



Use of the Illinois 5Essentials Survey Data

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Purpose

- Examine how IL public school districts are utilizing the 5E data, particularly for school improvement
- Identify challenges to successful implementation
- Make recommendations for improvement

Methods

- In-depth interviews with 15 districts in May-June 2014
 - 79 district/school administrators and SIP team members
- Document review of Rising Star school improvement plans

	Number of Districts		Number of Districts
Size of District		Locale	
Large (> 2000)	9	city - mid	1
Medium (600 – 1200)	3	city - small	2
Small (< 600)	3	suburban - large	4
District Type		town - fringe	1
P-12	9	town - distant	1
P-8	3	town - remote	2
9-12	2	rural - fringe	2
K-8	1	rural - distant	2
Region			
Northeast	6	Race to the Top	3
Northwest	1		
East Central	3	SIG	3
West Central	1		
Southeast	2		
Southwest	2		

Methods

- ISBE survey data from IL superintendents and principals about their experiences with and opinions about the 5E Survey and reports

- Principals (~16%)
- Superintendents (~32%)

	Principals (n=634)	Superintendents (n=273)
Region		
Cook	15%	10%
Suburban Chicago	18%	14%
Northern Illinois	14%	19%
Central Illinois	25%	28%
Southern Illinois	9%	16%
Missing	19%	13%
District Size		
< 600	14%	24%
600 – 2000	30%	44%
> 2000	37%	19%
Missing	19%	13%

Highlights of Results

- Familiarity with the 5E Survey tended to cluster within districts.
 - Roughly 1/3 of those interviewed fell into each category: Not Familiar, Somewhat Familiar, Very Familiar
 - Superintendents were most familiar, followed by principals and then SIP team members
- Participants reported limited training on how to use the 5E reports and data.

“I see a lot of value in this data. I know that it won’t get used well unless the districts have the ability to handle it themselves and understand it enough to support it.”

Highlights of Results

- Some stakeholders found value in the 5E data because it added additional perspectives, although this was not true for the majority of participants.
 - Less than 50% of both superintendents and principals believed the teacher surveys, student surveys, and the reports were valuable or that the student or teacher surveys had local interest. (ISBE survey data)
 - Principals generally had a more positive view of both the value of the 5E Surveys and reports and their local relevance than superintendents did. (ISBE survey data)
 - In general, principals from large districts had the most favorable views. (ISBE survey data)
 - The more superintendents and principals valued the 5E reports and indicated survey items addressed local interest, the more likely they used 5E data for planning purposes. (ISBE survey data)

Highlights of Results

- Reasons for not utilizing the 5E data
 - concerns about credibility of the data
 - access to a local or national climate survey
 - participants feeling overwhelmed with many other initiatives
- Use of the 5E results is still in early stages of adoption for many districts.
 - Limited to general discussions about districts' strengths and areas of improvements
 - There were some examples of strong integration of the 5E data in a few of the study sites

Summary of 5E Data Use

Activity	# of districts (out of 15)
Reviewed data with principals/SIP teams/teachers	14
Shared with School Board/parents/community	10
Identified improvement areas	8 (3)
Identified strength areas	6
Use as benchmark data	5 (2)
Developed goals	4
Compared 5E data with Rising Star	3 (1)
Identified professional development areas	2
Posted on website	2
Used with data coaches	1
Compared 5E data with Danielson Framework	1

Note: () indicates future plans to use 5E data when concerns are addressed

Examples of Districts' Use of 5E Data

5E Data Analysis Process

- SWOT analysis of the 5E data; teachers identified weaknesses and proposed solutions to address them
- Statement matrix including 5E domain, how it was measured, and district scores; identified professional development areas
- Shared with teachers on last institute day; brought in assistance to interpret data
- Principal and SIP team analyzed teacher and student data; identified positives and negatives; reached consensus on next steps

District Administrator

*“We started looking at **district-level data** to see **globally how are we doing?** What are our **strengths and weaknesses?** And then we pared down from there. We go to the **school level**, take a look at strengths and weaknesses, and look at the teacher data, the student data, and the parent data. And then you gradually draw down and try to find **what are we good at, what are we not good at**, are there consistent **patterns** across the district, across schools? Maybe elementary schools, for example, tend towards being stronger or weaker in some areas. Or maybe it’s completely idiosyncratic at the school level. There’s no scripted start at the top, **work your way down**, and see where it leads you. Eventually, I think, what some schools did – at least last year – they went down to the item level.”*

Examples of Districts' Use of 5E Data

Use with Rising Star

- Developed student goals based on 5E data to complement student achievement and attendance goals
- Rising Star team analyzed data and identified need to improve teacher collaboration; brainstormed about possible solutions
- Plans to align 5E domains with Rising Star indicators
 - Rising Star indicator for school climate matches 5E Supportive Environment domain
 - Using 5E data for *“monitoring, and not monitoring in a bad way, but monitoring with a growth mindset of “Hey, we need to improve in this.”*

