Culture and Climate

February 26, 2025

Culture & Climate Overview

- School Culture is the shared beliefs, values, and traditions, while Climate is the overall feeling of the school.
- A positive school culture and climate are essential for a successful learning environment.
- We are focusing on **Engagement and Well-Being** as they are key indicators of a positive school culture and climate for **students, staff, and families**.
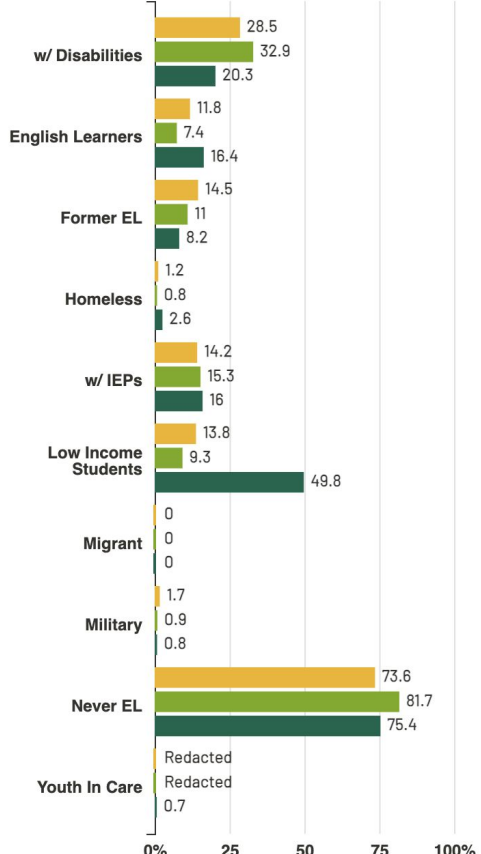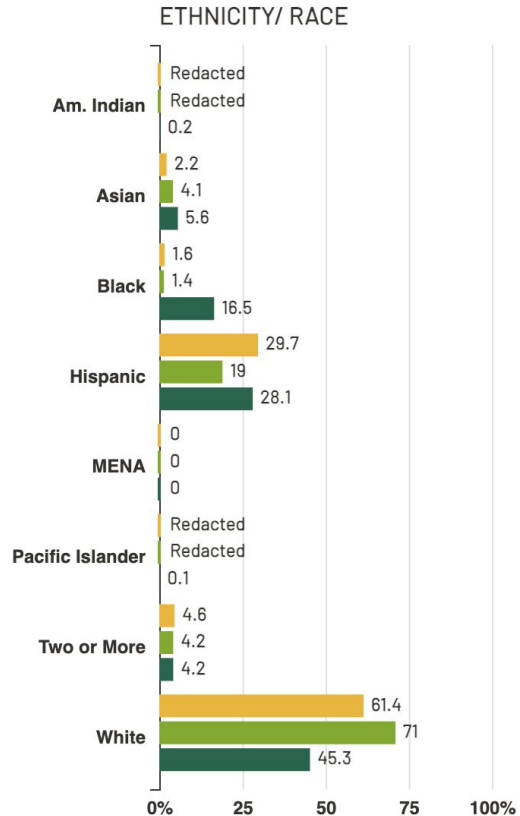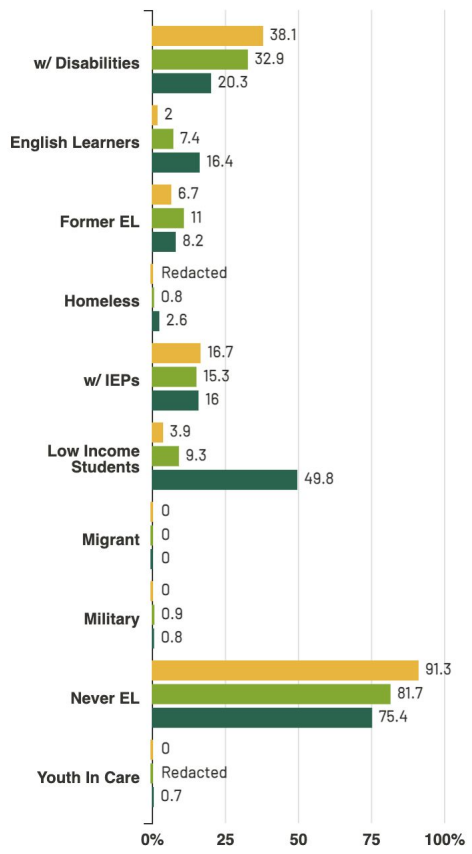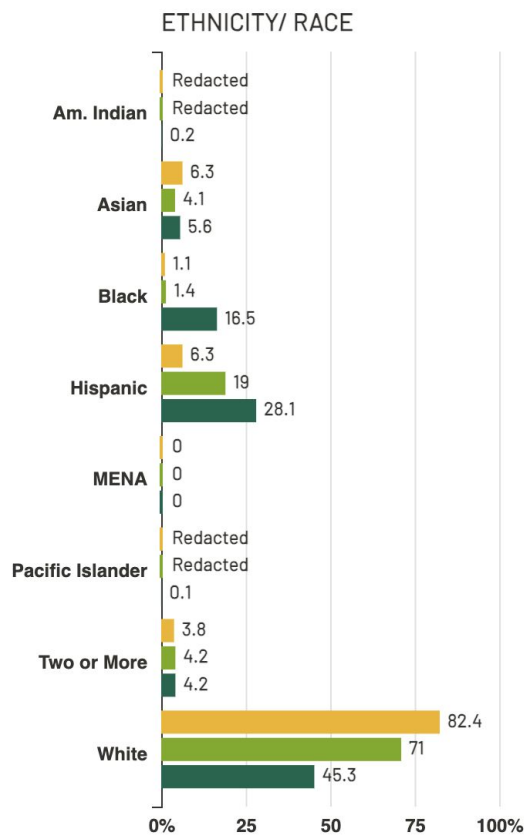
Students

Student Demographics (HPHS)

ETHNICITY/ RACE

Legend: ■ School ■ District ■ State

Group	School	District	State
Am. Indian	Redacted	Redacted	0.2
Asian	2.2	4.1	5.6
Black	1.6	1.4	16.5
Hispanic	29.7	19	28.1
MENA	0	0	0
Pacific Islander	Redacted	Redacted	0.1
Two or More	4.6	4.2	4.2
White	61.4	71	45.3

Group	School	District	State
w/ Disabilities	28.5	32.9	20.3
English Learners	11.8	7.4	16.4
Former EL	14.5	11	8.2
Homeless	1.2	0.8	2.6
w/ IEPs	14.2	15.3	16
Low Income Students	13.8	9.3	49.8
Migrant	0	0	0
Military	1.7	0.9	0.8
Never EL	73.6	81.7	75.4
Youth In Care	Redacted	Redacted	0.7

SY24-25
1,749
students

Student Demographics (DHS)

ETHNICITY/ RACE

Legend: School, District, State

Group	School	District	State
Am. Indian	Redacted	Redacted	0.2
Asian	6.3	4.1	5.6
Black	1.1	1.4	16.5
Hispanic	6.3	19	28.1
MENA	0	0	0
Pacific Islander	Redacted	Redacted	0.1
Two or More	3.8	4.2	4.2
White	82.4	71	45.3

Group	School	District	State
w/ Disabilities	38.1	32.9	20.3
English Learners	2	7.4	16.4
Former EL	6.7	11	8.2
Homeless	Redacted	0.8	2.6
w/ IEPs	16.7	15.3	16
Low Income Students	3.9	9.3	49.8
Migrant	0	0	0
Military	0	0.9	0.8
Never EL	91.3	81.7	75.4
Youth In Care	0	Redacted	0.7

SY24-25
1,443 students

STUDENT ENGAGEMENT

- Engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students exhibit during the learning process. It is characterized by active involvement and meaningful interaction in their educational experiences.
- High levels of engagement are strongly associated with enhanced student achievement and overall well-being, highlighting its critical role in fostering a positive learning environment.
- Engagement may be characterized by **Attendance, Behavior, and Extracurricular Involvement.**

Attendance - Student Average Daily

- Student attendance data reflects the engagement and participation of students in the educational process.
- Average daily attendance reflects the attendance rate of all students enrolled in the district regardless of absence reason.

