Utilizing the 5Essentials to Drive Continuous School Improvement

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ESSA Statewide Conference  
Sheraton Grand – Chicago  
February 13th 10:00am to 11:00am  
Room: Michigan A
Who is in the room???

I. Take-aways – what is the data that schools and districts should have available:

I. Building greater awareness to the school improvement process

II. Raising awareness to the fact that culture and climate data in Five Essentials—how this aligns to ESSA

III. Participants will be able to access data and identify next steps in building their capacity for using data to inform decision-making and strategic planning
Continuous School Improvement

- What are words or phrases that come to mind when you hear school improvement plan (SIP) or continuous improvement planning (CIP)?
What is CIP?

▪ “In successful districts and schools, there is a collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously improve student learning.” – IBAM

▪ A systemic approach to improve quality and effectiveness of programs and operations.

▪ An on-going process to continually improve opportunities and outcomes for all students
Continuous Improvement Planning Cycle

Data Informed CIP

Assess Current Practices

Choose a Goal
Create a Plan

Implement the Plan

Monitor the Plan

Make Adjustments

Create a Plan

Monitor the Plan

Make Adjustments

Choose a Goal
Create a Plan

Collaborative

High Priority

Creating Sustainability
Continuous Improvement Planning: 5Essentials

- Analyze
- Plan
- Implement
- Evaluate
- Adjust
Non-exhaustive list of CIP Models

- **TQM:**
  - Plan
  - Do
  - Act
  - Check

- **Michigan DOE:**
  - Gather
  - Study
  - Plan
  - Do

- **Results-Oriented Cycles of Inquiry:**
  - Set Goals
  - Plan
  - Act
  - Assess
  - Reflect/Adjust

- **IBAM Model:**
  - Identify
  - Plan
  - Implement
  - Monitor
  - Evaluate
  - Communicate
CIP Cycle Example

Prepare
Inquire
Act

1. Organize for Collaborative Work
2. Build Assessment Literacy
3. Create Data Overview
4. Dig into Student Data
5. Examine Instruction
6. Develop Action Plan
7. Plan to Assess Progress
8. Act and Assess
Categories of Data

- Demographic Data – what does the school look like? What does the student population look like (the community)?

- School Processes and Procedures – how does the school operate; instructionally, organizationally, administratively, programmatically, and continuous improvement.

- Student Learning and Achievement – common formative assessments, grades/standards-based grading, competencies, and summative assessments.

- Perceptions – how we do what we do or how we do business.
What is Perception Data?

- Thoughts?
Perception Data is...

▪ Thoughts and feelings about how we operate and do business (social, emotional, and academic).
  – School context and environment – the climate and culture
  – School context
  – Personal interactions and experiences with the environment, processes, and programs

▪ Feedback from staff, students, and parents about what they perceive to be true

▪ If you care and want to know what others think...you need to ask them
Why is Perception Data Important?

- Thoughts?

- “Not to understand another person’s way of thinking does not make that person confused.” – Michael Quinn Patton
It is Important Because...

- Allows us to answer the ‘How do we actually do business?’ question in the continuous school improvement process

- It expresses our belief in the importance for student, teacher, and parent voice in how the school operates…creating schools that are truly representative of a democratic organization

- Can show progress on change initiatives – are we positively impacting the schools organizational culture?

- Are we *living* our values and beliefs?
How is Perception Data Collected?

- Thoughts around how we collect/assess perceptions???
Collection and Assessment

- Interview Protocols
- Focus Groups
- Questionnaires
- Self-assessment Tools

Anyone have experience, examples, or suggestions with one of these areas of perception data collection?
Basics about the 5Essentials

- Effective Leaders
- Involved Families
- Ambitious Instruction
- Collaborative Cultures
- Supportive Environments

Evidence-based climate survey, rooted in over 20 years of research, that provides schools data around their effectiveness to improve student opportunity and outcomes. A valuable instrument measure strengths and weaknesses in the five domains or Essentials. Research shows school strong in 3 of the 5 Essentials are 10 times more likely to succeed.
Perception Data – Where to Start?! 

- Creating norms around valuing perception data and student, parent, and educator voice.
- Evaluating the data for school strength, weaknesses, and implications.
- Practice task: 5Essentials data.
- Reconciling the variances, if any, of perceptions from the ‘school’ to what the data show.
Weblinks

- https://www.illinoisreportcard.com/
- https://www.5-essentials.org/demo/5e/2017/
- https://www.5-essentials.org/
How the Climate Survey Aligns to...

- The Every Student Succeeds Act:
  - Focused on equity and the whole child
  - Places an emphasis on the local context and community
  - The Illinois plan includes climate surveys as part of balanced accountability
  - Supports driven by local need – strategies and interventions that are grounded in research and evidence

- Systemic educational equity

- A part of comprehensive needs assessments

- Meaningfully engaging students, teachers, and families

- School as learning systems
Educational Equity

- Individual and collective consciousness targeted at continuously improving academic, social and emotional outcomes for All Children.

- Equity work requires critical analysis of our current practices and beliefs around the conditions we create within our learning system(s).

- It goes beyond creating equal conditions within the system, instead focusing on meeting the needs of all students.

- Doing so seeks to remove the barriers some students face and creates equal opportunity for educational outcomes for All Students regardless of: gender, race, ethnicity, gender identity, disability, language, sexual orientation, and socio-economic status.
Pillars of Equity

- Leadership for Excellence and Equity
- Systemic Equity
- Achievement Equity
- Teacher Effectiveness Equity
- Programmatic Equity
Thoughts - Questions?
Thanks for all you do in the name of children, families, and communities in Illinois!

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- Networked Improvement Community: Climate and Culture
  – Survey, Perception Data, Continuous Improvement, Equity, etc.
References and Resources


References and Resources


Marzano, Robert J., Timothy Waters, and Brian A. McNulty. School leadership that works: From research to results. ASCD, 2005.


Exit Slip

• Please take a moment and, on your post-it note, please give us some feedback. You may answer one or all three of the following:
  – What was one positive idea you heard today?
  – What was one piece of the presentation you would alter/change?
  – What else would you like us to know?