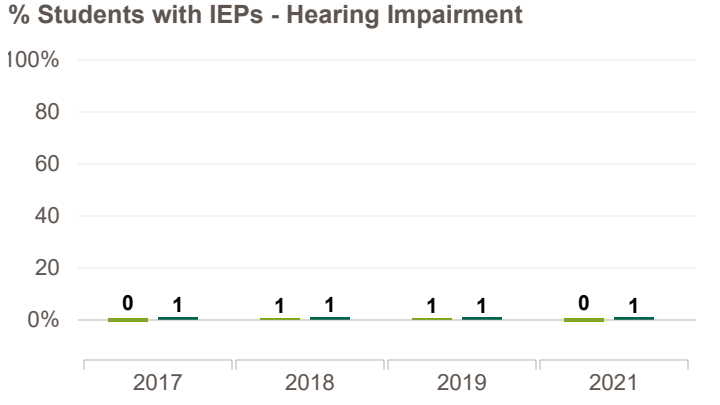
SELECT

Back

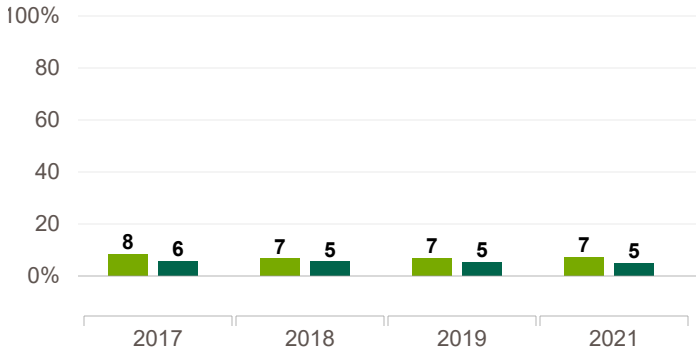




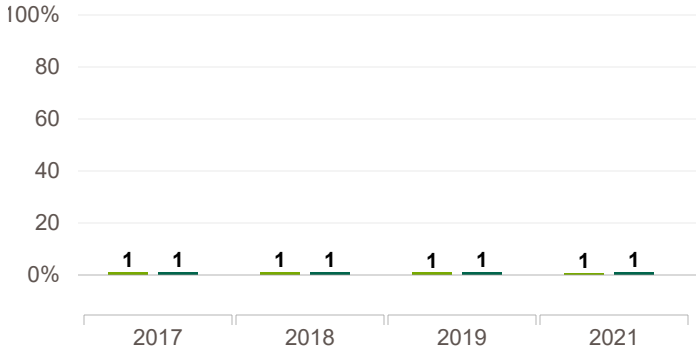




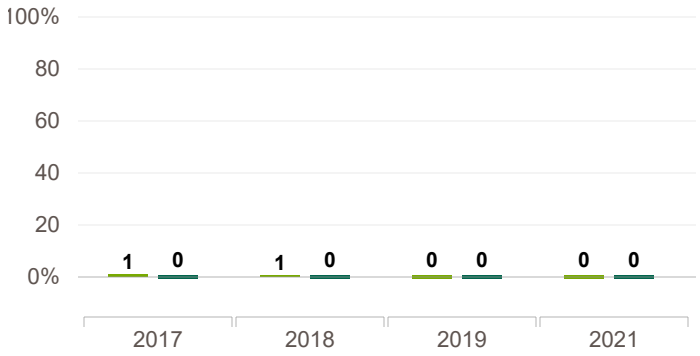
% Students with IEPs - Intellectual Disability



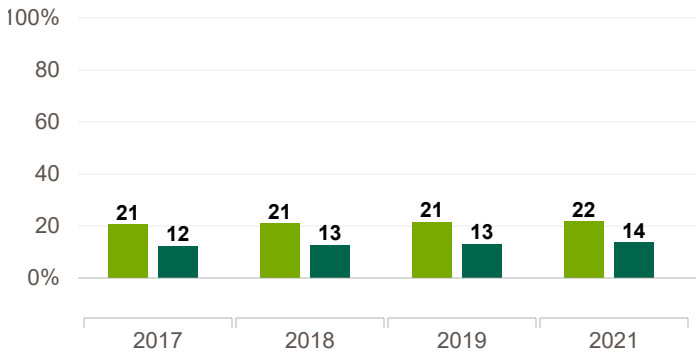
% Students with IEPs - Multiple Disabilities



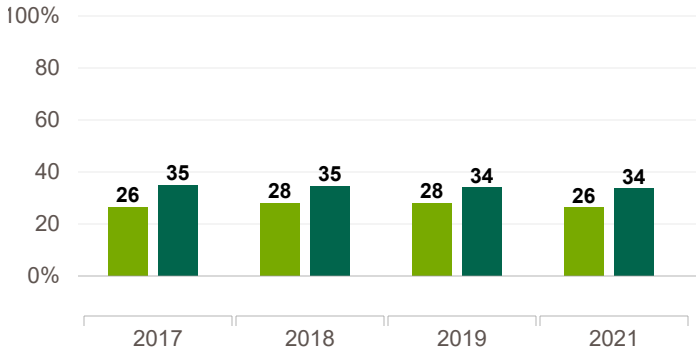
% Students with IEPs - Orthopedic Impairment



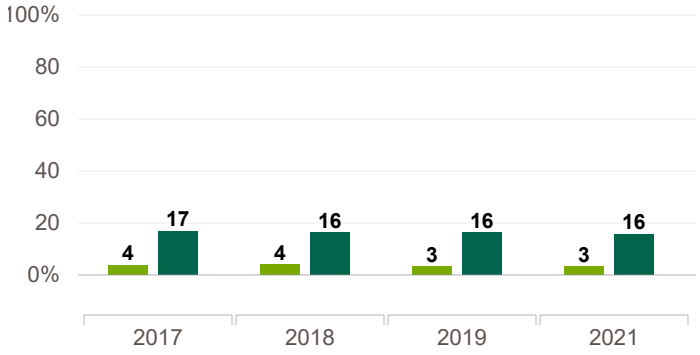
% Students with IEPs - Other Health Impairment



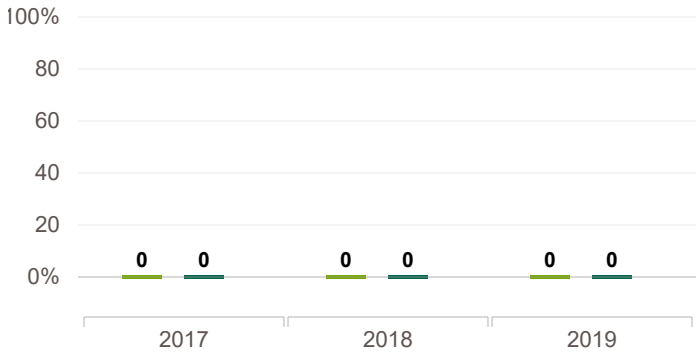
% Students with IEPs - Specific Learning Disability



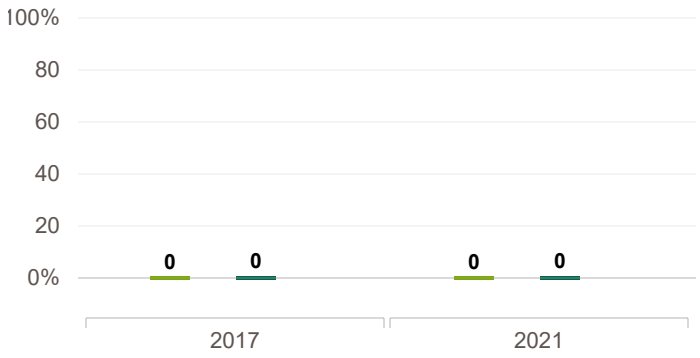
% Students with IEPs - Speech or Language Impairment



% Students with IEPs - Traumatic Brain Injury

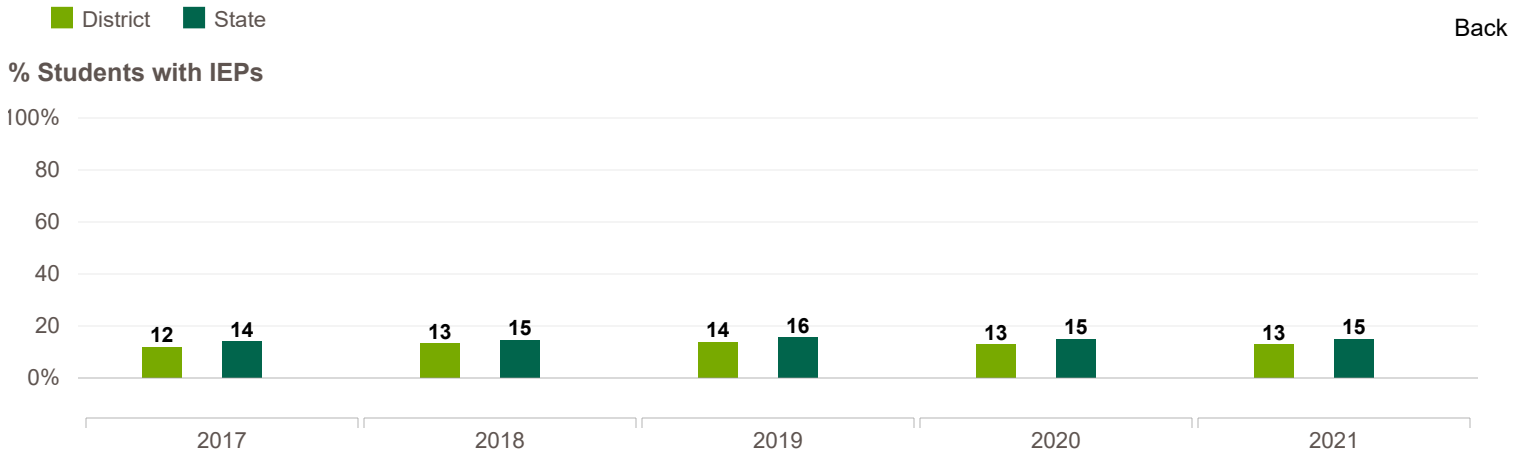


% Students with IEPs - Visual Impairment



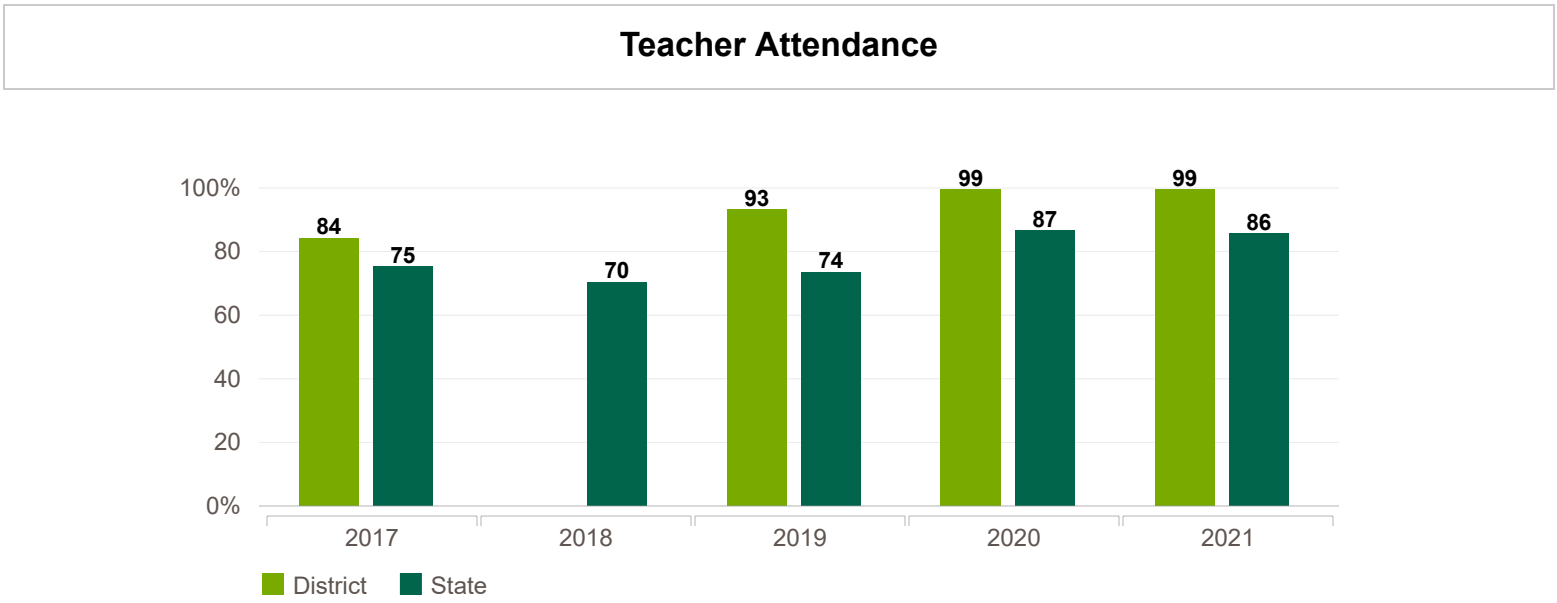
Students with IEPs: Overall

SELECT



Teacher Attendance

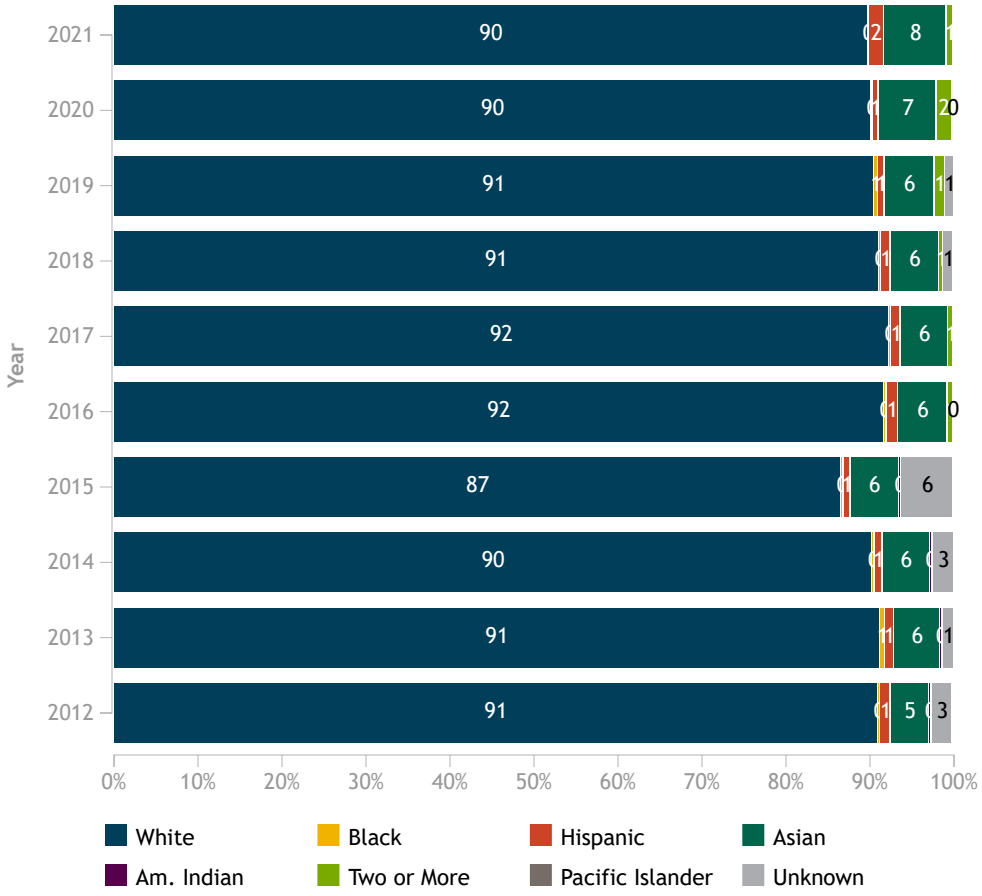
○ Year 2021 ◉ 5 Year Trend



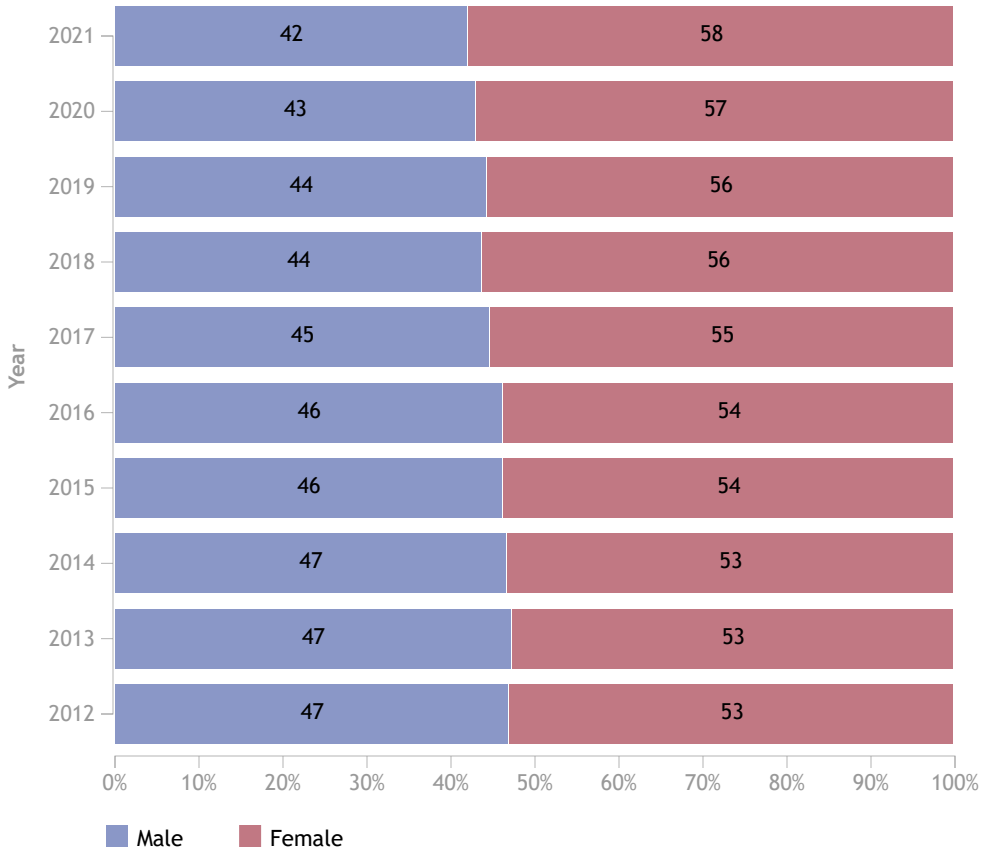
NORTHFIELD TWP HSD 225

Demographics: Demographics

District Teacher Demographics By Ethnicity (2012-21)

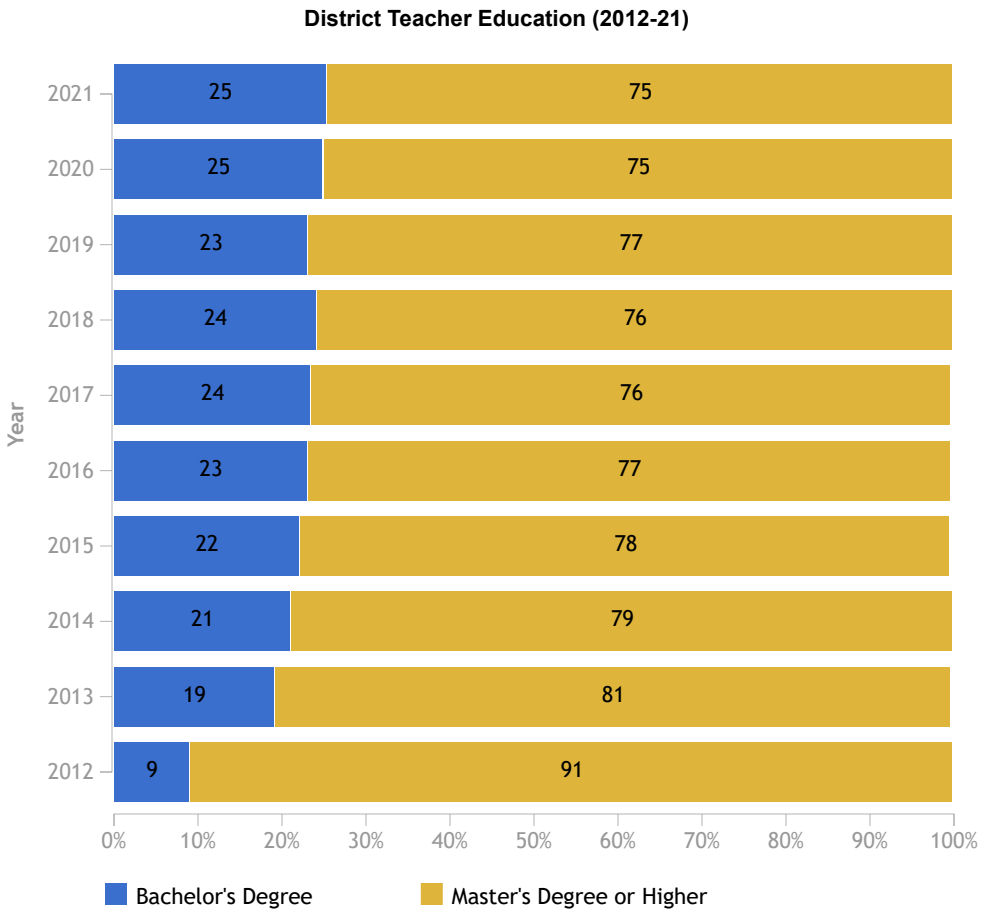


District Teacher Demographics By Gender (2012-21)



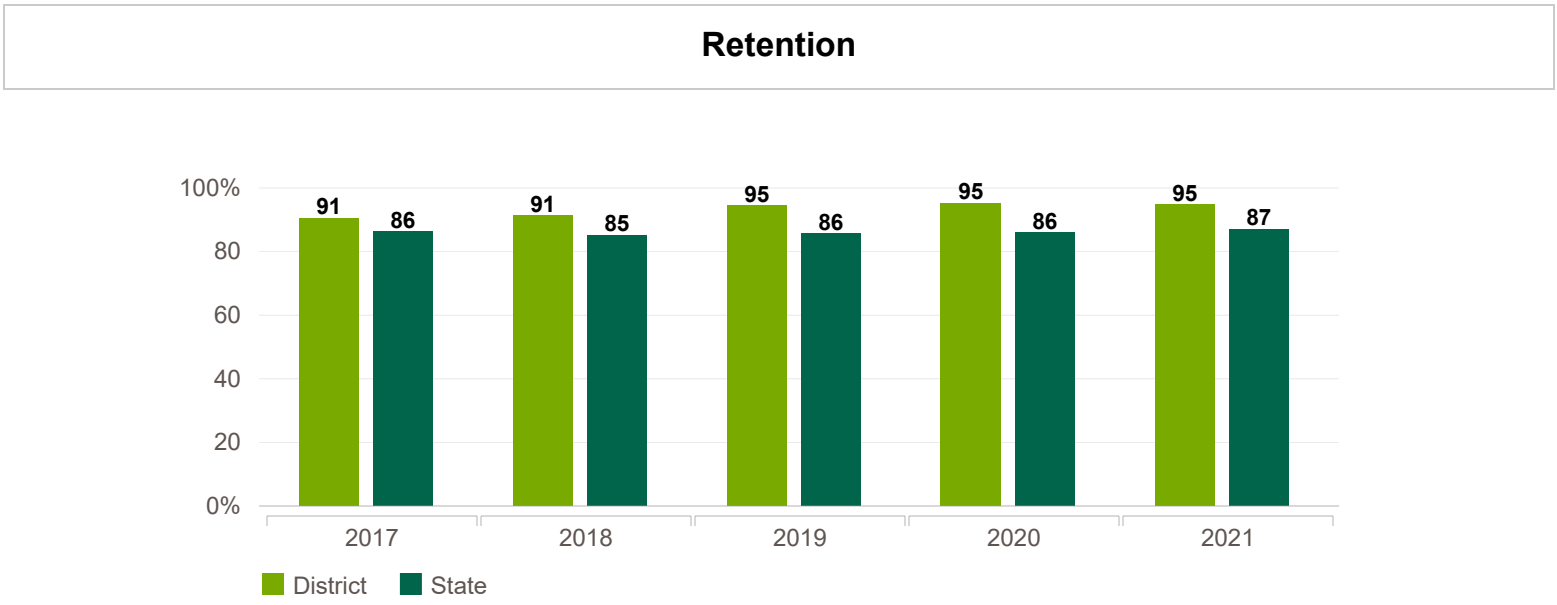
NORTHFIELD TWP HSD 225

Teacher Education



Retention: Overall

○ Year 2021 ◉ 5 Year Trend



NATIONAL STUDENT CLEARINGHOUSE®

StudentTracker® for High Schools

Aggregate Report

Prepared for
Northfield Township High School District 225
NCES Code: 1729010

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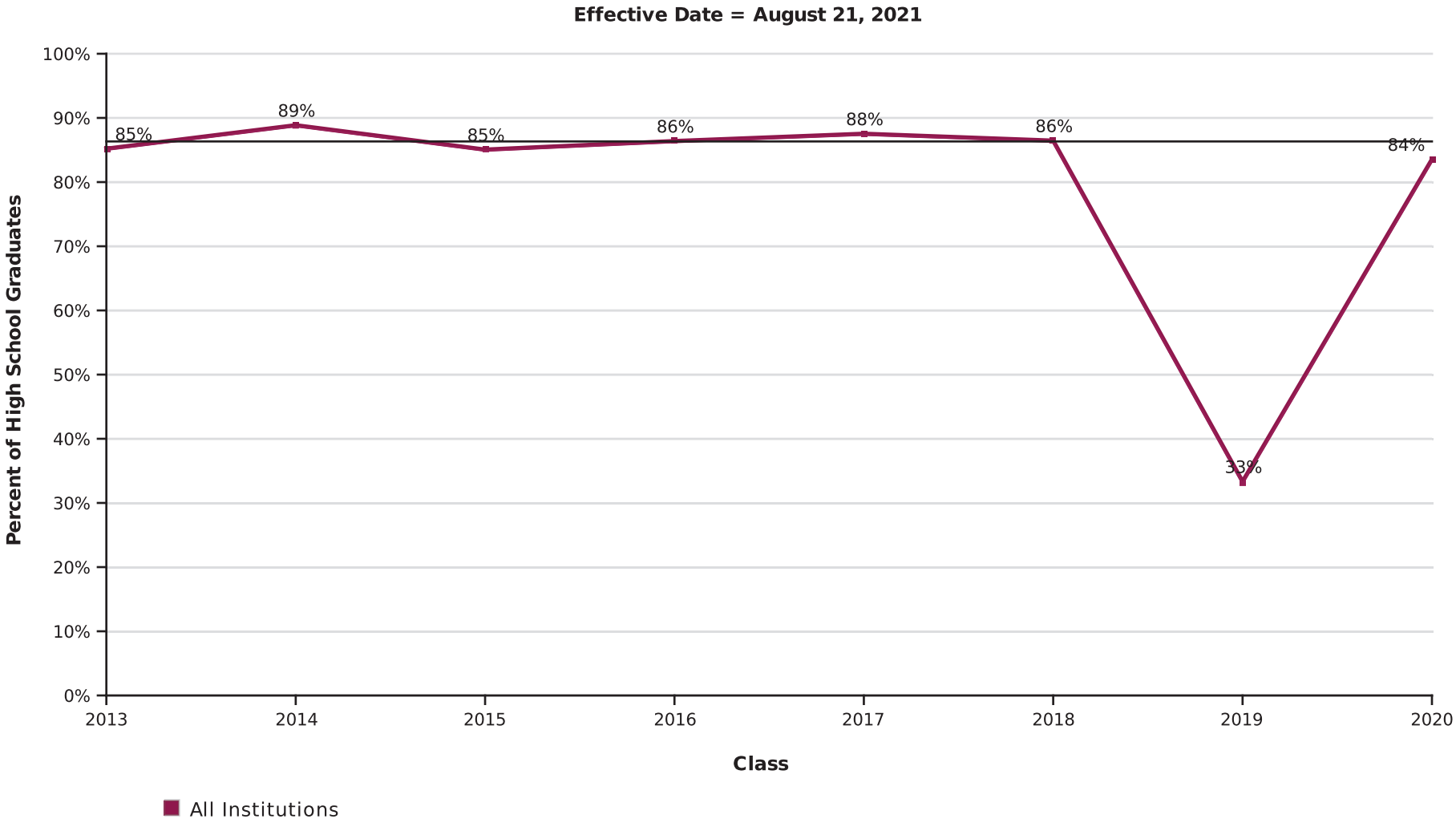
Percent of Students Enrolled in College the Fall Immediately After High School



AVG = 86%

Northfield Township High School District 225

Report Run Date: 08/27/2021 03:32 PM

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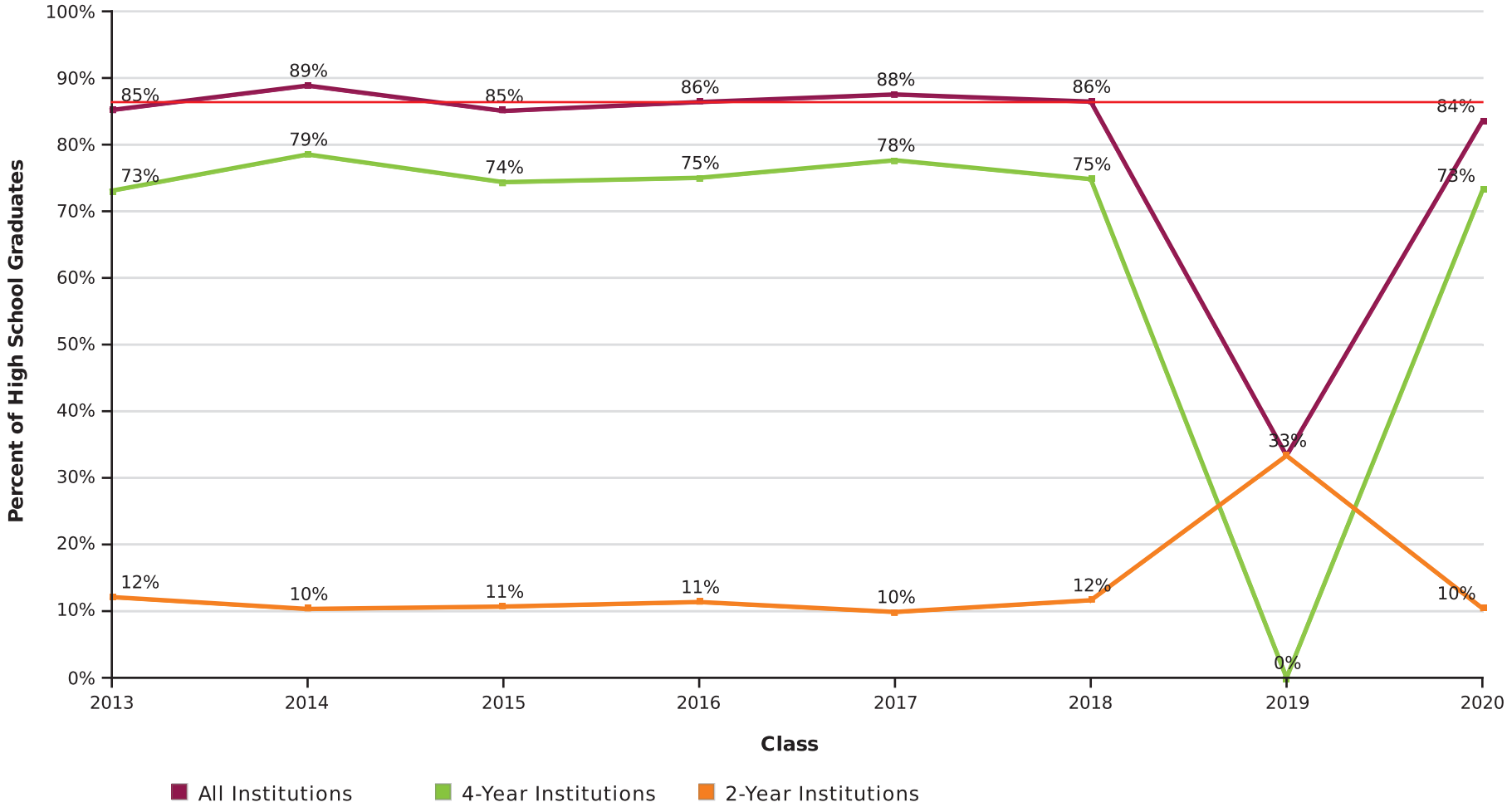
Percent of Students Enrolled in College the Fall Immediately After High School by Institutional Level

Effective Date = August 21, 2021



AVG = 86%

Northfield Township High School District 225

Report Run Date: 08/27/2021 03:32 PM

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Count of Students Enrolled in College the Fall Immediately After High School

Effective Date = August 21, 2021

Class of	2013	2014	2015	2016	2017	2018	2019	2020
Total in the Class	1,189	1,104	1,151	1,249	1,195	1,255	3	1,294
Total Enrolled	1,013	981	979	1,079	1,046	1,085	1	1,081
Total in Public	668	623	636	678	689	689	1	747
Total in Private	345	358	343	401	357	396	0	334
Total in 4-Year	869	867	856	937	928	939	0	946
Total in 2-Year	144	114	123	142	118	146	1	135
Total In-State	480	432	432	467	441	529	1	443
Total Out-of-State	533	549	547	612	605	556	0	638