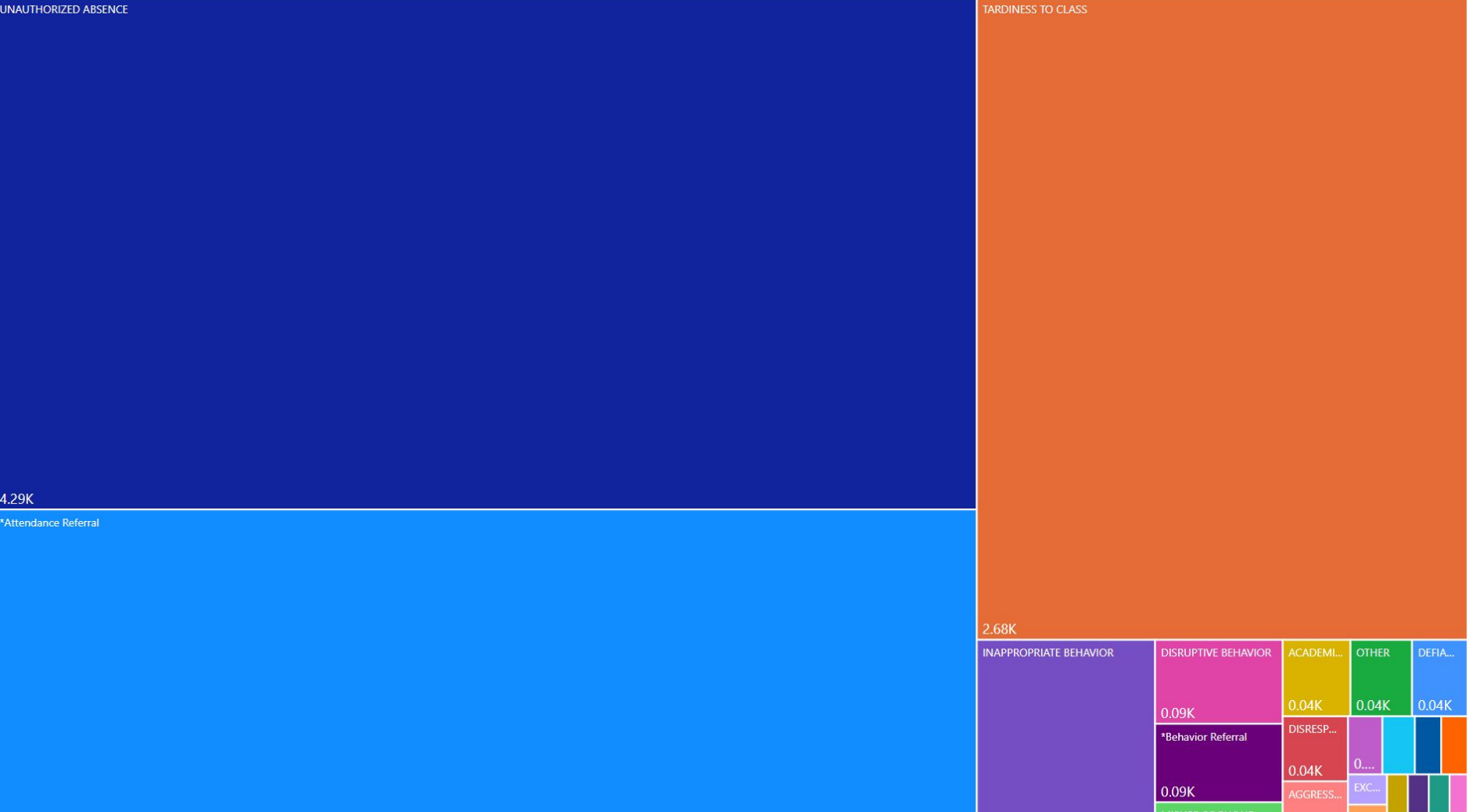| Year	Attendance
2024	93.1
2023	90.5
2022	92.3
2021	95.9
2020	95.7
2019	94.6
2018	95.5
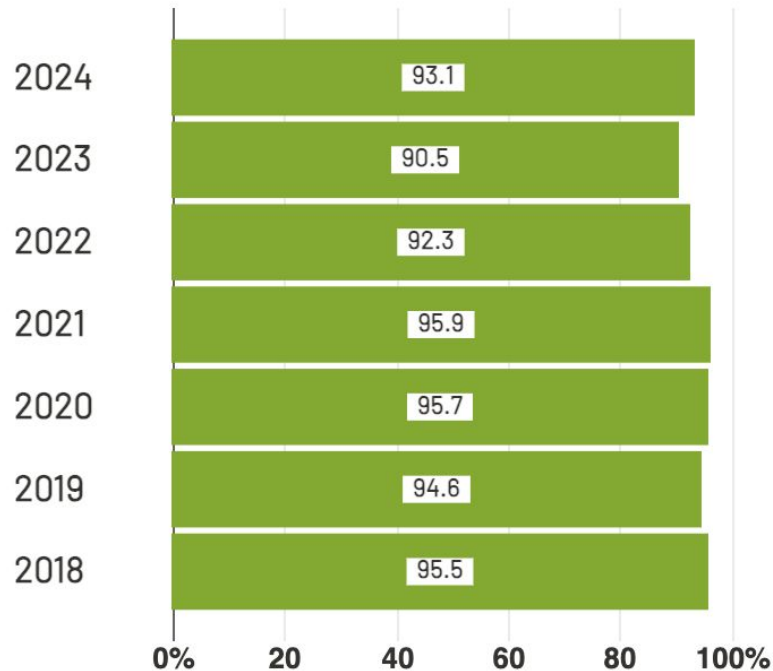
Attendance - Chronic Absenteeism

- Student chronic absenteeism is defined as missing 10% or more of the total number of school days enrolled during a school year for any reason. This includes excused absences and unexcused absences.

- In a typical 180-day school year, missing 18 days or more would classify a student as chronically absent

Year	Percent
2024	20
2023	32.6
2022	23.7
2021	9.6
2020	9.8
2019	14.3
2018	16.6
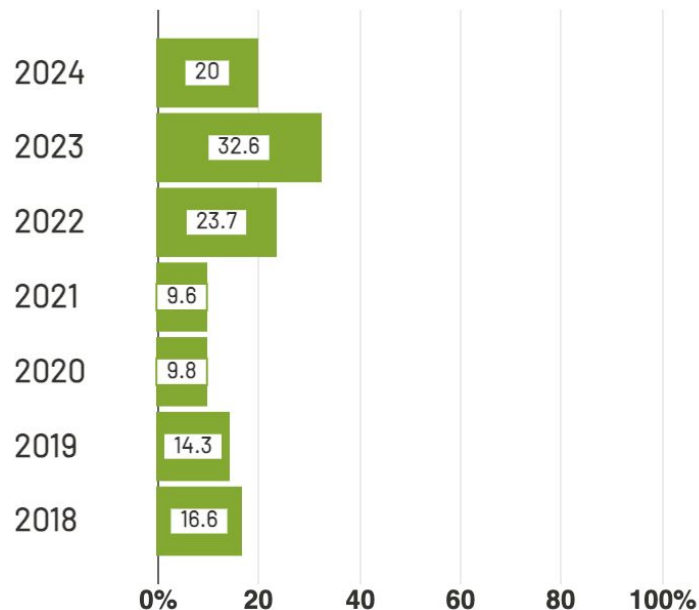
Behavior - Behavior Type & Resolution

- Student engagement and behavior concerns are closely interconnected, with higher levels of engagement generally associated with fewer behavioral issues in the classroom.
- **Behavior Type:** The most common behavioral infractions involve unexcused absences and tardiness. Over 50% of students have no disciplinary infractions (including absences/tardiness).
- **Resolution.** Common resolution approaches include discussions with a Dean or mental health professional, restorative supports, or assigned detention. More severe cases may lead to in-school or out-of-school suspensions.
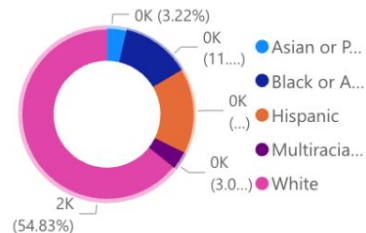
UNAUTHORIZED ABSENCE

4.29K

*Attendance Referral

2.68K

TARDINESS TO CLASS

INAPPROPRIATE BEHAVIOR

DISRUPTIVE BEHAVIOR

0.09K

*Behavior Referral

0.09K

ACADEMI...

0.04K

DISRESP...

0.04K

AGGRESS...

OTHER

0.04K

0....

EXC...

DEFIA...

0.04K

Attendance

Unauthorized Attendance

Tardiness to Class

Behavior Type
- ☑ Select all
- ☑ *Attendance Referral
- ☑ *Behavior Referral
- ☑ 01 Alcohol related
- ☑ 02 Illicit Drug related
- ☑ 05 St Weapons Possession-...
- ☑ ACADEMIC DISHONESTY
- ☑ AGGRESSIVE BEHAVIOR
- ☑ BULLYING
- ☑ DANGEROUS BEHAVIOR
- ☑ DEFIANCE
- ☑ DESTRUCTIVE BEHAVIOR
- ☑ DISRESPECT
- ☑ DISRUPTIVE BEHAVIOR
- ☑ EXCESSIVE ABSENCES
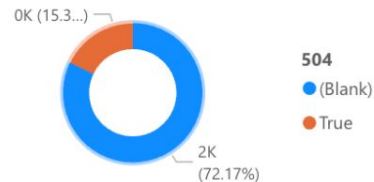
Behavior Incident Count by Race

0K (3.22%)
0K (11...)
0K (...)
0K (3.0...)
2K (54.83%)
- Asian or P...
- Black or A...
- Hispanic
- Multiracia...
- White

Behavior Incident Count by FIN

1K (21.1...)
2K (66.36%)
FIN
- (Blank)
- True
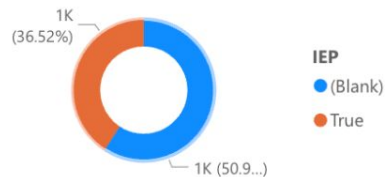
Behavior Incident Count by Gender

1K (32.36%)
2K (55.07%)
Gender
- M
- F
- N

Behavior Incident Count by IEP

1K (36.52%)
1K (50.9...)
IEP
- (Blank)
- True

Behavior Incident Count by EL

0K (4.02%)
2K (83.49%)
EL
- (Blank)
- True

Behavior Incident Count by 504

0K (15.3...)
2K (72.17%)
504
- (Blank)
- True
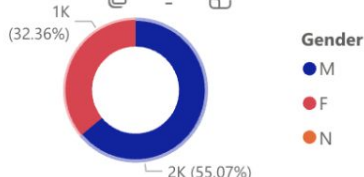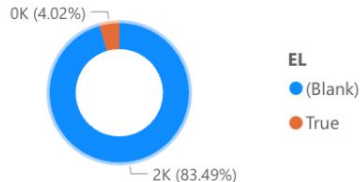
Attendance 28%
Unauthorize Attendance 39%
Tardiness to Class 24%

Extracurriculars - Student Participation

- **Student Extracurricular Opportunities.** Students have the chance to participate in a diverse array of activities, clubs, and athletic programs at their school.
- **Activities and Clubs.** Students Activities ranges from events like Homecoming and Prom to clubs such as DECA and Robotics. There are also various Honor Societies and numerous Performing Arts opportunities that offer students a platform to showcase their talents and creativity.
- **Athletics.** Our athletics program aligns with the Illinois High School Association (IHSA) sports, providing students with competitive opportunities to excel in their chosen sports.

