5Essentials Full Report
Report for Argo CHSD 217
# Table of Contents

The 5Essentials ........................................................................................................................................1

Effective Leaders ..................................................................................................................................3
  Measures of Effective Leaders .............................................................................................................4

Collaborative Teachers .........................................................................................................................16
  Measures of Collaborative Teachers ......................................................................................................18

Involved Families ..................................................................................................................................32
  Measures of Involved Families ...............................................................................................................33

Supportive Environment .......................................................................................................................41
  Measures of Supportive Environment .....................................................................................................43

Ambitious Instruction ............................................................................................................................54
  Measures of Ambitious Instruction .........................................................................................................56

2018 survey results for Argo CHSD 217. Produced by UChicago Impact.
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 in Argo CHSD 217

Schools in Argo CHSD 217 completed the 5Essentials School Effectiveness Surveys in 2018. The results of these surveys indicate that, on average, schools in Argo CHSD 217 are not yet organized.

Each of the Essentials provides a different lens into the organizational and learning conditions at schools in the Argo CHSD 217 and provides guidance on how each of its schools can organize its work. On average, Argo CHSD 217 had the following performance on each of the Essentials:

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

2018 survey results for Argo CHSD 217. Produced by UChicago Impact.
Supportive Environment: The School Is Safe, Demanding, And Supportive. Average Implementation

2018 survey results for Argo CHSD 217. Produced by UChicago Impact.
Effective Leaders

Performance: Less Implementation

In Schools With Effective Leaders, Principals And Teachers Work Together To Implement A Shared Vision. In Such Schools, People, Programs, And Resources Are Focused On A Vision For Sustained Improvement. Leaders: practice Shared Leadership, set High Goals For Quality Instruction, maintain Mutually Trusting And Respectful Relationships, support Professional Advancement For Faculty And Staff, And manage Resources For Sustained Program Improvement (Not Measured).

Argo CHSD 217 Received A Score Of 22, Representing Its Aggregate Performance Across Four Key Indicators Of This Essential:

- Program Coherence (32 - Less Implementation)
- Teacher-Principal Trust (17 - Least Implementation)
- Teacher Influence (25 - Less Implementation)
- Instructional Leadership (14 - Least Implementation)

2018 survey results for Argo CHSD 217. Produced by UChicago Impact.
Measures Of Effective Leaders

Program Coherence

Performance: **Less Implementation**

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

2018 survey results for Argo CHSD 217. Produced by UChicago Impact.
What Are These Results Based On?

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

Teachers Report The Following:

Many Special Programs Come And Go At This School.

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

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

We Have So Many Different Programs In This School That I Can't Keep Track Of Them All.
There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.

2018 survey results for Argo CHSD 217. Produced by UChicago Impact.
Teacher-Principal Trust

Performance: Least Implementation

Teachers And Principals Share A High Level Of Mutual Trust And Respect.
What Are These Results Based On?

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

Teachers Report The Following:

- **It's OK In This School To Discuss Feelings, Worries, And Frustrations With The Principal.**
  - Strongly disagree: 16%
  - Disagree: 25%
  - Agree: 42%
  - Strongly agree: 17%

- **The Principal Looks Out For The Personal Welfare Of The Faculty Members.**
  - Strongly disagree: 17%
  - Disagree: 23%
  - Agree: 48%
  - Strongly agree: 12%

- **I Trust The Principal At His Or Her Word.**
  - Strongly disagree: 19%
  - Disagree: 26%
  - Agree: 41%
  - Strongly agree: 14%

- **The Principal At This School Is An Effective Manager Who Makes The School Run Smoothly.**
  - Strongly disagree: 16%
  - Disagree: 24%
  - Agree: 49%
  - Strongly agree: 11%
The Principal Places The Needs Of Children Ahead Of Personal And Political Interests.

The Principal Has Confidence In The Expertise Of The Teachers.

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

Teachers Feel Respected By The Principal
Teacher Influence

Performance: **Less Implementation**

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

Argo CHSD 217 Schools' 2018 5Essentials Performance On Teacher Influence

Number Of Schools At Each Performance Level

Teacher Influence Over Time

2018 survey results for Argo CHSD 217. Produced by UChicago Impact.
What Are These Results Based On?

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

Teachers Report Having Influence On:

Planning How Discretionary School Funds Should Be Used.

- No influence: 2%
- A little influence: 18%
- Some influence: 42%
- A great deal of influence: 33%

Determining The Content Of In-service Programs.