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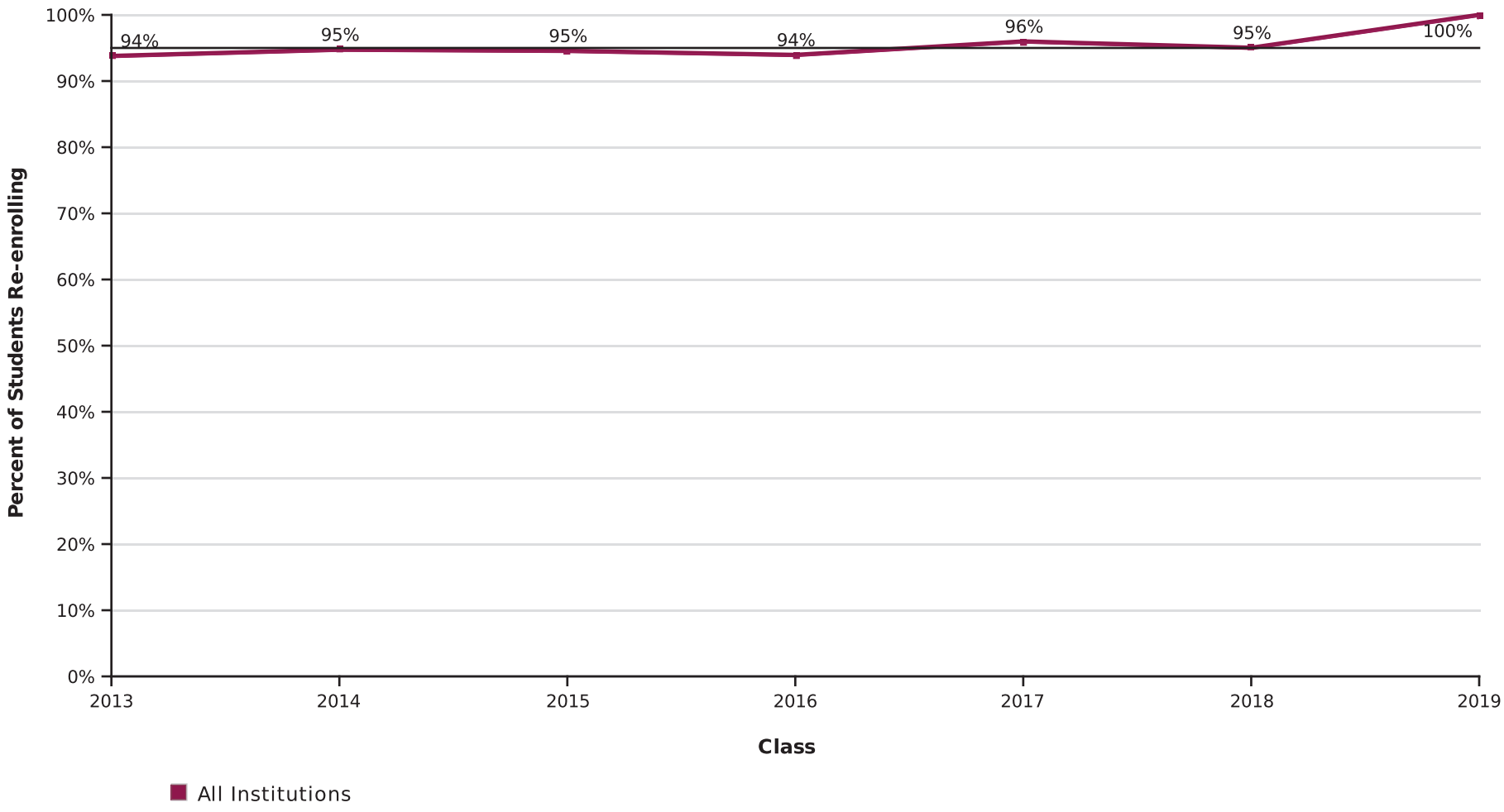
Percent of Students Enrolled in College the First Year After High School Who Returned for a Second Year (Freshman to Sophomore Persistence)

Effective Date = August 21, 2021



AVG = 95%

Northfield Township High School District 225

Report Run Date: 08/27/2021 03:32 PM

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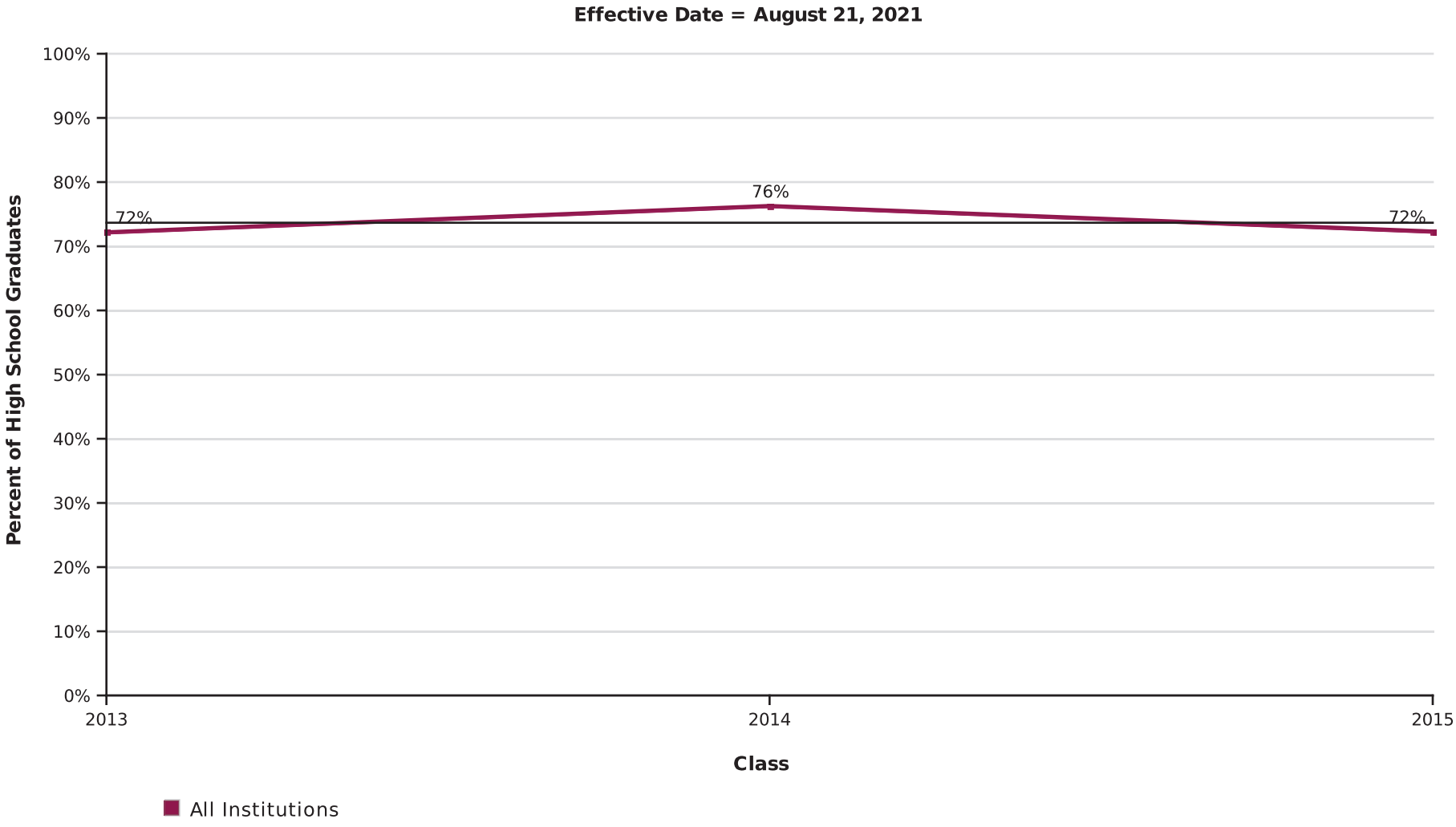
Percent of High School Class Who Completed a Degree Within Six Years



AVG = 74%

Northfield Township High School District 225

Report Run Date: 08/27/2021 03:32 PM

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Count of High School Graduates with a College Degree

Effective Date = August 21, 2021

Class of	2013	2014	2015
Total in the Class	1,189	1,104	1,151
Total With a Degree	858	842	832
Total from Public	509	511	514
Total from Private	349	331	318
Total from 4-Year	794	794	781
Total from 2-Year	64	48	51
Total In-State	385	362	362
Total Out-Of-State	473	480	470

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Most Common Institutions of Enrollment in the Fall Immediately following High School Graduation for All Classes by Number of Students

Name	Rank	State	Level	Type	Total
UNIVERSITY OF ILLINOIS @ URBANA	1	IL	4-year	Public	941
OAKTON COMMUNITY COLLEGE	2	IL	2-year	Public	768
INDIANA UNIVERSITY BLOOMINGTON	3	IN	4-year	Public	292
DEPAUL UNIVERSITY	4	IL	4-year	Private	243
UNIVERSITY OF ILLINOIS AT CHICAGO	5	IL	4-year	Public	221
ILLINOIS STATE UNIVERSITY	6	IL	4-year	Public	206
UNIVERSITY OF IOWA	7	IA	4-year	Public	201
UNIVERSITY OF WISCONSIN - MADISON	8	WI	4-year	Public	185
UNIVERSITY OF MISSOURI-COLUMBIA	9	MO	4-year	Public	175
LOYOLA UNIVERSITY CHICAGO	10	IL	4-year	Private	143
MARQUETTE UNIVERSITY	11	WI	4-year	Private	143
MIAMI UNIVERSITY	12	OH	4-year	Public	116
UNIVERSITY OF MICHIGAN	13	MI	4-year	Public	111
PURDUE UNIVERSITY - WEST LAFAYETTE	14	IN	4-year	Public	101
NORTHWESTERN UNIVERSITY	15	IL	4-year	Private	95
UNIVERSITY OF DAYTON	16	OH	4-year	Private	83
UNIVERSITY OF COLORADO BOULDER	17	CO	4-year	Public	78
UNIVERSITY OF MINNESOTA-TWIN CITIES UNDERGRADUATE	18	MN	4-year	Public	73
MICHIGAN STATE UNIVERSITY	19	MI	4-year	Public	70
UNIVERSITY OF ARIZONA	20	AZ	4-year	Public	69
LAKE FOREST COLLEGE	21	IL	4-year	Private	62
VANDERBILT UNIVERSITY	22	TN	4-year	Private	52
IOWA STATE UNIVERSITY	23	IA	4-year	Public	51
BRADLEY UNIVERSITY	24	IL	4-year	Private	50
ILLINOIS WESLEYAN UNIVERSITY	25	IL	4-year	Private	48

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NATIONAL STUDENT CLEARINGHOUSE®

StudentTracker® for High Schools

Demographics Report

Prepared for
Northfield Township High School District 225
NCES Code: 1729010

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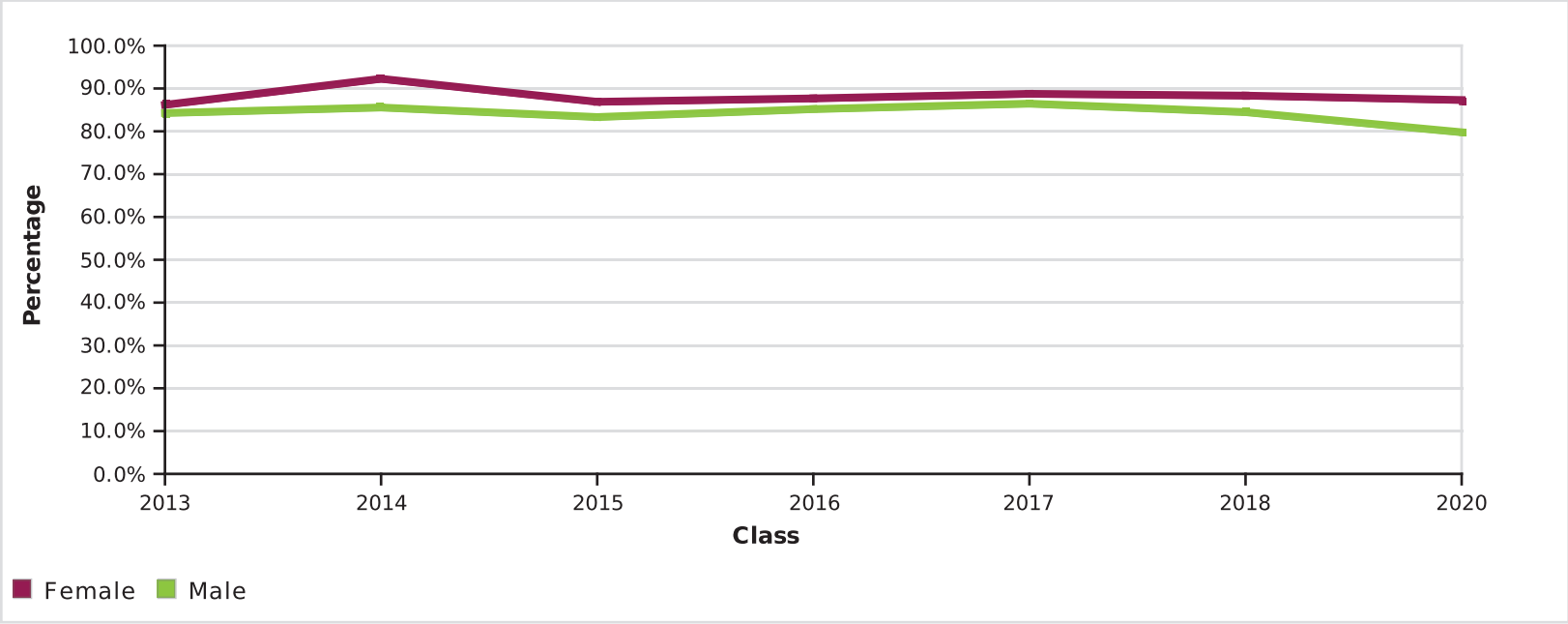
StudentTracker Demographics Report

Enrollment During First Fall Immediately After High School by Gender
Effective as of : August 21, 2021



		2013	2014	2015	2016	2017	2018	2020
Total Number of Students in Class		1189	1104	1151	1249	1195	1255	1294
Female	# of students in cohort	572	543	557	601	560	643	646
	# of students meeting outcome	493	501	484	527	497	568	564
	% of students meeting outcome	86.2%	92.3%	86.9%	87.7%	88.8%	88.3%	87.3%
Male	# of students in cohort	617	561	594	648	635	612	648
	# of students meeting outcome	520	480	495	552	549	517	517
	% of students meeting outcome	84.3%	85.6%	83.3%	85.2%	86.5%	84.5%	79.8%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

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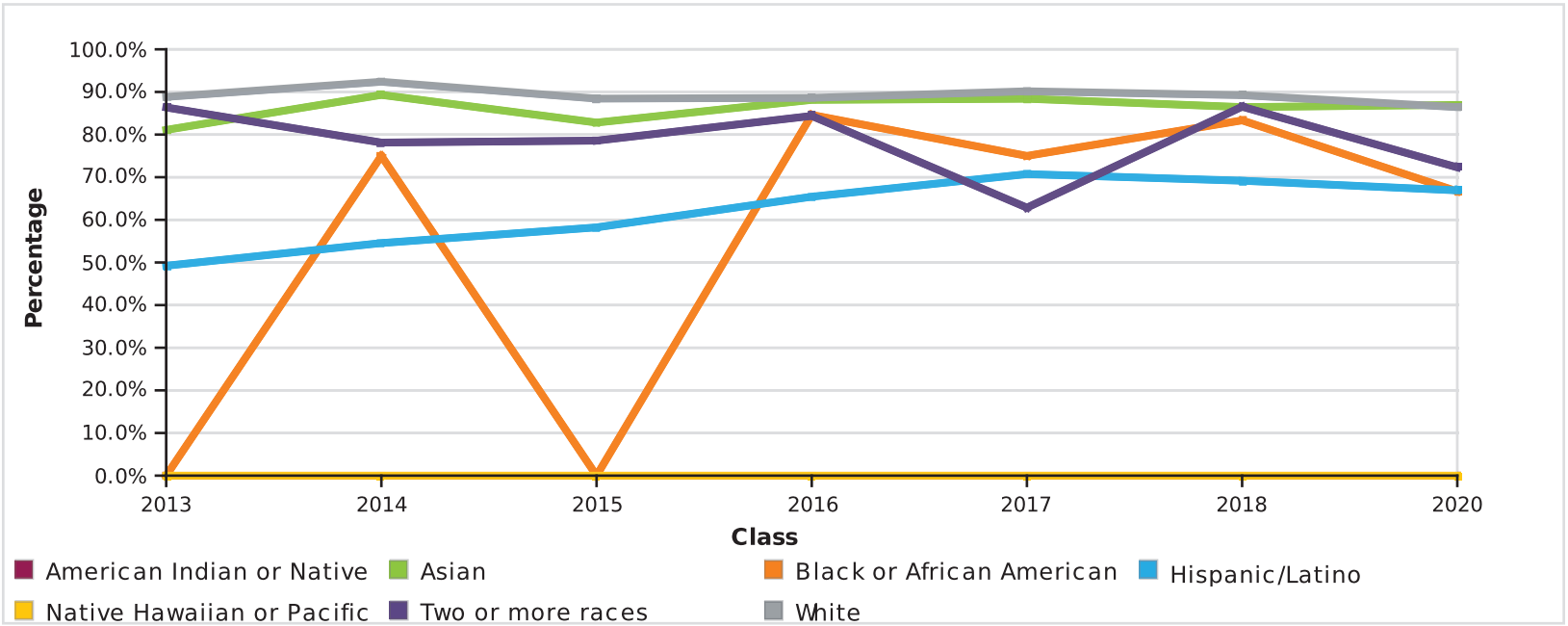
StudentTracker Demographics Report

Enrollment During First Fall Immediately After High School by Race/Ethnicity
Effective as of : August 21, 2021



		2013	2014	2015	2016	2017	2018	2020
Total Number of Students in Class		1189	1104	1151	1249	1195	1255	1294
American Indian or Native Alaskan	# of students in cohort	1	0	2	0	0	1	1
	# of students meeting outcome	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*
Asian	# of students in cohort	201	159	192	236	207	214	207
	# of students meeting outcome	163	142	159	208	183	185	180
	% of students meeting outcome	81.1%	89.3%	82.8%	88.1%	88.4%	86.4%	87.0%
Black or African American	# of students in cohort	7	12	9	13	16	18	15
	# of students meeting outcome	*	9	*	11	12	15	10
	% of students meeting outcome	*	75.0%	*	84.6%	75.0%	83.3%	66.7%

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Hispanic/Latino	# of students in cohort	65	66	79	107	82	133	136
	# of students meeting outcome	32	36	46	70	58	92	91
	% of students meeting outcome	49.2%	54.5%	58.2%	65.4%	70.7%	69.2%	66.9%
Two or more races	# of students in cohort	44	32	28	32	35	52	65
	# of students meeting outcome	38	25	22	27	22	45	47
	% of students meeting outcome	86.4%	78.1%	78.6%	84.4%	62.9%	86.5%	72.3%
Native Hawaiian or Pacific Islander	# of students in cohort	2	7	2	0	1	0	0
	# of students meeting outcome	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*
White	# of students in cohort	869	828	839	861	854	837	870
	# of students meeting outcome	772	765	742	763	770	747	752
	% of students meeting outcome	88.8%	92.4%	88.4%	88.6%	90.2%	89.2%	86.4%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

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Glenbrook North High School

2021 5Essentials Report

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 more 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)

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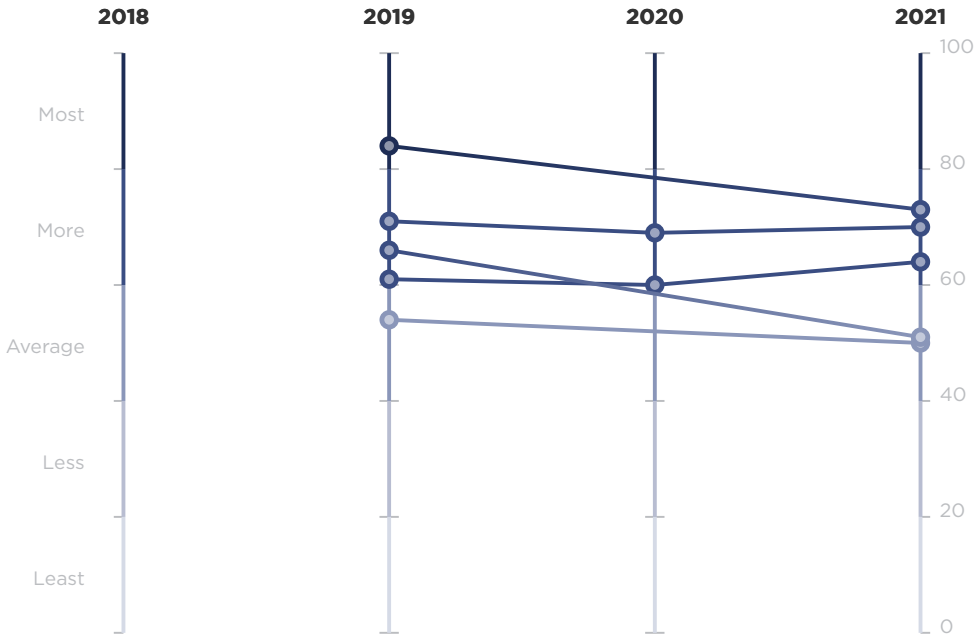
Supplemental Measure Pages	32–47

Overall, Glenbrook North High School is well-organized for improvement.

- Most Implementation
- More Implementation
- Average Implementation
- Less Implementation
- Least Implementation
- No Data
- Low Response/Not Applicable

The 5Essentials

How is Glenbrook North High School performing on each of the 5Essentials in 2021?



Essentials	Performance Across Years				
	2018	2019	2020	2021	
Involved Families	N/A	84	N/A	73	**More**
Supportive Environment	N/A	71	69	70	**More**
Ambitious Instruction	N/A	61	60	64	**More**
Collaborative Teachers	N/A	66	N/A	51	**Average**
Effective Leaders	N/A	54	N/A	50	**Average**

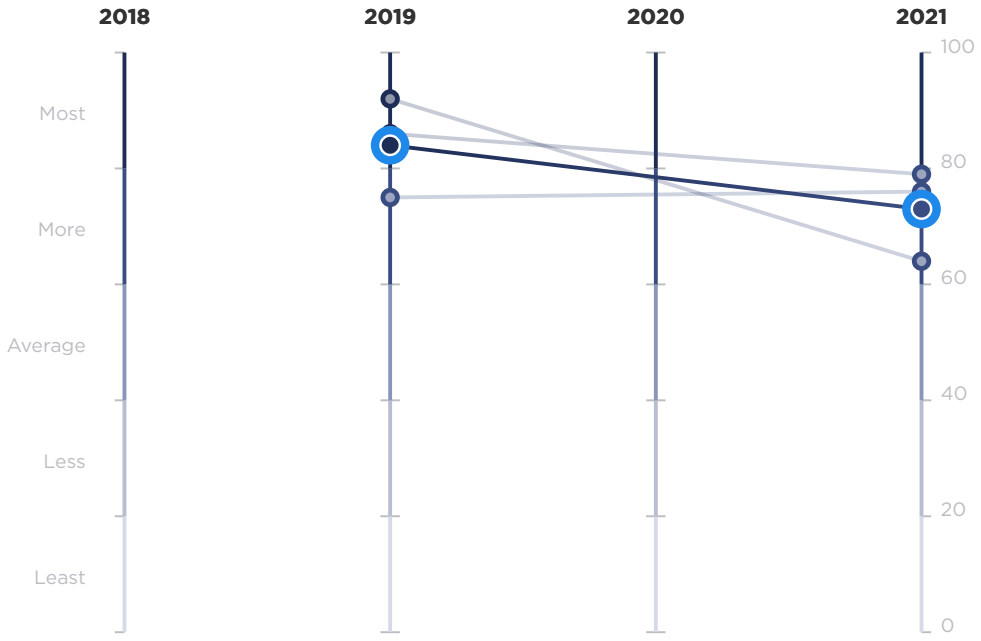
Involved Families

How is Glenbrook North High 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
	2018	2019	2020	2021	
Parent Involvement in School	N/A	86	N/A	79	Teacher
Parent Influence on Decision Making in Schools	N/A	75	N/A	76	Teacher
Teacher-Parent Trust	N/A	92	N/A	64	Teacher

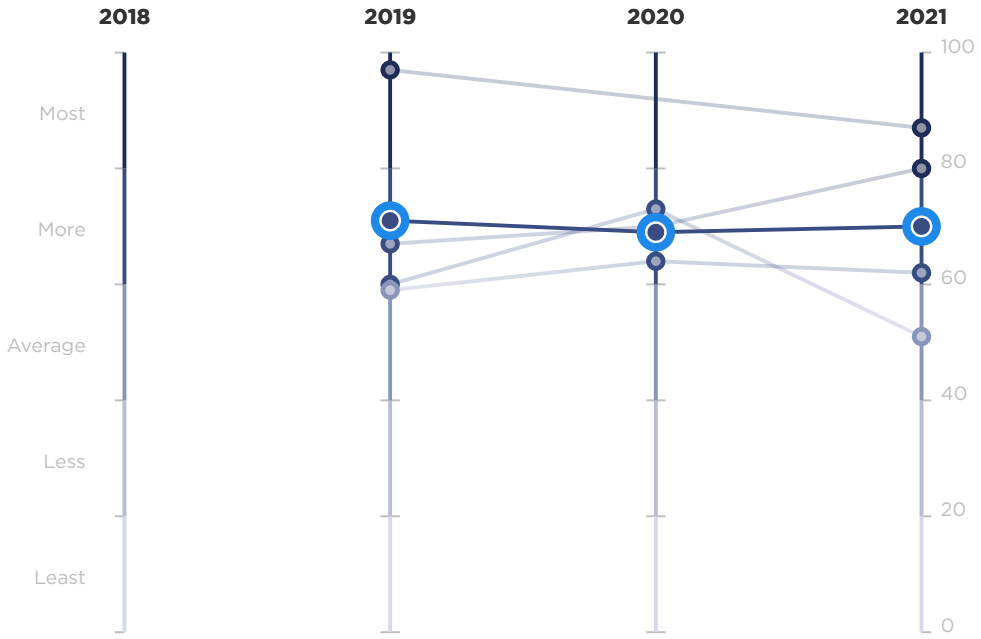
Supportive Environment

How is Glenbrook North High 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,
- and they are well-supported in planning for college and other post-high school experiences.

Performance on essential and its underlying measures



Measures	Performance Across Years				Respondent
	2018	2019	2020	2021	
Expectations for Postsecondary Education	N/A	97	N/A	87	Teacher
Student-Teacher Trust	N/A	67	70	80	Student
School-Wide Future Orientation	N/A	59	64	62	Student
Safety	N/A	60	73	51	Student

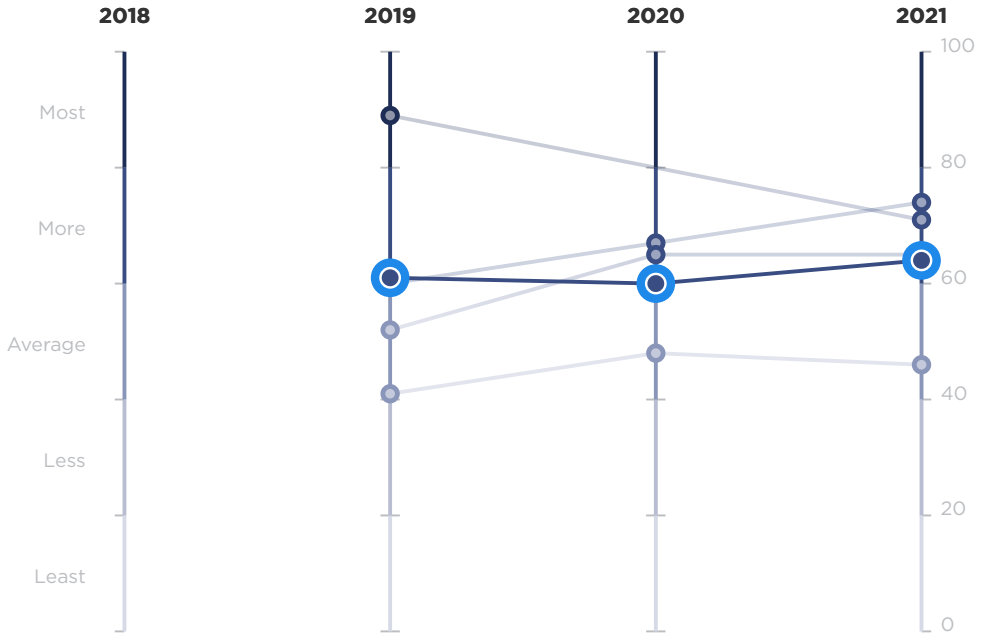
Ambitious Instruction

How is Glenbrook North High 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
	2018	2019	2020	2021	
Academic Press	N/A	60	67	74	Student
Quality of Student Discussion	N/A	89	N/A	71	Teacher
English Instruction	N/A	52	65	65	Student
Math Instruction	N/A	41	48	46	Student

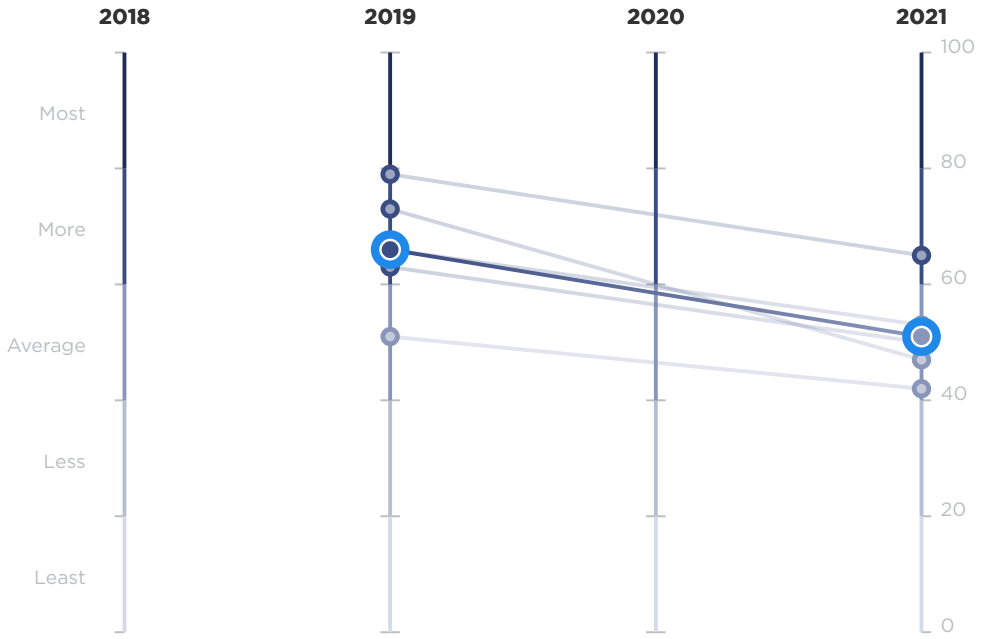
Collaborative Teachers

How is Glenbrook North High 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
	2018	2019	2020	2021	
Teacher-Teacher Trust	N/A	79	N/A	65	Teacher
Collaborative Practices	N/A	66	N/A	53	Teacher
Collective Responsibility	N/A	63	N/A	50	Teacher
School Commitment	N/A	73	N/A	47	Teacher
Quality Professional Development	N/A	51	N/A	42	Teacher

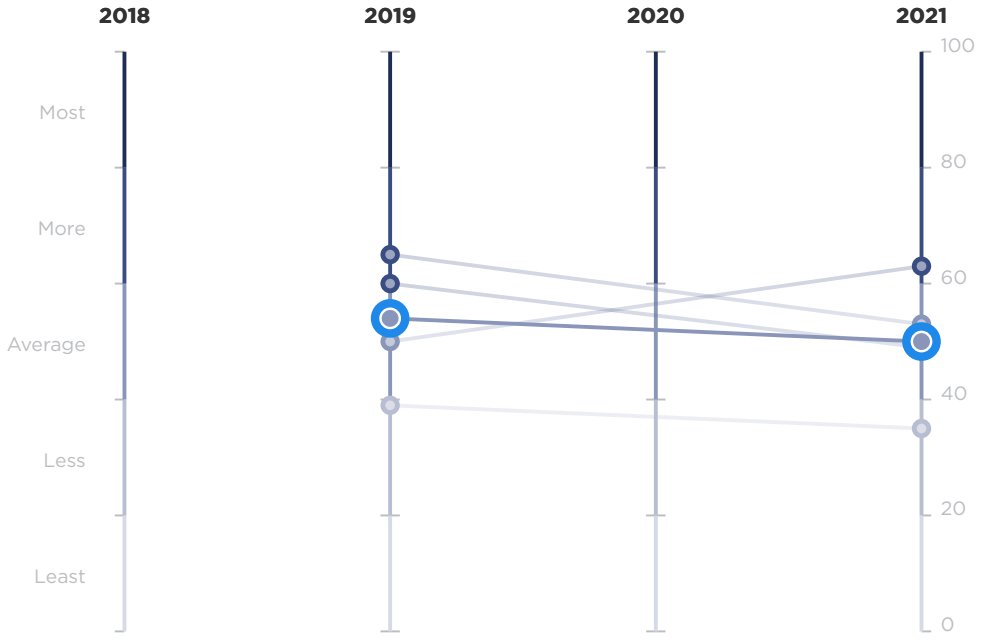
Effective Leaders

How is Glenbrook North High 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
	2018	2019	2020	2021	
Teacher-Principal Trust	N/A	50	N/A	63	Teacher
Program Coherence	N/A	65	N/A	53	Teacher
Instructional Leadership	N/A	60	N/A	49	Teacher
Teacher Influence	N/A	39	N/A	35	Teacher

All 5Essentials Measures

How is Glenbrook North High School performing on all 5Essentials measures in 2021?

Page	Measure	Change	Performance	Essential	Respondent
9	Expectations for Postsecondary Education	N/A	87 **Most**	Supportive Environment	Teacher
10	Student-Teacher Trust	+ 10	80 **Most**	Supportive Environment	Student
11	Parent Involvement in School	N/A	79 **More**	Involved Families	Teacher
12	Parent Influence on Decision Making in Schools	N/A	76 **More**	Involved Families	Teacher
13	Academic Press	+ 7	74 **More**	Ambitious Instruction	Student
15	Quality of Student Discussion	N/A	71 **More**	Ambitious Instruction	Teacher
16	English Instruction	+ 0	65 **More**	Ambitious Instruction	Student
17	Teacher-Teacher Trust	N/A	65 **More**	Collaborative Teachers	Teacher
18	Teacher-Parent Trust	N/A	64 **More**	Involved Families	Teacher
19	Teacher-Principal Trust	N/A	63 **More**	Effective Leaders	Teacher
21	School-Wide Future Orientation	- 2	62 **More**	Supportive Environment	Student
22	Collaborative Practices	N/A	53 **Average**	Collaborative Teachers	Teacher
23	Program Coherence	N/A	53 **Average**	Effective Leaders	Teacher
24	Safety	- 22	51 **Average**	Supportive Environment	Student
25	Collective Responsibility	N/A	50 **Average**	Collaborative Teachers	Teacher
26	Instructional Leadership	N/A	49 **Average**	Effective Leaders	Teacher
27	School Commitment	N/A	47 **Average**	Collaborative Teachers	Teacher
28	Math Instruction	- 2	46 **Average**	Ambitious Instruction	Student
29	Quality Professional Development	N/A	42 **Average**	Collaborative Teachers	Teacher
30	Teacher Influence	N/A	35 **Less**	Effective Leaders	Teacher

Expectations for Postsecondary Education

Expectations for Postsecondary Education
The school expects all students to attend college and promotes college-readiness.