Extracurriculars - Athletics (DHS)

2022-23 - Total Enrollment - 1499 students

Athletic Programs: 30 total (Boys: 14 / Girls: 16)

- Number of Fall Athletes: 557 (**38.3%**) (Boys: 242 / Girls: 315)
- Number of Winter Athletes: 333 (**22.9%**) (Boys: 162 / Girls: 171)
- **Number of Spring Athletes:** 523 (**36.0%**) (Boys: 280 / Girls: 243)

2023-24 - Total Enrollment - 1443 students

Athletic Programs: 31 total (Boys: 14 / Girls: 17)

- Number of Fall Athletes: 578 (**40.5%**) (Boys: 243 / Girls: 335)
- Number of Winter Athletes: 347 (**24.3%**) (Boys: 159 / Girls: 188)
- Number of Spring Athletes: 527 (**36.9%**) (Boys: 285 / Girls: 242)

Extracurriculars - Athletics (HPHS)

2022-23 - Total Enrollment - 1762 students

Athletic Programs: 30 (Boys 14 / Girls 16)

- Number of Fall Athletes - 531 **(30.1%)** (Boys 222 / Girls 309)
- Number of Winter Athletes - 240 **(13.6%)** (Boys 132 / Girls 108)
- Number of Spring Athletes - 609 **(34.5%)** (Boys 328 / Girls 281)

2023-24 - Total Enrollment - 1749 students

Athletic Programs: 31 (Boys 14 / Girls 17)

- Number of Fall Athletes - 580 **(33.1%)** (Boys 269 / Girls 311)
- Number of Winter Athletes - 234 **(13.3%)** (Boys 129 / Girls 105)
- Number of Spring Athletes - 619 **(35.3%)** (Boys 327 / Girls 292)

Extracurriculars - Activities (DHS)

2022-23 - Total Enrollment - 1499 students

Activities and clubs

- 44 Clubs - 733 students involved. 48.89% of the student body.

2023-24 - Total Enrollment - 1443 students

Activities and clubs

- 43 Clubs - 1019 students involved. 70.61% of the student body.

Extracurriculars - Activities (DHS)

2022-23

Total Student Enrollment : 1499
Total Student Involvement: 733
48.89%

Total ELL Student Involvement: 1
0.13%

Total IEP Student Involvement: 87
11.86%

Total FRAM Student Involvement: 18
2.45%

Total Multi Student Involvement: 23
3.13%

Total White Student Involvement: 613
83.62%

Total Hispanic Student Involvement: 44
6.00%

Total Black/African American Student Involvement: 1
0.13%

Total Asian/ Pacific Islander Student Involvement: 52
7.09%

Total American Indian/ Alaskan Native Student Involvement: 0
0.00%

2023-24

Total Student Enrollment : 1443
Total Student Involvement: 1019
70.61%

Total ELL Student Involvement: 4
0.39%

Total IEP Student Involvement: 122
11.97%

Total FRAM Student Involvement: 32
3.14%

Total Multi Student Involvement: 38
3.72%

Total White Student Involvement: 848
83.21%

Total Hispanic Student Involvement: 56
5.49%

Total Black/African American Student Involvement: 8
0.78%

Total Asian/ Pacific Islander Student Involvement: 67
6.57%

Total American Indian/ Alaskan Native Student Involvement: 1
0.09%

Extracurriculars - Activities (HPHS)

2022-23 - Total Enrollment - 1762 students

Activities and clubs

- 70+ Clubs - 1345 students involved. 76.33% of the student body.

2023-24 - Total Enrollment - 1749 students

Activities and clubs

- 70+ Clubs - 1086 students involved. 62.09% of the student body.

Extracurriculars - Activities (HPHS)

2022-23

Total Student Enrollment : 1762	
Total Student Involvement: 1345	
	76.33 %
Total ELL Student Involvement: 83	
	6.17%
Total IEP Student Involvement: 133	
	9.88%
Total FRAM Student Involvement: 56	
	4.16%
Total Multi Student Involvement: 53	
	3.94%
Total White Student Involvement: 889	
	66.09%
Total Hispanic Student Involvement: 335	
	24.90%
Total Black/African American Student Involvement: 23	
	1.71%
Total Asian/ Pacific Islander Student Involvement: 43	
	3.19%
Total American Indian/ Alaskan Native Student Involvement: 2	
	0.14%

2023-24

|	
Total Student Enrollment : 1749	
Total Student Involvement: 1086	
	62.09%
Total ELL Student Involvement: 53	
	4.88%
Total IEP Student Involvement: 95	
	8.74%
Total FRAM Student Involvement: 87	
	8.01%
Total Multi Student Involvement: 270	
	24.86%
Total White Student Involvement: 743	
	68.41%
Total Hispanic Student Involvement: 242	
	22.28%
Total Black/African American Student Involvement: 19	
	1.74%
Total Asian/ Pacific Islander Student Involvement: 35	
	3.22%
Total American Indian/ Alaskan Native Student Involvement: 2	
	0.18%

STUDENT WELL-BEING

- Student well-being refers to a multidimensional state encompassing emotional, mental, and physical health, as well as positive relationships, a sense of belonging, and the ability to cope with challenges effectively.
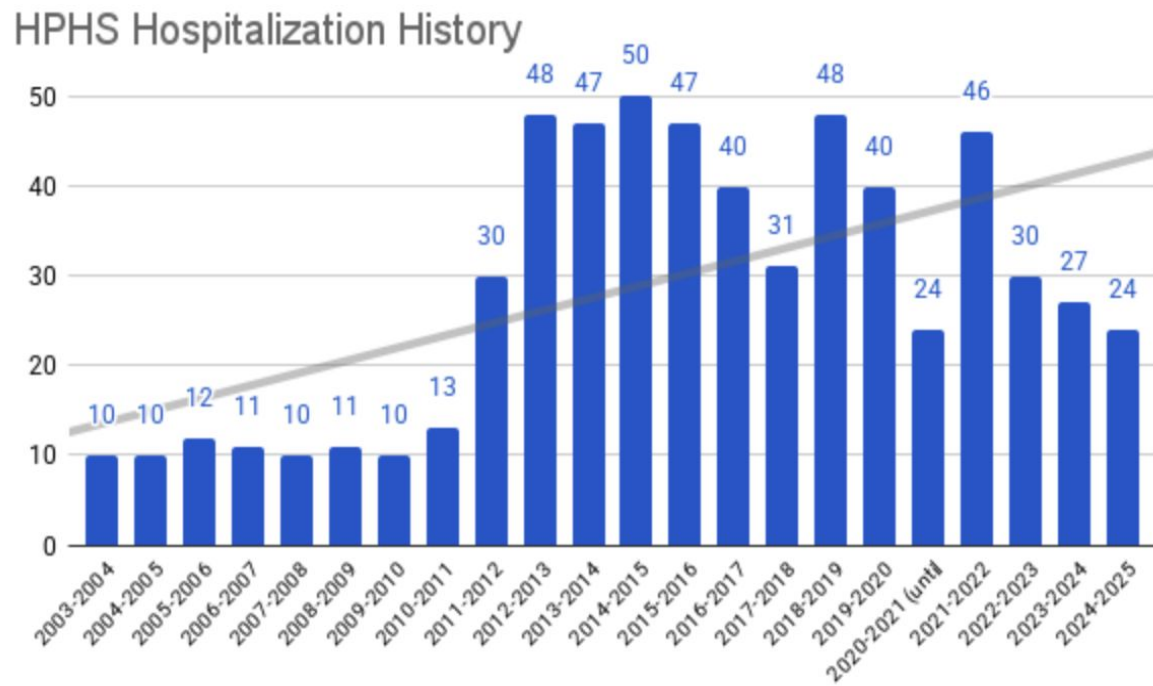
Student Health - Hospitalization (DHS)

DHS Hospitalization History

Student Health - Hospitalization (HPHS)
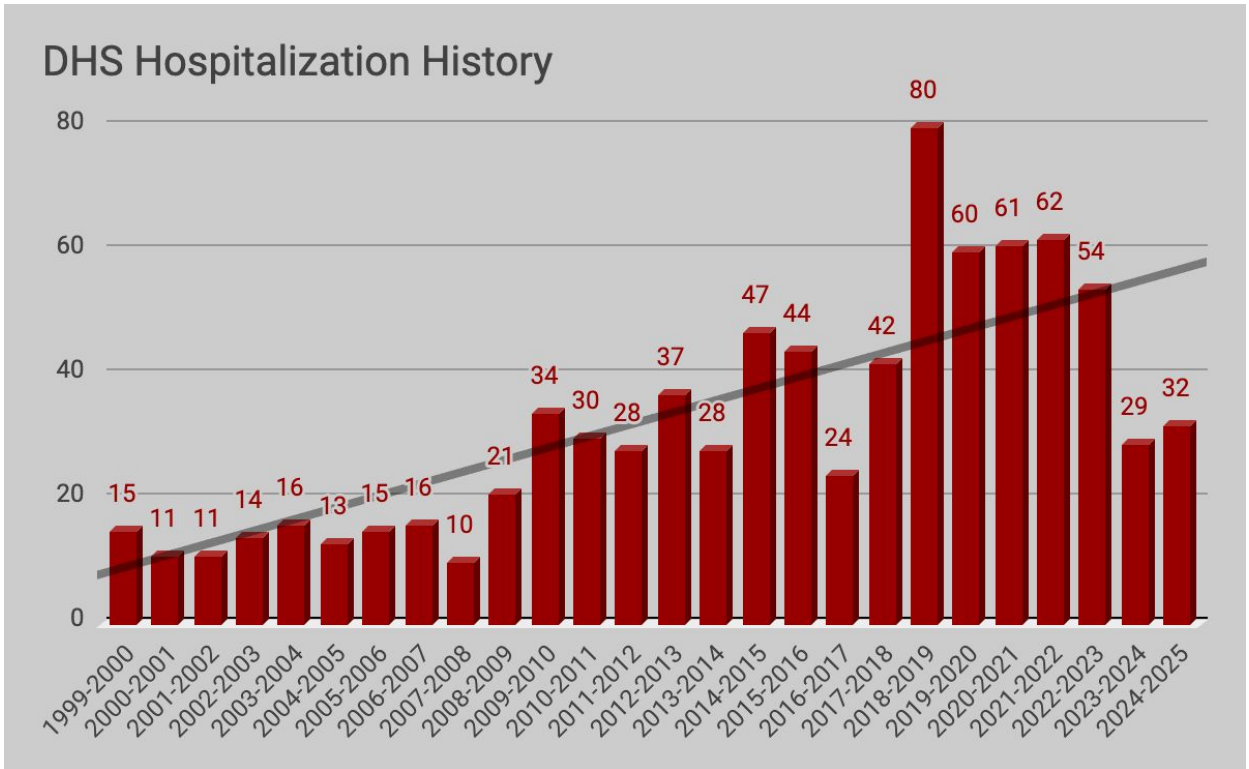
HPHS Hospitalization History

Panorama Student Survey - Overview

- Survey is given two times a year in homeroom
- Explores four topics: Supportive Relationships, Learning Strategies, Challenging Feelings, and Emotional Regulation.
- Staff at the school use this data to:
  - Examine patterns to understand instructional needs to enhance Social Emotional Learning for our students
  - Data to use to create supportive interventions for students
  - Tool to measure individual student progress in their goal areas
 - Measure effectiveness of programming

Panorama Student Survey - Domains

- Well-Being:
    - **Supportive Relationships:** Assesses how supported students feel through their relationships with friends, family, and adults at school. Key indicators include students' sense of reliability and authenticity in relationships with both peers and adults inside and outside of school.
    - **Challenging Feelings**: Gauges the frequency of challenging emotions (frustration, anger, sadness, loneliness, and worry) over the past week, with higher scores indicating fewer challenging feelings.