- No influence: 11%
- A little influence: 28%
- Some influence: 42%
- A great deal of influence: 18%

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

- No influence: 2%
- A little influence: 18%
- Some influence: 28%
- A great deal of influence: 52%

Establishing The Curriculum And Instructional Program.

- No influence: 3%
- A little influence: 10%
- Some influence: 32%
- A great deal of influence: 54%
Setting Standards For Student Behavior.

2018 survey results for Argo CHSD 217. Produced by UChicago Impact.
Instructional Leadership

Performance: **Least Implementation**

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

---

2018 survey results for Argo CHSD 217. Produced by UChicago Impact.
What Are These Results Based On?

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

Teachers Report That A Member Of The School Leadership Team:

- Knows What's Going On In My Classroom.
  - Strongly disagree: 18%
  - Disagree: 28%
  - Agree: 48%
  - Strongly agree: 5%

- Provides Me With Useful Feedback To Improve My Teaching.
  - Strongly disagree: 22%
  - Disagree: 27%
  - Agree: 41%
  - Strongly agree: 10%

- Has Provided Me With The Support I Need To Improve My Teaching.
  - Strongly disagree: 16%
  - Disagree: 23%
  - Agree: 51%
  - Strongly agree: 11%

- Presses Teachers To Implement What They Have Learned In Professional Development.
  - Strongly disagree: 5%
  - Disagree: 30%
  - Agree: 52%
  - Strongly agree: 12%
Communicates A Clear Vision For Our School.

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

2018 survey results for Argo CHSD 217. Produced by UChicago Impact.
Collaborative Teachers

Performance: Less Implementation

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

- active Partners In School Improvement,
- committed To The School, And
- focused On Professional Development.

Argo CHSD 217 Received A Score Of 39, Representing Its Aggregate Performance Across Four Key Indicators Of This Essential:

- Collaborative Practices (59 - Average Implementation)
- Collective Responsibility (27 - Less Implementation)
- Quality Professional Development (21 - Less Implementation)
- School Commitment (56 - Average Implementation)
- Teacher-Teacher Trust (32 - Less Implementation)

2018 survey results for Argo CHSD 217. Produced by UChicago Impact.
2018 survey results for Argo CHSD 217. Produced by UChicago Impact.
Collaborative Practices

Performance: **Average Implementation**

Teachers Observe Each Others’ Practice And Work Together To Review Assessment Data And Develop Instructional Strategies.
What Are These Results Based On?

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

Teachers Report How Often They Have Done The Following:

- **Observed Another Teacher's Classroom To Offer Feedback?**
  - 56% Never
  - 32% Once or twice
  - 8% 3-9 times
  - 4% 10 or more times

- **Observed Another Teacher's Classroom To Get Ideas For Your Own Instruction?**
  - 56% Never
  - 29% Once or twice
  - 13% 3-9 times
  - 2% 10 or more times

- **Gone Over Student Assessment Data With Other Teachers To Make Instructional Decisions?**
  - 7% Never
  - 22% Once or twice
  - 48% 3-9 times
  - 23% 10 or more times

- **Worked With Other Teachers To Develop Materials Or Activities For Particular Classes?**
  - 4% Never
  - 9% Once or twice
  - 29% 3-9 times
  - 58% 10 or more times

2018 survey results for Argo CHSD 217. Produced by UChicago Impact.
Worked On Instructional Strategies With Other Teachers?

- Never: 7%
- Once or twice: 18%
- 3-9 times: 29%
- 10 or more times: 47%

2018 survey results for Argo CHSD 217. Produced by UChicago Impact.
Collective Responsibility

Performance: **Less Implementation**

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

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**Argo CHSD 217 Schools’ 2018 5Essentials Performance On Collective Responsibility**

Number Of Schools At Each Performance Level

Collective Responsibility Over Time

2018 survey results for Argo CHSD 217. Produced by UChicago Impact.
What Are These Results Based On?

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

Teachers Report That Other Teachers In The School:

- **Feel Responsible When Students In This School Fail?**
  - None: 4%
  - Some: 31%
  - About half: 22%
  - Most: 30%
  - Nearly all: 13%

- **Feel Responsible To Help Each Other Do Their Best?**
  - None: 3%
  - Some: 24%
  - About half: 22%
  - Most: 38%
  - Nearly all: 14%

- **Help Maintain Discipline In The Entire School, Not Just Their Classroom?**
  - None: 2%
  - Some: 37%
  - About half: 24%
  - Most: 28%
  - Nearly all: 10%

- **Take Responsibility For Improving The School?**
  - None: 1%
  - Some: 29%
  - About half: 19%
  - Most: 38%
  - Nearly all: 13%

2018 survey results for Argo CHSD 217. Produced by UChicago Impact.
Feel Responsible For Helping Students Develop Self-control?

