



Executive Summary

Report for Charles Gates Dawes Elementary School

Table of Contents

The 5Essentials 1

Effective Leaders..... 2

Collaborative Teachers 3

Involved Families 4

Supportive Environment..... 5

Ambitious Instruction 6

Research Supporting 5Essentials 7

5Essentials Overview

5Essentials Predicts School Improvement

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

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

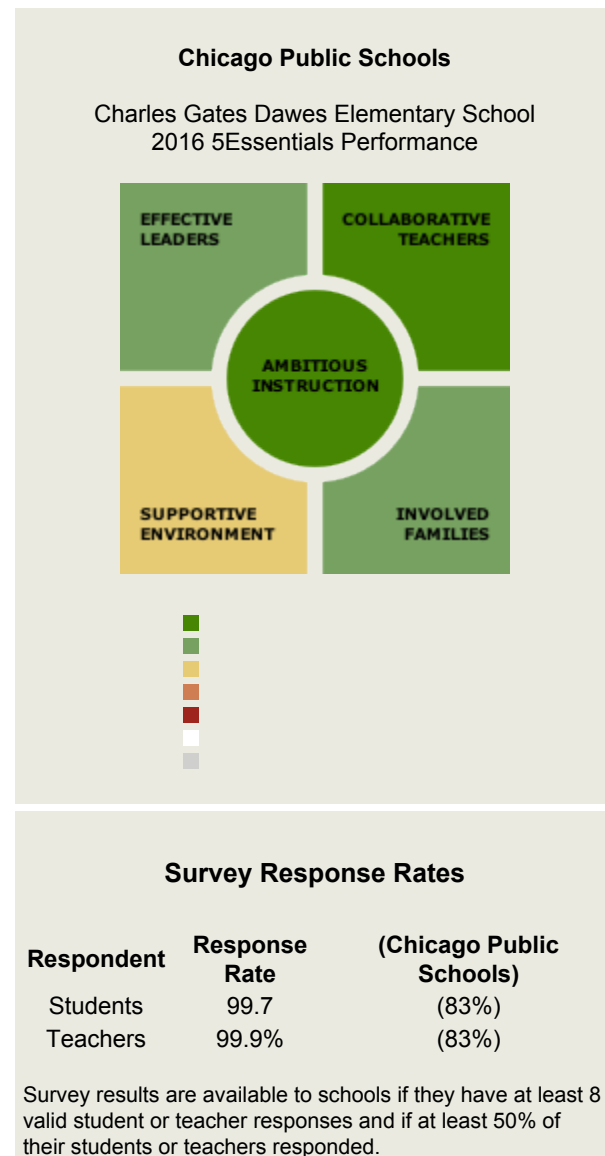
In fact, schools strong on at least 3 out of 5 Essentials are 10 times more likely to improve student learning.

5Essentials at Dawes

Charles Gates Dawes Elementary School completed the 2016 My Voice, My School Survey in 2016. The results of these surveys indicate that **Dawes is well-organized for improvement.**

Each of the Essentials provides a different lens into the organizational and learning conditions at Dawes and provides guidance on how a school can organize its work:

- Ambitious Instruction:** Classes are challenging and engaging. *Very Strong*
- Effective Leaders:** Principals And Teachers Implement A Shared Vision For Success. *Strong*
- Collaborative Teachers:** Teachers Collaborate To Promote Professional Growth. *Very Strong*
- Involved Families:** The Entire Staff Builds Strong External Relationships. *Strong*
- Supportive Environment:** The School Is Safe, Demanding, And Supportive. *Neutral*



Effective Leaders



Performance: **Strong**

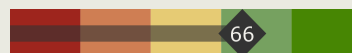
In Schools With Effective Leaders, Principals And Teachers Work Together To Implement A Shared Vision. In Such Schools, People, Programs, And Resources Are Focused On A Vision For Sustained Improvement. Leaders:

- 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).

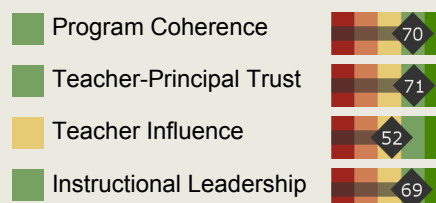
Dawes Received A Score Of **66** On Effective Leaders, Representing Its Aggregate Performance Across Four Key Indicators Of This Essential:

- Program Coherence (70 - Strong)
- Teacher-Principal Trust (71 - Strong)
- Teacher Influence (52 - Neutral)
- Instructional Leadership (69 - Strong)