- Social Emotional Learning:
    - **Learning Strategies**: Measures how effectively students report using deliberate strategies to manage their learning. From planning ahead to switching approaches and belief in one's efficacy.
    - **Emotion Regulation**: Explored through a student's assessment of their ability to manage their emotions, including their capacity to shift their mood, calm down, and pause to think before reacting when upset.
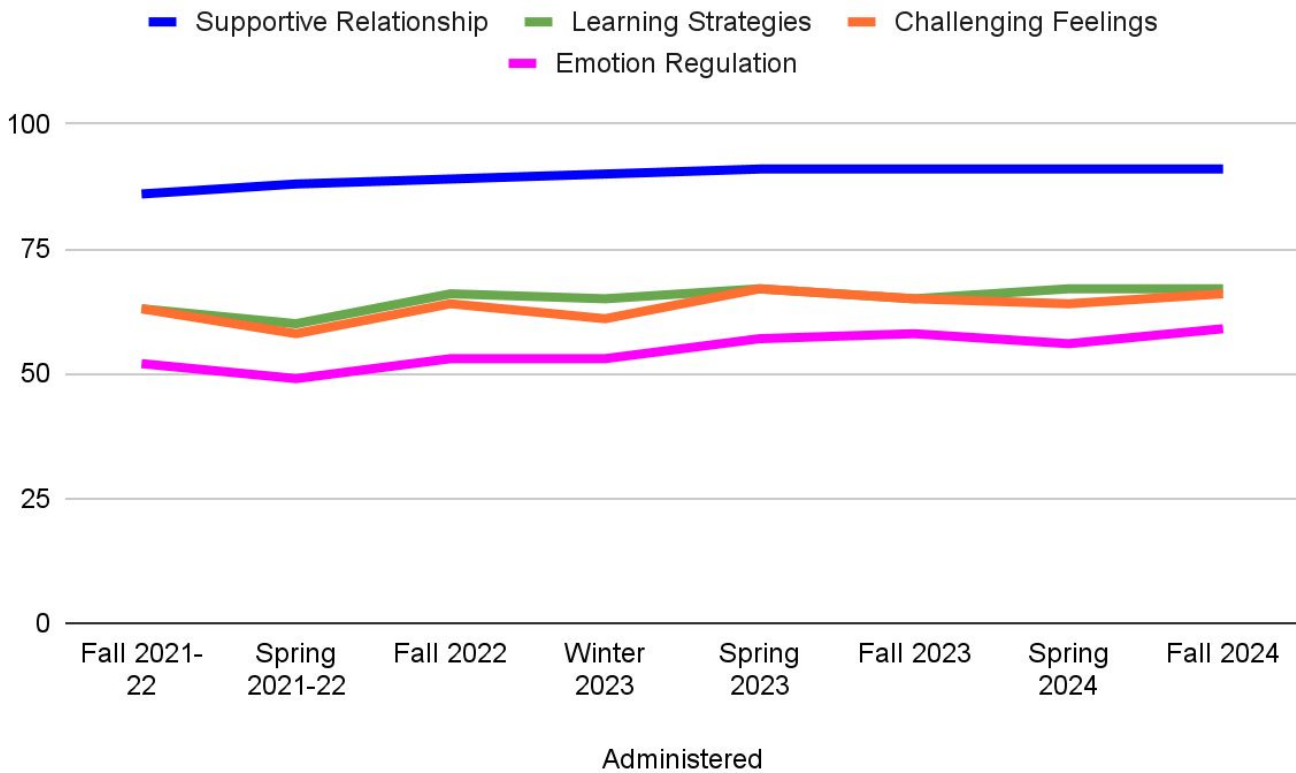
Panorama Student Survey - Domains (DHS)
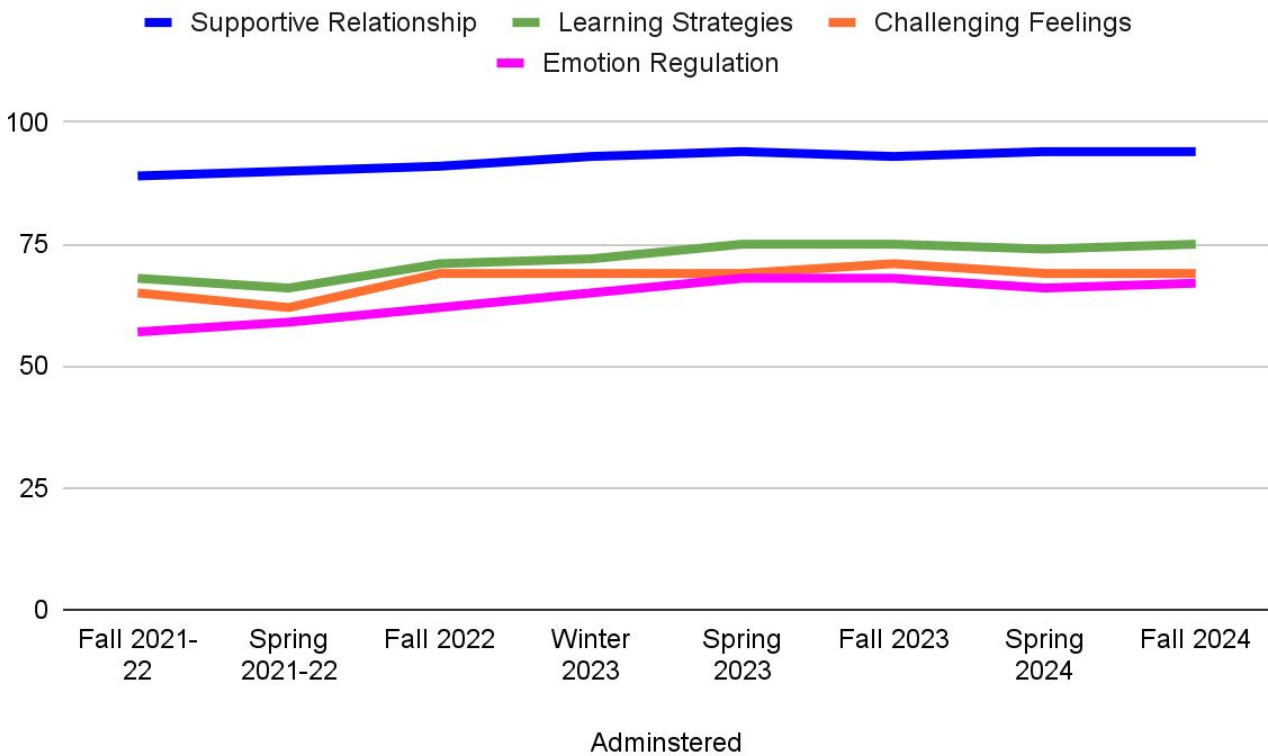
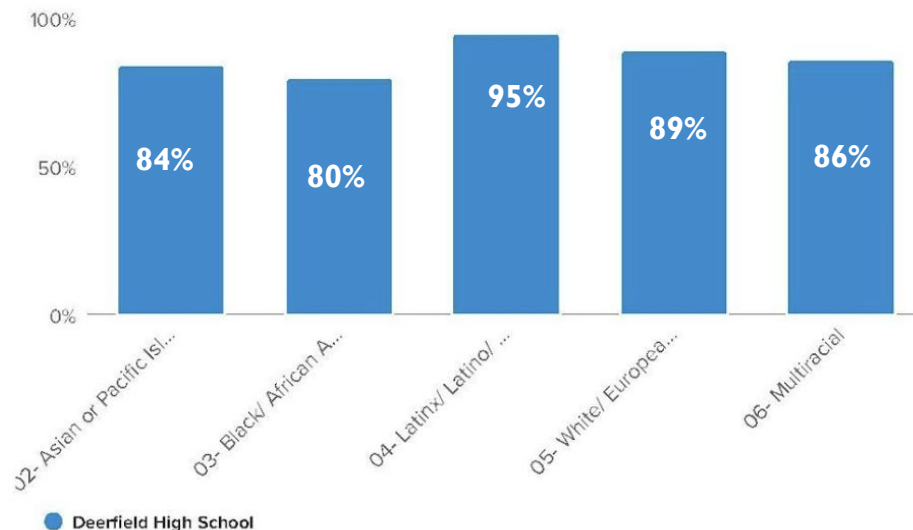# Panorama Student Survey - Domains (HPHS)

Panorama Student Survey - Supportive Relationships **(DHS)**

Do you have a teacher or other adult from school who you can count on to help you, no matter what?