Feel Responsible That All Students Learn?
Quality Professional Development

Performance: **Less Implementation**

Professional Development Is Rigorous and Focused On Student Learning.

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2018 survey results for Argo CHSD 217. Produced by UChicago Impact.
What Are These Results Based On?

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

Teachers Report That Professional Development This Year Has:

<table>
<thead>
<tr>
<th>Description</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Included Opportunities To Work Productively With Teachers From Other Schools.</td>
<td>39%</td>
<td>30%</td>
<td>25%</td>
<td>5%</td>
</tr>
<tr>
<td>Included Enough Time To Think Carefully About, Try, And Evaluate New Ideas.</td>
<td>20%</td>
<td>37%</td>
<td>35%</td>
<td>9%</td>
</tr>
<tr>
<td>Been Sustained And Coherently Focused, Rather Than Short-term And Unrelated.</td>
<td>14%</td>
<td>33%</td>
<td>48%</td>
<td>5%</td>
</tr>
<tr>
<td>Included Opportunities To Work Productively With Colleagues In My School.</td>
<td>8%</td>
<td>21%</td>
<td>55%</td>
<td>16%</td>
</tr>
</tbody>
</table>

2018 survey results for Argo CHSD 217. Produced by UChicago Impact.
Been Closely Connected To My School's Improvement Plan.
School Commitment

Performance: **Average Implementation**

Teachers Are Deeply Committed To The School.

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2018 survey results for Argo CHSD 217. Produced by UChicago Impact.
What Are These Results Based On?

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

Teachers Report The Following:

I Wouldn't Want To Work In Any Other School.

- Strongly disagree: 3%
- Disagree: 14%
- Agree: 37%
- Strongly agree: 46%

I Would Recommend This School To Parents Seeking A Place For Their Child.

- Strongly disagree: 1%
- Disagree: 18%
- Agree: 45%
- Strongly agree: 36%

I Usually Look Forward To Each Working Day At This School.

- Strongly disagree: 4%
- Disagree: 9%
- Agree: 43%
- Strongly agree: 44%

I Feel Loyal To This School.

- Strongly disagree: 2%
- Disagree: 3%
- Agree: 39%
- Strongly agree: 55%

2018 survey results for Argo CHSD 217. Produced by UChicago Impact.
Teacher-Teacher Trust

Performance: **Less Implementation**

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

---

2018 survey results for Argo CHSD 217. Produced by UChicago Impact.
What Are These Results Based On?

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

Teachers Report The Following:

- **Teachers In This School Trust Each Other.**
  - 3% Strongly disagree
  - 22% Disagree
  - 60% Agree
  - 15% Strongly agree

- **It's OK In This School To Discuss Feelings, Worries, And Frustrations With Other Teachers.**
  - 5% Strongly disagree
  - 13% Disagree
  - 62% Agree
  - 19% Strongly agree

- **Teachers Respect Other Teachers Who Take The Lead In School Improvement Efforts.**
  - 5% Strongly disagree
  - 15% Disagree
  - 57% Agree
  - 22% Strongly agree

- **Teachers At This School Respect Those Colleagues Who Are Experts At Their Craft.**
  - 5% Strongly disagree
  - 13% Disagree
  - 47% Agree
  - 35% Strongly agree

2018 survey results for Argo CHSD 217. Produced by UChicago Impact.
Teachers Feel Respected By Other Teachers

2018 survey results for Argo CHSD 217. Produced by UChicago Impact.
Involved Families

Performance: Less Implementation

In Schools With Involved Families, the entire staff builds strong external relationships. Such schools:
- see parents as partners in helping students learn,
- value parents' input and participation in advancing the school's mission, and
- support efforts to strengthen its students' community resources.

Argo CHSD 217 received a score of 26, which represents its aggregate performance across three key indicators of involved families:

- Teacher-Parent Trust (33 - Less)
- Parent Involvement In School (21 - Less)
- Parent Influence On Decision Making In Schools (23 - Less)

2018 survey results for Argo CHSD 217. Produced by UChicago Impact.
Measures Of Involved Families

Teacher-Parent Trust

Performance: **Less Implementation**

Teachers and Parents Are Partners In Improving Student Learning.