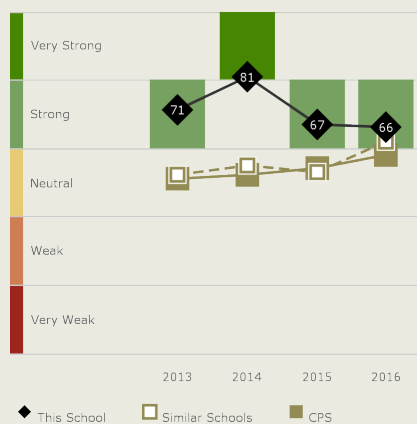
Charles Gates Dawes Elementary School Performance On Effective Leaders



Measures For Effective Leaders



Performance On Effective Leaders Over Time



Collaborative Teachers



Performance: Very Strong

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.

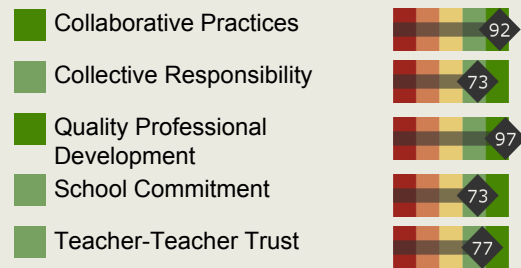
Dawes Received A Score Of **82** On Collaborative Teachers, Representing Its Aggregate Performance Across Four Key Indicators Of This Essential:

- Collaborative Practices (92 - Very Strong)
- Collective Responsibility (73 - Strong)
- Quality Professional Development (97 - Very Strong)
- School Commitment (73 - Strong)
- Teacher-Teacher Trust (77 - Strong)

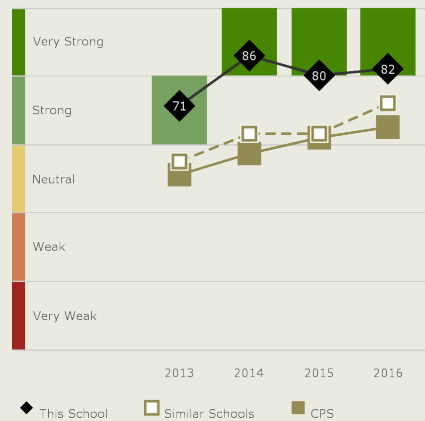
Charles Gates Dawes Elementary School Performance On Collaborative Teachers



Measures For Collaborative Teachers



Performance On Collaborative Teachers Over Time



Involved Families



Performance: Strong

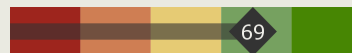
In Schools With Involved Families, The Entire Staff Builds Strong External Relationships. Such Schools:

- 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.

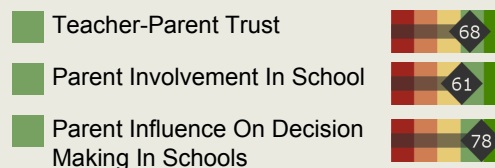
Dawes Received A Score Of **69** Represents Its Aggregate Performance Across Three Key Indicators Of Involved Families:

- Teacher-Parent Trust (68 - Strong)
- Parent Involvement In School (61 - Strong)
- Parent Influence On Decision Making In Schools (78 - Strong)

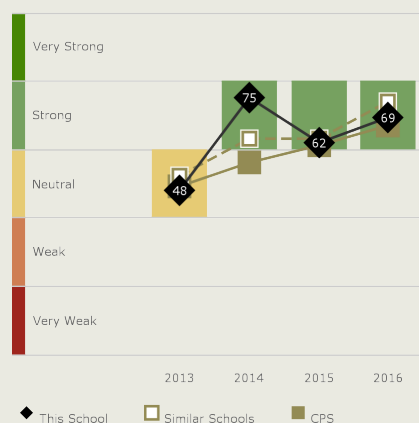
Charles Gates Dawes Elementary School Performance On Involved Families



Measures For Involved Families



Performance On Over Time



Supportive Environment



Performance: Neutral

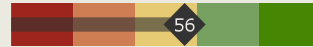
In Schools With A Supportive Environment, The School Is Safe, Demanding, And Supportive. In Such Schools:

- Students Feel Safe In And Around The School,
- They Find Teachers Trust-worthy And Responsive To Their Academic Needs,
- All Students Value Hard Work, And
- Teachers Push All Students Toward High Academic Performance.