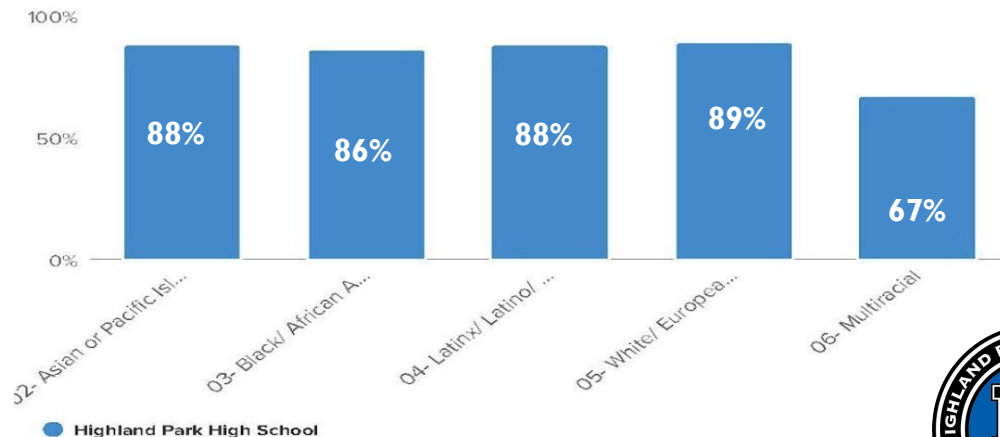- ○ Yes - 1027 (89%)
- ○ No - 126 (11%)

Panorama Student Survey - Supportive Relationships (HPHS)

Do you have a teacher or other adult from school who you can count on to help you, no matter what?
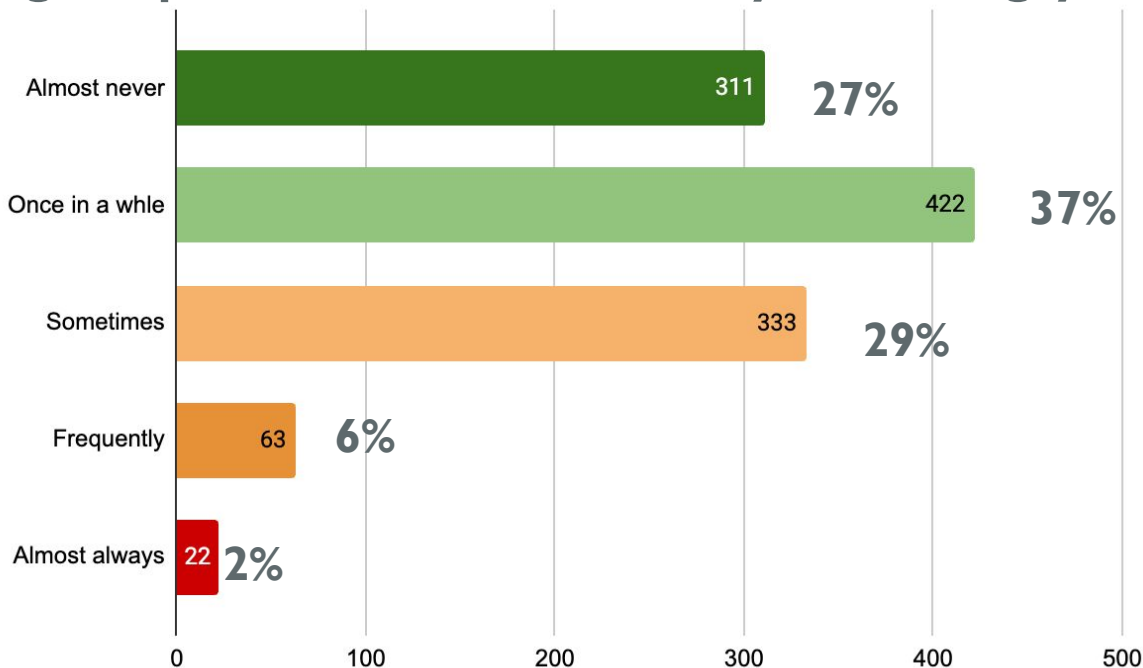
- ○ Yes - 1127 (87%)
- ○ No - 163 (13%)

Panorama Student Survey - Challenging Feelings (DHS)
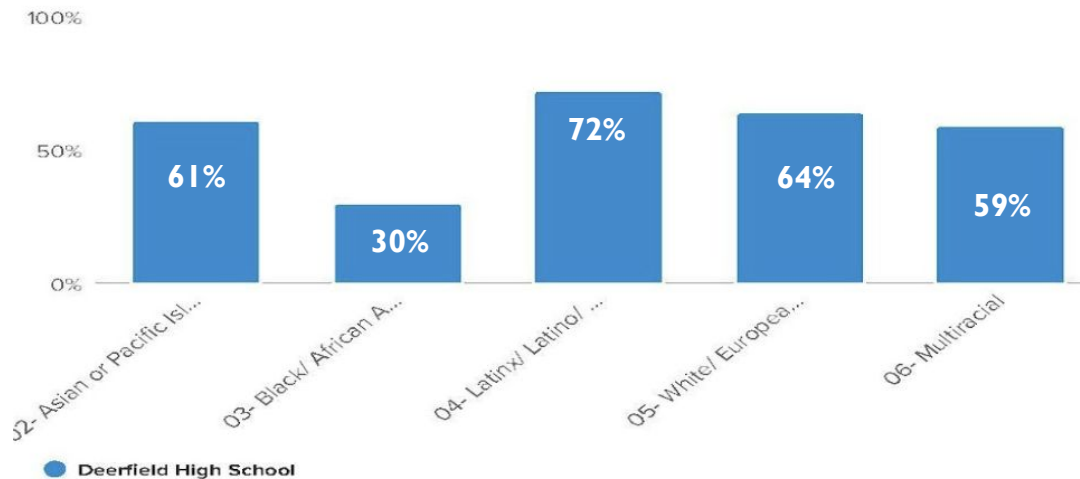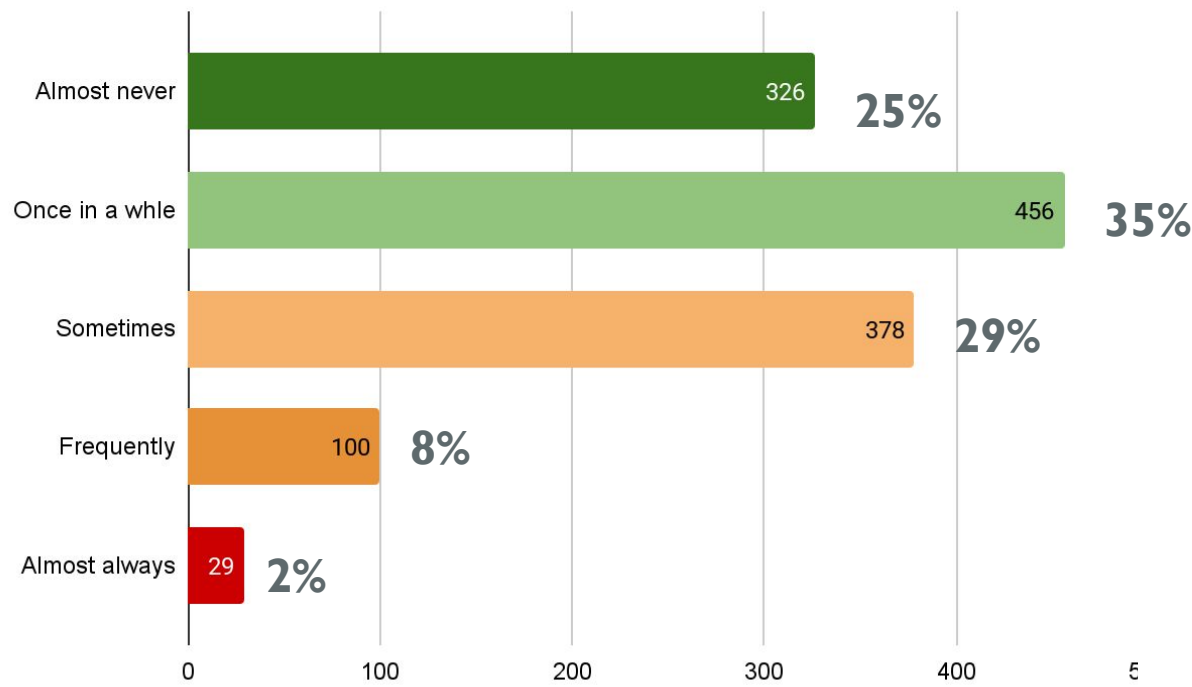## During the past week, how often did you feel angry?

Panorama Student Survey - Challenging Feelings (DHS)

During the past week, how often did you feel angry?

100%

50%

0%

61%	30%	72%	64%	59%

02- Asian or Pacific Isl... 03- Black/ African A... 04- Latinx/ Latino/ ... 05- White/ Europea... 06- Multiracial

● Deerfield High School

Panorama Student Survey - Challenging Feelings **(HPHS)**

During the past week, how often did you feel angry?

Response	Count	Percent
Almost never	326	25%
Once in a whle	456	35%
Sometimes	378	29%
Frequently	100	8%
Almost always	29	2%

Panorama Student Survey - Challenging Feelings (HPHS)