---

Argo CHSD 217 Schools’ 2018 5Essentials Performance On Teacher-Parent Trust

Number Of Schools At Each Performance Level

Teacher-Parent Trust Over Time

2018 survey results for Argo CHSD 217. Produced by UChicago Impact.
What Are These Results Based On?

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

Teachers Report The Following:

- **Parents Do Their Best To Help Their Children Learn**
  - None: 4%
  - Some: 49%
  - About half: 31%
  - Most: 14%
  - All: 1%

- **Teachers Feel Good About Parents' Support For Their Work**
  - None: 4%
  - Some: 42%
  - About half: 22%
  - Most: 27%
  - Nearly all: 4%

- **Parents Support Teachers Teaching Efforts**
  - None: 2%
  - Some: 30%
  - About half: 21%
  - Most: 44%
  - All: 3%

- **Teachers And Parents At This School Think Of Each Other As Partners In Educating Children.**
  - Strongly disagree: 7%
  - Disagree: 47%
  - Agree: 43%
  - Strongly agree: 3%

*2018 survey results for Argo CHSD 217. Produced by UChicago Impact.*
Staff At This School Work Hard To Build Trusting Relationships With Parents.

Teachers Feel Respected By The Parents Of The Students.

2018 survey results for Argo CHSD 217. Produced by UChicago Impact.
Parent Involvement In School

Performance: **Less Implementation**

Parents Are Active Participants In Their Child’s Schooling.

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Argo CHSD 217 Schools' 2018 5Essentials Performance On Parent Involvement In School

Number Of Schools At Each Performance Level

Parent Involvement In School Over Time

2018 survey results for Argo CHSD 217. Produced by UChicago Impact.
What Are These Results Based On?

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

**Teachers Report That Students' Parents:**

Volunteered Time To Support The School (E.g., Volunteer In Classrooms, Help With School-wide Events, Etc.)?

- None: 54%
- Some: 42%
- About half: 2%
- Most: 1%
- All: 0%

Contacted You About Their Child's Performance?

- None: 21%
- Some: 77%
- About half: 2%
- Most: 0%
- All: 0%

Responded To Your Suggestions For Helping Their Child?

- None: 10%
- Some: 67%
- About half: 13%
- Most: 10%
- All: 0%

Attended Parent-teacher Conferences When You Requested Them?

- None: 4%
- Some: 71%
- About half: 16%
- Most: 8%
- All: 0%
Parent Influence On Decision Making In Schools

Performance: **Less Implementation**

The School Has Created Opportunities For Parents To Participate In Developing Academic Programs And Influencing School Curricula.

---

2018 survey results for Argo CHSD 217. Produced by UChicago Impact.
What Are These Results Based On?

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

Teachers Report That The School:

- Involves Parents In Commenting On School Curricula.
  - 47% report not at all, 44% report a little, 9% report somewhat, 0% report a great deal.

- 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.).
  - 47% report not at all, 33% report a little, 11% report somewhat, 9% report a great deal.

- Encourages More-involved Parents To Reach Out To Less-involved Parents.
  - 44% report not at all, 33% report a little, 20% report somewhat, 2% report a great deal.

- Involves Parents In The Development Of Programs Aimed At Improving Students’ Academic Outcomes.
  - 32% report not at all, 48% report a little, 17% report somewhat, 2% report a great deal.

2018 survey results for Argo CHSD 217. Produced by UChicago Impact.
Includes Parent Leaders From All Backgrounds In School Improvement Efforts.
Supportive Environment

Performance: Average Implementation

In Schools With A Supportive Environment, The School Is Safe, Demanding, And Supportive. In Such Schools:
- Students Feel Safe In And Around The School,
- They Find Teachers Trust-worthy And Responsive To Their Academic Needs,
- They Are Well-supported In Planning For College And Other Post-high School Experiences.

Argo CHSD 217 Received A Score Of 55 Represents Its Aggregate Performance Across Five Key Indicators Of Supportive Environment:

- Safety (38 - Less)
- School-Wide Future Orientation (62 - More)
- Student-Teacher Trust (83 - Most)
- Expectations For Postsecondary Education (35 - Less)
Measures Of Supportive Environment

Safety

Performance: **Less Implementation**

Students Feel Safe Both In And Around The School Building, And While They Travel To And From Home.
What Are These Results Based On?

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

Students Report How Safe They Feel:

Outside Around The School?

- Not safe: 6%
- Somewhat safe: 27%
- Mostly safe: 42%
- Very safe: 24%

Traveling Between Home And School?