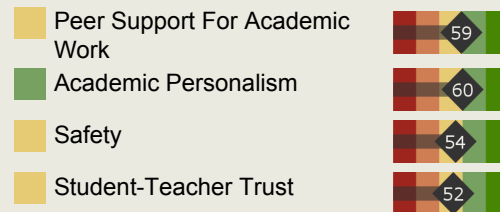
Dawes Received A Score Of **56** Represents Its Aggregate Performance Across Five Key Indicators Of Supportive Environment:

- Peer Support For Academic Work (59 - Neutral)
- Academic Personalism (60 - Strong)
- Safety (54 - Neutral)
- Student-Teacher Trust (52 - Neutral)

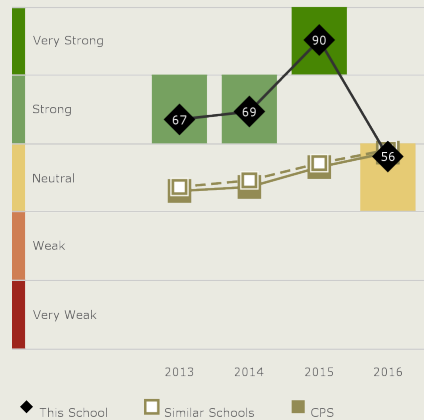
Charles Gates Dawes Elementary School Performance On Supportive Environment



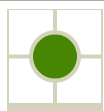
Measures For Supportive Environment



Performance On Supportive Environment Over Time



Ambitious Instruction



Performance: Very Strong

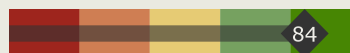
In Schools With Strong Ambitious Instruction, Classes Are Challenging And Engaging. The Instruction Is Clear, Well-structured, And Encourages Students To Build And Apply Knowledge. When Combined With A Supportive Environment, Ambitious Instruction Has The Most Direct Effect On Student Learning. It Is:

- 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).

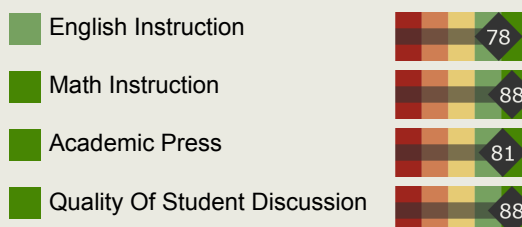
Dawes Received A Score Of **84** On Ambitious Instruction, Representing Its Aggregate Performance Across Four Key Indicators Of This Essential:

- English Instruction (78 - Strong)
- Math Instruction (88 - Very Strong)
- Academic Press (81 - Very Strong)
- Quality Of Student Discussion (88 - Very Strong)

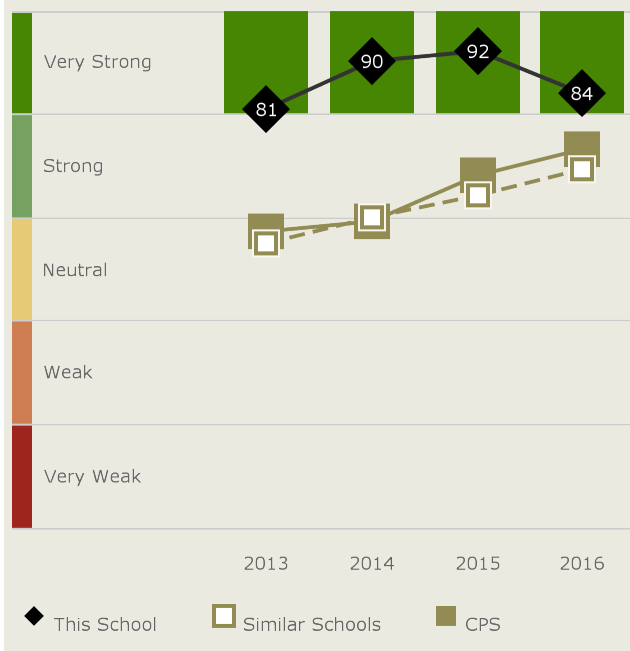
Charles Gates Dawes Elementary School Performance On Ambitious Instruction



Measures For Ambitious Instruction



Charles Gates Dawes Elementary School Performance On Ambitious Instruction Over Time



Research Supporting 5Essentials

The 5Essentials School Reports For The Chicago Public Schools Are Derived From 20 Years Of Research On Improving Urban Schools. The Raw Data For These Reports Are Based On A Comprehensive Core Of Over Than 80 Student And 150 Teacher Questions Compiled Into 22 Measures Of School Climate And Practice And Formed Into Five Essentials. As Measured By The 5Essentials Surveys, Those Five Essentials Are Leading Indicators Of School Improvement. The Power Of 5Essentials Comes From Their Prediction Of School Success, The Intuitiveness Of The Overall Framework Components (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/](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)