During the past week, how often did you feel angry?
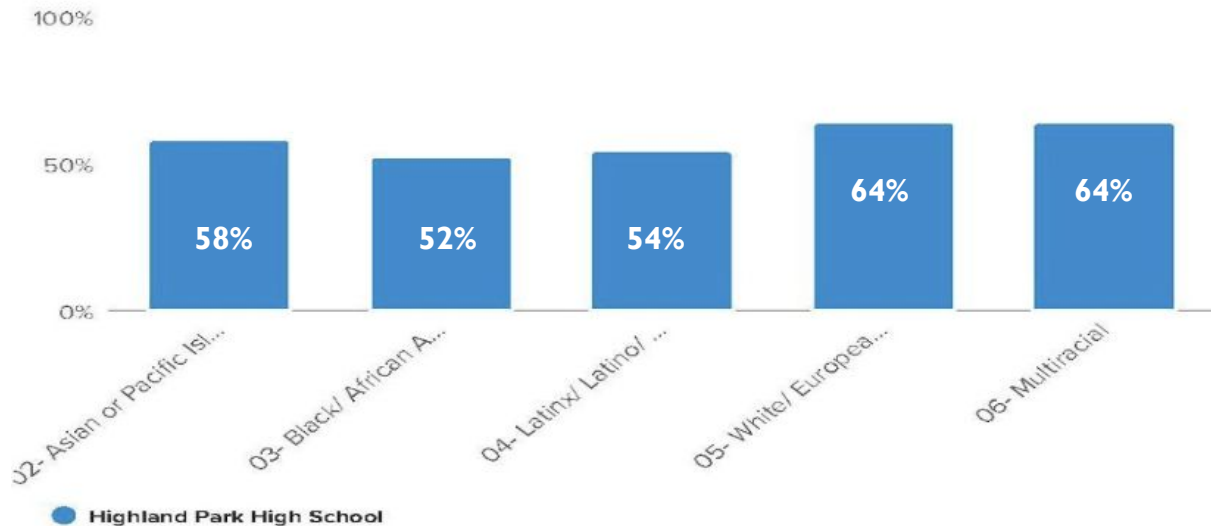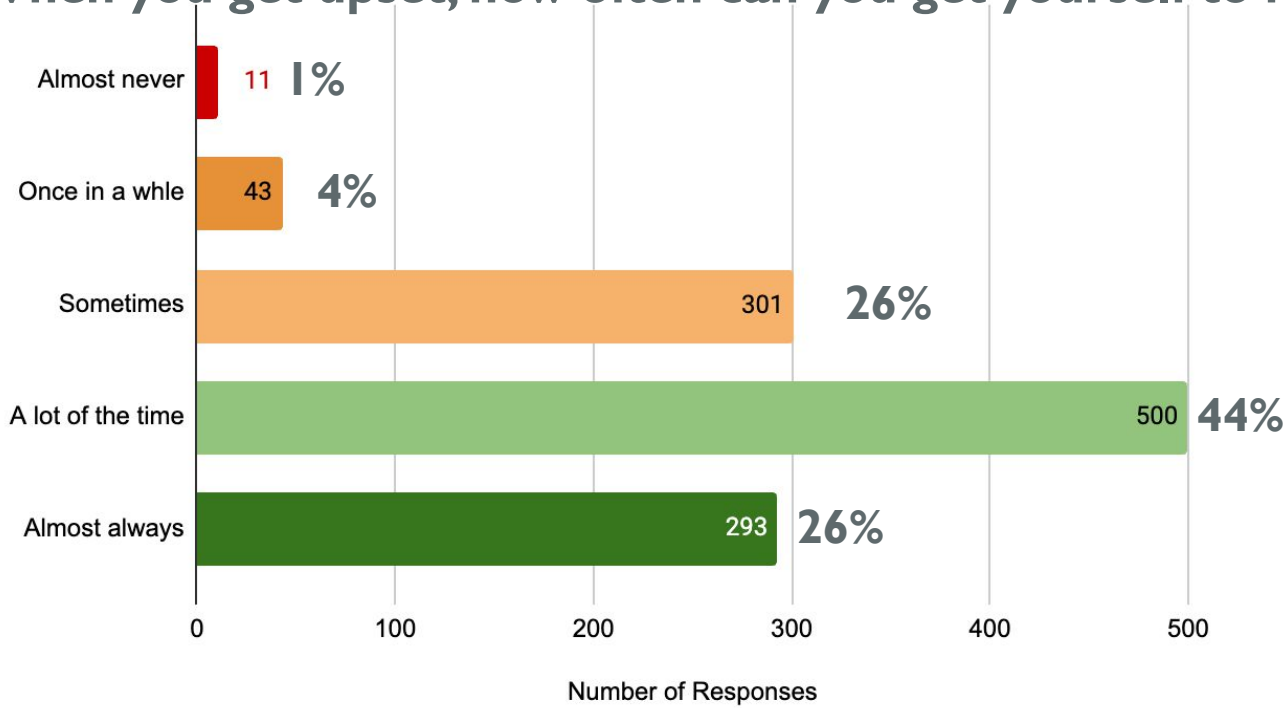
Panorama Student Survey - Emotion Regulation (DHS)

When you get upset, how often can you get yourself to relax?

Response	Number of Responses	Percentage
Almost never	11	1%
Once in a whle	43	4%
Sometimes	301	26%
A lot of the time	500	44%
Almost always	293	26%

Number of Responses

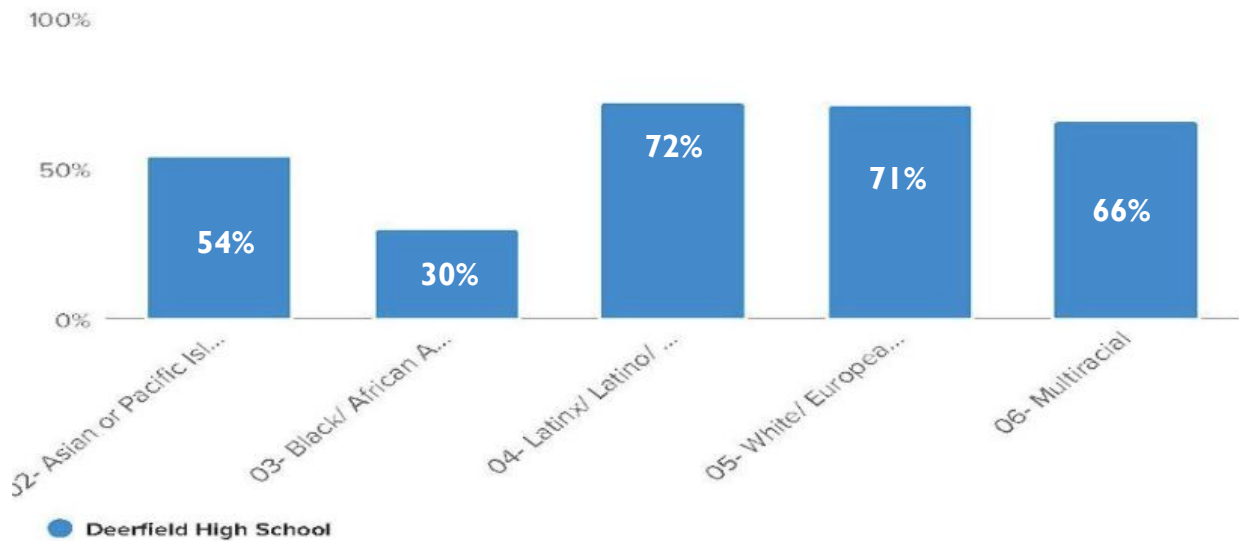# Panorama Student Survey - Emotion Regulation (DHS)

When you get upset, how often can you get yourself to relax?

Panorama Student Survey - Emotion Regulation (HPHS)

When you get upset, how often can you get yourself to relax?

Response	Number of Responses	Percentage
Almost never	19	2%
Once in a whle	86	7%
Sometimes	404	31%
A lot of the time	485	38%
Almost always	295	23%

Number of Responses

Panorama Student Survey - Emotion Regulation (HPHS)

When you get upset, how often can you get yourself to relax?

53%	43%	52%	65%	57%
02- Asian or Pacific Isl...	03- Black/ African A...	04- Latinx/ Latino/ ...	05- White/ Europea...	06- Multiracial

⬤ Highland Park High School
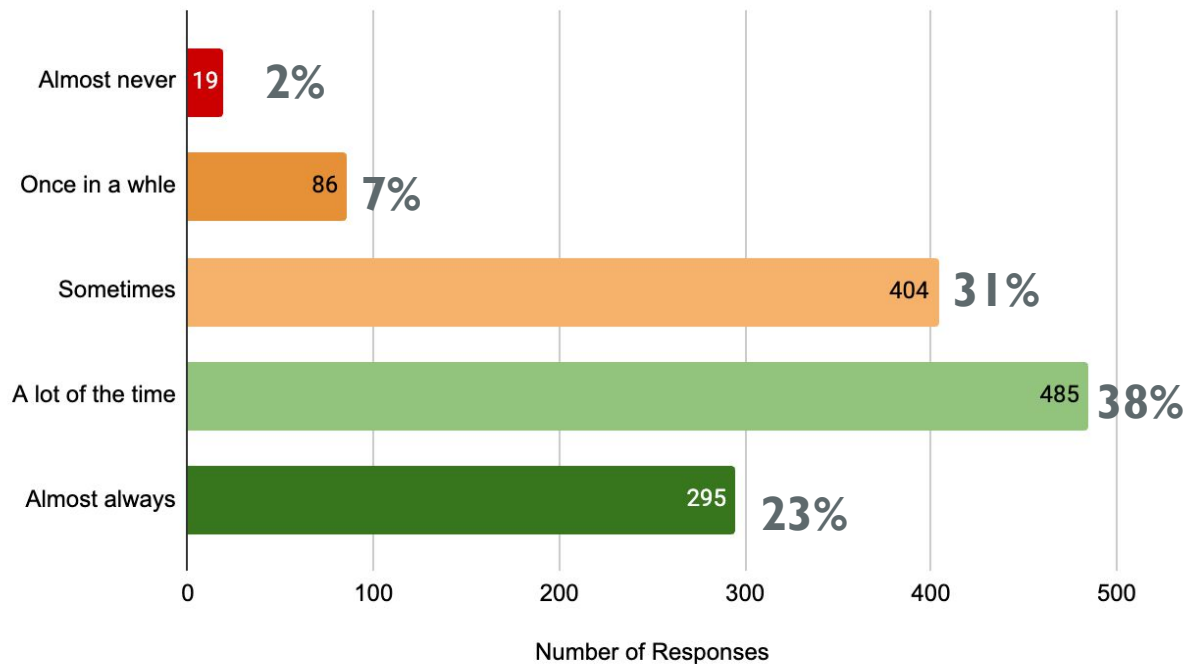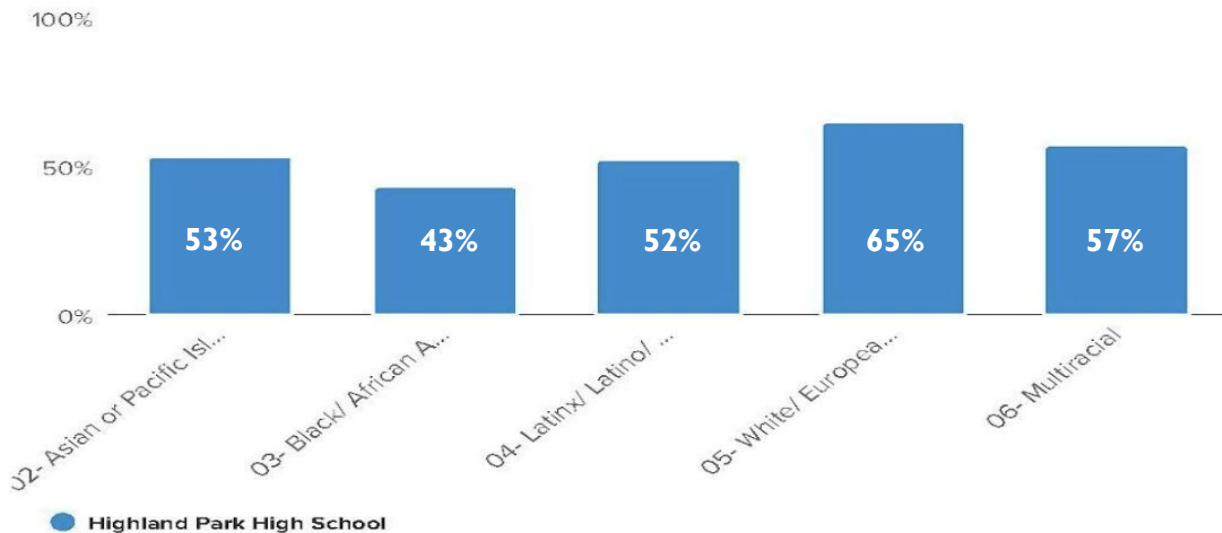
Staff