- Not safe: 3%
- Somewhat safe: 14%
- Mostly safe: 43%
- Very safe: 41%

In The Bathrooms Of The School?

- Not safe: 4%
- Somewhat safe: 18%
- Mostly safe: 43%
- Very safe: 35%

In The Hallways Of The School?

- Not safe: 2%
- Somewhat safe: 14%
- Mostly safe: 45%
- Very safe: 39%
In Your Classes?

2018 survey results for Argo CHSD 217. Produced by UChicago Impact.
School-Wide Future Orientation

**Performance: More Implementation**

<p>The School Engages All Students In Planning For Life After Graduation.</p>
What Are These Results Based On?

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

Students Report That:

Teachers Work Hard To Make Sure That Students Stay In School.

Teachers Pay Attention To All Students, Not Just The Top Students.

Teachers Make Sure That All Students Are Planning For Life After Graduation.

Teachers Work Hard To Make Sure That All Students Are Learning.
All Students Are Encouraged To Go To College.

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

Performance: **Most Implementation**

Students and teachers share a high level of mutual trust and respect.

Argo CHSD 217 Schools' 2018 5Essentials Performance on Student-Teacher Trust

Number of schools at each performance level:

- Low: 0
- Less: 0
- Average: 0
- More: 1

Student-Teacher Trust over time:

2018 survey results for Argo CHSD 217. Produced by UChicago Impact.
What Are These Results Based On?

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

Students Report:

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Teachers Always Keep Their Promises</td>
<td>5%</td>
<td>25%</td>
<td>53%</td>
<td>17%</td>
</tr>
<tr>
<td>I Feel Safe And Comfortable With My Teachers At This School.</td>
<td>2%</td>
<td>5%</td>
<td>55%</td>
<td>38%</td>
</tr>
<tr>
<td>My Teachers Will Always Listen To Students' Ideas.</td>
<td>4%</td>
<td>18%</td>
<td>53%</td>
<td>25%</td>
</tr>
<tr>
<td>My Teachers Treat Me With Respect.</td>
<td>2%</td>
<td>7%</td>
<td>56%</td>
<td>34%</td>
</tr>
</tbody>
</table>

2018 survey results for Argo CHSD 217. Produced by UChicago Impact.
Expectations For Postsecondary Education

Performance: Less Implementation

The School Expects All Students To Attend College And Promotes College-readiness.<p>Expectations For Postsecondary Education</p>
What Are These Results Based On?

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

Teachers Report That:

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

- 9% Strongly disagree
- 48% Disagree
- 41% Agree
- 2% Strongly agree

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

- 4% Strongly disagree
- 36% Disagree
- 50% Agree
- 10% Strongly agree

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

- 4% Strongly disagree
- 22% Disagree
- 61% Agree
- 12% Strongly agree

**The Curriculum At This School Is Focused On Helping Students Get Ready For College.**

- 3% Strongly disagree
- 13% Disagree
- 69% Agree
- 14% Strongly agree

2018 survey results for Argo CHSD 217. Produced by UChicago Impact.
Teachers in this school feel that it is a part of their job to prepare students to succeed in college.
Ambitious Instruction

**Performance: Average Implementation**

*p>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:*  
*<ul>*  
*<li> Well-defined With Clear Expectations For Student Success,*  
*<li> Interactive And Encourages Students To Build And Apply Knowledge,*  
*<li> Well-paced (Not Measured), And*  
*<li> Aligned Across Grades (Not Measured).*  
*<ul>*

Argo CHSD 217 Received A Score Of **58**, Representing Its Aggregate Performance Across Four Key Indicators Of Indicators Of This Essential:

* • English Instruction (67 - More)*  
* • Math Instruction (59 - Average)*  
* • Academic Press (68 - More)*  
* • Quality Of Student Discussion (38 - Less)*

2018 survey results for Argo CHSD 217. Produced by UChicago Impact.
Measures Of Ambitious Instruction

English Instruction

Performance: **More Implementation**

<p><b>English Instruction</b><br>Students Interact With Course Material And One Another To Build And Apply Critical Reading And Writing Skills.</p>

![Graph showing Argo CHSD 217 Schools' 2018 5Essentials Performance On English Instruction](image)

![Bar chart showing Number Of Schools At Each Performance Level](image)

![Line chart showing English Instruction Over Time](image)

*2018 survey results for Argo CHSD 217. Produced by UChicago Impact.*
What Are These Results Based On?