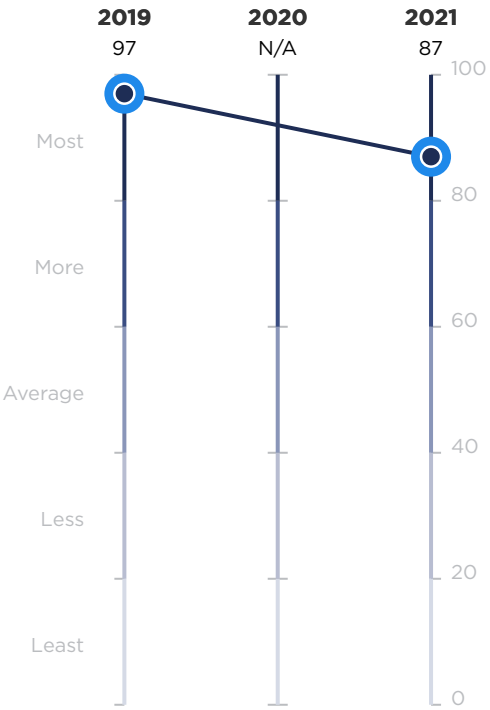
Essential

Supportive Environment

Respondent

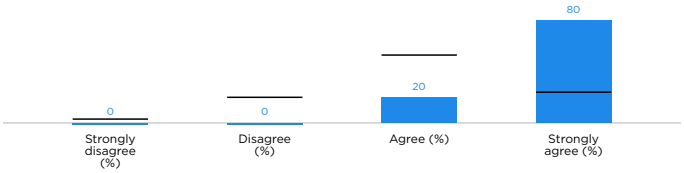
Teacher

Performance

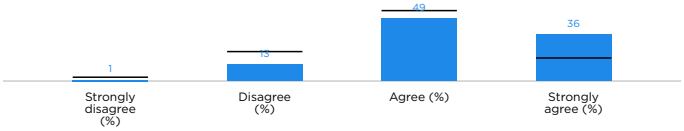


Teachers report that:

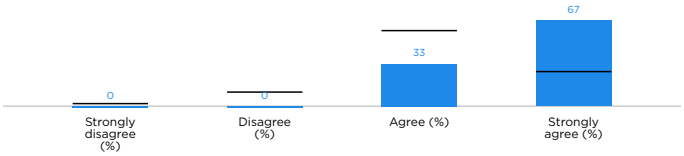
Teachers expect most students in this school to go to college.



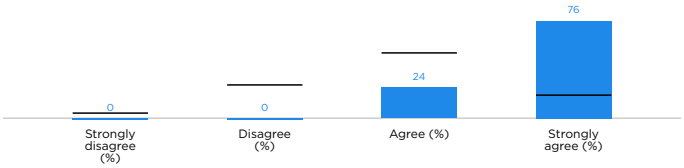
Teachers at this school help students plan for college outside of class time.



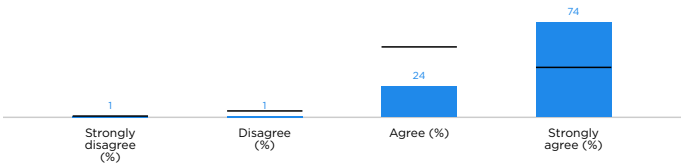
The curriculum at this school is focused on helping students get ready for college.



Most of the students in this school are planning to go to college.



Teachers in this school feel that it is a part of their job to prepare students to succeed in college.



Student-Teacher Trust

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

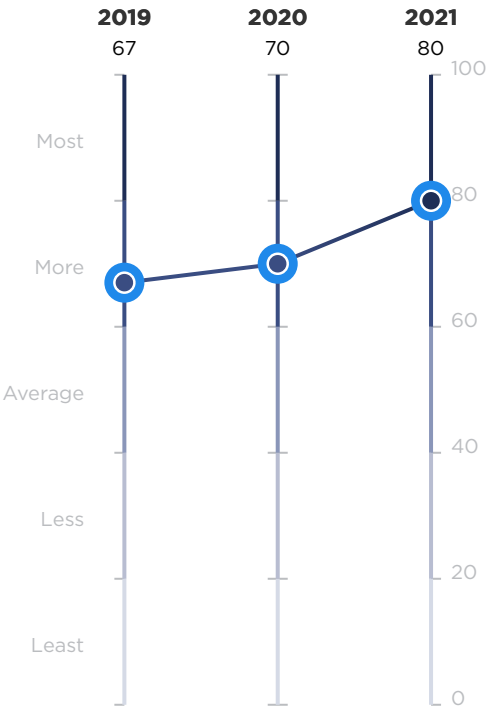
Essential

Supportive Environment

Respondent

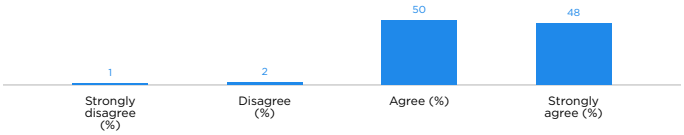
Student

Performance

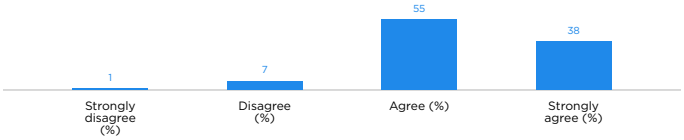


Students report:

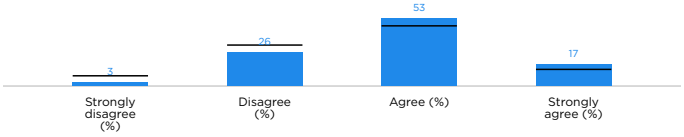
I feel safe with my teachers at this school.



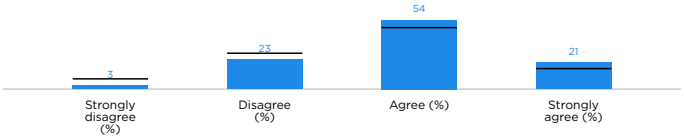
I feel comfortable with my teachers at this school.



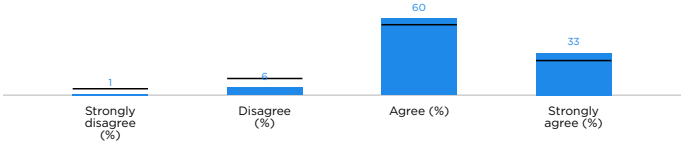
My teachers always keep their promises.



My teachers will always listen to students' ideas.



My teachers treat me with respect.



Parent Involvement in School

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

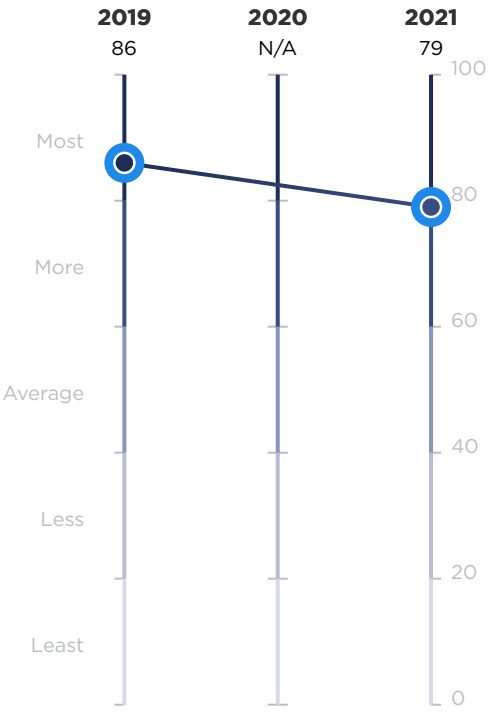
Essential

Involved Families

Respondent

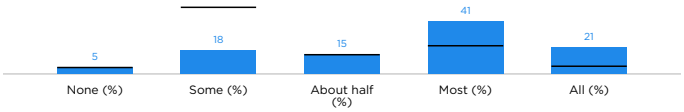
Teacher

Performance

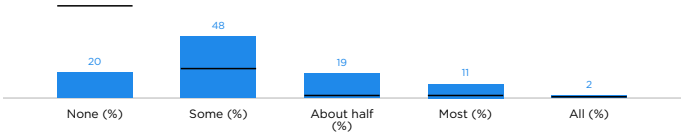


Teachers report that students' parents:

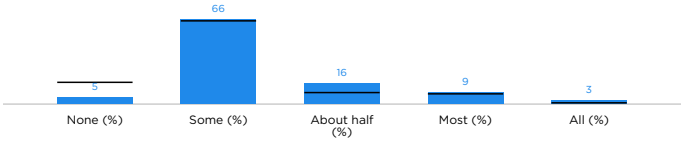
Attended parent-teacher conferences when you requested them.



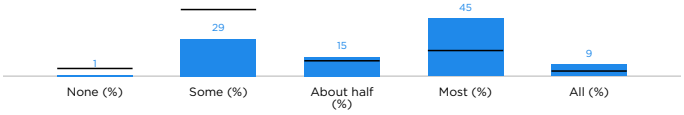
Volunteered time to support the school/center (e.g., volunteer in classrooms, help with school/center-wide events, etc.).



Contacted you about their child's performance.



Responded to your suggestions for helping their child.



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.

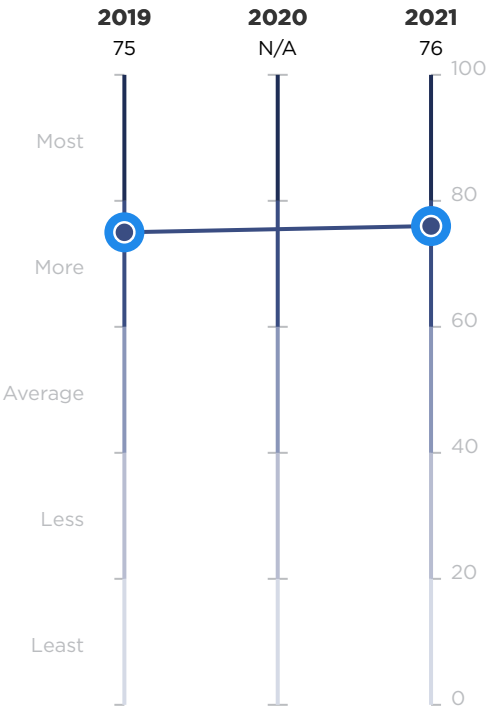
Essential

Involved Families

Respondent

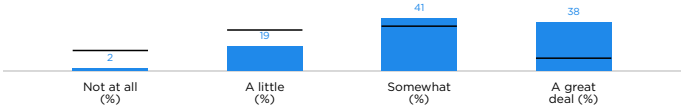
Teacher

Performance

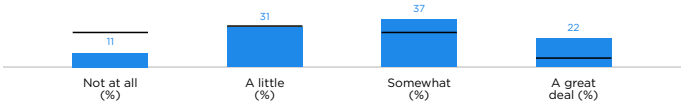


Teachers report that the school:

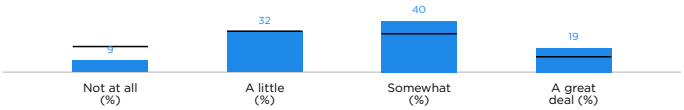
Involves parents in the development of programs aimed at improving students' academic outcomes.



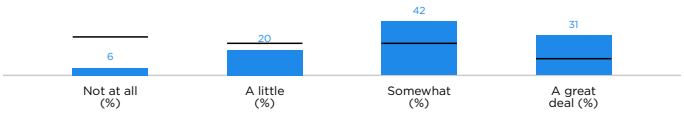
Involves parents in commenting on school curricula.



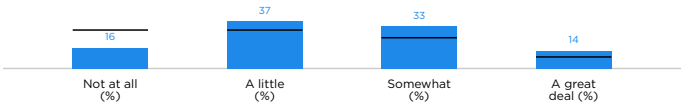
Includes parent leaders from all backgrounds in school improvement efforts.



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?



Academic Press

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

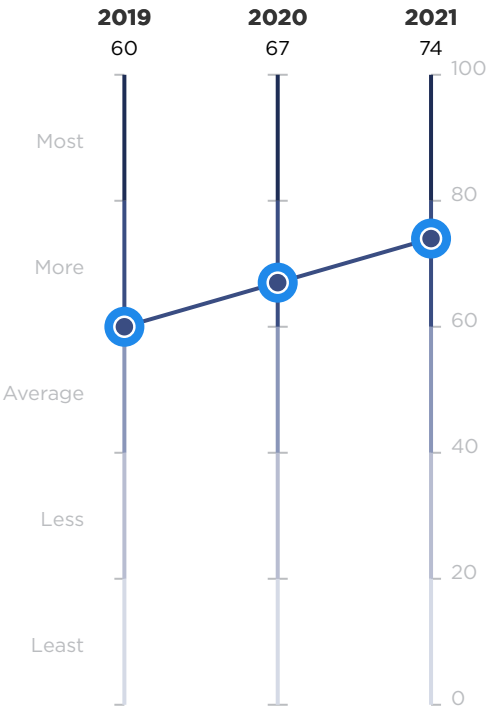
Essential

Ambitious Instruction

Respondent

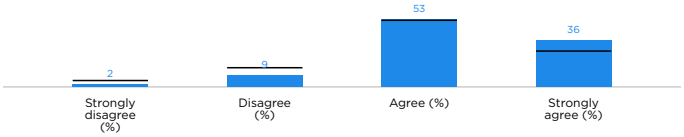
Student

Performance

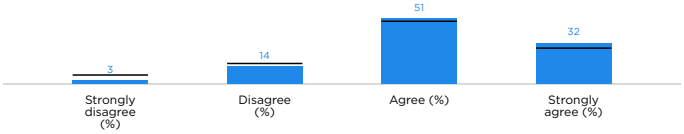


Students report the following about one specific class:

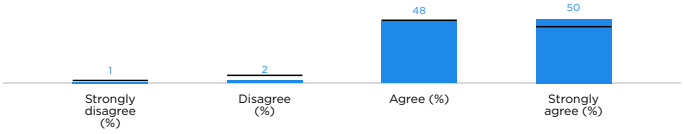
This class really makes me think.



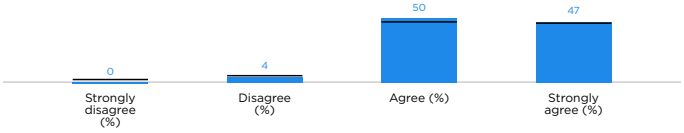
I really learn a lot in this class



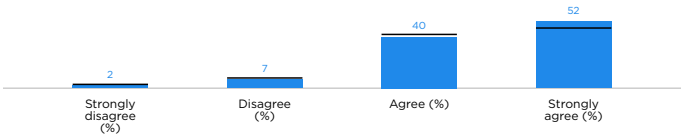
The teacher expects everyone to work hard



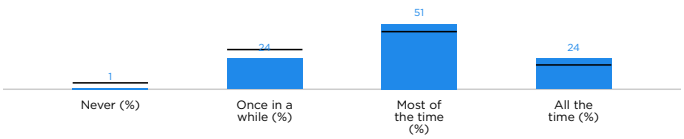
The teacher expects me to do my best all the time



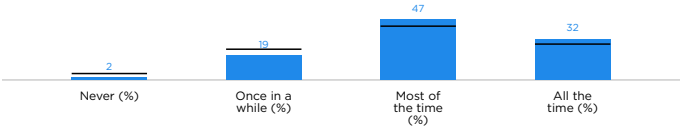
The teacher wants us to become better thinkers, not just memorize things



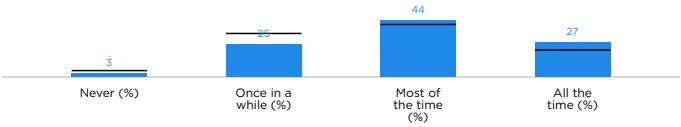
This class challenges me



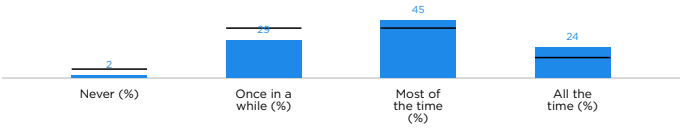
This class requries me to work hard to do well



The teacher asks difficult questions on tests



The teacher asks difficult questions in class



Quality of Student Discussion

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

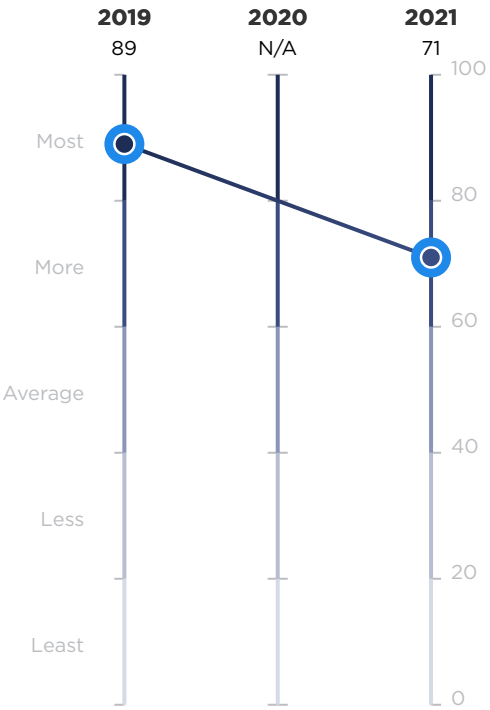
Essential

Ambitious Instruction

Respondent

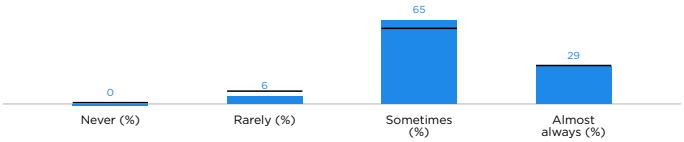
Teacher

Performance

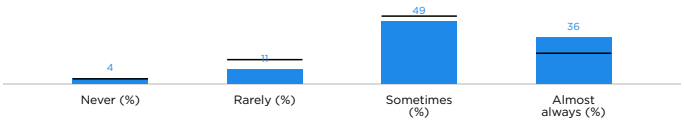


Teachers report the following about classroom discussions:

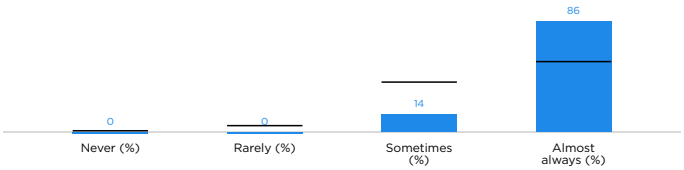
Students build on each other's ideas during discussion.



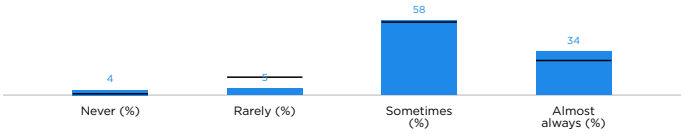
Students use data and text references to support their ideas.



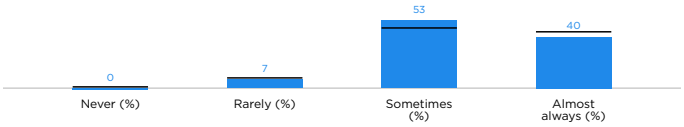
Students show each other respect.



Students provide constructive feedback to their peers and to me.



Most students participate in the discussion at some point.



English Instruction

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

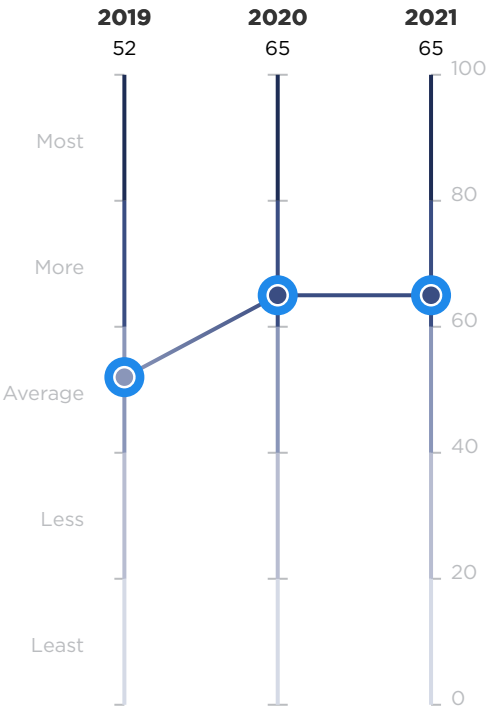
Essential

Ambitious Instruction

Respondent

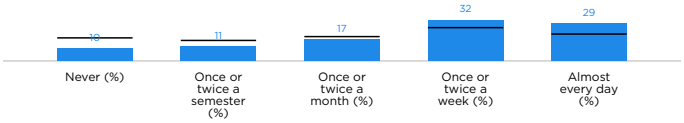
Student

Performance

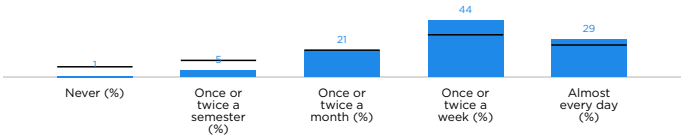


Students report doing the following in English class:

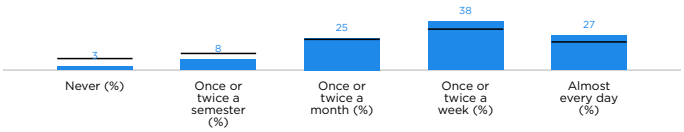
Debate the meaning of a reading.



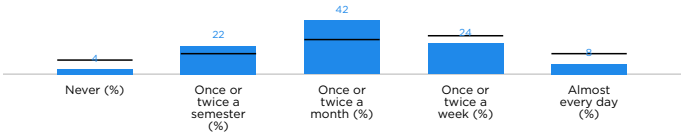
Discuss connections between a reading and real life people or situations.



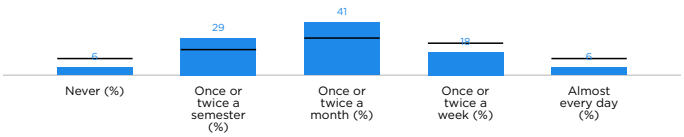
Discuss how culture, time, or place affects an author's writing.



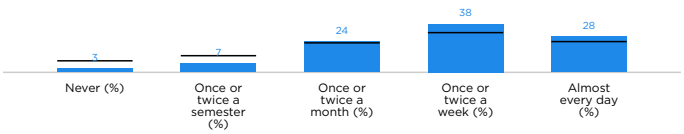
Improve a piece of writing as a class or with partners.



Rewrite a paper or essay in response to comments.



Explain how writers use tools like symbolism and metaphor to communicate meaning.



Teacher-Teacher Trust

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

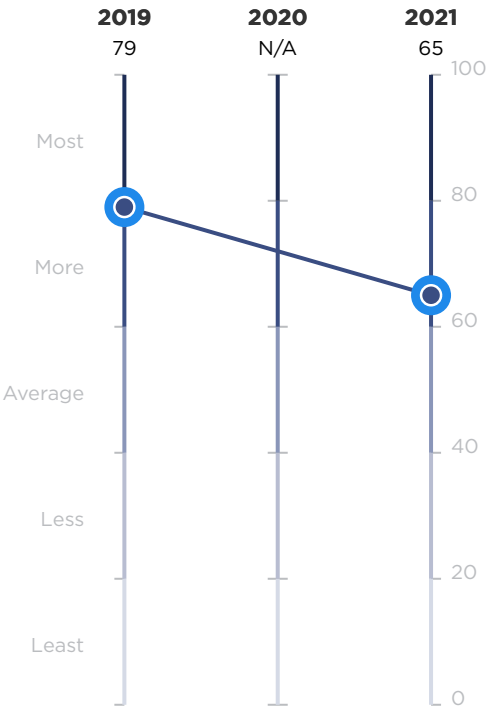
Essential

Collaborative Teachers

Respondent

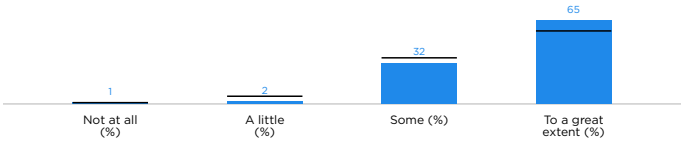
Teacher

Performance

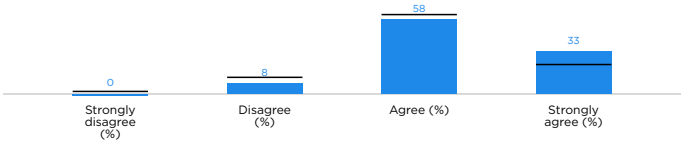


Teachers report the following:

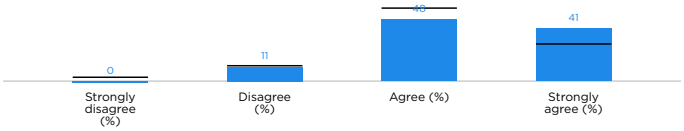
Teachers feel respected by other teachers



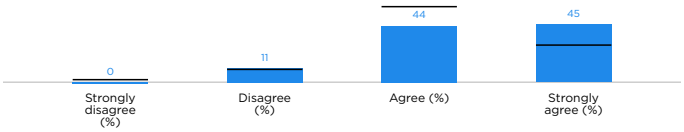
Teachers in this school trust each other.



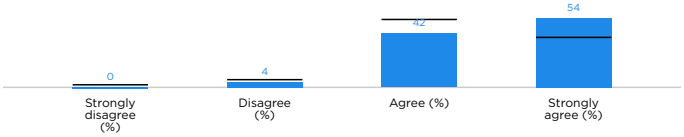
It's OK in this school to discuss feelings, worries, and frustrations with other teachers.



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.



Teacher-Parent Trust

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

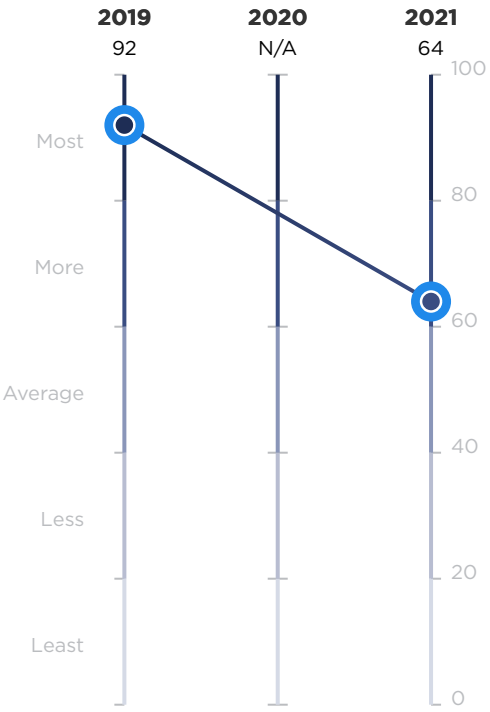
Essential

Involved Families

Respondent

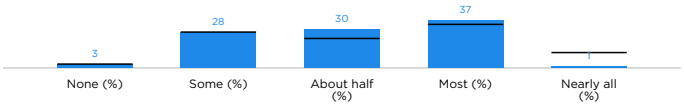
Teacher

Performance

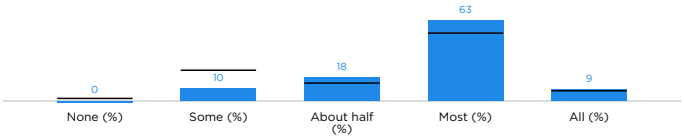


Teachers report the following:

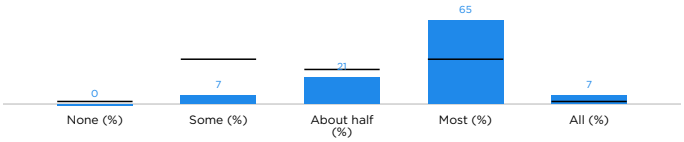
Teachers feel good about parents' support for their work.



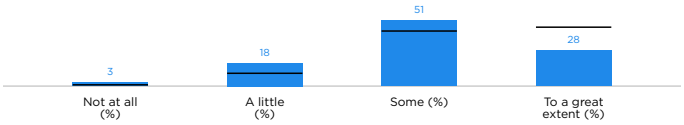
Parents support teachers' teaching efforts.



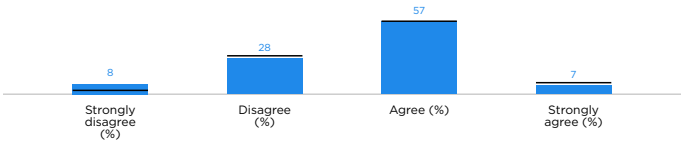
Parents do their best to help their children learn.



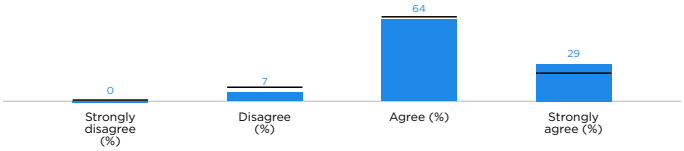
Teachers feel respected by the parents of the students



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



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



Teacher-Principal Trust

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

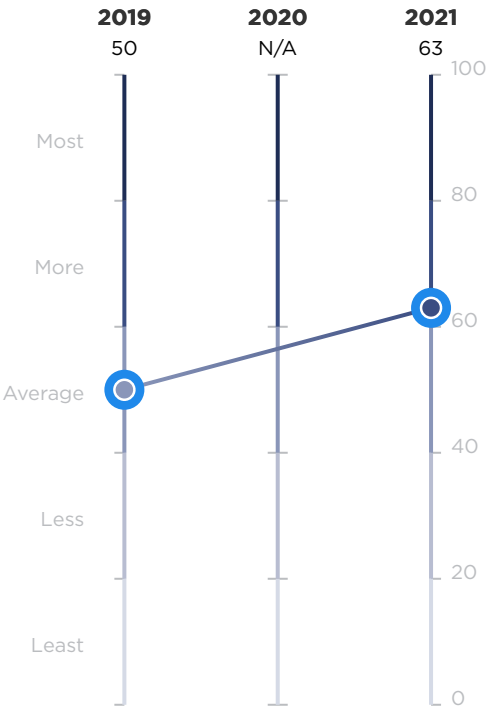
Essential

Effective Leaders

Respondent

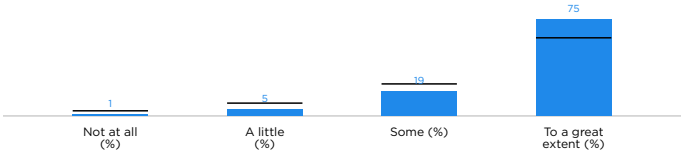
Teacher

Performance

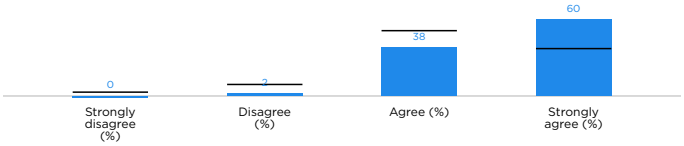


Teachers report the following:

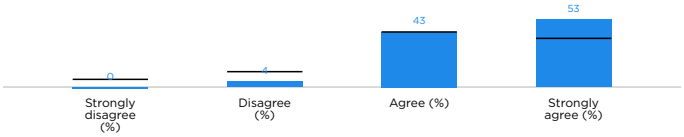
Teachers feel respected by the principal



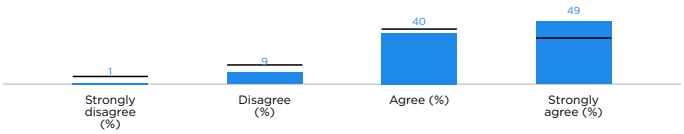
The principal has confidence in the expertise of the teachers.



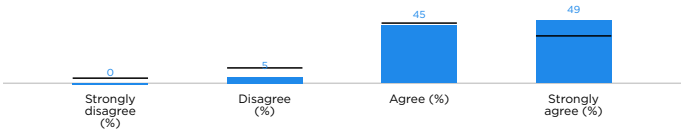
I trust the principal at his or her word.



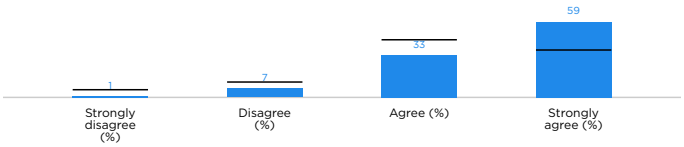
It's OK in this school to discuss feelings, worries, and frustrations with the principal.



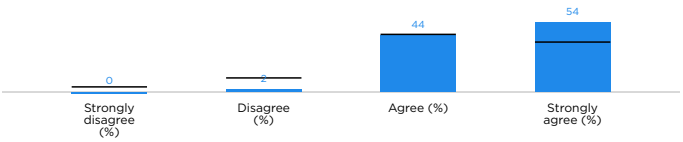
The principal takes a personal interest in the professional development of teachers.



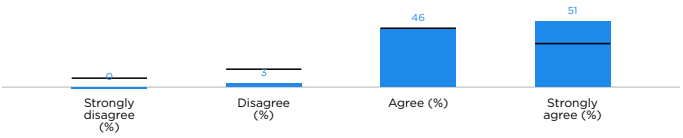
The principal looks out for the personal welfare of the faculty members.



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.



School-Wide Future Orientation

School-Wide Future Orientation
The school engages all students in planning for life after graduation.

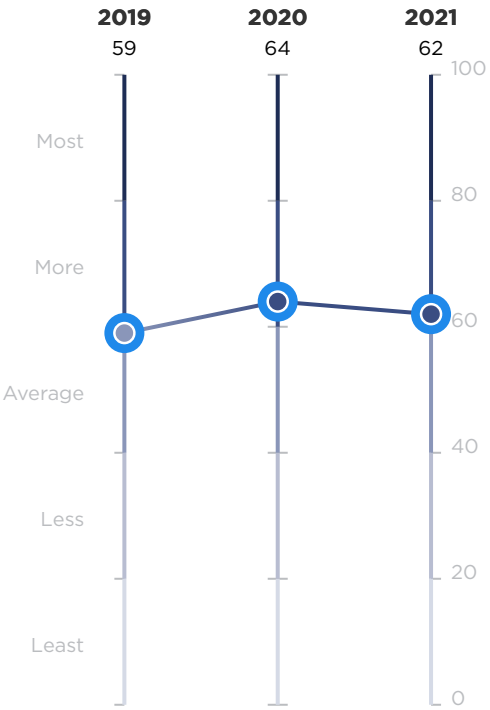
Essential

Supportive Environment

Respondent

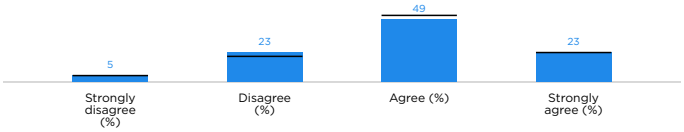
Student

Performance

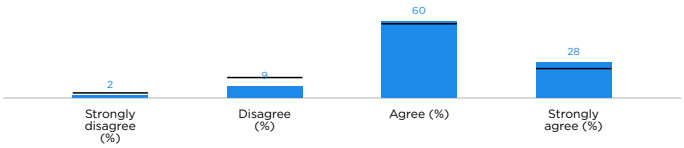


Students report that:

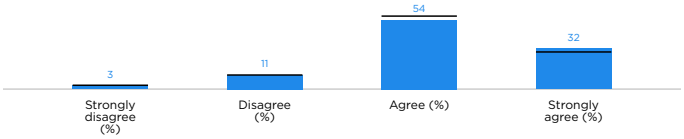
Teachers make sure that all students are planning for life after graduation.