Teacher Demographics

District Teacher Demographics By Ethnicity (2024)

Total Teachers
FTE
270.9

- Am. Indian (0%)
- Asian (4.3%)
- Black (0.8%)
- Hispanic (7.2%)
- MENA (0%)
- Pacific Islander (0%)
- Two or More (0.4%)
- White (87.4%)
- Unknown (0%)
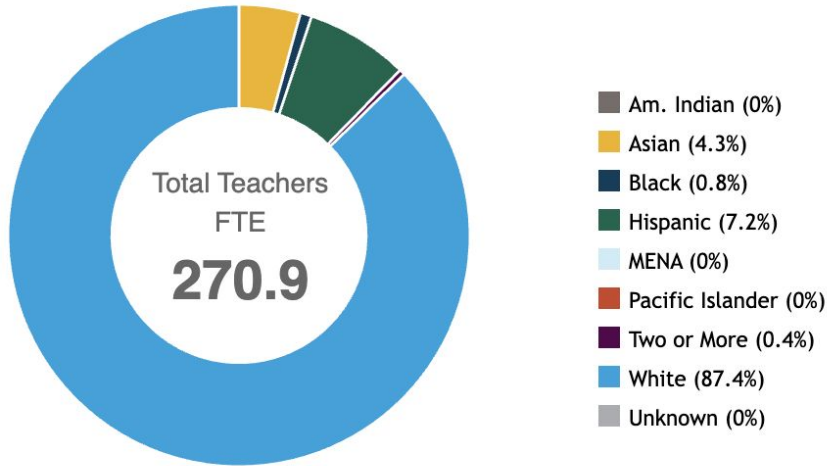
District Teacher Demographics By Gender (2024)

Total Teachers
FTE
270.9

- Male (41.5%)
- Female (58.5%)
- Non Binary (0%)
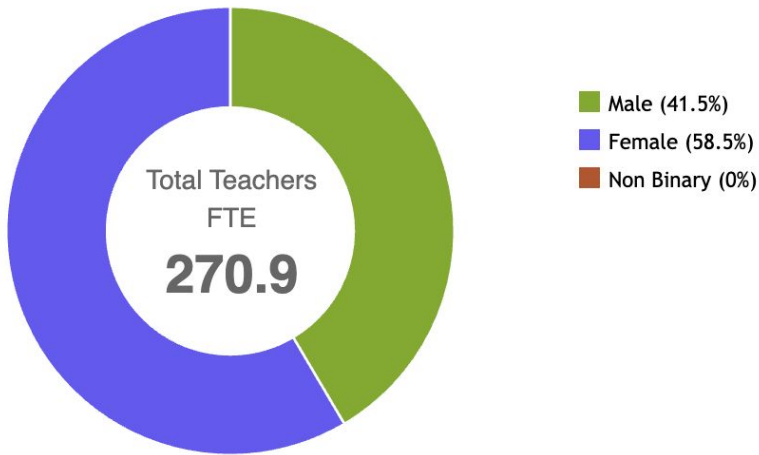
STAFF ENGAGEMENT

- Engagement refers to the degree of attention, curiosity, interest, optimism, and passion that staff exhibit in their professional roles. It is characterized by active involvement and meaningful interaction in their workplace experiences.
- High levels of engagement are strongly associated with improved staff performance, job satisfaction, and overall well-being, highlighting its critical role in fostering a positive work environment.
- Engagement may be characterized by Attendance, Retention, Collaboration and Participation.

Teacher Attendance

- Teacher engagement and attendance are connected, as higher engagement is often associated with more consistent attendance.
- Attendance measures as defined by ISBE have changed over the past few years.
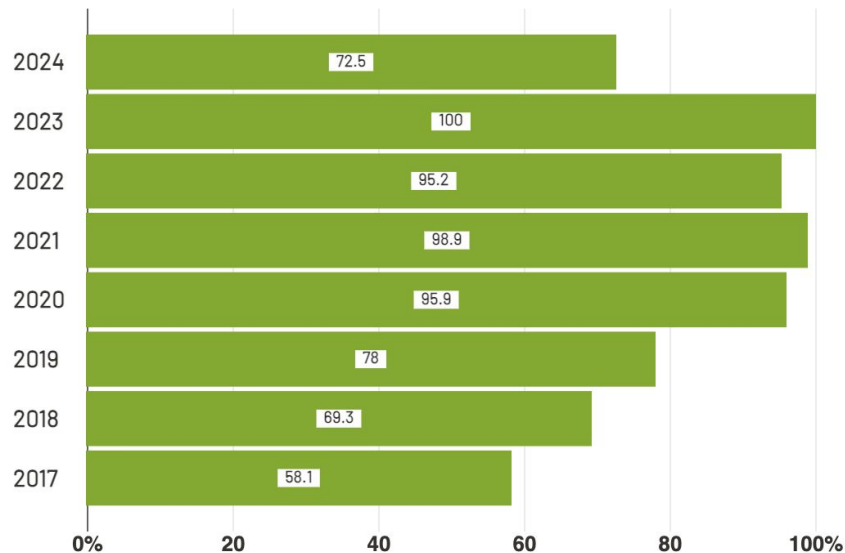
Teacher Retention

- Teacher retention refers to the ability of a school or district to retain its educators over time, which plays an important role in providing consistency for students and the school community.
- In our district, the teacher retention rate is in the mid 90s, with an average of 13.8 years of service.

Year	Rate
2024	94.9
2023	95.3
2022	94.8
2021	95
2020	94.7
2019	95.9
2018	95.5
2017	96.2
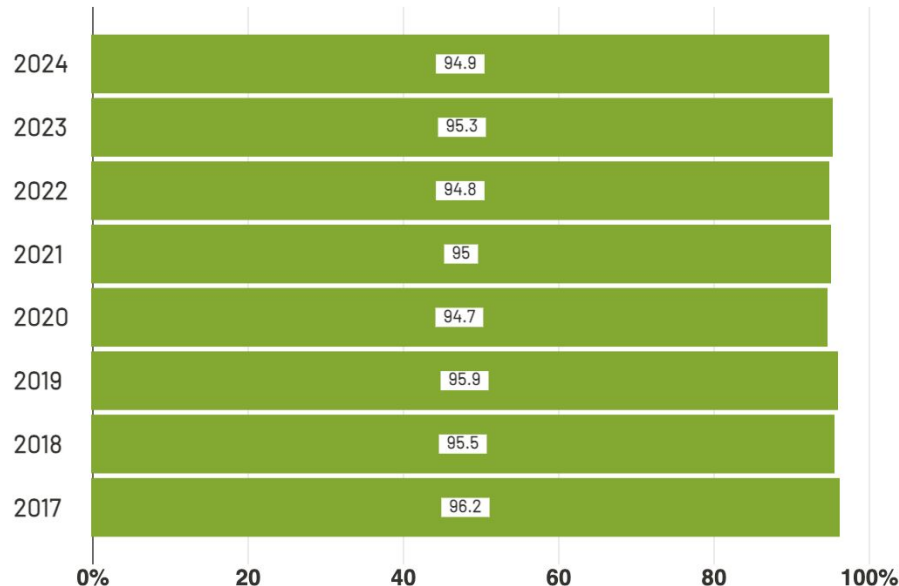
Staff Collaboration & Participation

- **Professional Learning Communities.** Each LSM is involved in a collaborative PLC/course team focused on data-driven instructional improvements.
- **Clubs Sponsors & Athletic Coaches.** Many staff members serve as club sponsors and coaches, in addition to their full-time role within the district.
- **Chaperone & Support Extracurriculars**. Many staff members also attend, chaperone, or provide support in other ways for various extracurricular events.
- **Bonding Activities.** Staff have developed annual bonding activities such as The Amazing Race, a collaborative challenge, or other team gatherings.
- **Mentoring Program.** Staff were instrumental in developing and sustaining the staff mentoring program to ensure a smooth transition to District 113.

Families

FAMILY ENGAGEMENT

- Parent and family engagement in high schools involves collaborative efforts between families, educators, and communities to support student success.
- Engagement may include opportunities to collaborate and provide or receive support through academic and career support, shared decision-making, community-building events, and tailored communication and accessibility.
- District 113 Principals prioritize weekly communication to caregivers in order to increase awareness and engagement in the building specific experiences.

Family Engagement - Organizations

School-Based:

- **Athletic Booster Clubs** - Promotes and fosters athletic success, spirit, sportsmanship and a commitment to excellence beyond the classroom for athletic sports teams
- **PTO** - Supports student organizations, scholarships for school activities, parent education programs, and more
- **Friends of the Arts & Music and Arts Groups** - Supports the faculty and students in all of the fine arts programs

Family Engagement - Organizations

District-wide:

- **Community the Anti-Drug** - Supports and promotes efforts to keep young people drug and alcohol-free.

- **District 113 Education Foundation** - The mission of the District 113 Education Foundation is to enhance and enrich the education programs in D113 by promoting and supporting innovative educational opportunities.

- **Deerfield Parent Network** - Provides community-wide and single-issue programming that share, educate and empower

- **Grand Times** - provides opportunities for retired and senior citizens to share their time and talents.