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

Students Report Doing The Following In English Class:

- **Rewrite A Paper Or Essay In Response To Comments.**
  - Never: 7%
  - Once or twice a semester: 16%
  - Once or twice a month: 37%
  - Once or twice a week: 27%
  - Almost every day: 12%

- **Improve A Piece Of Writing As A Class Or With Partners.**
  - Never: 7%
  - Once or twice a semester: 13%
  - Once or twice a month: 32%
  - Once or twice a week: 33%
  - Almost every day: 15%

- **Debate The Meaning Of A Reading.**
  - Never: 15%
  - Once or twice a semester: 13%
  - Once or twice a month: 22%
  - Once or twice a week: 31%
  - Almost every day: 21%

- **Discuss How Culture, Time, Or Place Affects An Author’s Writing.**
  - Never: 5%
  - Once or twice a semester: 9%
  - Once or twice a month: 24%
  - Once or twice a week: 37%
  - Almost every day: 26%

*2018 survey results for Argo CHSD 217. Produced by UChicago Impact.*
Discuss Connections Between A Reading And Real Life People Or Situations.

![Bar chart](image)

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

![Bar chart](image)
Math Instruction

Performance: **Average Implementation**

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

**Argo CHSD 217 Schools’ 2018 5Essentials Performance On Math Instruction**

Number Of Schools At Each Performance Level

Math Instruction Over Time

2018 survey results for Argo CHSD 217. Produced by UChicago Impact.
What Are These Results Based On?

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

Students Report That They Do The Following In Math Class:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Once or twice a semester</th>
<th>Once or twice a month</th>
<th>Once or twice a week</th>
<th>Almost everyday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a Math Problem For Other Students To Solve.</td>
<td>43%</td>
<td>13%</td>
<td>13%</td>
<td>17%</td>
<td>14%</td>
</tr>
<tr>
<td>Write a Few Sentences To Explain How You Solved A Math Problem.</td>
<td>24%</td>
<td>12%</td>
<td>23%</td>
<td>24%</td>
<td>17%</td>
</tr>
<tr>
<td>Apply Math To Situations In Life Outside Of School.</td>
<td>15%</td>
<td>11%</td>
<td>21%</td>
<td>26%</td>
<td>26%</td>
</tr>
<tr>
<td>Solve A Problem With Multiple Steps That Takes More Than 20 Minutes.</td>
<td>22%</td>
<td>13%</td>
<td>21%</td>
<td>27%</td>
<td>17%</td>
</tr>
</tbody>
</table>
Explain How You Solved A Problem To The Class.

Discuss Possible Solutions To Problems With Other Students.
Academic Press

Performance: More Implementation

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

Argo CHSD 217 Schools’ 2018 5Essentials Performance On Academic Press

Number Of Schools At Each Performance Level

Academic Press Over Time

2018 survey results for Argo CHSD 217. Produced by UChicago Impact.
What Are These Results Based On?

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

Students Report The Following About One Specific Class:

<table>
<thead>
<tr>
<th>The Teacher Asks Difficult Questions In Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
</tr>
<tr>
<td>5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Teacher Asks Difficult Questions On Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
</tr>
<tr>
<td>3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>This Class Challenges Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
</tr>
<tr>
<td>3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>This Class Really Makes Me Think.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
</tr>
<tr>
<td>3%</td>
</tr>
</tbody>
</table>
I Really Learn A Lot In This Class

This Class Requires Me To Work Hard To Do Well

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

The Teacher Expects Me To Do My Best All The Time

The Teacher Expects Everyone To Work Hard
Quality Of Student Discussion

Performance: **Less Implementation**

Students Participate In Classroom Discussions That Build Their Critical Thinking Skills.
What Are These Results Based On?

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

Teachers Report The Following About Classroom Discussions:

- **Students Use Data And Text References To Support Their Ideas.**
  - Never: 10%
  - Rarely: 27%
  - Sometimes: 36%
  - Almost always: 26%

- **Students Provide Constructive Feedback To Their Peers And To Me.**
  - Never: 4%
  - Rarely: 14%
  - Sometimes: 58%
  - Almost always: 23%

- **Students Build On Each Other's Ideas During Discussion.**
  - Never: 4%
  - Rarely: 12%
  - Sometimes: 56%
  - Almost always: 28%

- **Most Students Participate In The Discussion At Some Point.**
  - Never: 1%
  - Rarely: 11%
  - Sometimes: 54%
  - Almost always: 33%

2018 survey results for Argo CHSD 217. Produced by UChicago Impact.
Students Show Each Other Respect.

2018 survey results for Argo CHSD 217. Produced by UChicago Impact.