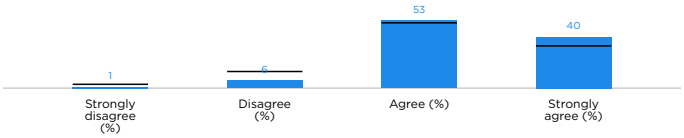
Teachers work hard to make sure that all students are learning.



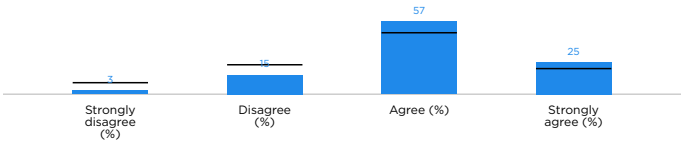
High school is seen as preparation for the future.



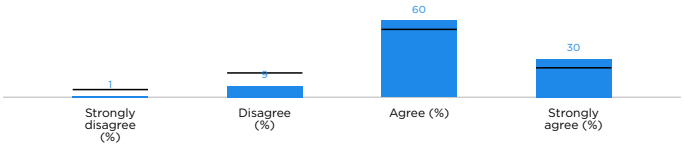
All students are encouraged to go to college.



Teachers pay attention to all students, not just the top students.



Teachers work hard to make sure that students stay in school.



Collaborative Practices

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

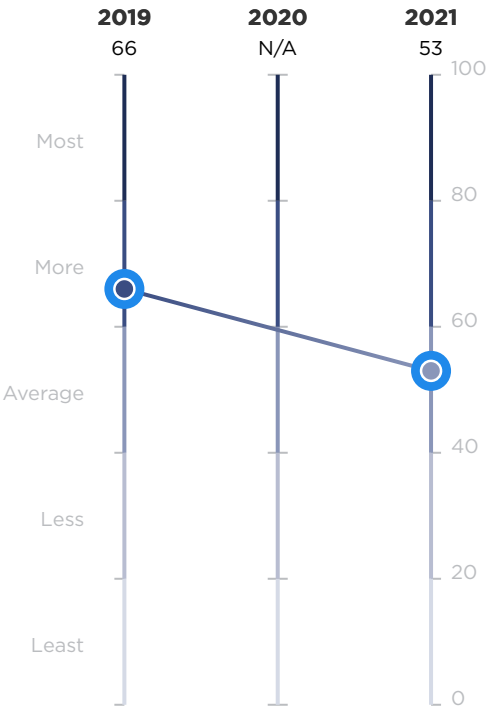
Essential

Collaborative Teachers

Respondent

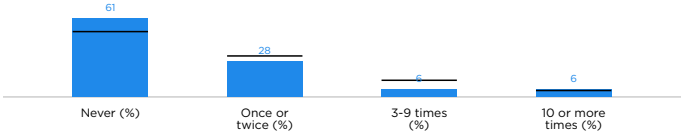
Teacher

Performance

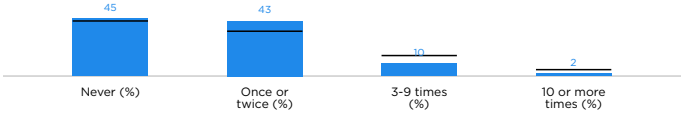


Teachers report how often they have done the following:

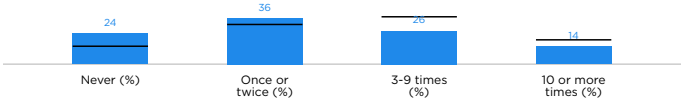
Observed another teacher's classroom to offer feedback.



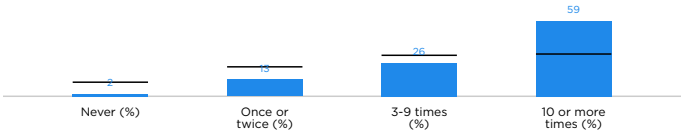
Observed another teacher's classroom to get ideas for your own instruction.



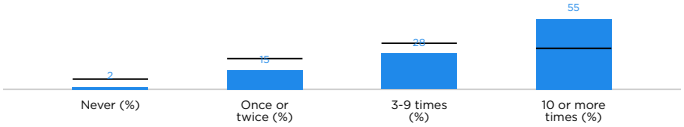
Gone over student assessment data with other teachers to make instructional decisions.



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



Worked on instructional strategies with other teachers.



Program Coherence

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

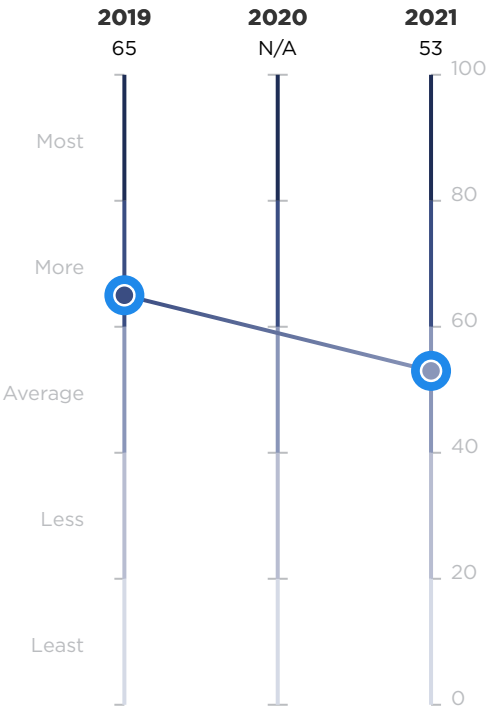
Essential

Effective Leaders

Respondent

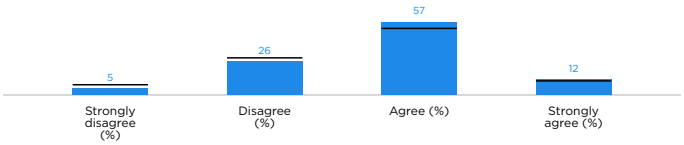
Teacher

Performance

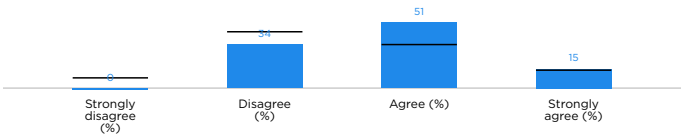


Teachers report the following:

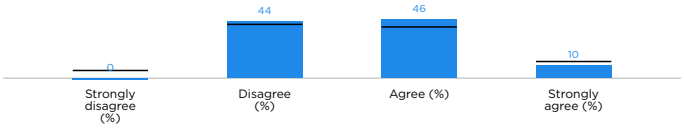
Once we start a new program in this school, we follow up to make sure that it's working.



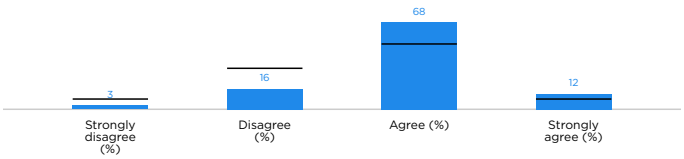
We have so many different programs in this school that I can't keep track of them all.



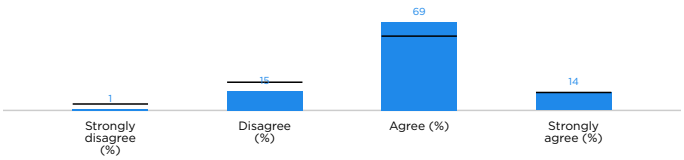
Many special programs come and go at this school.



Curriculum, instruction, and learning materials are well coordinated across the 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.



Safety

Safety
Students feel safe both in and around the school building, and while they travel to and from home.

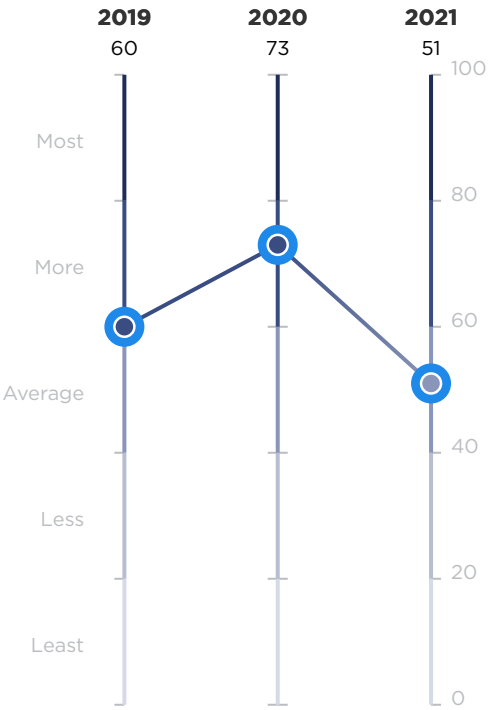
Essential

Supportive Environment

Respondent

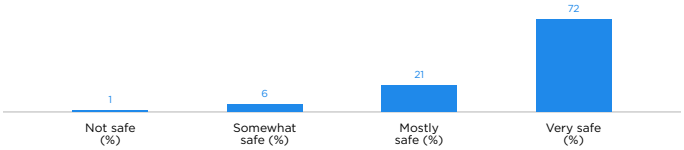
Student

Performance

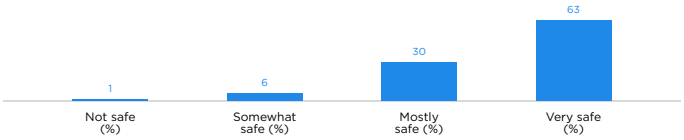


Students report how safe they feel:

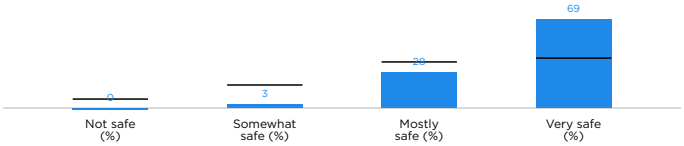
In the hallways of the school?



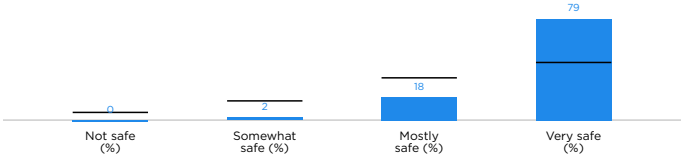
In the bathrooms of the school?



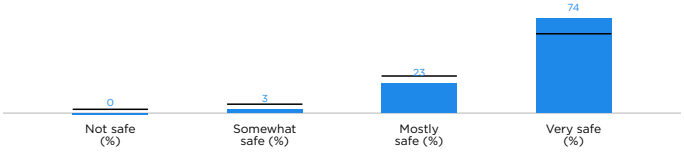
Outside around the school?



Traveling between home and school?



In your classes?



Collective Responsibility

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

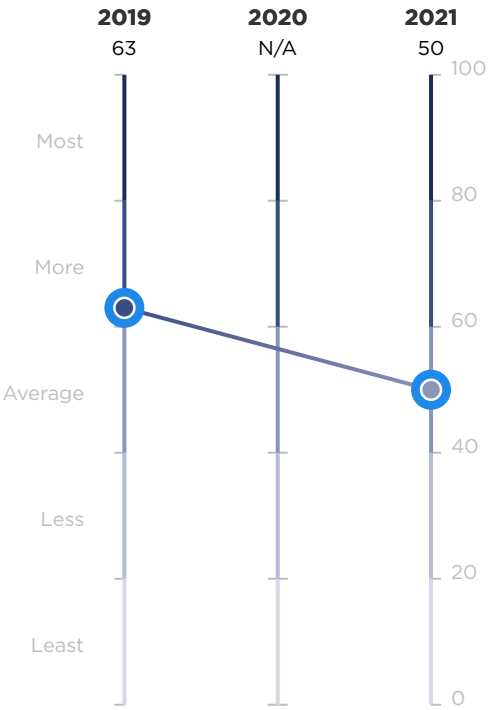
Essential

Collaborative Teachers

Respondent

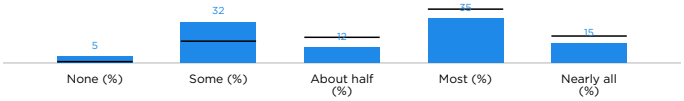
Teacher

Performance

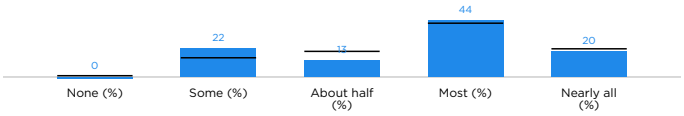


Teachers report that other teachers in the school:

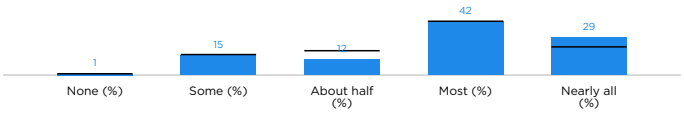
Help maintain discipline in the entire school, not just their classroom?



Take responsibility for improving the school.

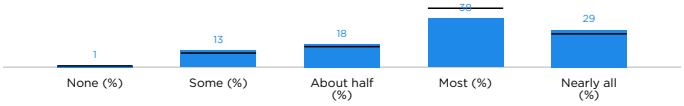


Feel responsible to help each other do their best.

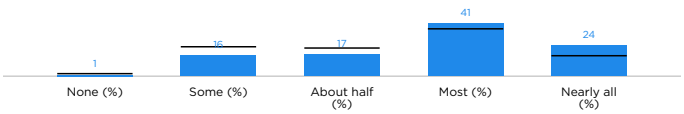


Feel responsible that all students learn.

Feel responsible for helping students develop self-control.



Feel responsible when students in this school fail.



Instructional Leadership

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

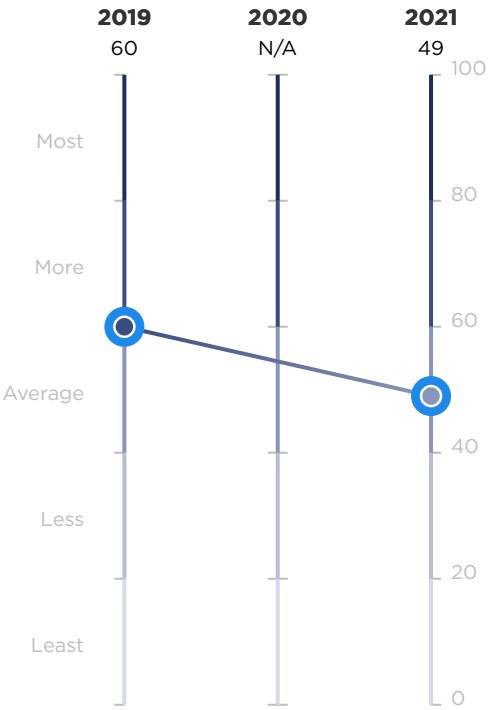
Essential

Effective Leaders

Respondent

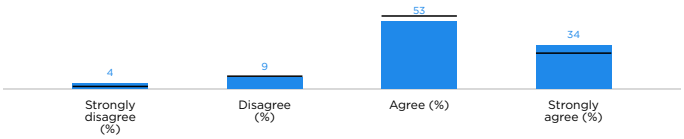
Teacher

Performance

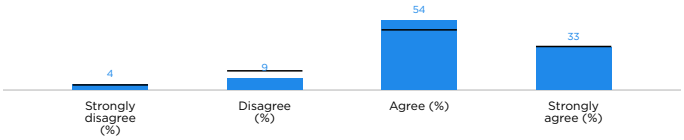


Teachers report that a member of the school leadership team:

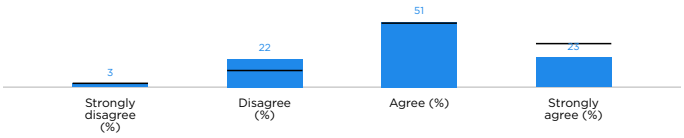
Makes clear to the staff the leadership's expectations for meeting instructional goals.



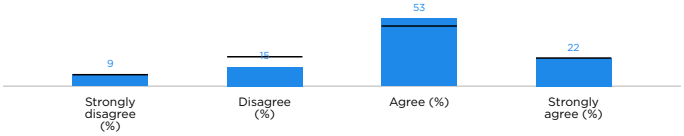
Communicates a clear vision for our school.



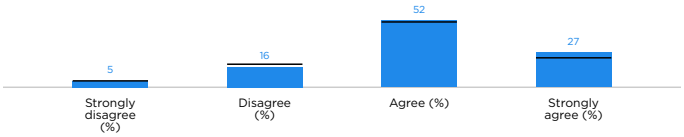
Presses teachers to implement what they have learned in professional development.



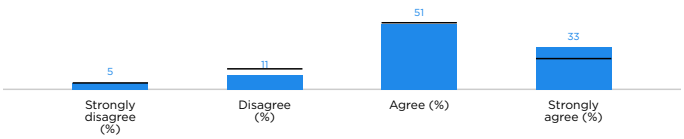
Knows what's going on in my classroom.



Provides me with useful feedback to improve my teaching.



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



School Commitment

School Commitment
Teachers are deeply committed to the school.

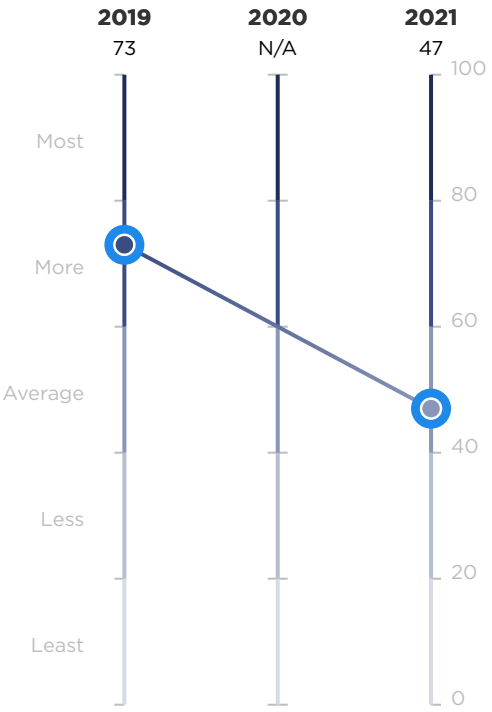
Essential

Collaborative Teachers

Respondent

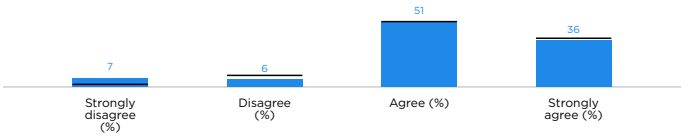
Teacher

Performance

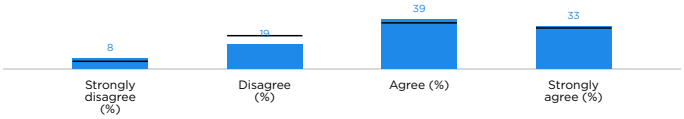


Teachers report the following:

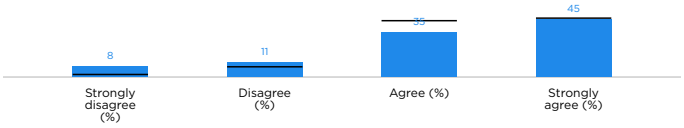
I usually look forward to each working day at this school.



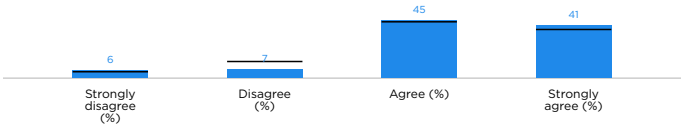
I wouldn't want to work in any other school.



I feel loyal to this school.



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



Math Instruction

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

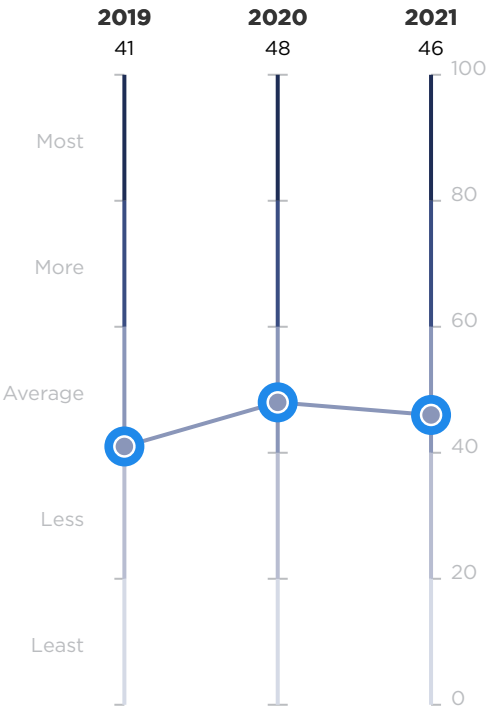
Essential

Ambitious Instruction

Respondent

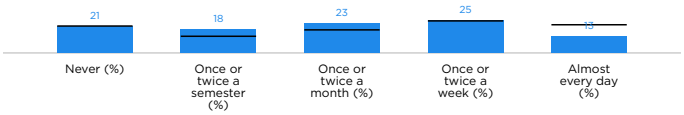
Student

Performance

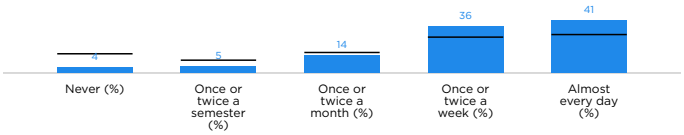


Students report that they do the following in math class:

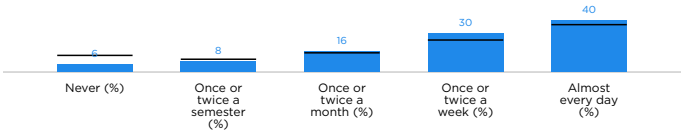
Apply math to situations in life outside of school.



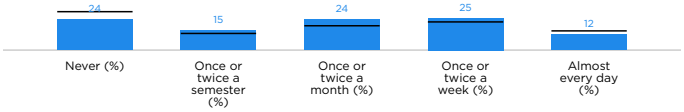
Discuss possible solutions to problems with other students.



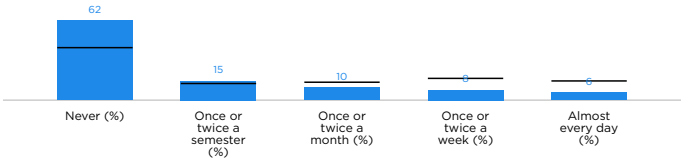
Explain how you solved a problem to the class.



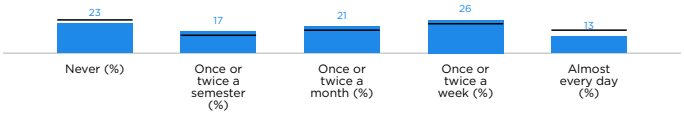
Write a few sentences to explain how you solved a math problem.



Write a math problem for other students to solve.



Solve a problem with multiple steps that takes more than 20 minutes.



Quality Professional Development

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

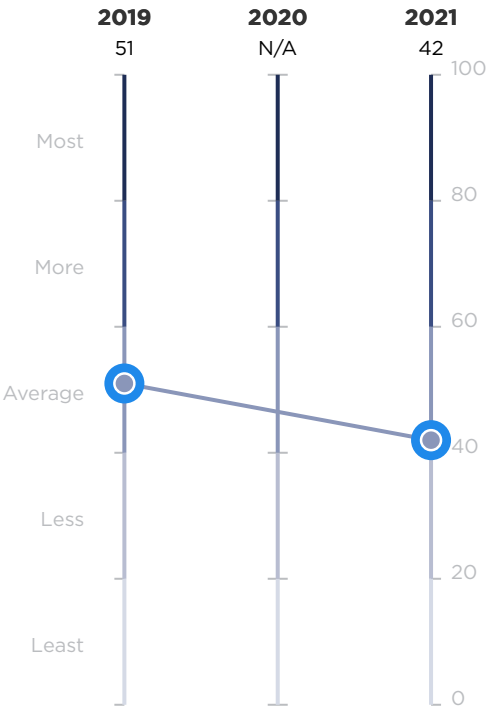
Essential

Collaborative Teachers

Respondent

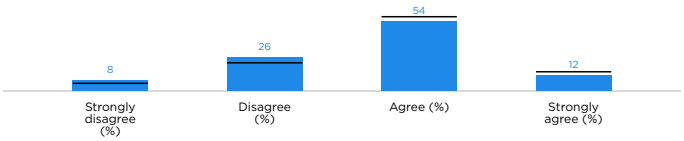
Teacher

Performance

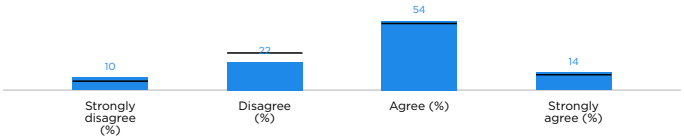


Teachers report that professional development this year has:

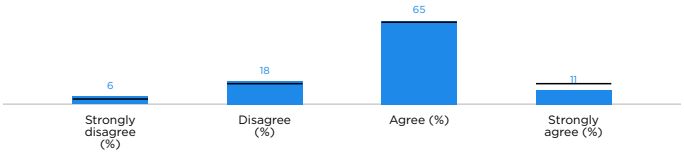
Been sustained and coherently focused, rather than short-term and unrelated.



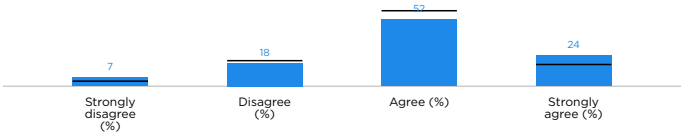
Included enough time to think carefully about, try, and evaluate new ideas.



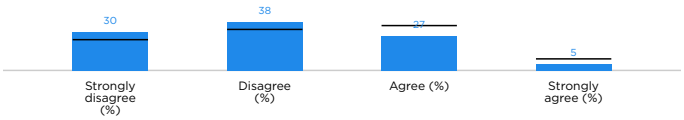
Been closely connected to my school's improvement plan.



Included opportunities to work productively with colleagues in my school.



Included opportunities to work productively with teachers from other schools.



Teacher Influence

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

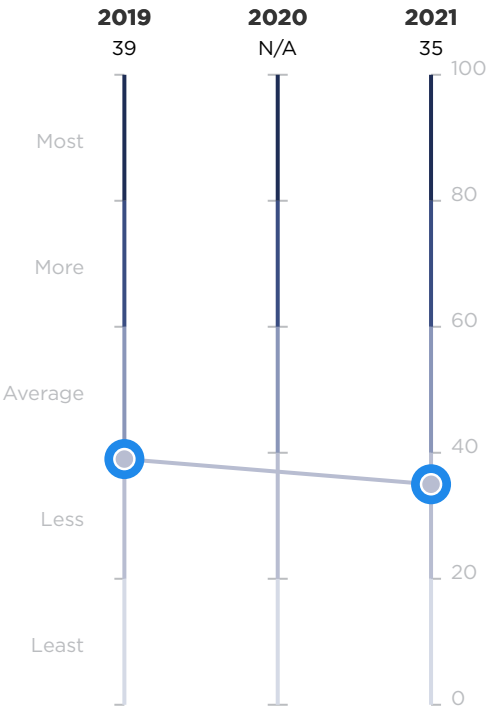
Essential

Effective Leaders

Respondent

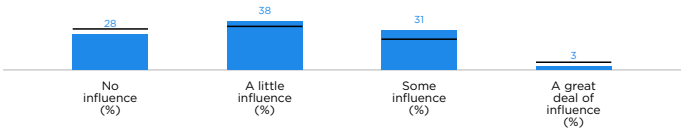
Teacher

Performance

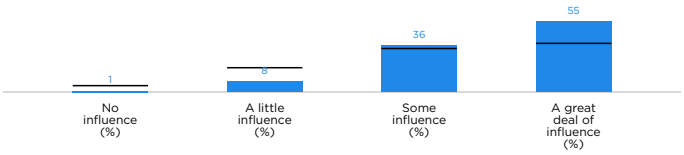


Teachers report having influence on:

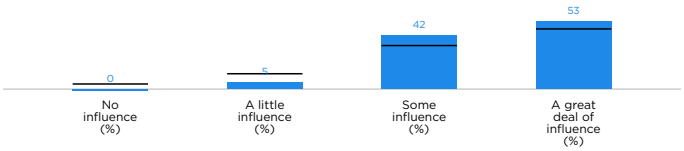
Planning how discretionary school funds should be used.



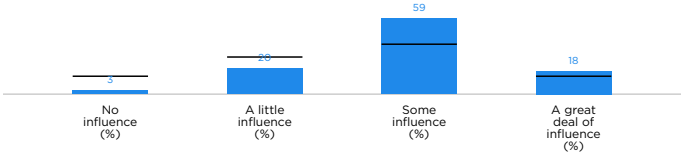
Determining which books and other instructional materials are used in classrooms.



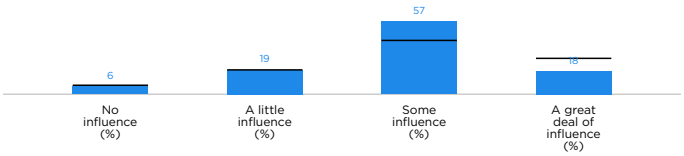
Establishing the curriculum and instructional program.



Determining the content of in-service programs.



Setting standards for student behavior.



All Supplemental Measures

How is Glenbrook North High School performing on all supplemental measures in 2021?

Page	Measure	Change	Performance	Essential	Respondent
32	Rigorous Study Habits	+ 0	99 **Most**	Supplemental Measures	Student
33	Socialization of New Teachers	N/A	99 **Most**	Supplemental Measures	Teacher
34	Student Peer Relationships	+ 3	99 **Most**	Supplemental Measures	Student
35	Human & Social Resources in the Community	+ 5	88 **Most**	Supplemental Measures	Student
36	Teacher Safety	N/A	86 **Most**	Supplemental Measures	Teacher
38	Student Responsibility	N/A	75 **More**	Supplemental Measures	Teacher
39	Parent Supportiveness	N/A	66 **More**	Supplemental Measures	Student
40	Academic Engagement	+ 5	64 **More**	Supplemental Measures	Student
41	Course Clarity	+ 13	58 **Average**	Supplemental Measures	Student
42	Academic Personalism	+ 10	56 **Average**	Supplemental Measures	Student
43	Classroom Rigor	+ 7	50 **Average**	Supplemental Measures	Student
44	Innovation	N/A	50 **Average**	Supplemental Measures	Teacher
45	Inquiry-Based Science Instruction	- 14	48 **Average**	Supplemental Measures	Student
46	Reflective Dialogue	N/A	30 **Less**	Supplemental Measures	Teacher
47	Importance of High School for the Future	- 2	1 **Least**	Supplemental Measures	Student

Rigorous Study Habits

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

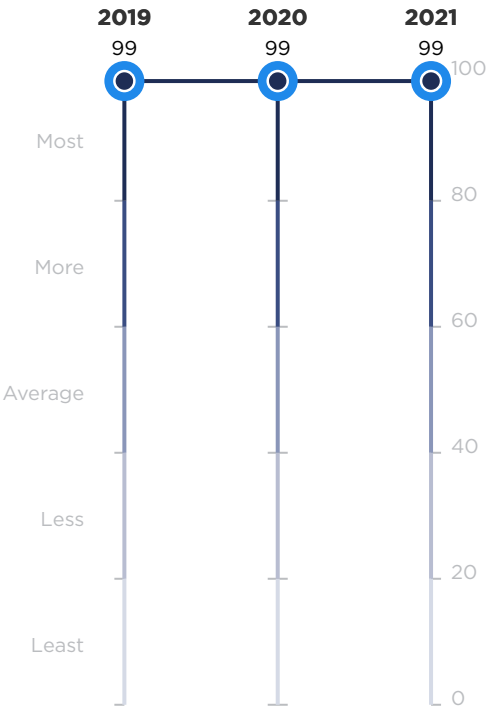
Essential

Supplemental Measures

Respondent

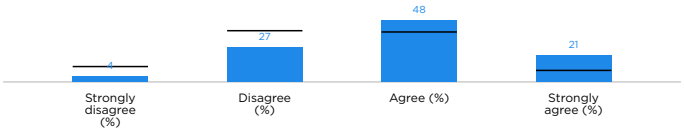
Student

Performance

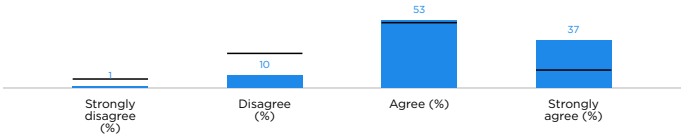


Students report that:

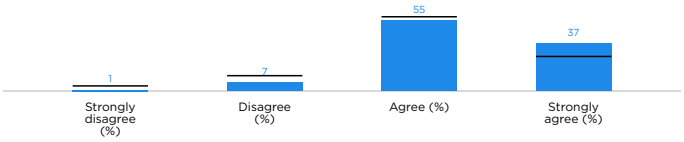
I always study for tests.



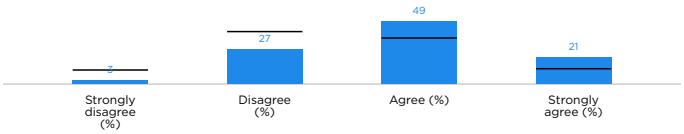
I set aside time to do my homework and study.



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.



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.

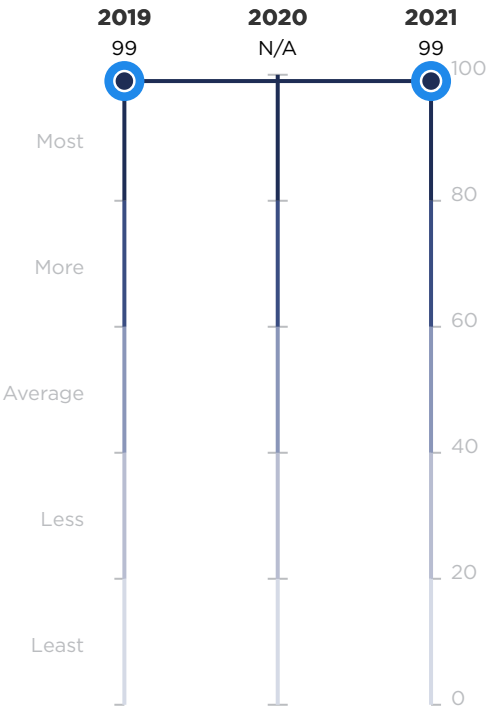
Essential

Supplemental Measures

Respondent

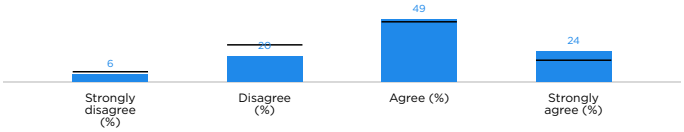
Teacher

Performance

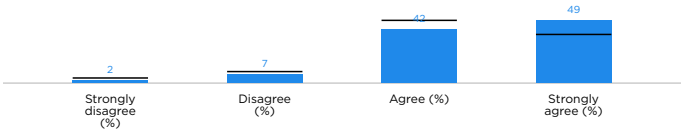


Teachers report the following:

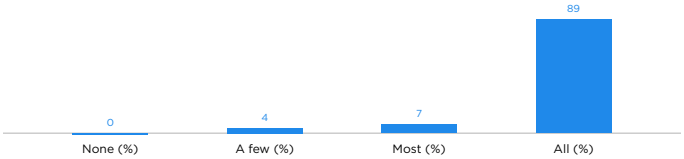
Experienced teachers invite new teachers into their classes to observe, give feedback, etc.