- **Family Action Network** - Curates a high-quality speaker series each academic year. (Partnership organization)

Family Engagement - Events

- **Arts and Performing Arts Events:** These events frequently showcase students' talents across various disciplines, including art, theatre, music, and dance.
- **Athletic Events:** Seasonal athletic events highlight students' competitive spirit and teamwork through various sports.
- **Charity Drive and School Chest:** The School Chest is an annual charity drive that raises funds for a selected non-profit organization, fostering community engagement and support.
- **Coffee with the Principal:** This event allows caregivers to engage with the principal, gaining insights into the school's programs and discussing ways to support their student's education.

Family Engagement - Events

- **College Preparation Workshops:** CCRC presentations provide families with essential information about college applications, financial aid, and scholarship opportunities.
- **FOCUS and Arts Alive:** These initiatives promote student involvement in arts education and community engagement through various artistic projects and performances.
- **Grand Giants/Warriors Day:** This day celebrates school spirit and community pride by welcoming grandparents and VIP family members or friends to school
- **Open House:** The Open House event invites families to explore the school, meet teachers, and learn about academic programs available to students.
- **Padres Estudiantes:** These bi-lingual gatherings provide caregivers with essential information about upcoming events and navigating opportunities. Conversely, the school learns more about students and families.

School Community

5Essentials Survey

- The 5Essentials Survey is a research-based tool assessing school environments through five critical components: effective leadership, collaborative teachers, involved families, supportive environments, and ambitious instruction.
- Administered annually to students, teachers, and families, it identifies organizational strengths and areas needing improvement, with results linked to higher student achievement when schools excel in three or more areas

5Essentials Survey (HPHS: 2021)

2021 ⌄

Average Effective Leaders
Do principals and teachers implement a shared vision for success?

Average Collaborative Teachers
Do teachers collaborate to promote professional growth?

More Supportive Environment
Is the school safe, demanding, and supportive?

Average Ambitious Instruction
Are classes challenging and engaging?

More Involved Families
Does the entire staff build strong external relationships?

Effective Leaders	Collaborative Teachers
Supportive Environment	Involved Families

Ambitious Instruction

■ MOST IMPLEMENTATION
■ MORE IMPLEMENTATION
■ AVERAGE IMPLEMENTATION
■ LESS IMPLEMENTATION
□ LEAST IMPLEMENTATION
⬚ NOT APPLICABLE/LOW RESPONSE

	Response Rate	IL Average
Students	78.5%	72.1%
Teachers	53.8%	72.7%

5Essentials Survey (HPHS: 2022)

2022

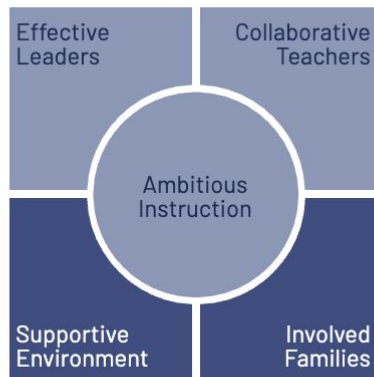|	
Less Effective Leaders	
Do principals and teachers implement a shared vision for success?	
Average Collaborative Teachers	
Do teachers collaborate to promote professional growth?	
More Supportive Environment	
Is the school safe, demanding, and supportive?	
Average Ambitious Instruction	
Are classes challenging and engaging?	
More Involved Families	
Does the entire staff build strong external relationships?	

Effective Leaders | Collaborative Teachers

Ambitious Instruction

Supportive Environment | Involved Families

- MOST IMPLEMENTATION
- MORE IMPLEMENTATION
- AVERAGE IMPLEMENTATION
- LESS IMPLEMENTATION
- LEAST IMPLEMENTATION
- NOT APPLICABLE/LOW RESPONSE

	Response Rate	IL Average
Students	80.1%	80.3%
Teachers	57.4%	72.1%

5Essentials Survey (HPHS: 2023)

2023 ⌄

Weak — **Effective Leaders**
Do principals and teachers implement a shared vision for success?

Neutral — **Collaborative Teachers**
Do teachers collaborate to promote professional growth?

Strong — **Supportive Environment**
Is the school safe, demanding, and supportive?

Strong — **Ambitious Instruction**
Are classes challenging and engaging?

Strong — **Involved Families**
Does the entire staff build strong external relationships?

Effective Leaders	Collaborative Teachers
Ambitious Instruction	
Supportive Environment	Involved Families

- ▇ VERY STRONG
- ▇ STRONG
- ▇ NEUTRAL
- ▇ WEAK
- ▇ VERY WEAK
- □ NO DATA
- ▨ LOW RESPONSE/NOT APPLICABLE

	Response Rate	IL Average
Students	75.3%	86%
Teachers	51.7%	75%

5Essentials Survey (HPHS: 2024)

2024 ▾

Effective Leaders
Do principals and teachers implement a shared vision for success?

Collaborative Teachers
Do teachers collaborate to promote professional growth?
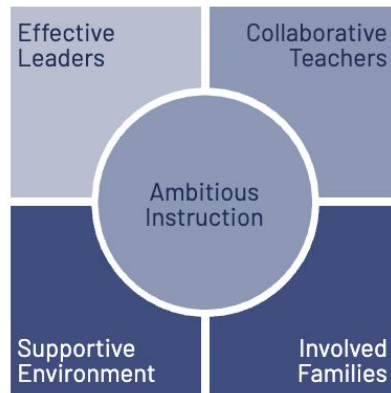
Strong Supportive Environment
Is the school safe, demanding, and supportive?

Strong Ambitious Instruction
Are classes challenging and engaging?

Involved Families
Does the entire staff build strong external relationships?

Effective Leaders	Collaborative Teachers
Ambitious Instruction	
Supportive Environment	Involved Families

- VERY STRONG
- STRONG
- NEUTRAL
- WEAK
- VERY WEAK
- NO DATA
- LOW RESPONSE/NOT APPLICABLE

	Response Rate	IL Average
Students	81.9%	87.1%
Teachers	42.8%	75.6%

5Essentials Survey (DHS: 2021)

2021 ▾

Average — Effective Leaders
Do principals and teachers implement a shared vision for success?

Average — Collaborative Teachers
Do teachers collaborate to promote professional growth?

- — Supportive Environment
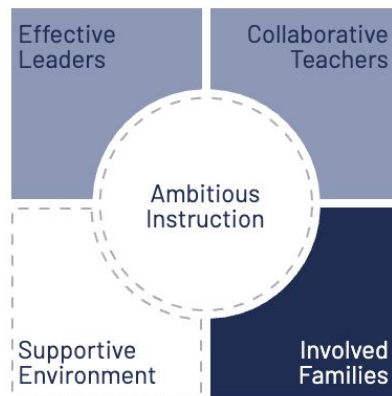Is the school safe, demanding, and supportive?

- — Ambitious Instruction
Are classes challenging and engaging?

Most — Involved Families
Does the entire staff build strong external relationships?

Effective Leaders | Collaborative Teachers
Ambitious Instruction
Supportive Environment | Involved Families

■ MOST IMPLEMENTATION
■ MORE IMPLEMENTATION
■ AVERAGE IMPLEMENTATION
■ LESS IMPLEMENTATION
□ LEAST IMPLEMENTATION
⬚ NOT APPLICABLE/LOW RESPONSE

	Response Rate	IL Average
Students	40.4%	72.1%
Teachers	61.3%	72.7%

5Essentials Survey (DHS: 2022)

2022 ⌄

Average Effective Leaders
Do principals and teachers implement a shared vision for success?

Average Collaborative Teachers
Do teachers collaborate to promote professional growth?

Most Supportive Environment
Is the school safe, demanding, and supportive?

More Ambitious Instruction
Are classes challenging and engaging?

Most Involved Families
Does the entire staff build strong external relationships?

Effective Leaders | Collaborative Teachers

Ambitious Instruction

Supportive Environment | Involved Families

■ MOST IMPLEMENTATION
■ MORE IMPLEMENTATION
■ AVERAGE IMPLEMENTATION
■ LESS IMPLEMENTATION
□ LEAST IMPLEMENTATION
⬚ NOT APPLICABLE/LOW RESPONSE

	Response Rate	IL Average
Students	77.6%	80.3%
Teachers	57.4%	72.1%

5Essentials Survey (DHS: 2023)

2023 ⌄

Neutral Effective Leaders
Do principals and teachers implement a shared vision for success?

Neutral Collaborative Teachers
Do teachers collaborate to promote professional growth?

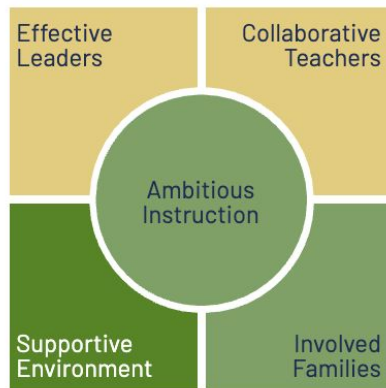**Very Strong** Supportive Environment
Is the school safe, demanding, and supportive?

Strong Ambitious Instruction
Are classes challenging and engaging?

Strong Involved Families
Does the entire staff build strong external relationships?

Effective Leaders | Collaborative Teachers
Ambitious Instruction
Supportive Environment | Involved Families

VERY STRONG
STRONG
NEUTRAL
WEAK
VERY WEAK
NO DATA
LOW RESPONSE/NOT APPLICABLE

	Response Rate	IL Average
Students	77.2%	86%
Teachers	69%	75%

5Essentials Survey (DHS: 2024)

2024 ∨

Neutral Effective Leaders
Do principals and teachers implement a shared vision for success?

Neutral Collaborative Teachers
Do teachers collaborate to promote professional growth?

Very Strong Supportive Environment
Is the school safe, demanding, and supportive?

Very Strong Ambitious Instruction
Are classes challenging and engaging?

Very Strong Involved Families
Does the entire staff build strong external relationships?

Effective Leaders	Collaborative Teachers
Supportive Environment	Involved Families

Ambitious Instruction

■ VERY STRONG
■ STRONG
■ NEUTRAL
■ WEAK
■ VERY WEAK
□ NO DATA
▨ LOW RESPONSE/NOT APPLICABLE

	Response Rate	IL Average
Students	77.8%	87.1%
Teachers	51.8%	75.6%

Questions?