Examples of Districts' Use of 5E Data

Implemented New or Expanded Programs

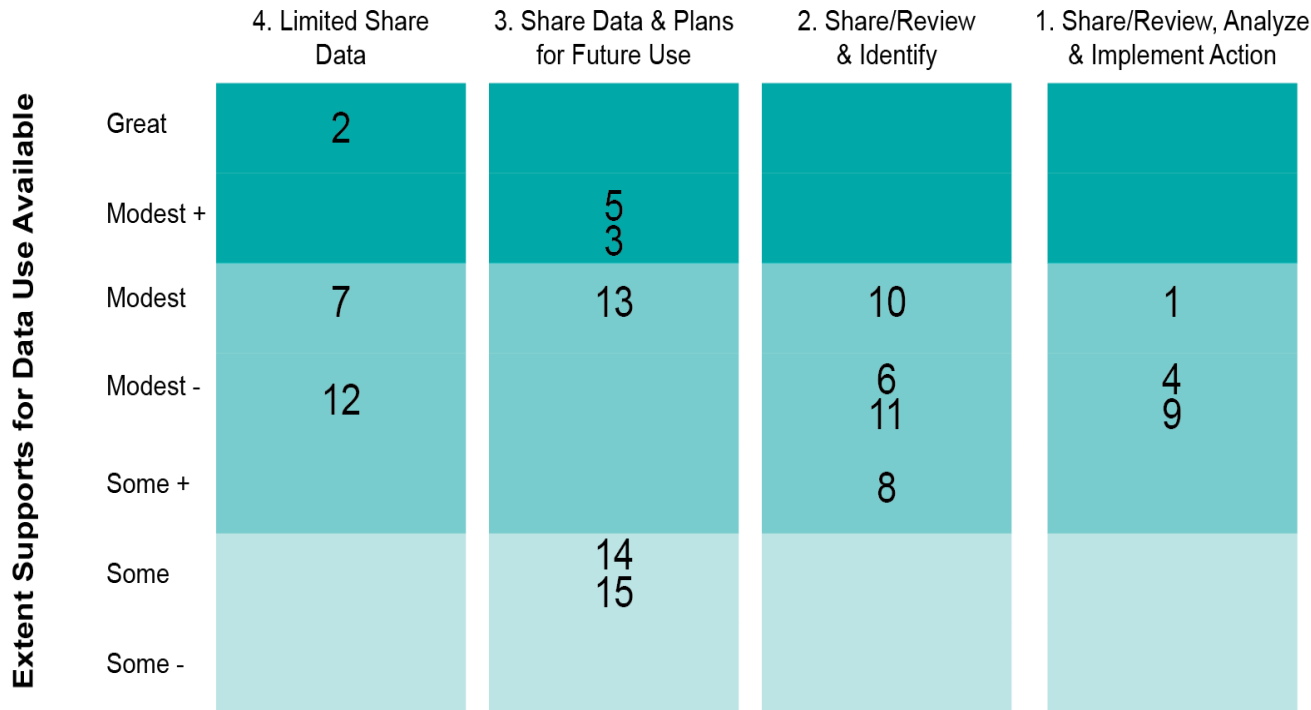
- Implemented freshmen monitoring program and expanded freshmen orientation in conjunction with other district information
- School increased opportunities for teacher observations based on their 5E results
- Modified and increased outreach activities to encourage parents to become more involved
- Added district-specific question to the parent survey to rate their schools; provided continuity with other surveys in the district

“It seems like a natural way to involve parents.”

Availability of Data Supports

- Availability of supports for data use was only slightly related to districts' use of the 5E data.

Use of 5E Data



District	Locale	Size	Type
1	City, Mid	L	P-12
2	City, Small	L	P-8
3	City, Small	L	P-12
4	Suburban, Large	L	9-12
5	Suburban, Large	L	P-12
6	Suburban, Large	L	P-12
7	Suburban, Large	L	P-8
8	Town, Fringe	M	P-12
9	Town, Distant	M	9-12
10	Town, Remote	M	P-8
11	Town, Remote	L	P-12
12	Rural, Fringe	L	P-12
13	Rural, Fringe	S	P-12
14	Rural, Distant	S	P-12
15	Rural, Distant	S	K-8

To read the chart: District 1, 4, 9 had less than Modest (-M) to Modest level of supports for data informed decision making and these Districts had the most utilization of the 5E data by sharing, reviewing, analyzing, and implementing a program based on the 5E results.

Recommendations

Items already addressed by ISBE and UChicago Impact

- rostered survey, improved survey items, timing of the survey, alternative survey option

1. Market the survey to motivate participation and utilization

“Provide us something that meets a need and we’re probably all ears.”

- Influence of district leadership

2. Increase breadth of participation and response rates

Recommendations

3. Increase training, particularly for interpreting the 5E data and creating actionable plans based on the 5E data

“But we’re at the point now where we need help with the implementation, having to help principals. How do I use this information to put into my plans? What does going from yellow to red and green look like in terms of a lesson plan? You know, boiling it down to that level.”

Recommendations

4. Provide additional supports, especially for districts with fewer financial and personnel resources
5. Create a learning community of district/school data users to share workable and successful data integration practices

“One thing that I would be looking for, though, would be districts that would have comparable demographics, comparable issues, so that we could benchmark against other districts and potentially do some sharing of why people get the results they do and what to do about it.”

Conclusion

- Districts/schools are interested in using school culture and climate data to improve their schools.
- The ability to capitalize on and cultivate this interest to increase utilization of the 5Essentials data, or other climate survey data, will be greatly influenced by addressing the concerns identified by stakeholders.



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