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 Peer Relationships

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

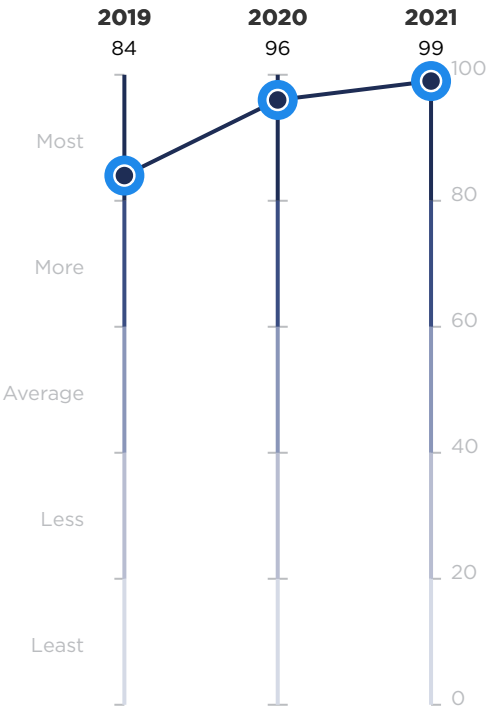
Essential

Supplemental Measures

Respondent

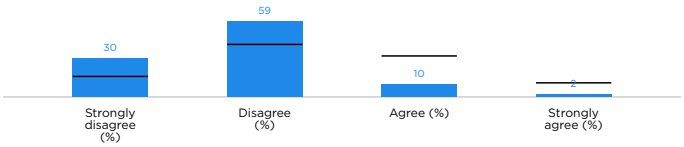
Student

Performance

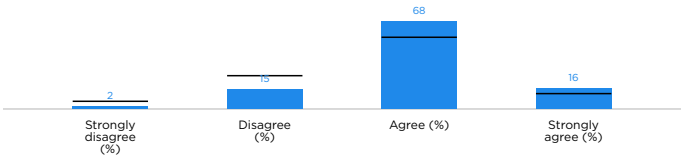


Students report that their school peers:

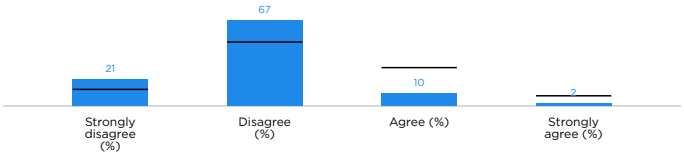
Like to put others down.



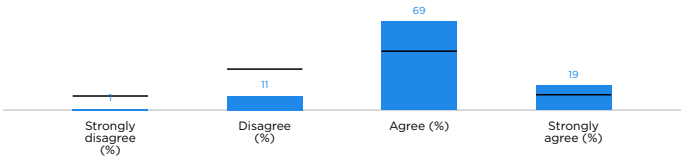
Help each other learn.



Don't get along together very well.



Treat each other with respect.



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.

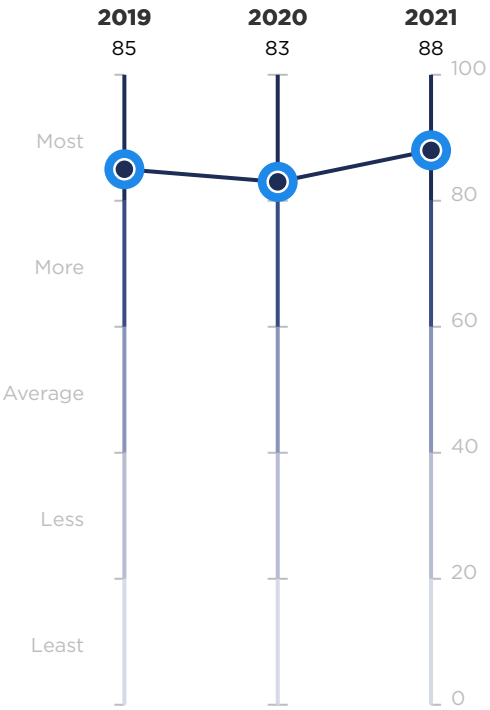
Essential

Supplemental Measures

Respondent

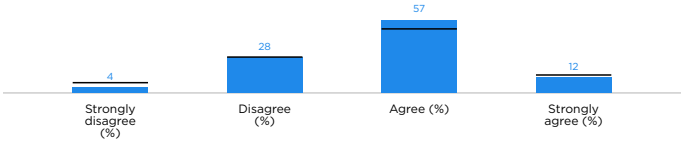
Student

Performance

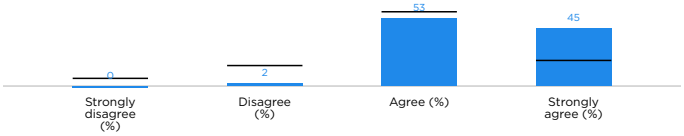


Students report the following about their community:

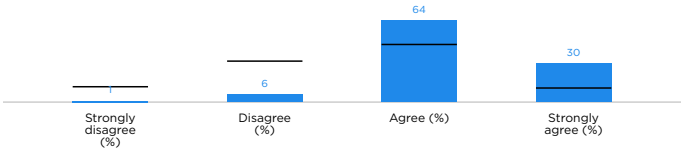
Adults in this neighborhood know who the local children are.



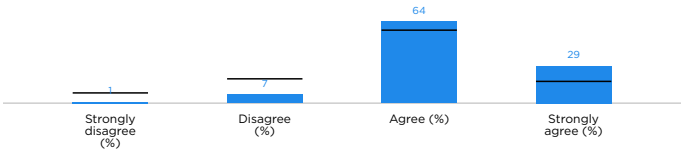
During the day, it is safe for children to play in the local park or playground.



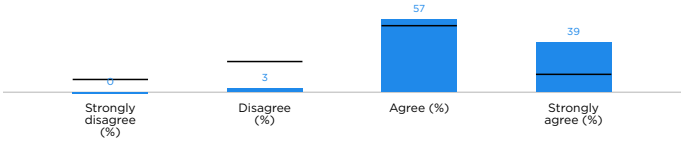
People in this neighborhood can be trusted.



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.



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.

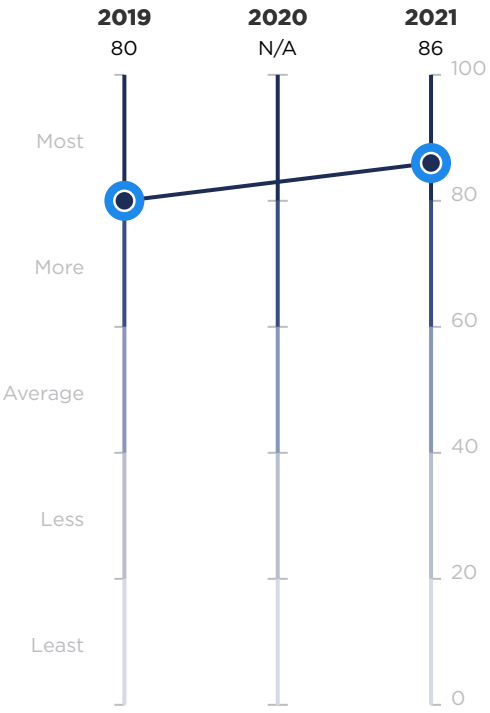
Essential

Supplemental Measures

Respondent

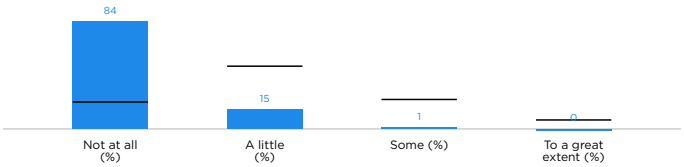
Teacher

Performance

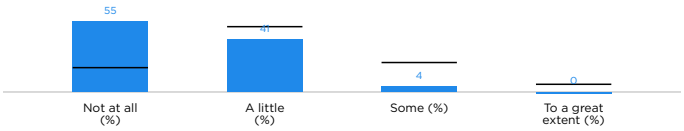


Teachers report how much each of the following is a problem:

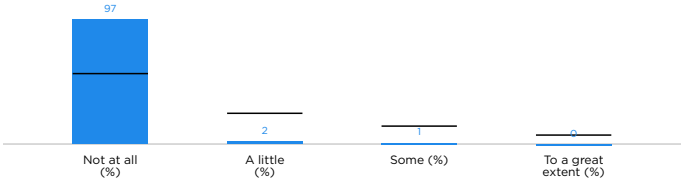
Physical conflicts among students



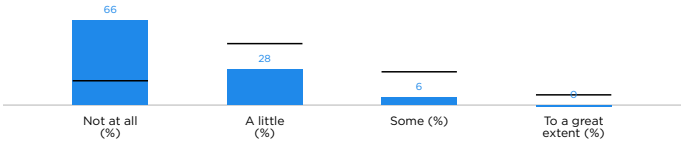
Robbery or theft



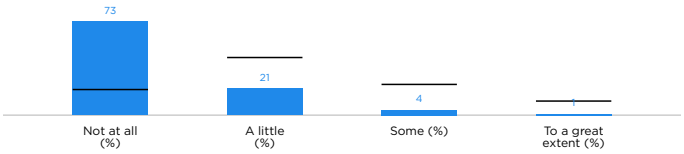
Gang activity



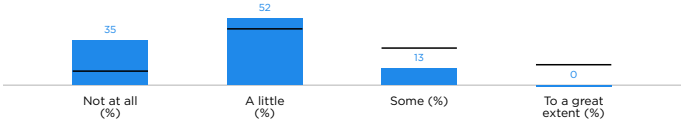
Disorder in classrooms



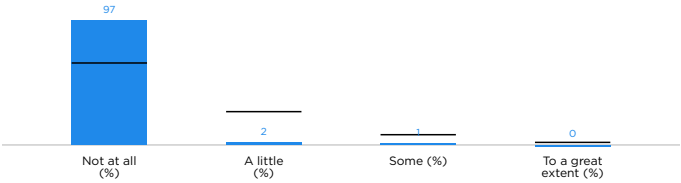
Disorder in hallways



Student disrespect of teachers



Threats of violence toward teachers



Student Responsibility

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

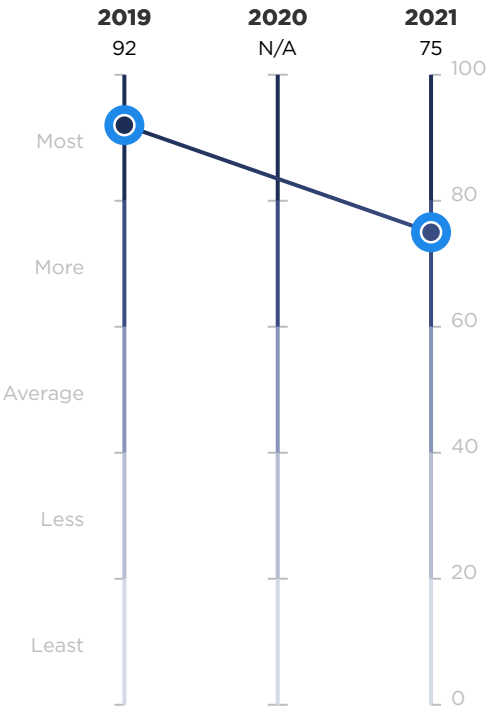
Essential

Supplemental Measures

Respondent

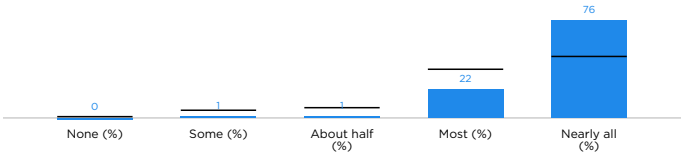
Teacher

Performance

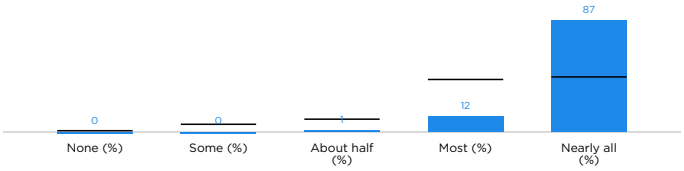


Teachers report that their students:

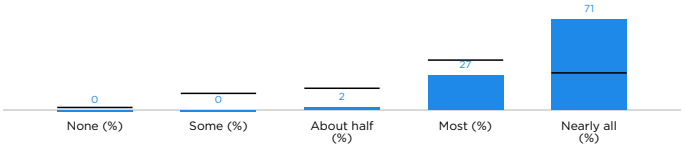
Come to class on time?



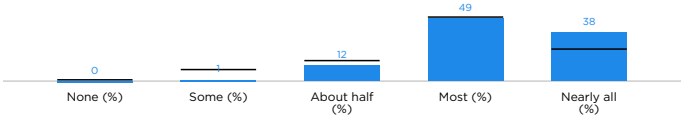
Attend class regularly?



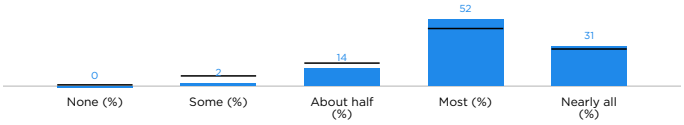
Come to class prepared with the appropriate supplies and books?



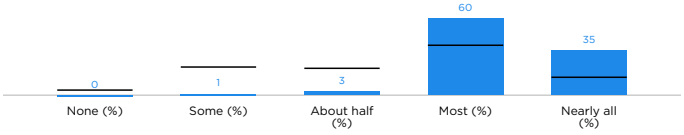
Regularly pay attention in class?



Actively participate in class activities?



Always turn in their homework?



Parent Supportiveness

Parent Supportiveness
Parents support their children emotionally and developmentally.

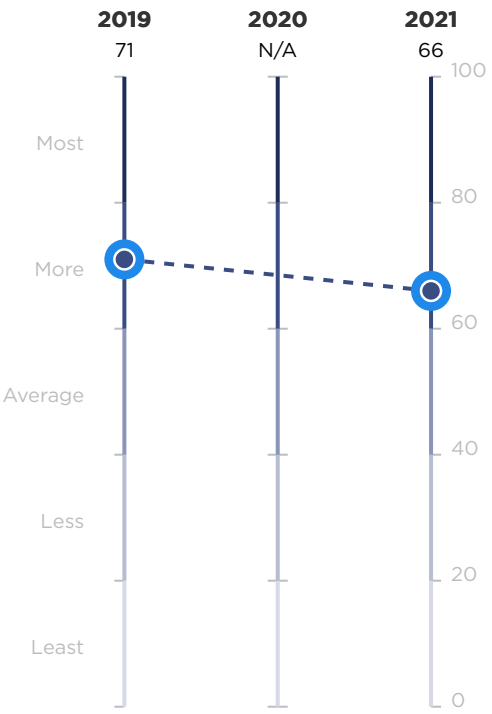
Essential

Supplemental Measures

Respondent

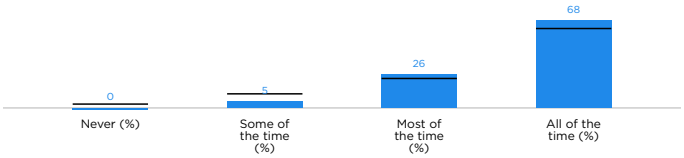
Student

Performance

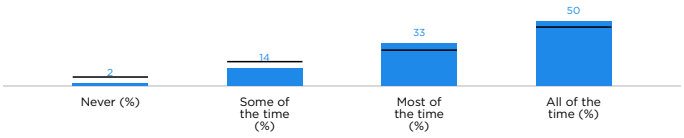


Students report the following about their parents. My parents:

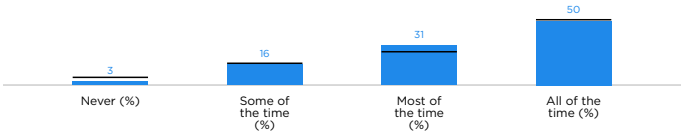
Encourage you to work hard at school.



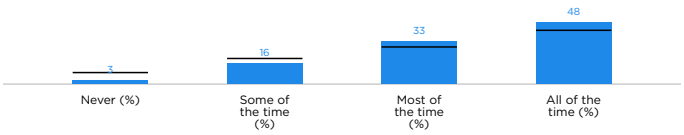
Listen to you when you need to talk.



Show they are proud of you.



Take time to help you make decisions.



Academic Engagement

Academic Engagement
Students are interested and engaged in learning.

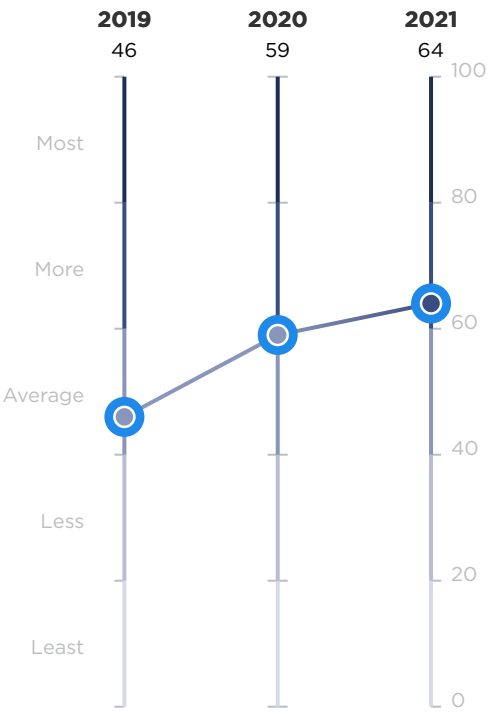
Essential

Supplemental Measures

Respondent

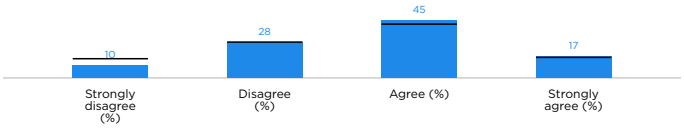
Student

Performance

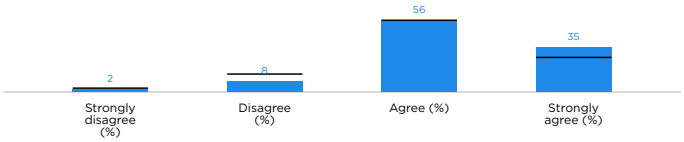


Students report:

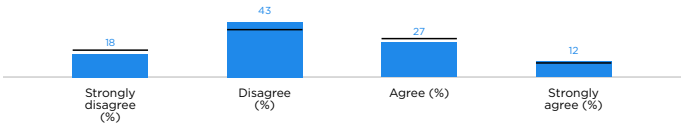
I usually look forward to this class.



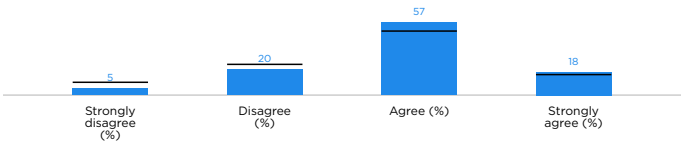
I work hard to do my best in this class.



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



The topics we are studying are interesting and challenging.



Course Clarity

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

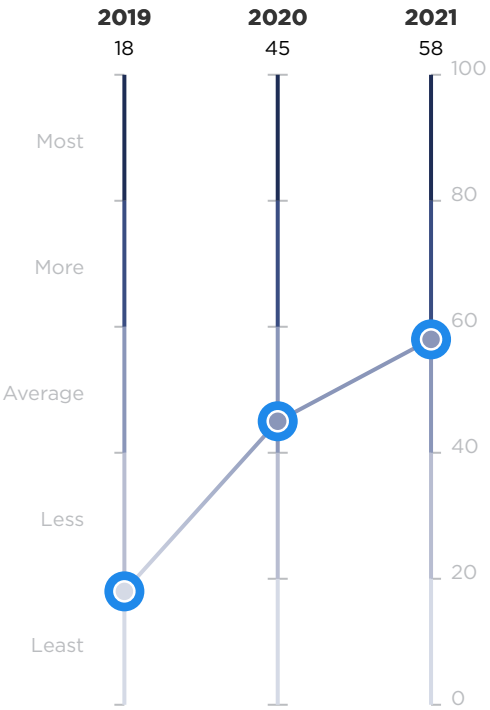
Essential

Supplemental Measures

Respondent

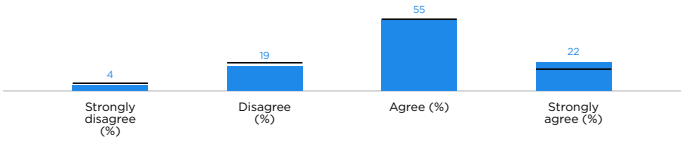
Student

Performance

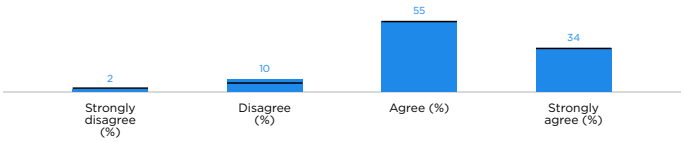


Students report the following about one specific class:

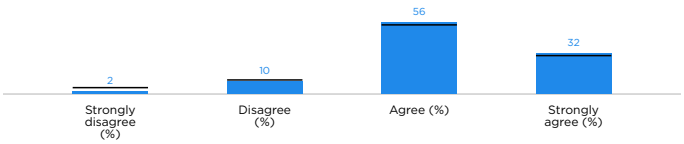
I learn a lot from feedback on my work.



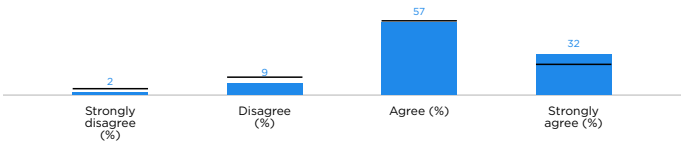
It's clear to me what I need to do to get a good grade.



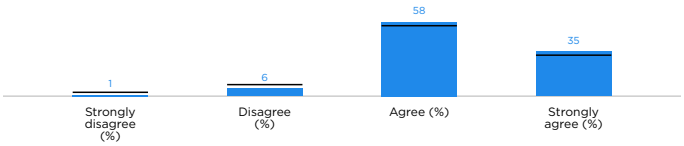
The work we do in class is good preparation for the test.



The homework assignments help me to learn the course material.



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



Academic Personalism

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

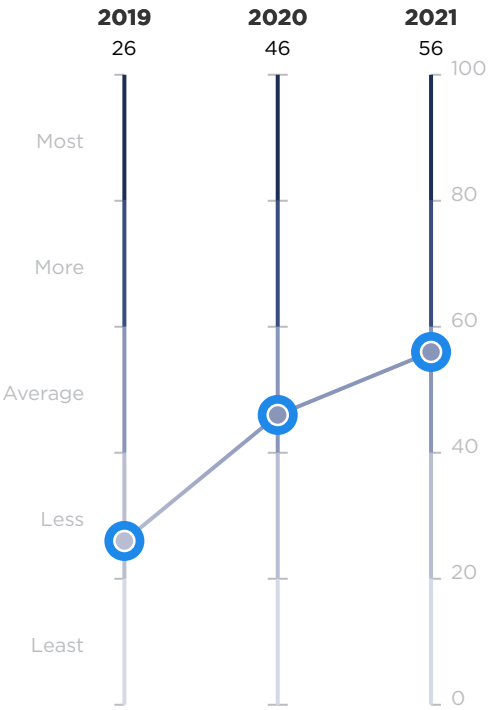
Essential

Supplemental Measures

Respondent

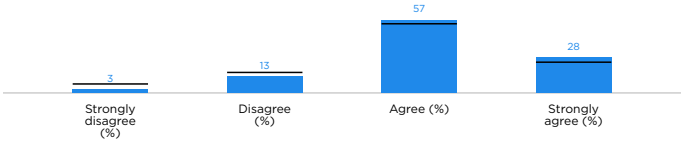
Student

Performance

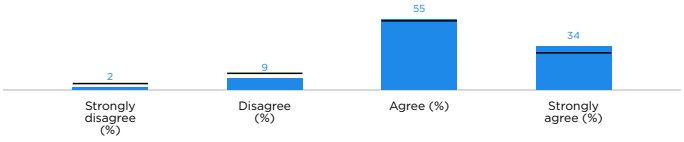


Students report that their teacher:

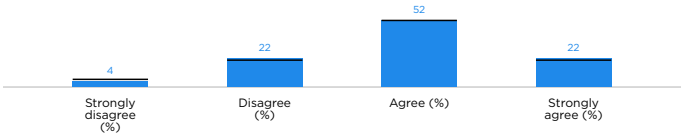
Helps me catch up if I am behind.



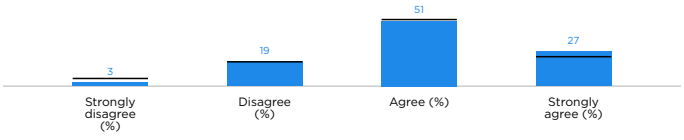
Is willing to give extra help on schoolwork if I need it.



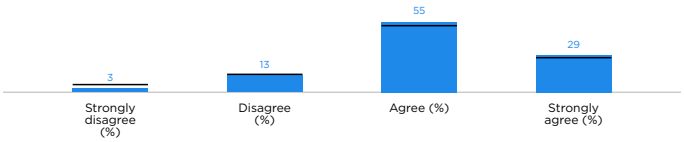
Notices if I have trouble learning something.



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.



Classroom Rigor

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

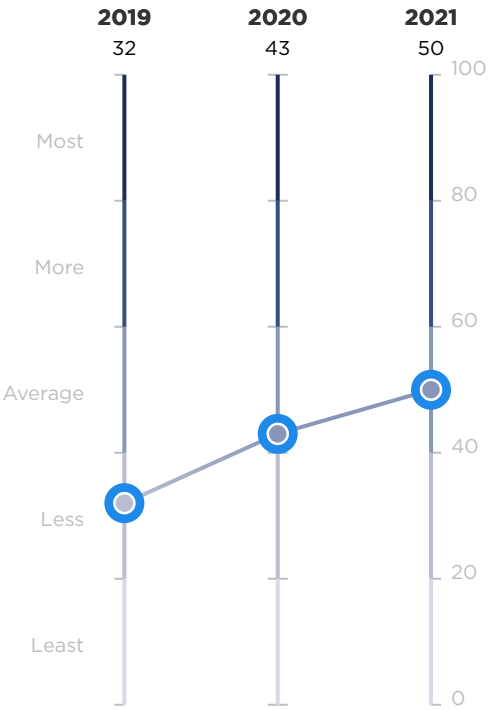
Essential

Supplemental Measures

Respondent

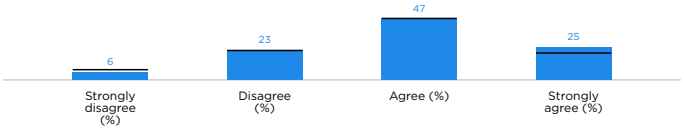
Student

Performance

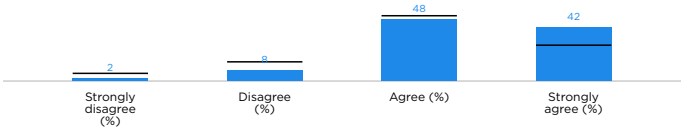


Students report that the teacher in their target class:

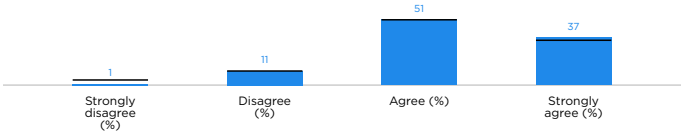
Often connects what I am learning to life outside of the classroom.



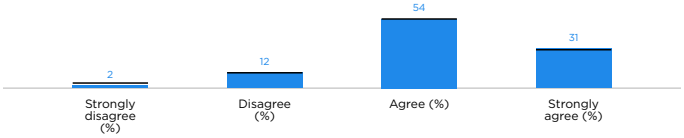
Encourages students to share their ideas about things we are studying in class.



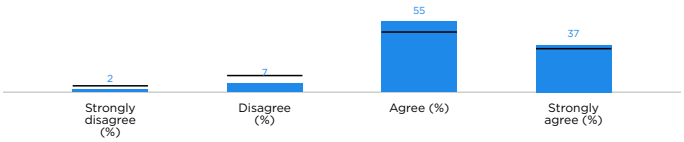
Often requires me to explain my answers.



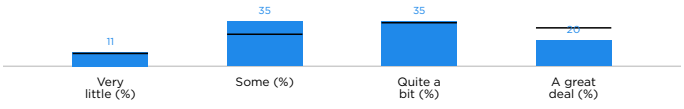
Encourages us to consider different solutions or points of view.



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



We talk about different solutions or points of view.



Innovation

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

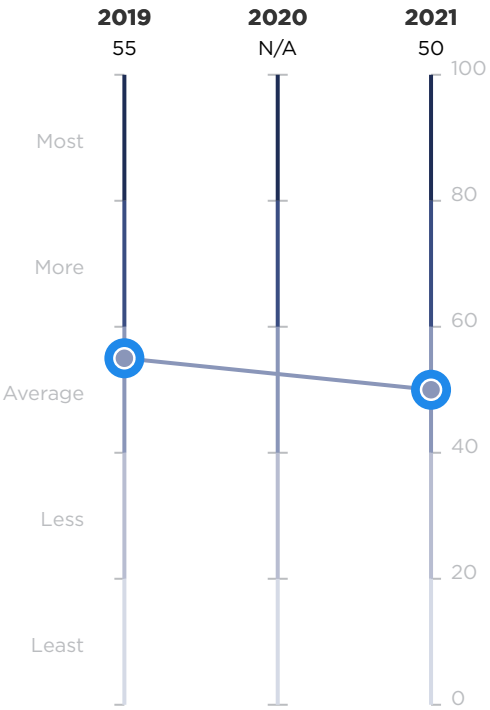
Essential

Supplemental Measures

Respondent

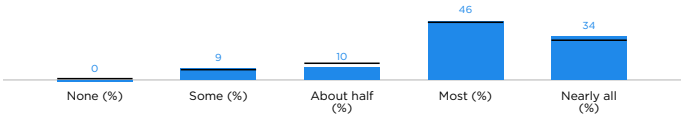
Teacher

Performance

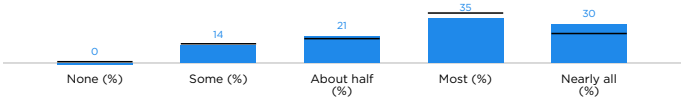


Teachers report that:

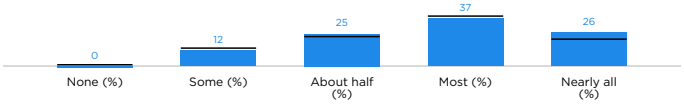
Teachers are really trying to improve their teaching.



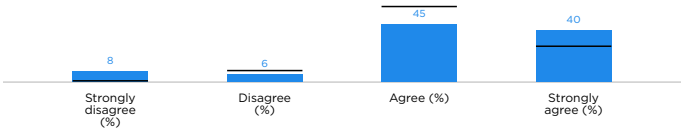
Teachers are willing to take risks to make the school better.



Teachers are eager to try new ideas.



Teachers are continually learning and seeking new ideas.



Inquiry-Based Science Instruction

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

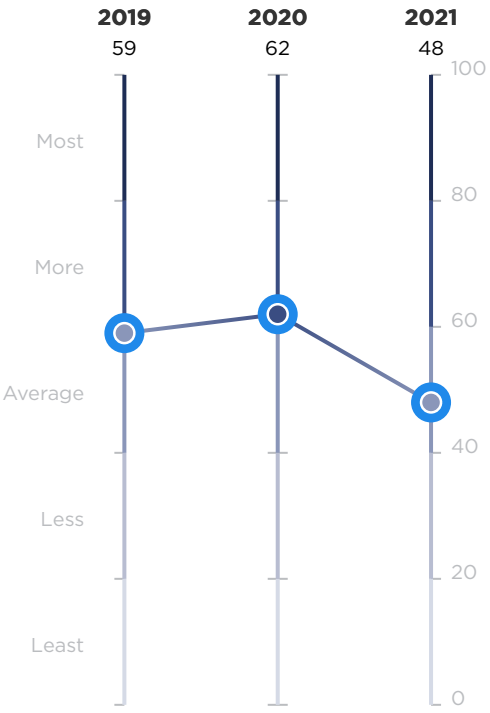
Essential

Supplemental Measures

Respondent

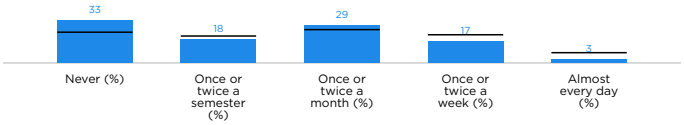
Student

Performance

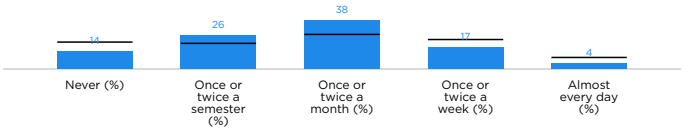


Students report doing the following in science class:

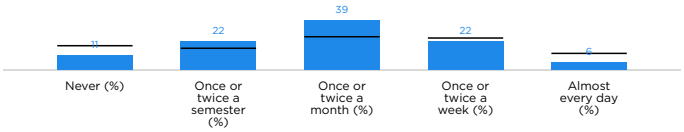
Use laboratory equipment or specimens.



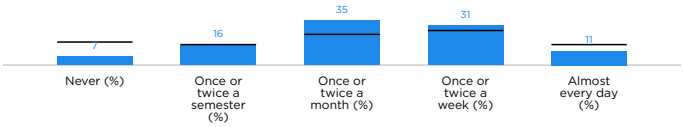
Write lab reports.



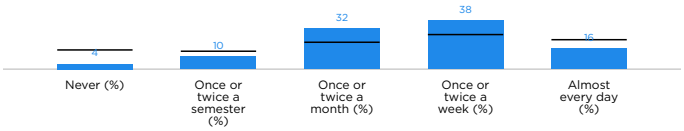
Generate your own hypotheses.



Use evidence/data to support an argument or hypothesis.



Find information from graphs and tables.



Reflective Dialogue

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

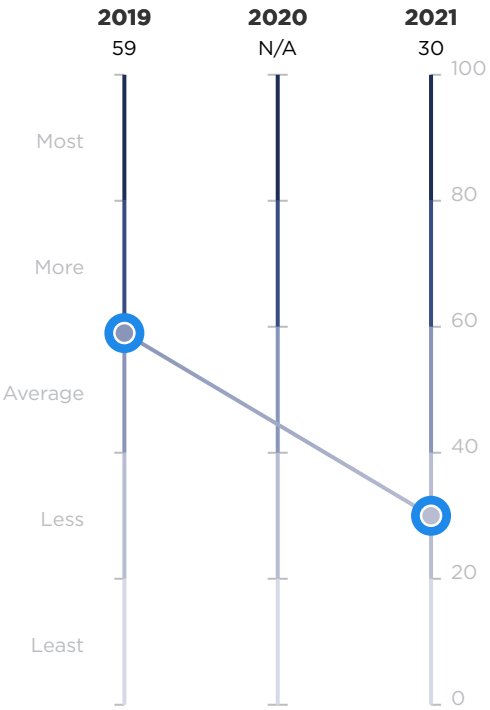
Essential

Supplemental Measures

Respondent

Teacher

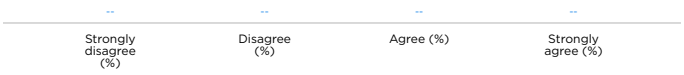
Performance



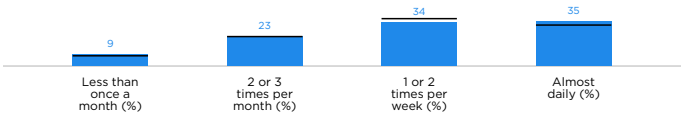
Teachers report having conversations with colleagues about:

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

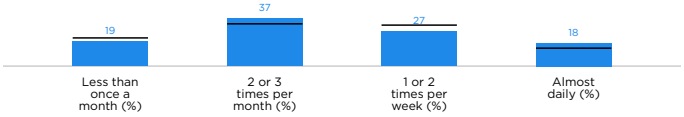
Student work



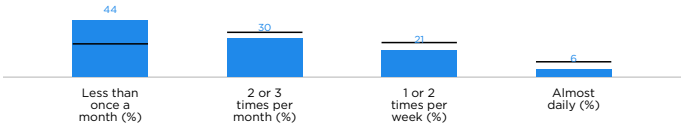
What helps students learn the best



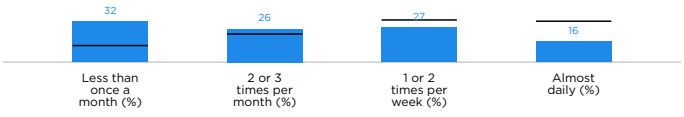
The development of new curriculum



The goals of this school.



Managing classroom behavior



Importance of High School for the Future

Importance of High School for the Future
Students recognize that working hard during high school is important and that high school is preparing them for their life after graduation.

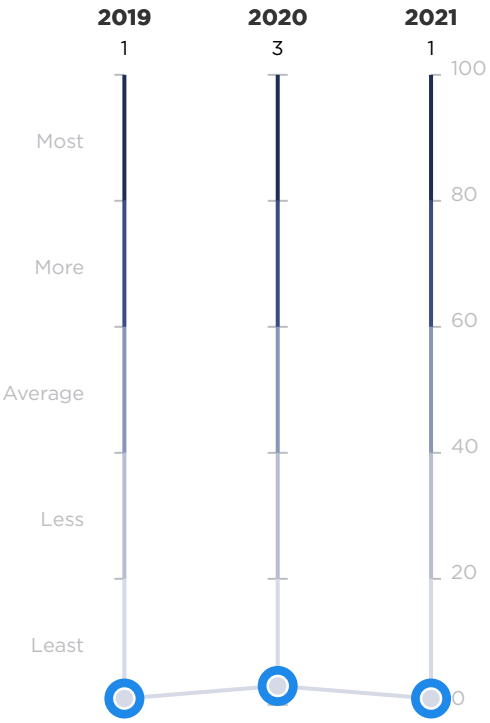
Essential

Supplemental Measures

Respondent

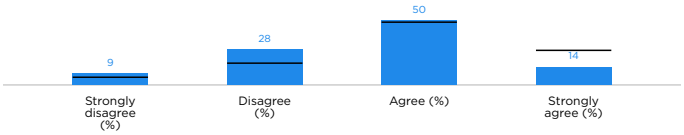
Student

Performance

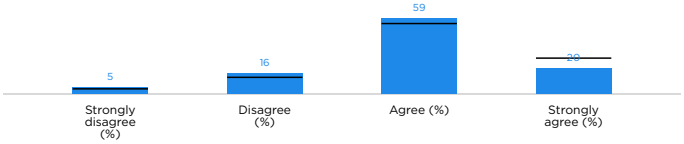


Students report:

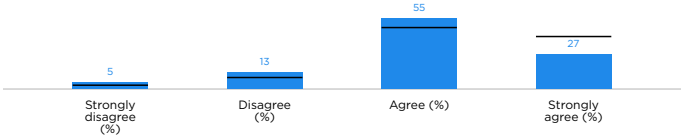
My classes give me useful preparation for what I plan to do in life.



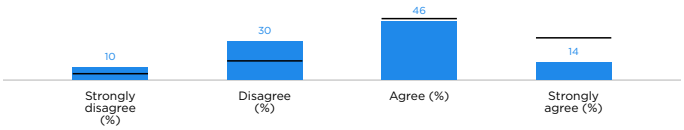
High school teaches me valuable skills.



Working hard in high school matters for success in the workforce.



What we learn in class is necessary for success in the future.



Glenbrook South High School

2021 5Essentials Report

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 more 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)

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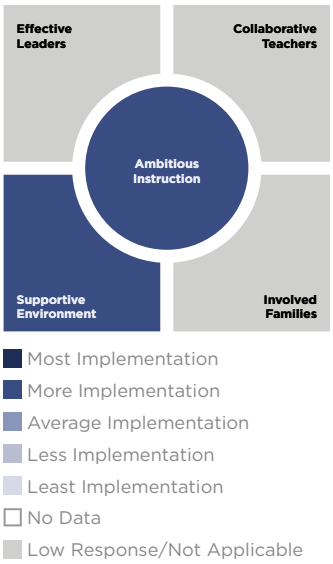
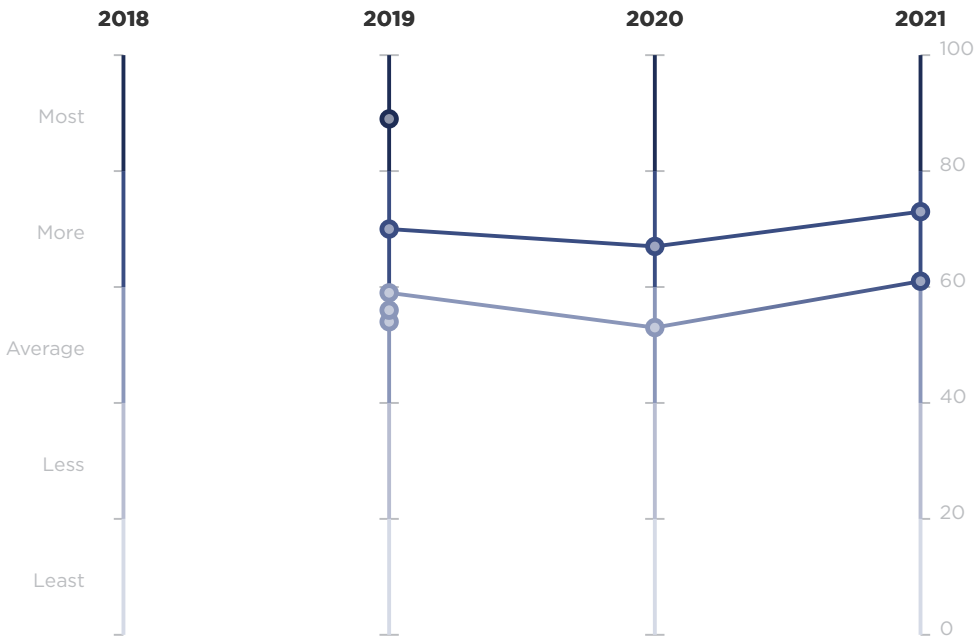
Overall, Glenbrook South High School is organized for improvement.



The 5Essentials

How is Glenbrook South High School performing on each of the 5Essentials in 2021?



Essentials	Performance Across Years				
	2018	2019	2020	2021	
Supportive Environment	N/A	70	67	73	**More**
Ambitious Instruction	N/A	59	53	61	**More**
Collaborative Teachers	N/A	56	N/A	N/A	**Low Resp Or N/A**
Effective Leaders	N/A	54	N/A	N/A	**Low Resp Or N/A**
Involved Families	N/A	89	N/A	N/A	**Low Resp Or N/A**

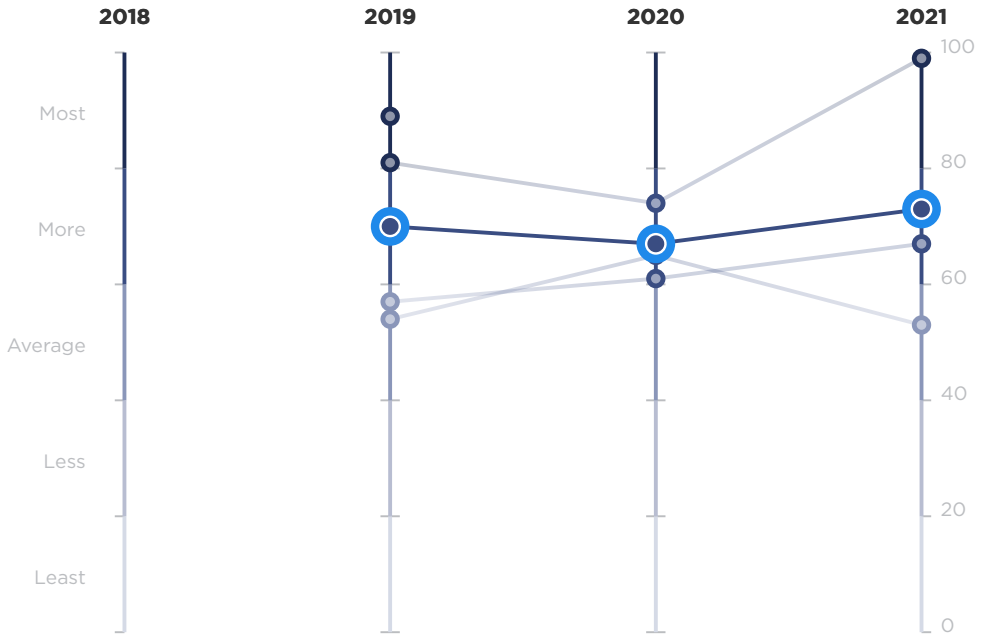
Supportive Environment

How is Glenbrook South High 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,
- and they are well-supported in planning for college and other post-high school experiences.

Performance on essential and its underlying measures



Measures	Performance Across Years				Respondent
	2018	2019	2020	2021	
Student-Teacher Trust	N/A	81	74	99	Student
School-Wide Future Orientation	N/A	57	61	67	Student
Safety	N/A	54	65	53	Student
Expectations for Postsecondary Education	N/A	89	N/A	N/A	Teacher

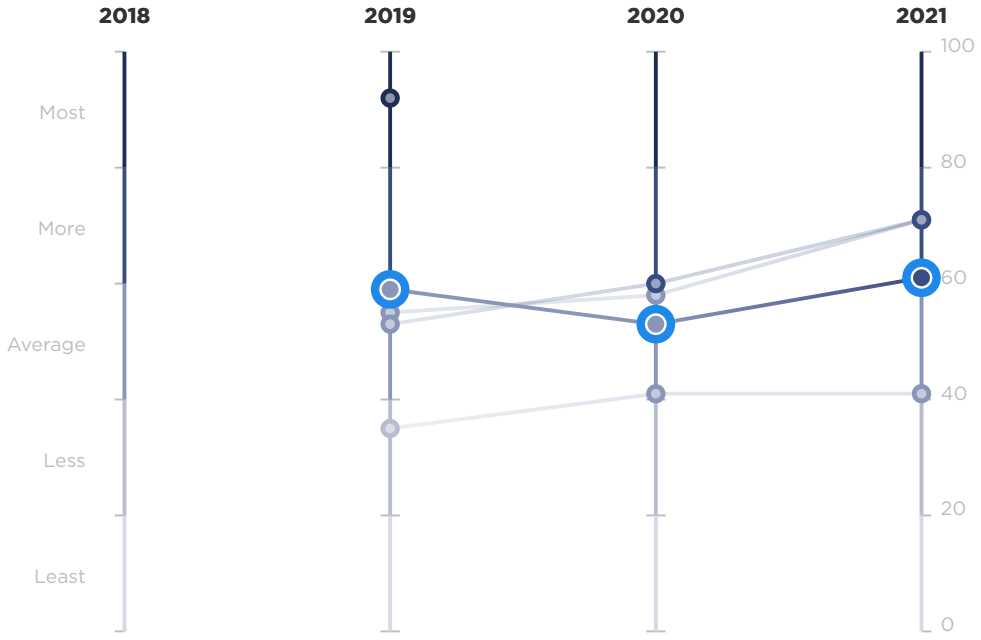
Ambitious Instruction

How is Glenbrook South High 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
	2018	2019	2020	2021	
Academic Press	N/A	55	58	71	Student
English Instruction	N/A	53	60	71	Student
Math Instruction	N/A	35	41	41	Student
Quality of Student Discussion	N/A	92	N/A	N/A	Teacher

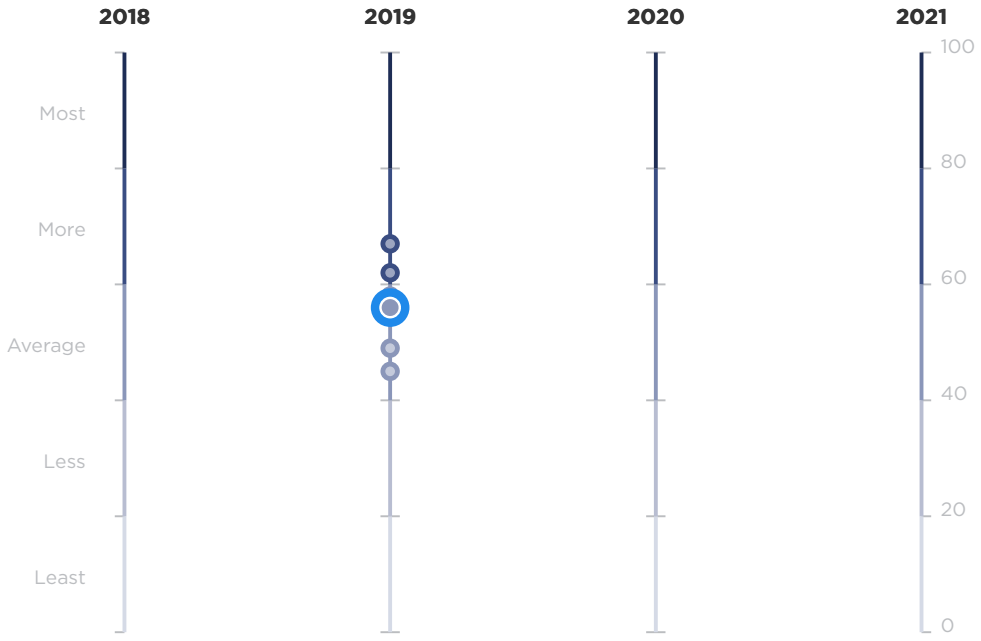
Collaborative Teachers

How is Glenbrook South High 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
	2018	2019	2020	2021	
Collaborative Practices	N/A	62	N/A	N/A	Teacher
Collective Responsibility	N/A	49	N/A	N/A	Teacher
Quality Professional Development	N/A	58	N/A	N/A	Teacher
School Commitment	N/A	67	N/A	N/A	Teacher
Teacher-Teacher Trust	N/A	45	N/A	N/A	Teacher

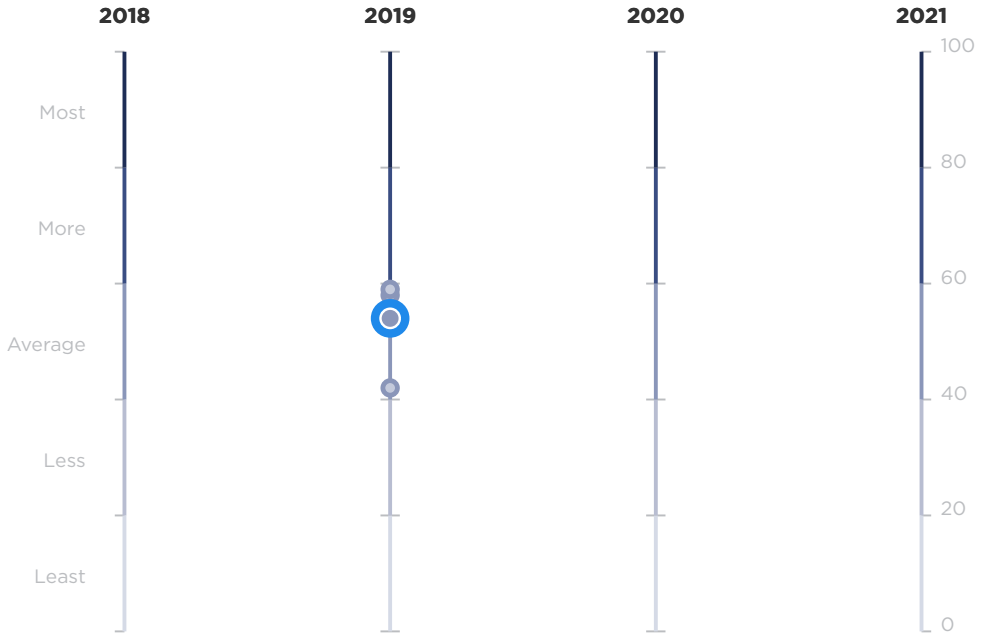
Effective Leaders

How is Glenbrook South High 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
	2018	2019	2020	2021	
Instructional Leadership	N/A	58	N/A	N/A	Teacher
Program Coherence	N/A	59	N/A	N/A	Teacher
Teacher Influence	N/A	42	N/A	N/A	Teacher
Teacher-Principal Trust	N/A	55	N/A	N/A	Teacher

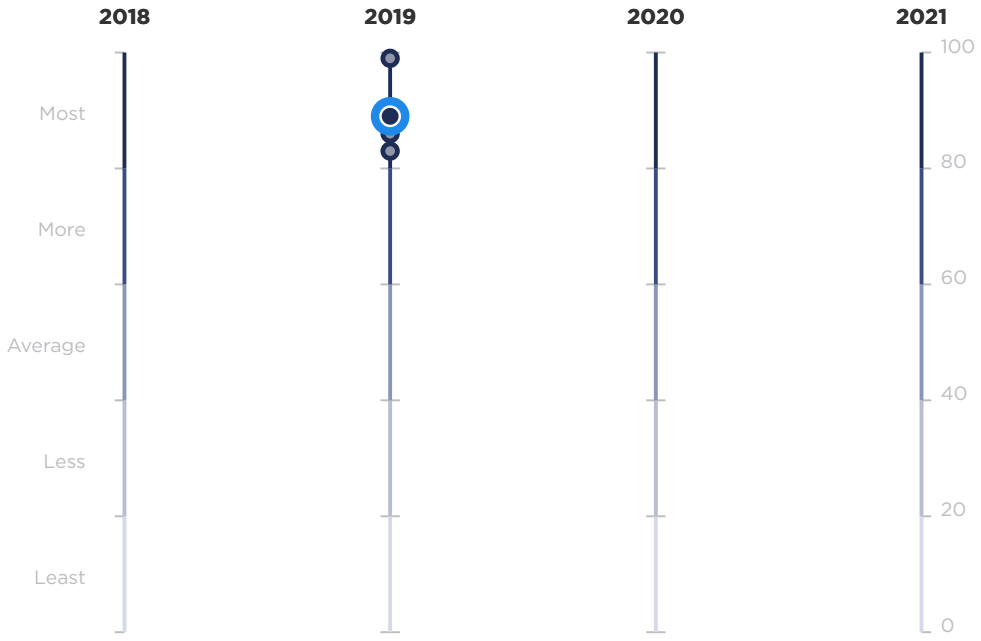
Involved Families

How is Glenbrook South High 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
	2018	2019	2020	2021	
Parent Influence on Decision Making in Schools	N/A	83	N/A	N/A	Teacher
Parent Involvement in School	N/A	86	N/A	N/A	Teacher
Teacher-Parent Trust	N/A	99	N/A	N/A	Teacher

All 5Essentials Measures

How is Glenbrook South High School performing on all 5Essentials measures in 2021?

Page	Measure	Change	Performance	Essential	Respondent
9	Student-Teacher Trust	+ 25	99 **Most**	Supportive Environment	Student
10	Academic Press	+ 13	71 **More**	Ambitious Instruction	Student
12	English Instruction	+ 11	71 **More**	Ambitious Instruction	Student
13	School-Wide Future Orientation	+ 6	67 **More**	Supportive Environment	Student
14	Safety	- 12	53 **Average**	Supportive Environment	Student
15	Math Instruction	+ 0	41 **Average**	Ambitious Instruction	Student
16	Collaborative Practices	N/A	Low Resp Or N/A	Collaborative Teachers	Teacher
17	Collective Responsibility	N/A	Low Resp Or N/A	Collaborative Teachers	Teacher
18	Expectations for Postsecondary Education	N/A	Low Resp Or N/A	Supportive Environment	Teacher
19	Instructional Leadership	N/A	Low Resp Or N/A	Effective Leaders	Teacher
20	Parent Influence on Decision Making in Schools	N/A	Low Resp Or N/A	Involved Families	Teacher
21	Parent Involvement in School	N/A	Low Resp Or N/A	Involved Families	Teacher
22	Program Coherence	N/A	Low Resp Or N/A	Effective Leaders	Teacher
23	Quality Professional Development	N/A	Low Resp Or N/A	Collaborative Teachers	Teacher
24	Quality of Student Discussion	N/A	Low Resp Or N/A	Ambitious Instruction	Teacher
25	School Commitment	N/A	Low Resp Or N/A	Collaborative Teachers	Teacher
26	Teacher Influence	N/A	Low Resp Or N/A	Effective Leaders	Teacher
27	Teacher-Parent Trust	N/A	Low Resp Or N/A	Involved Families	Teacher
28	Teacher-Principal Trust	N/A	Low Resp Or N/A	Effective Leaders	Teacher
30	Teacher-Teacher Trust	N/A	Low Resp Or N/A	Collaborative Teachers	Teacher

Student-Teacher Trust

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

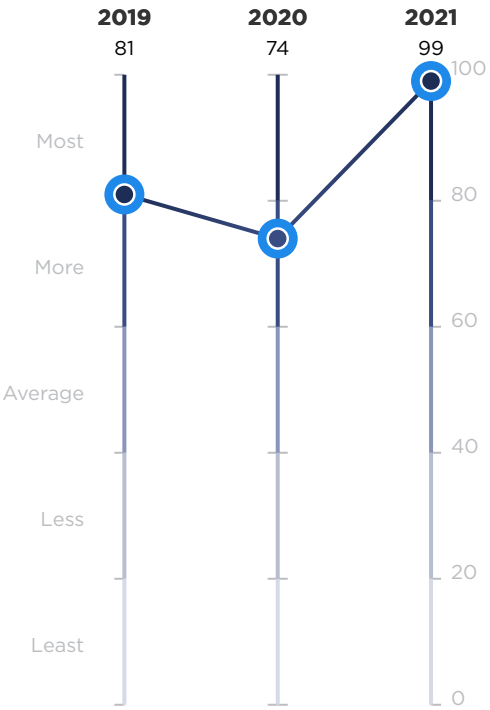
Essential

Supportive Environment

Respondent

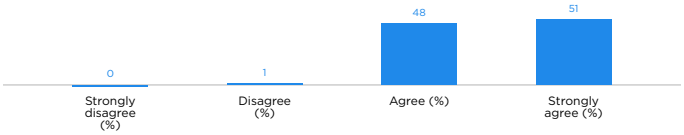
Student

Performance

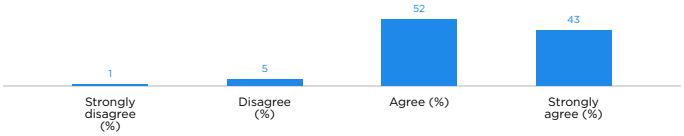


Students report:

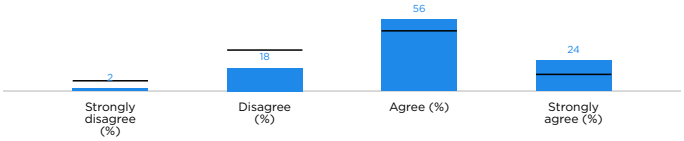
I feel safe with my teachers at this school.



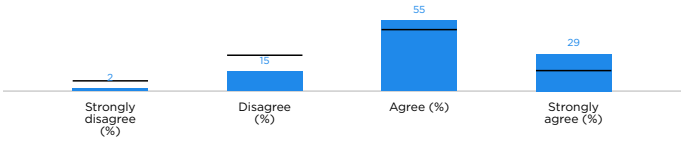
I feel comfortable with my teachers at this school.



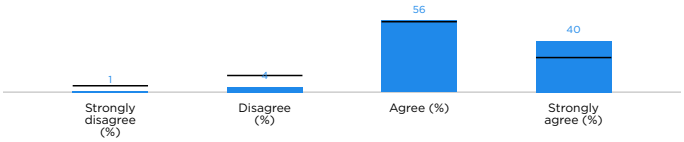
My teachers always keep their promises.



My teachers will always listen to students' ideas.



My teachers treat me with respect.



Academic Press

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

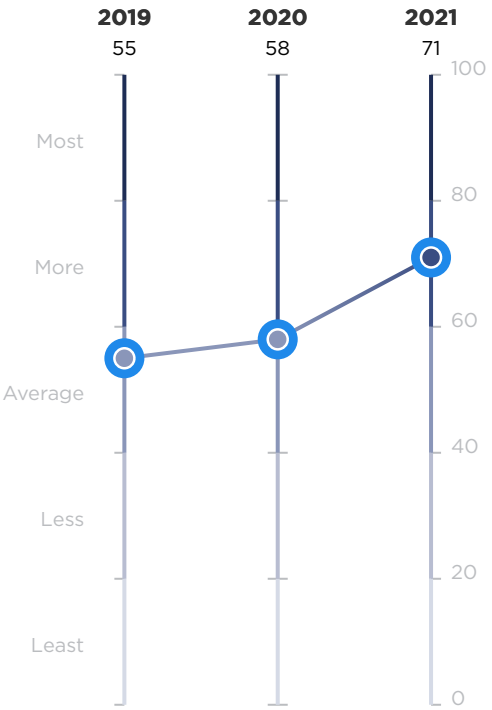
Essential

Ambitious Instruction

Respondent

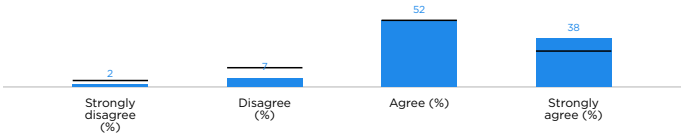
Student

Performance

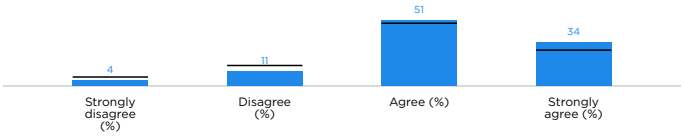


Students report the following about one specific class:

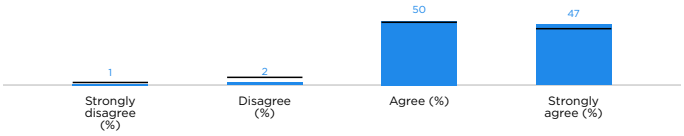
This class really makes me think.



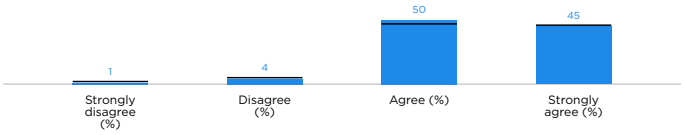
I really learn a lot in this class



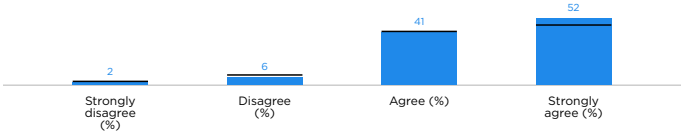
The teacher expects everyone to work hard



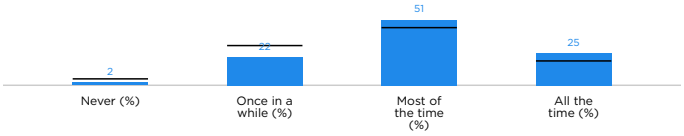
The teacher expects me to do my best all the time



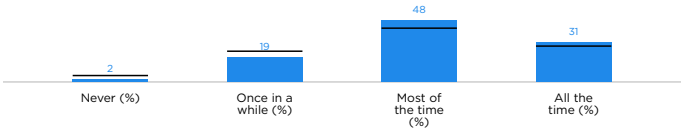
The teacher wants us to become better thinkers, not just memorize things



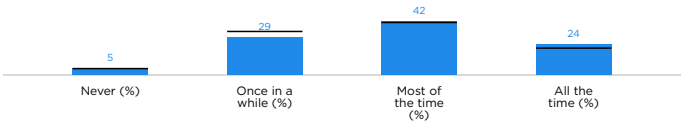
This class challenges me



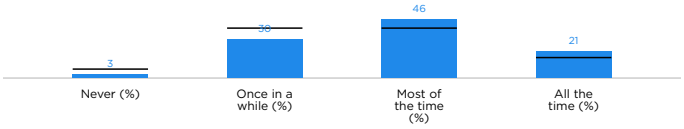
This class requries me to work hard to do well



The teacher asks difficult questions on tests



The teacher asks difficult questions in class



English Instruction

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

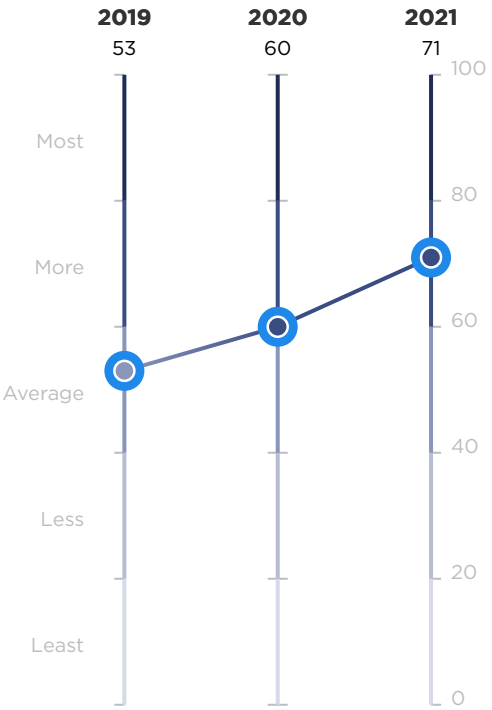
Essential

Ambitious Instruction

Respondent

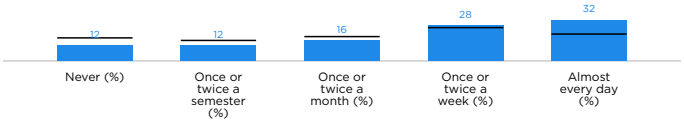
Student

Performance

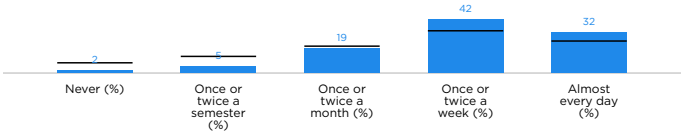


Students report doing the following in English class:

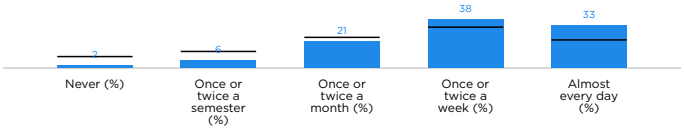
Debate the meaning of a reading.



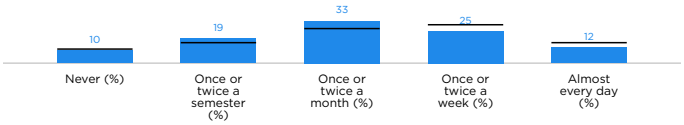
Discuss connections between a reading and real life people or situations.



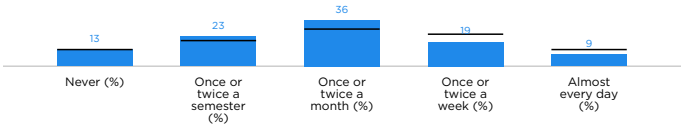
Discuss how culture, time, or place affects an author's writing.



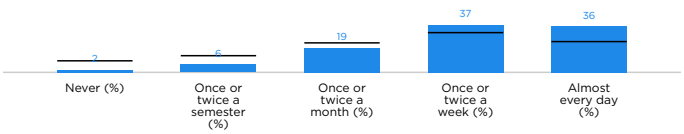
Improve a piece of writing as a class or with partners.



Rewrite a paper or essay in response to comments.



Explain how writers use tools like symbolism and metaphor to communicate meaning.



School-Wide Future Orientation

School-Wide Future Orientation
The school engages all students in planning for life after graduation.

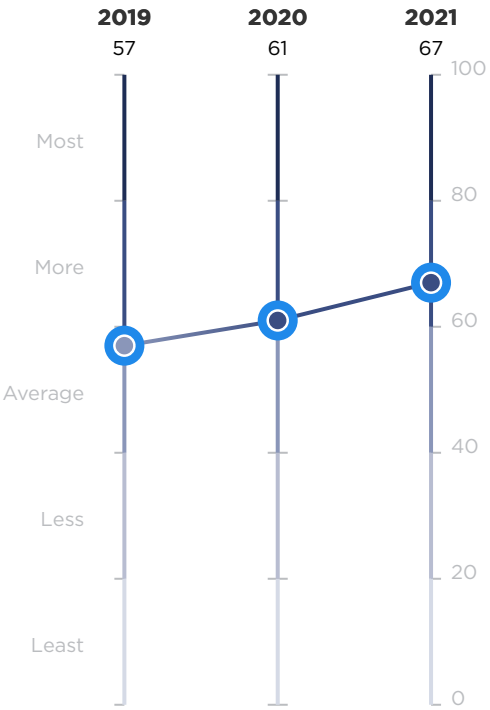
Essential

Supportive Environment

Respondent

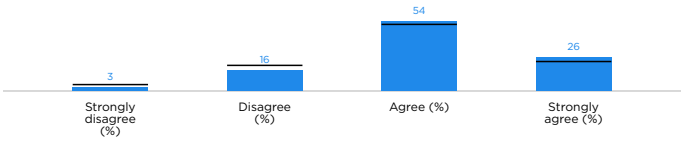
Student

Performance

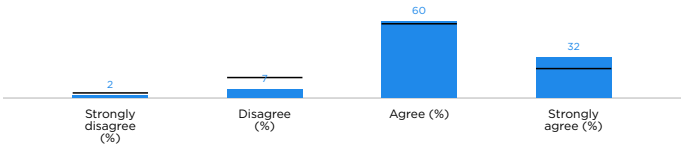


Students report that:

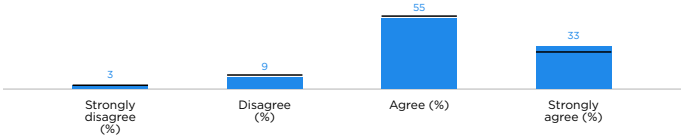
Teachers make sure that all students are planning for life after graduation.



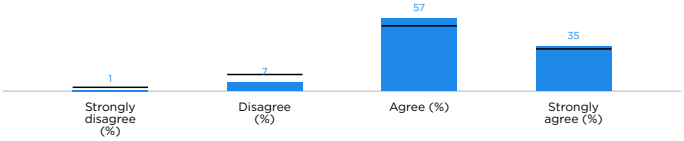
Teachers work hard to make sure that all students are learning.



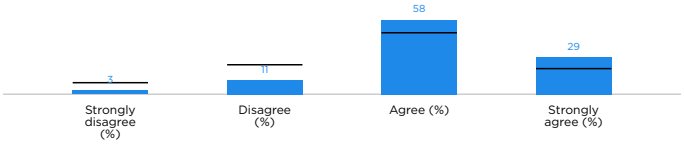
High school is seen as preparation for the future.



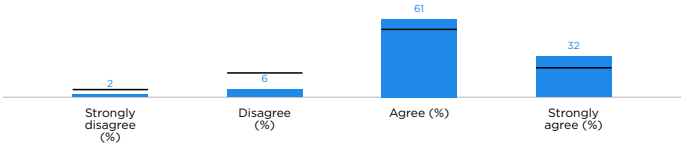
All students are encouraged to go to college.



Teachers pay attention to all students, not just the top students.



Teachers work hard to make sure that students stay in school.



Safety

Safety
Students feel safe both in and around the school building, and while they travel to and from home.

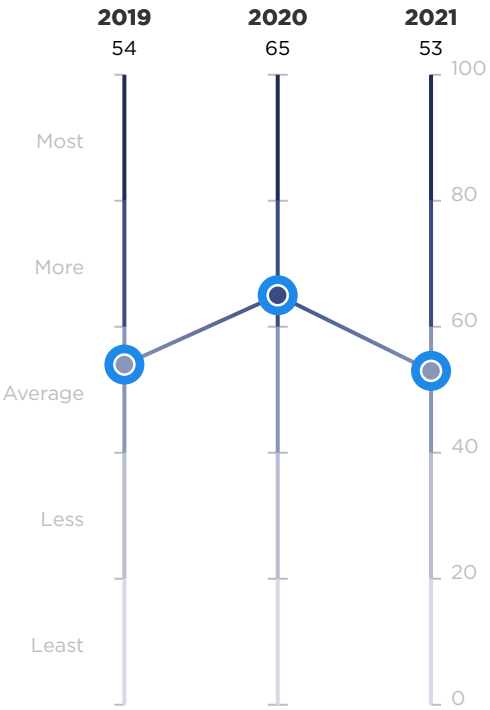
Essential

Supportive Environment

Respondent

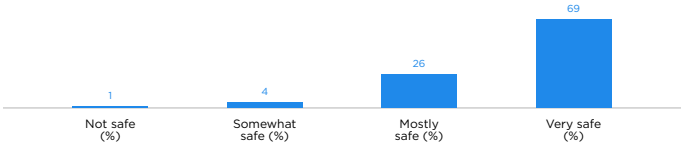
Student

Performance

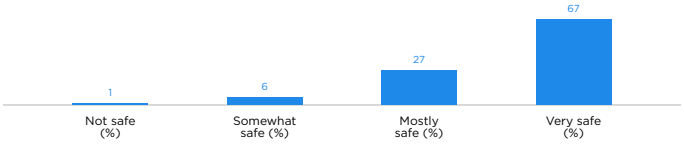


Students report how safe they feel:

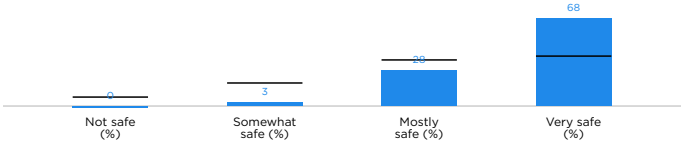
In the hallways of the school?



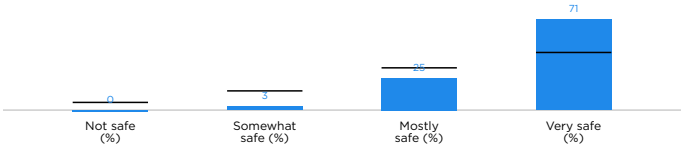
In the bathrooms of the school?



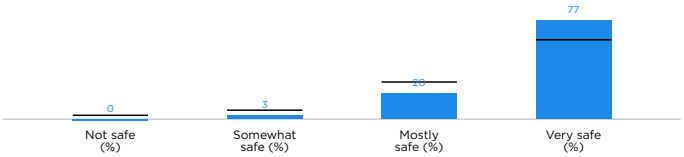
Outside around the school?



Traveling between home and school?



In your classes?



Math Instruction

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

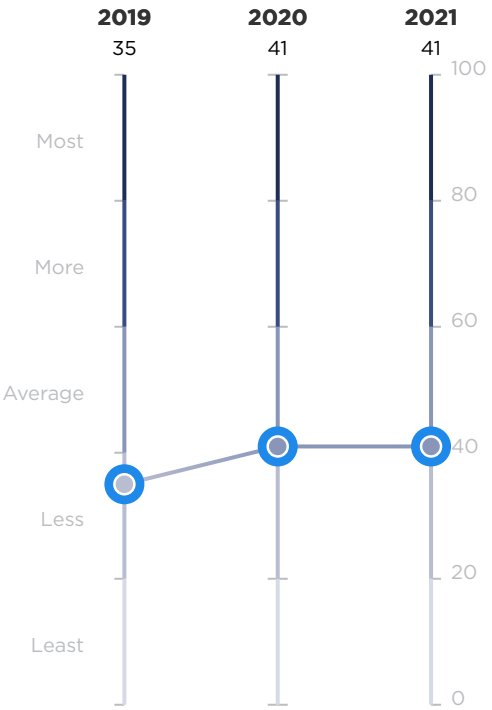
Essential

Ambitious Instruction

Respondent

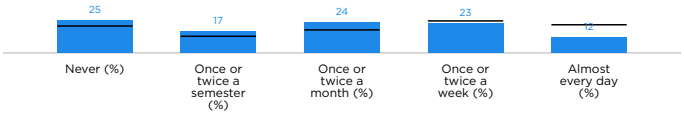
Student

Performance

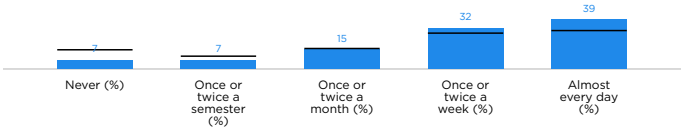


Students report that they do the following in math class:

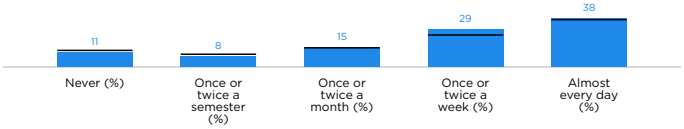
Apply math to situations in life outside of school.



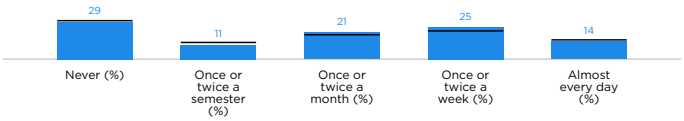
Discuss possible solutions to problems with other students.



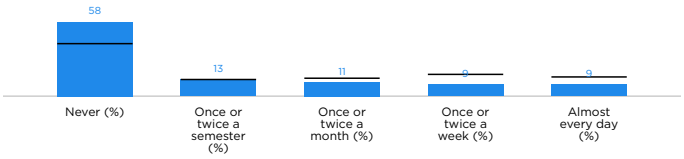
Explain how you solved a problem to the class.



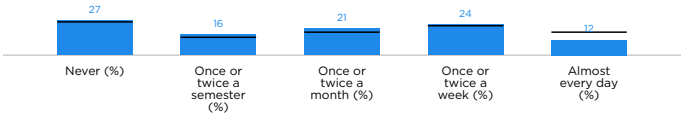
Write a few sentences to explain how you solved a math problem.



Write a math problem for other students to solve.



Solve a problem with multiple steps that takes more than 20 minutes.



Collaborative Practices

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

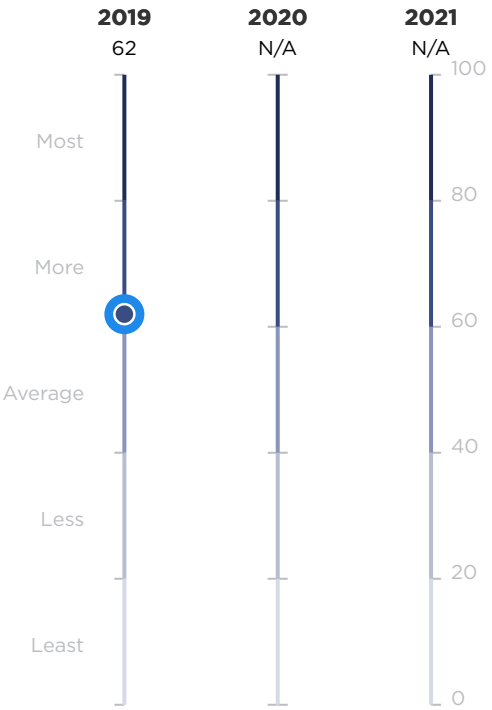
Essential

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.

Collective Responsibility

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

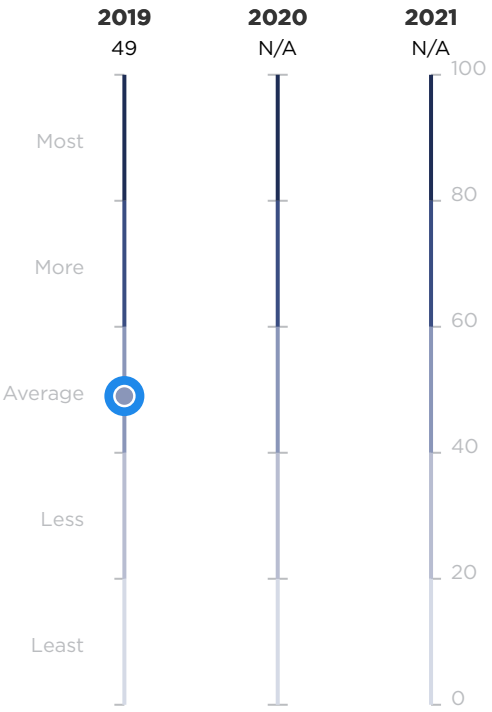
Essential

Collaborative Teachers

Respondent

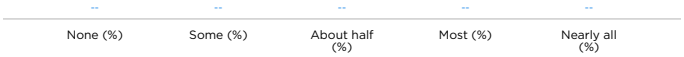
Teacher

Performance

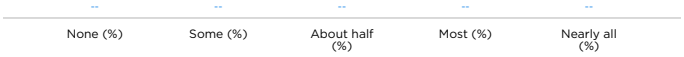


Teachers report that other teachers in the school:

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.

Expectations for Postsecondary Education

Expectations for Postsecondary Education
The school expects all students to attend college and promotes college-readiness.

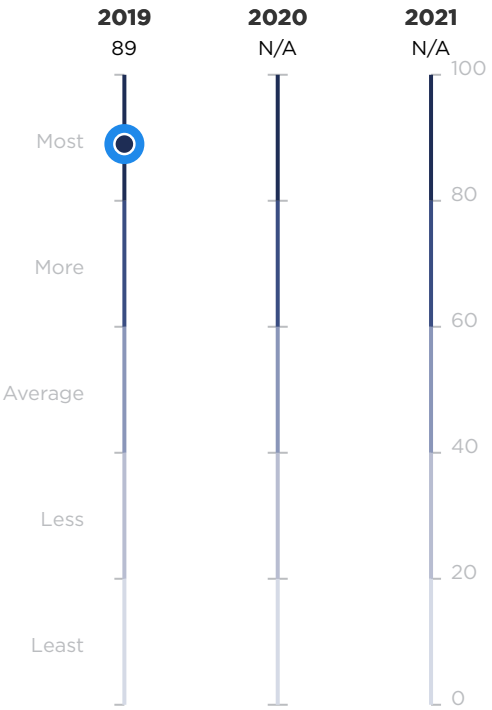
Essential

Supportive Environment

Respondent

Teacher

Performance



Teachers report that:

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.

Most of the students in this school are planning to go to college.

Teachers in this school feel that it is a part of their job to prepare students to succeed in college.

Instructional Leadership

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

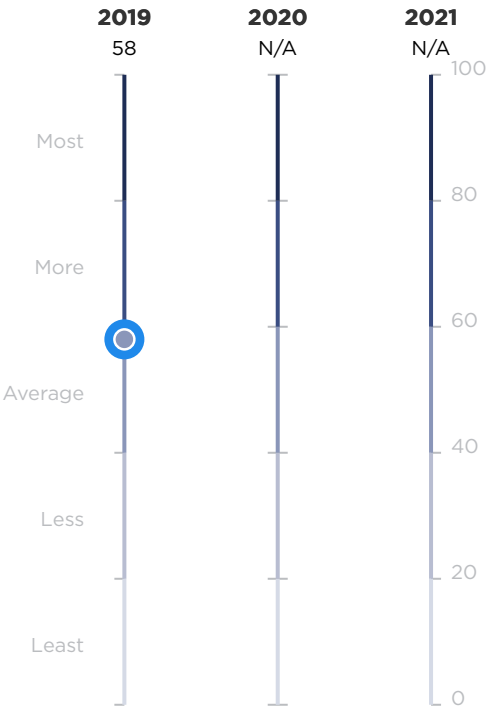
Essential

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.

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.

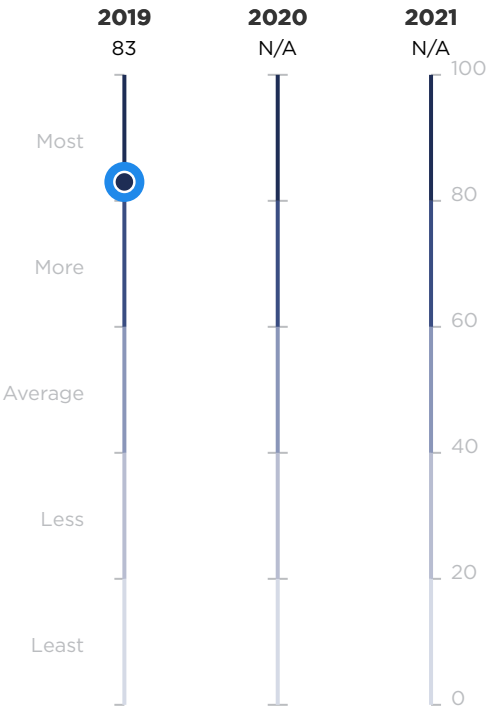
Essential

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?

Parent Involvement in School

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

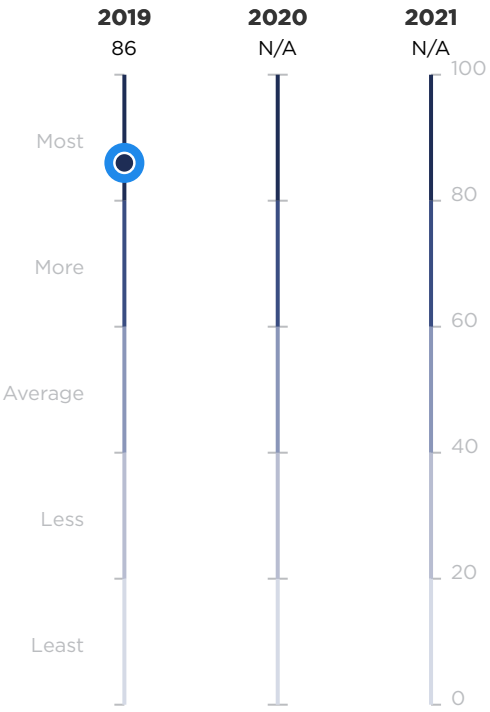
Essential

Involved Families

Respondent

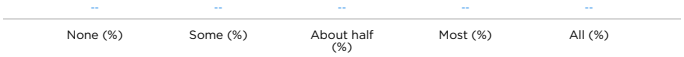
Teacher

Performance

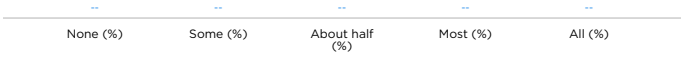


Teachers report that students' parents:

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.

Program Coherence

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

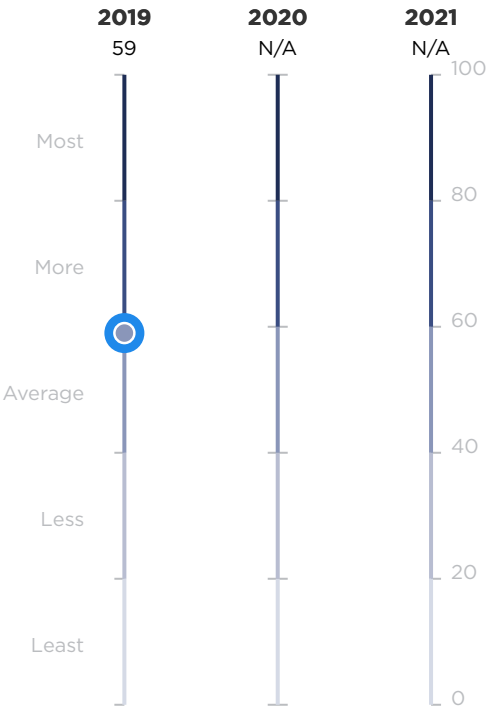
Essential

Effective Leaders

Respondent

Teacher

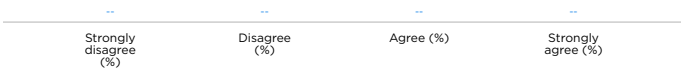
Performance



Teachers report the following:

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

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.

Curriculum, instruction, and learning materials are well coordinated across the 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.

Quality Professional Development

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

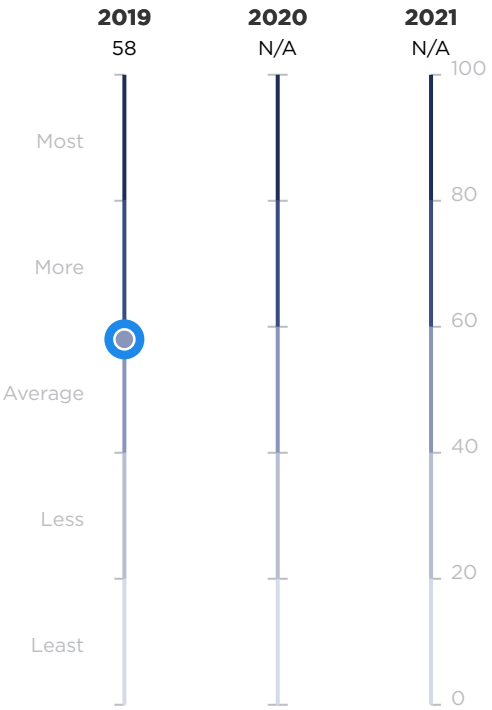
Essential

Collaborative Teachers

Respondent

Teacher

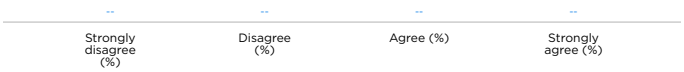
Performance



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.

Included opportunities to work productively with teachers from other schools.

Quality of Student Discussion

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

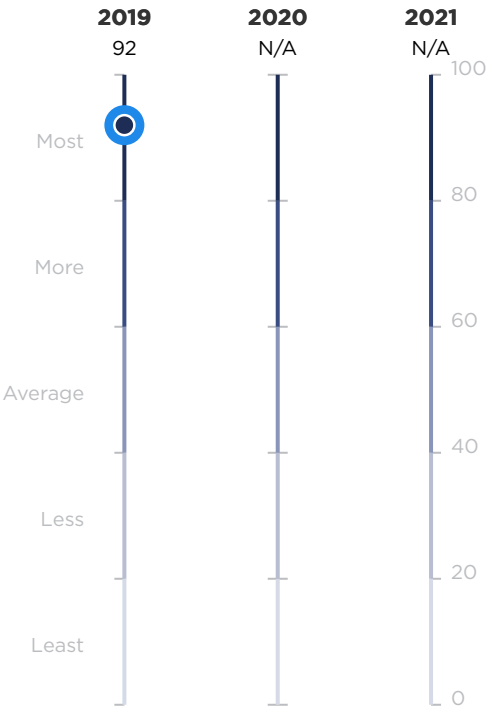
Essential

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.

School Commitment

School Commitment
Teachers are deeply committed to the school.

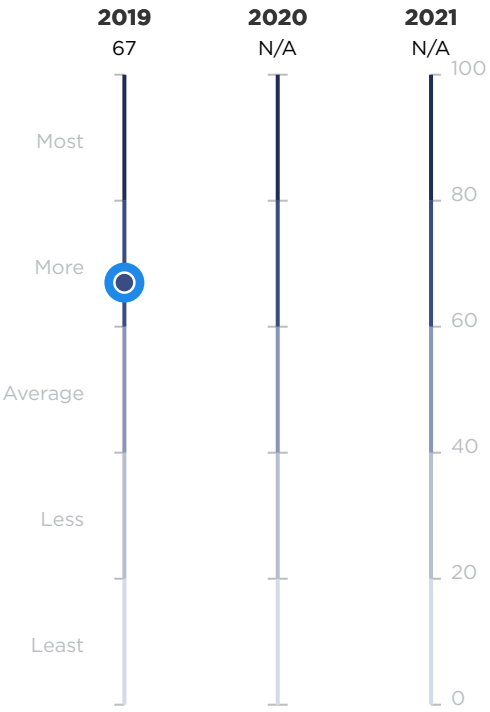
Essential

Collaborative Teachers

Respondent

Teacher

Performance

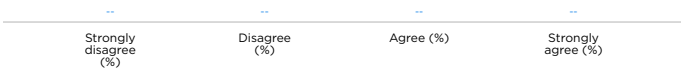


Teachers report the following:

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 seeking a place for their child.

Teacher Influence

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

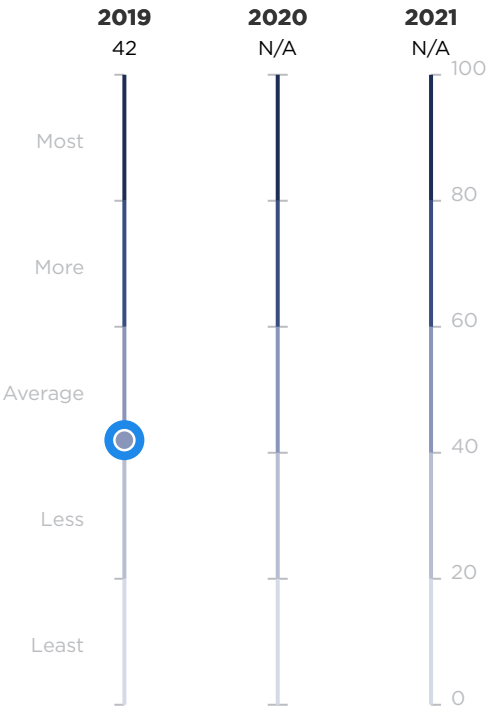
Essential

Effective Leaders

Respondent

Teacher

Performance

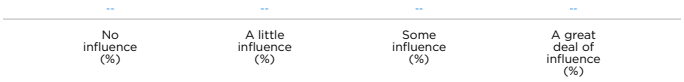


Teachers report having influence on:

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.

Teacher-Parent Trust

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

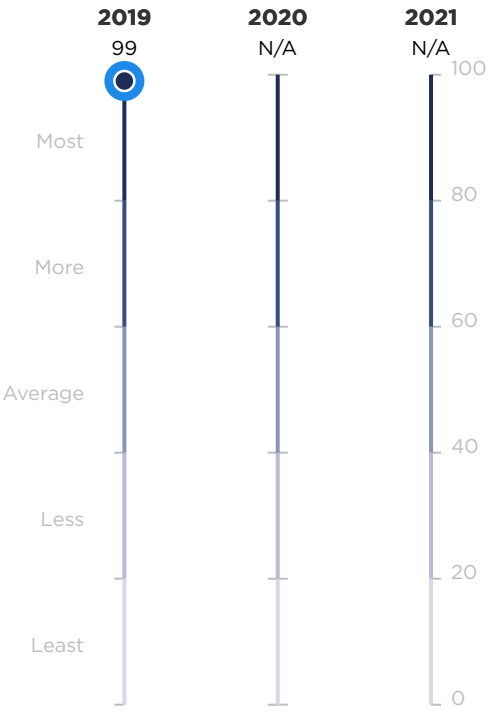
Essential

Involved Families

Respondent

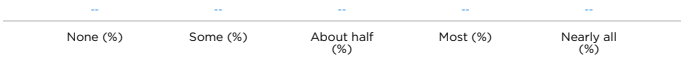
Teacher

Performance

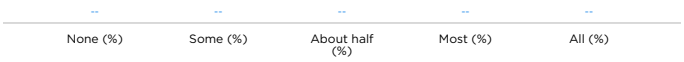


Teachers report the following:

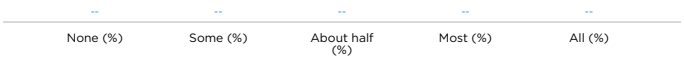
Teachers feel good about parents' support for their work.



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 at this school think of each other as partners in educating children.

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

Teacher-Principal Trust

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

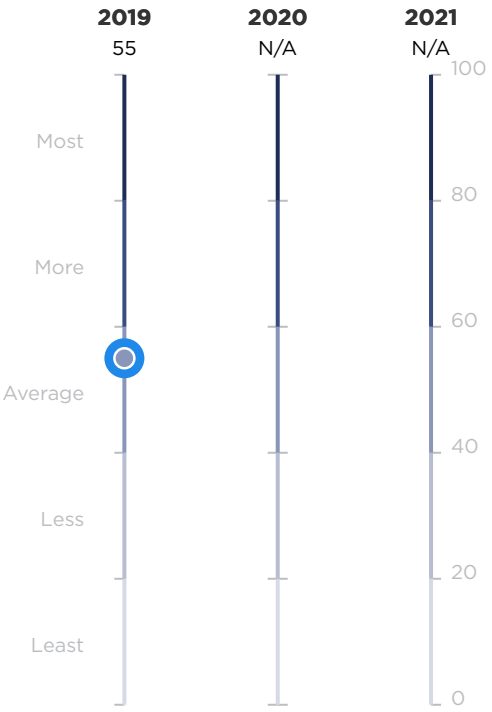
Essential

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.

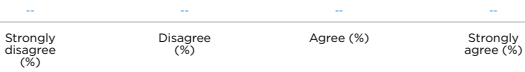
I trust the principal at his or her word.

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.

Teacher-Teacher Trust

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

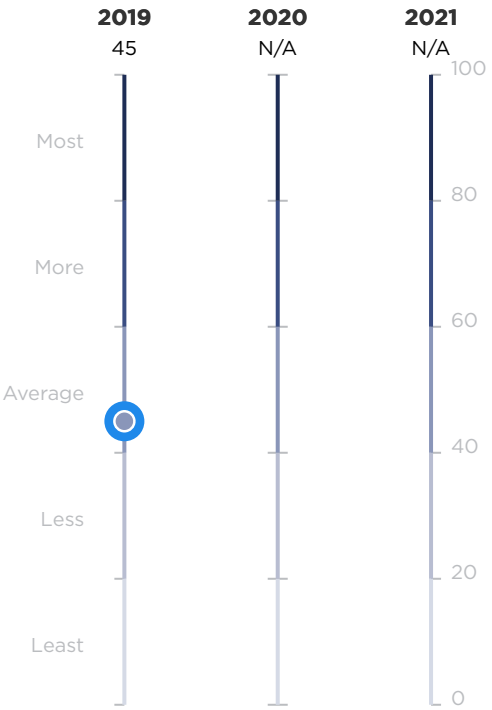
Essential

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 Glenbrook South High School performing on all supplemental measures in 2021?

Page	Measure	Change	Performance	Essential	Respondent
32	Rigorous Study Habits	+ 0	99 **Most**	Supplemental Measures	Student
33	Student Peer Relationships	+ 4	99 **Most**	Supplemental Measures	Student
34	Human & Social Resources in the Community	+ 10	86 **Most**	Supplemental Measures	Student
35	Course Clarity	+ 30	76 **More**	Supplemental Measures	Student
36	Academic Engagement	+ 8	73 **More**	Supplemental Measures	Student
37	Academic Personalism	+ 17	69 **More**	Supplemental Measures	Student
38	Parent Supportiveness	N/A	60 **More**	Supplemental Measures	Student
39	Inquiry-Based Science Instruction	- 23	59 **Average**	Supplemental Measures	Student
40	Classroom Rigor	+ 13	55 **Average**	Supplemental Measures	Student
41	Importance of High School for the Future	- 5	3 **Least**	Supplemental Measures	Student
42	Innovation	N/A	**Low Resp Or N/A**	Supplemental Measures	Teacher
43	Reflective Dialogue	N/A	**Low Resp Or N/A**	Supplemental Measures	Teacher
44	Socialization of New Teachers	N/A	**Low Resp Or N/A**	Supplemental Measures	Teacher
45	Student Responsibility	N/A	**Low Resp Or N/A**	Supplemental Measures	Teacher
46	Teacher Safety	N/A	**Low Resp Or N/A**	Supplemental Measures	Teacher

Rigorous Study Habits

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

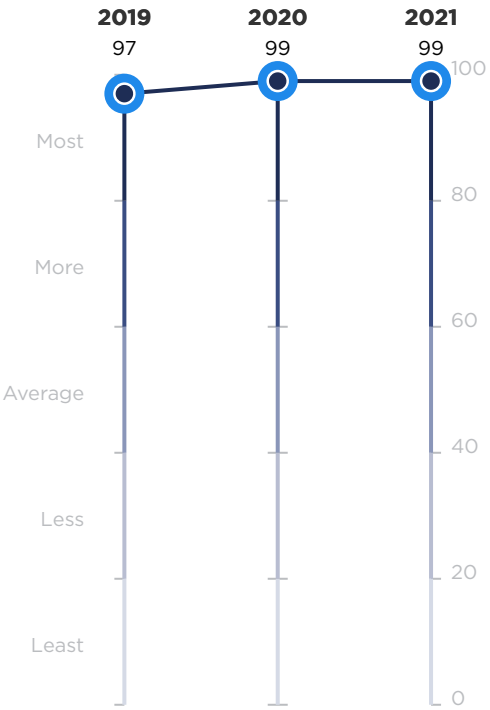
Essential

Supplemental Measures

Respondent

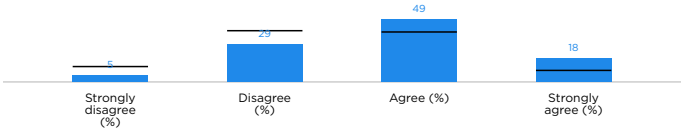
Student

Performance

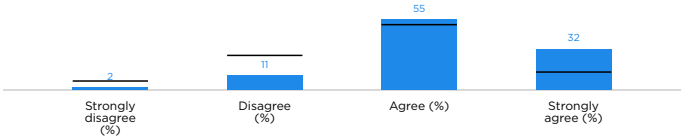


Students report that:

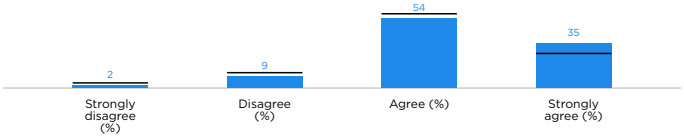
I always study for tests.



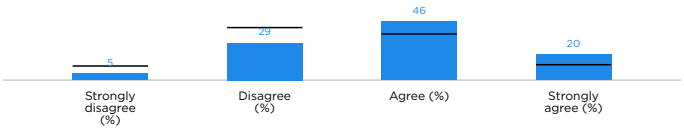
I set aside time to do my homework and study.



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.



Student Peer Relationships

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

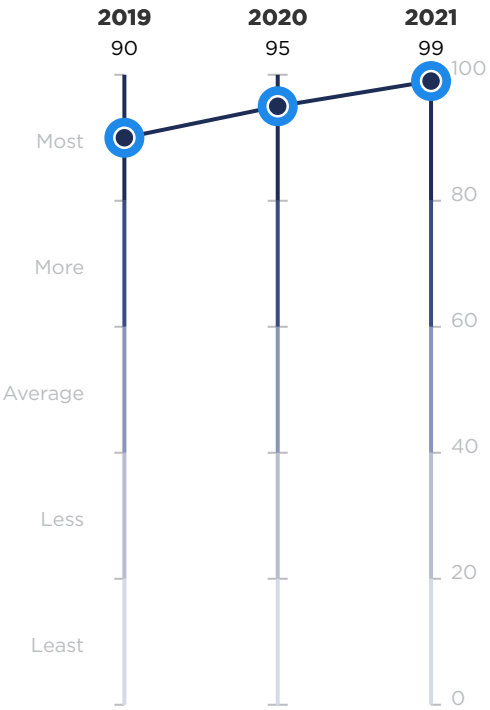
Essential

Supplemental Measures

Respondent

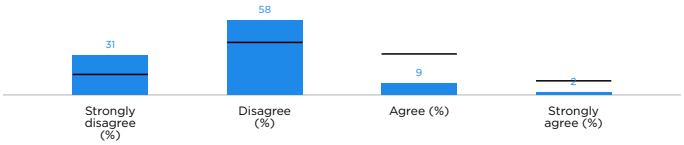
Student

Performance

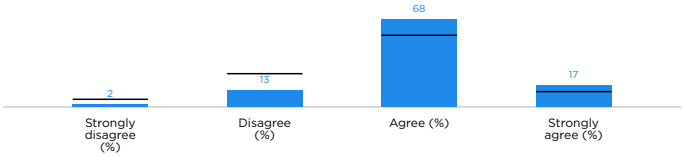


Students report that their school peers:

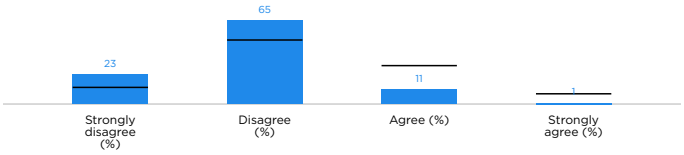
Like to put others down.



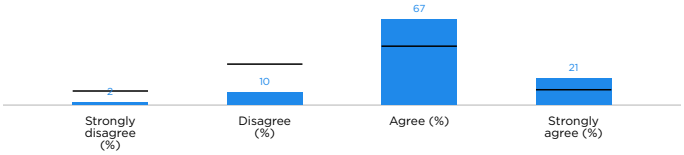
Help each other learn.



Don't get along together very well.



Treat each other with respect.



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.

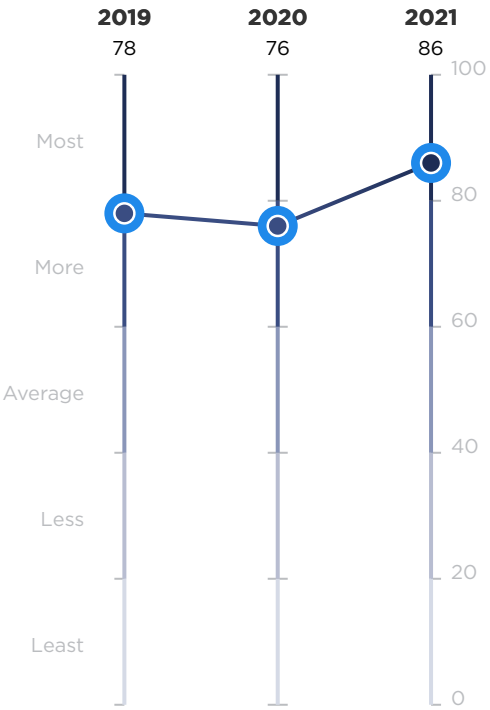
Essential

Supplemental Measures

Respondent

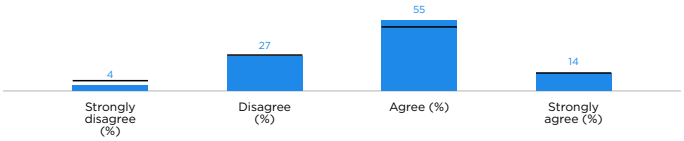
Student

Performance

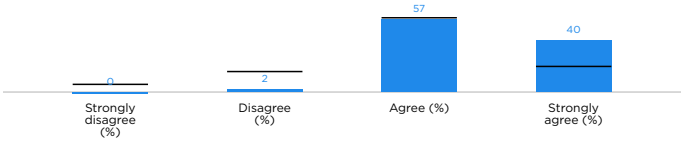


Students report the following about their community:

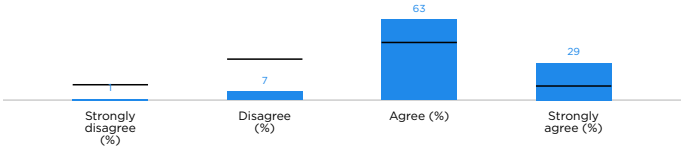
Adults in this neighborhood know who the local children are.



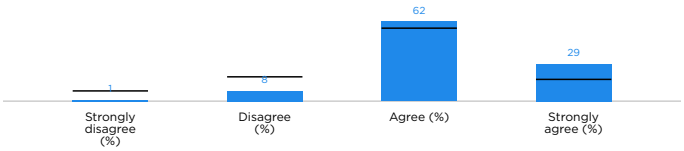
During the day, it is safe for children to play in the local park or playground.



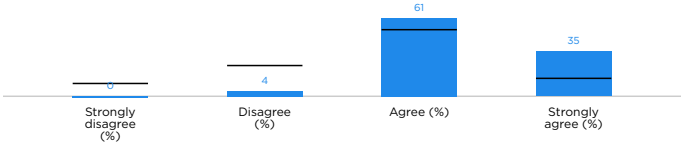
People in this neighborhood can be trusted.



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.



Course Clarity

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

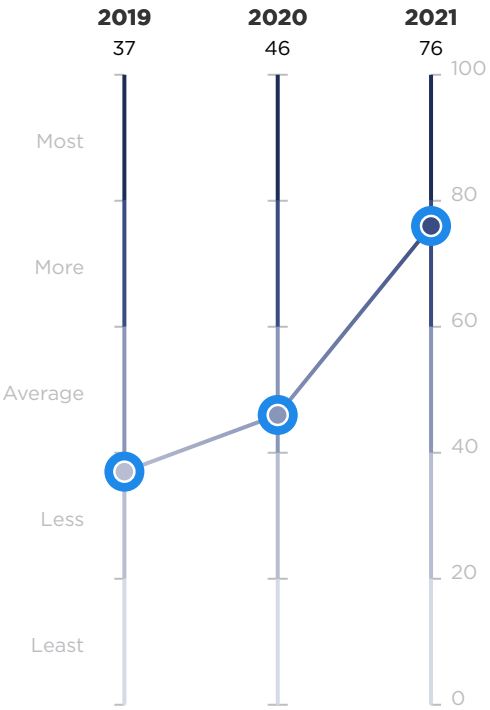
Essential

Supplemental Measures

Respondent

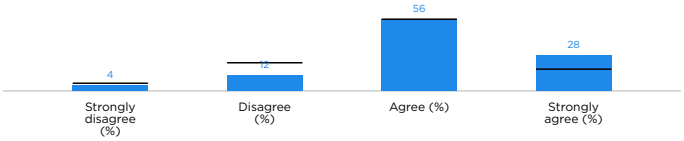
Student

Performance

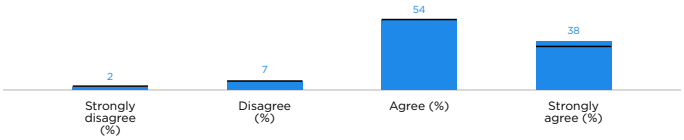


Students report the following about one specific class:

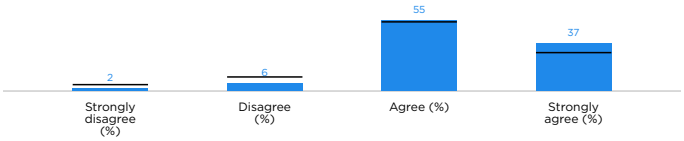
I learn a lot from feedback on my work.



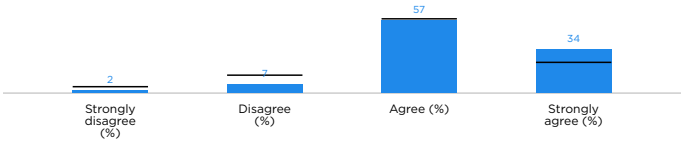
It's clear to me what I need to do to get a good grade.



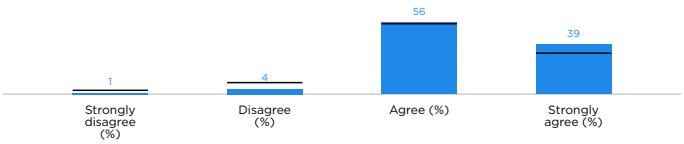
The work we do in class is good preparation for the test.



The homework assignments help me to learn the course material.



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



Academic Engagement

Academic Engagement
Students are interested and engaged in learning.

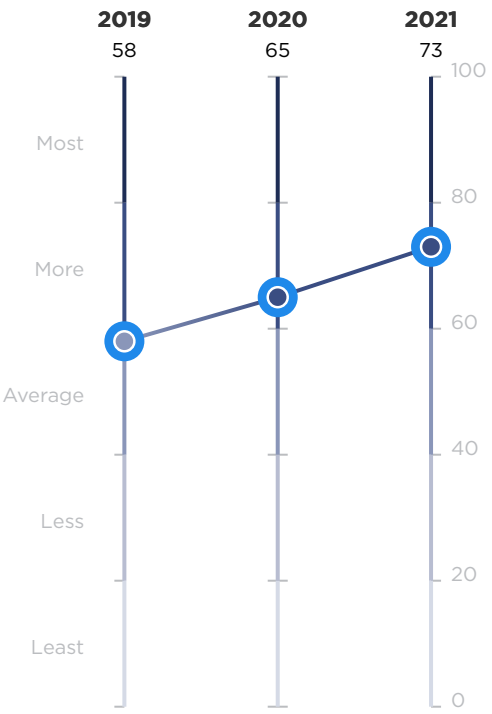
Essential

Supplemental Measures

Respondent

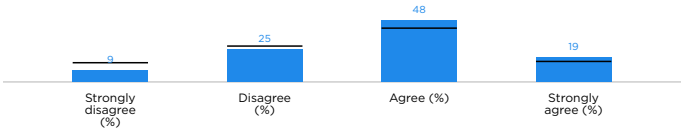
Student

Performance

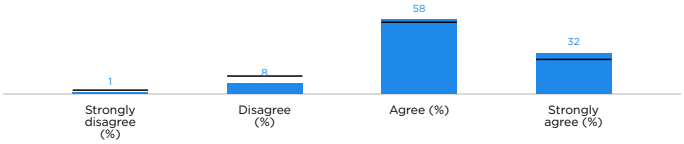


Students report:

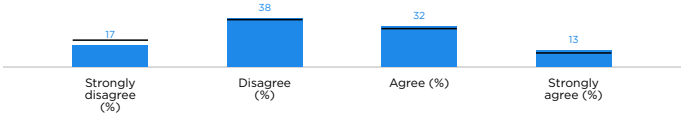
I usually look forward to this class.



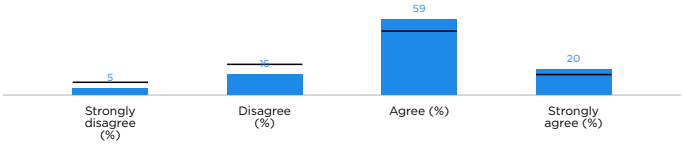
I work hard to do my best in this class.



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



The topics we are studying are interesting and challenging.



Academic Personalism

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

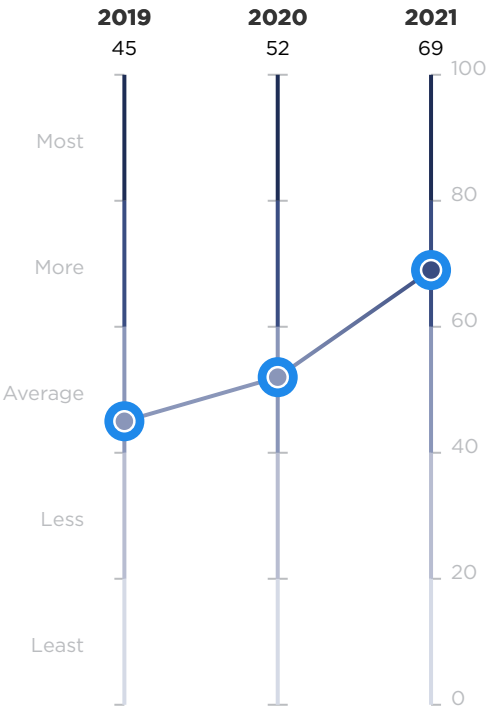
Essential

Supplemental Measures

Respondent

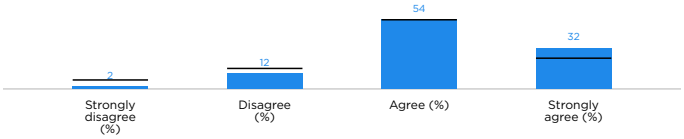
Student

Performance

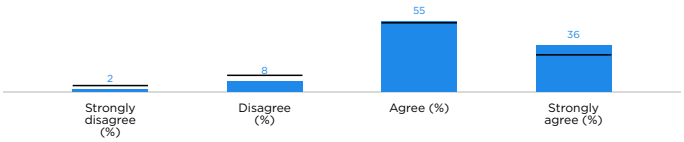


Students report that their teacher:

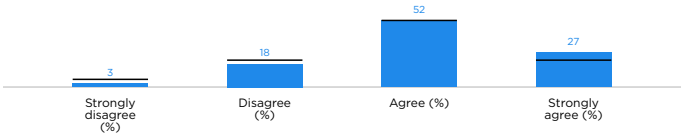
Helps me catch up if I am behind.



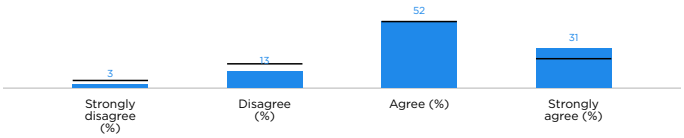
Is willing to give extra help on schoolwork if I need it.



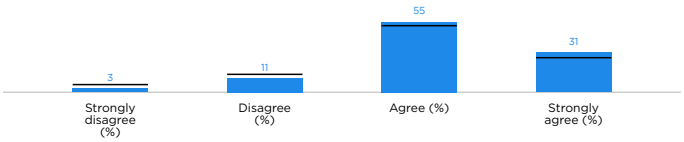
Notices if I have trouble learning something.



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.



Parent Supportiveness

Parent Supportiveness
Parents support their children emotionally and developmentally.

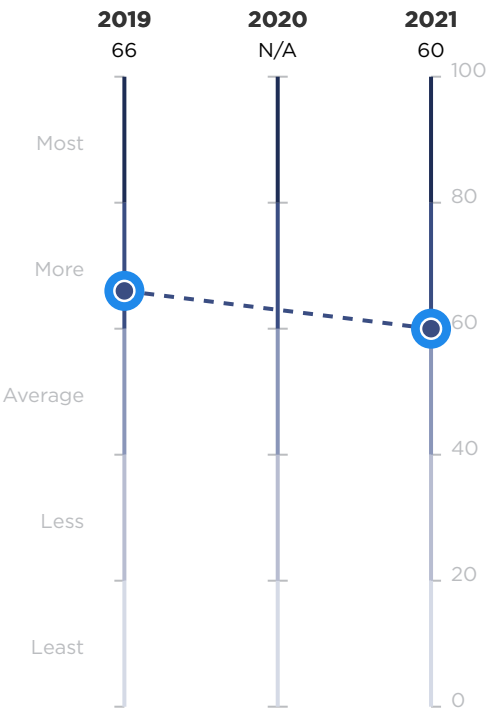
Essential

Supplemental Measures

Respondent

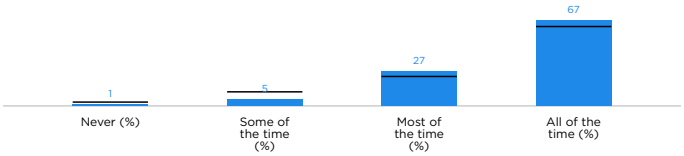
Student

Performance

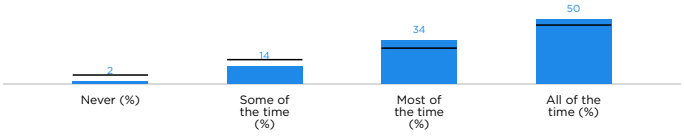


Students report the following about their parents. My parents:

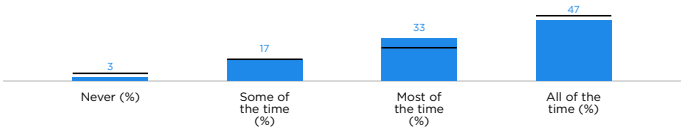
Encourage you to work hard at school.



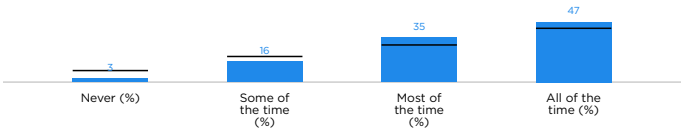
Listen to you when you need to talk.



Show they are proud of you.



Take time to help you make decisions.



Inquiry-Based Science Instruction

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

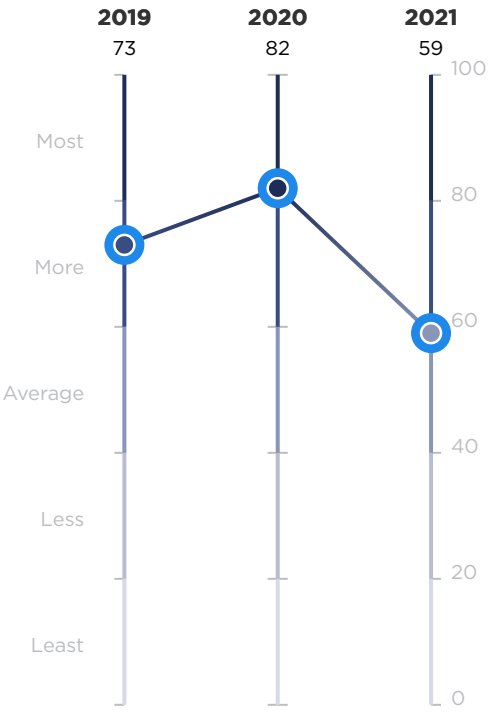
Essential

Supplemental Measures

Respondent

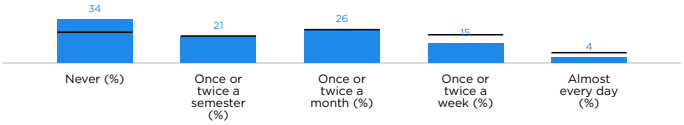
Student

Performance

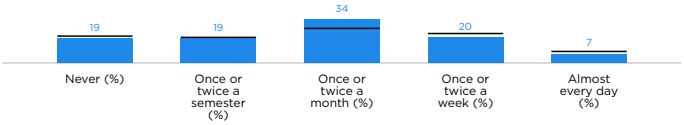


Students report doing the following in science class:

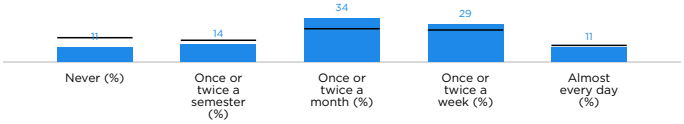
Use laboratory equipment or specimens.



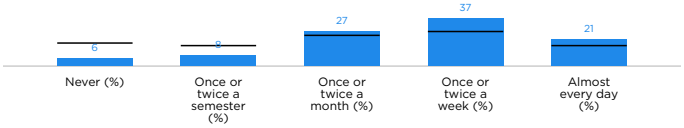
Write lab reports.



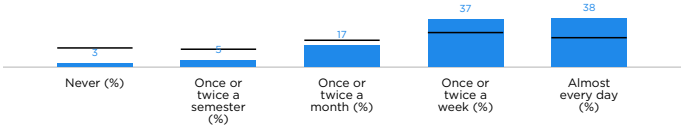
Generate your own hypotheses.



Use evidence/data to support an argument or hypothesis.



Find information from graphs and tables.



Classroom Rigor

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

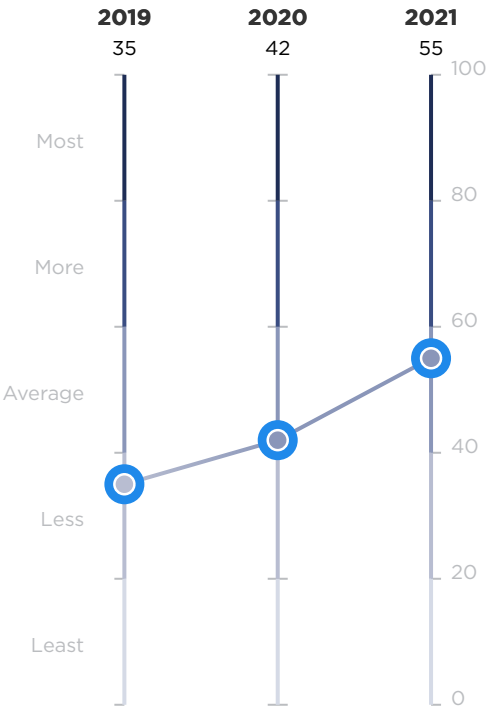
Essential

Supplemental Measures

Respondent

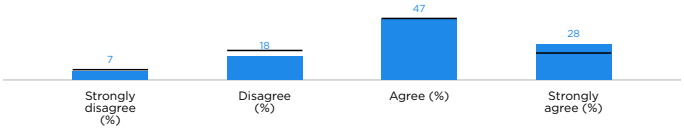
Student

Performance

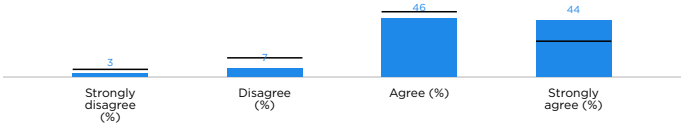


Students report that the teacher in their target class:

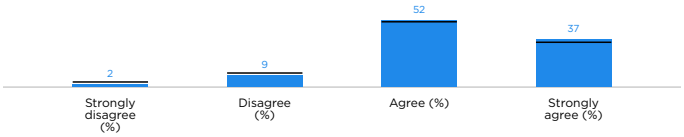
Often connects what I am learning to life outside of the classroom.



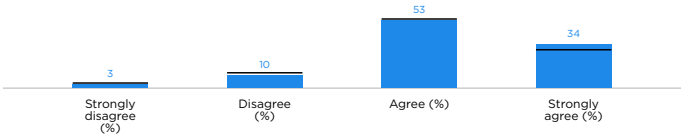
Encourages students to share their ideas about things we are studying in class.



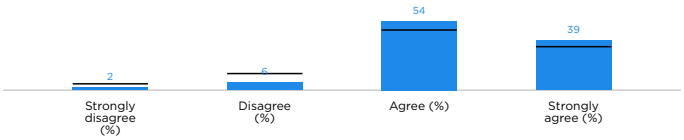
Often requires me to explain my answers.



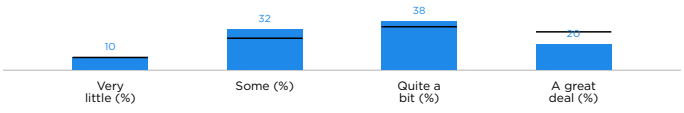
Encourages us to consider different solutions or points of view.



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



We talk about different solutions or points of view.



Importance of High School for the Future

Importance of High School for the Future
Students recognize that working hard during high school is important and that high school is preparing them for their life after graduation.

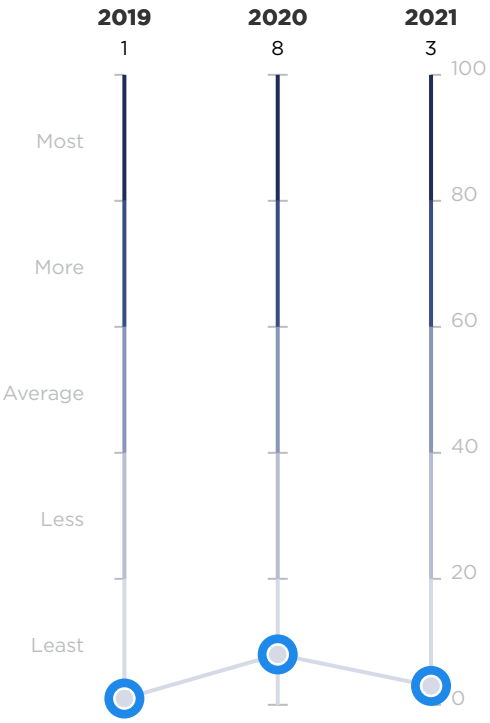
Essential

Supplemental Measures

Respondent

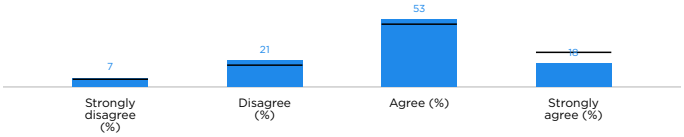
Student

Performance

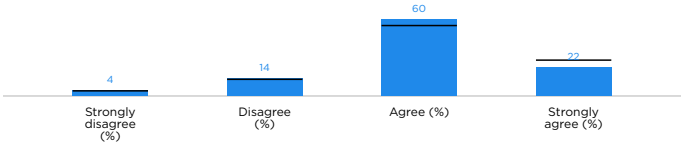


Students report:

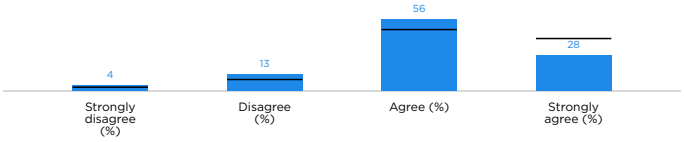
My classes give me useful preparation for what I plan to do in life.



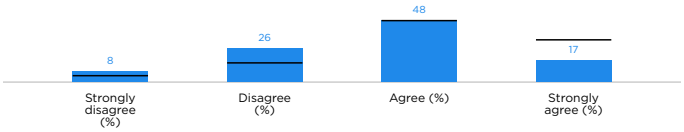
High school teaches me valuable skills.



Working hard in high school matters for success in the workforce.



What we learn in class is necessary for success in the future.



Innovation

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

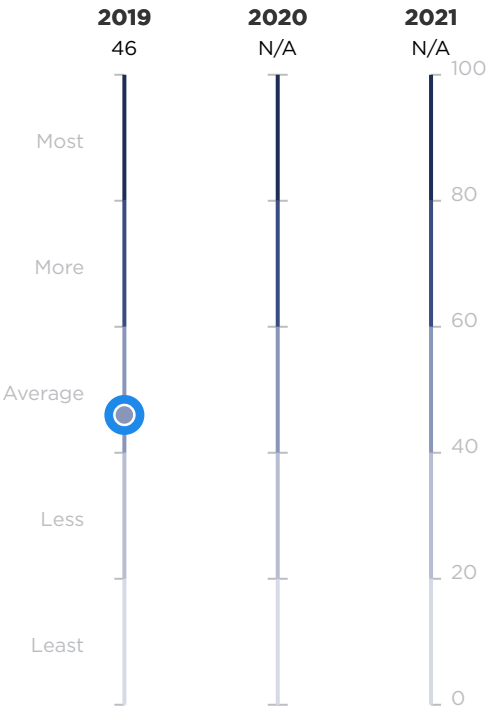
Essential

Supplemental Measures

Respondent

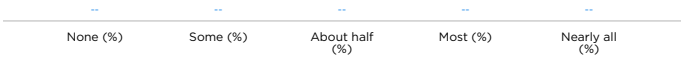
Teacher

Performance

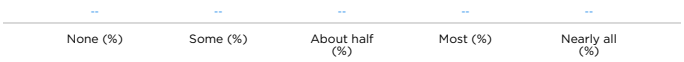


Teachers report that:

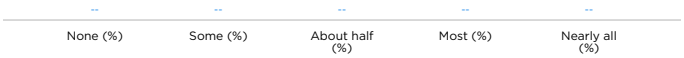
Teachers are really trying to improve their teaching.



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



Teachers are eager to try new ideas.



Teachers are continually learning and seeking new ideas.

Reflective Dialogue

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

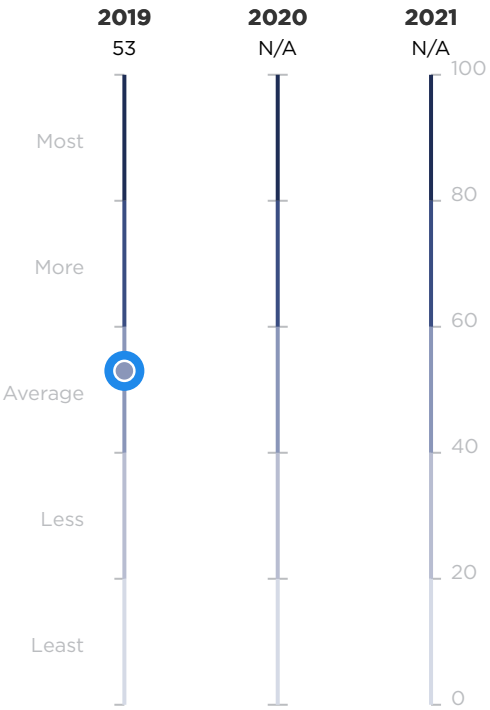
Essential

Supplemental Measures

Respondent

Teacher

Performance

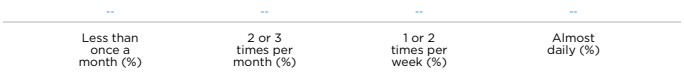


Teachers report having conversations with colleagues about:

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

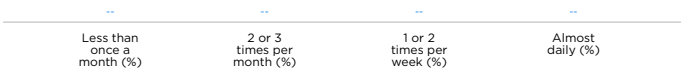
Student work

What helps students learn the best



The development of new curriculum

The goals of this school.



Managing classroom behavior

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.

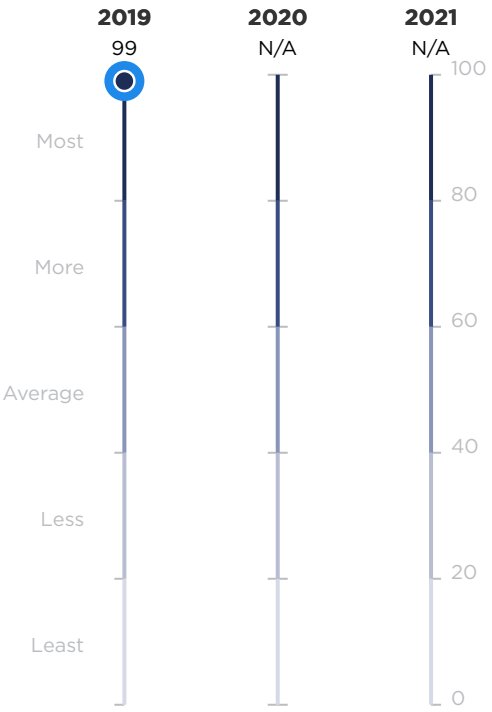
Essential

Supplemental Measures

Respondent

Teacher

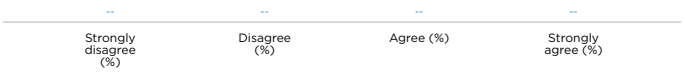
Performance



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.

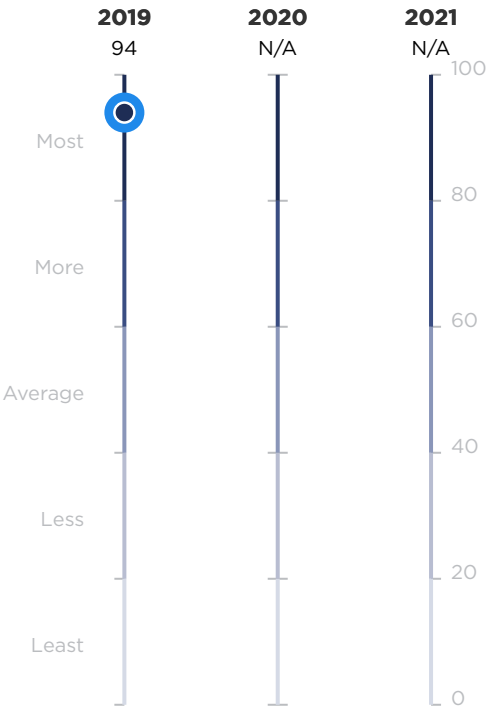
Essential

Supplemental Measures

Respondent

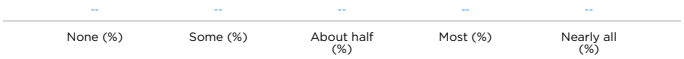
Teacher

Performance

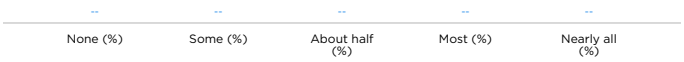


Teachers report that their students:

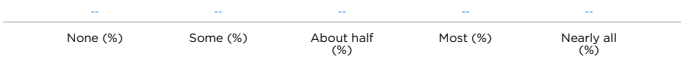
Come to class on time?



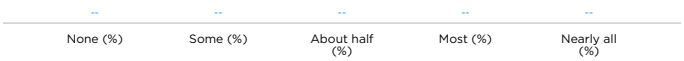
Attend class regularly?



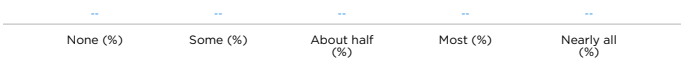
Come to class prepared with the appropriate supplies and books?



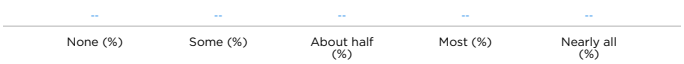
Regularly pay attention in class?



Actively participate in class activities?



Always turn in their homework?



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.

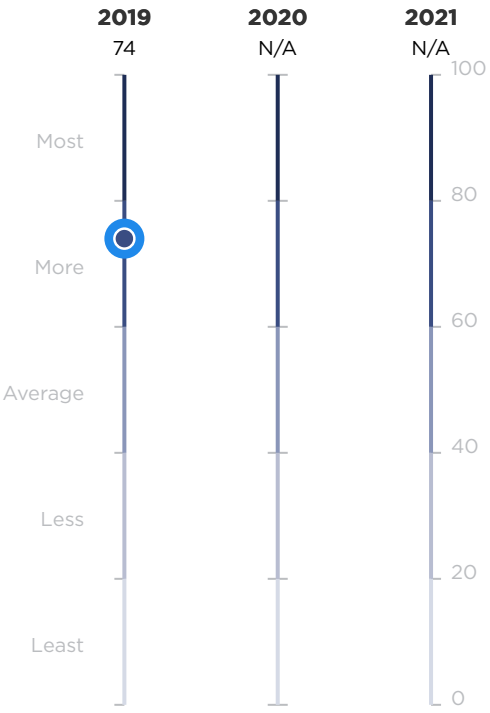
Essential

Supplemental Measures

Respondent

Teacher

Performance



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

Physical conflicts among students

Robbery or theft

Gang activity

Disorder in classrooms

Disorder in hallways

Student disrespect of teachers

Threats of violence toward teachers

Physical Education Fitness Test Data

			Fall 2021 Data							
	Value Defined	Score Range	Aerobic Capacity (Mile)		Muscular Strength (Push Up)		Muscular Endurance (CurlUp)		Flexibility (Sit)	
Healthy Fitness Zone	Exceeds	9 <= score < =12	746	19%	438	11%	2056	52%	1431	36%
	Meets	5 <= score <= 8	1355	35%	2010	51%	1325	33%	1590	40%
	Below	0 <= score <= 4	1793	46%	1506	38%	591	15%	982	24%

Historical Comparative Data				
% of Students in Healthy Fitness Zone Fall 2021	54%	62%	85%	76%
3-Year Average % of Students in Healthy Fitness Zone 2016/17- 2018/19	84%	75%	92%	82%