



2025 *5Essentials* Survey: Chicago Public Schools

Details & Data Use Guidance

As of 05.22.2025

UCHICAGO **Impact**

UCHICAGO **Consortium**
on School Research



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2025 Unavailable Data

Missed Student Survey Measures

The University of Chicago (UChicago) Impact and Consortium on School Research administer and report the *5Essentials* Survey each year.

Due to our programming error, **Chicago Public Schools (CPS) students did not receive the questions for six Measures on 2025 spring surveys.** This error was identified after the survey closed.

In consultation with CPS, we suppressed scoring and reporting for **overall school ratings, two Essentials, and six Measures for SY25 school reports.**

This decision maintains the integrity of the survey and ensures comparability of available scores over time.

Reporting Effects: Essentials

On CPS school reports, this means:

All schools: There is no reported overall organizational level rating (ex: “moderately organized”).

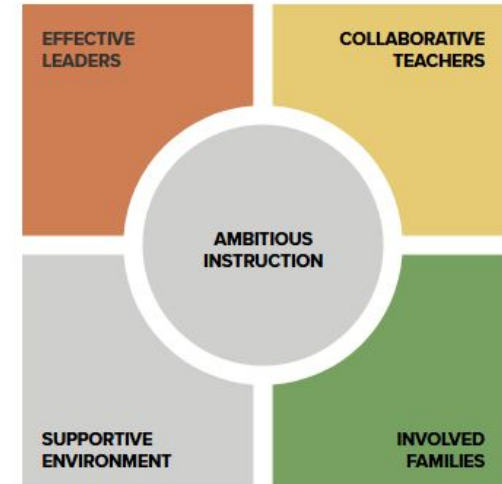
Elementary schools: Two (2) Essentials scores are unavailable and grayed out:

- Ambitious Instruction
- Supportive Environment

High schools: One (1) Essential score is unavailable and grayed out:

- Ambitious Instruction

Elementary schools:



High schools:



Reporting Effects: Measures & Essentials

Measures and Essentials with missing 2025 data and scores:

Measure	Elementary School Essential / Category	High School Essential / Category
Academic Press	Ambitious Instruction	Ambitious Instruction
Academic Personalism	Supportive Environment	Supplemental
Peer Support for Academic Work	Supportive Environment	n/a
Course Clarity	Supplemental	Supplemental
Academic Engagement	Supplemental	Supplemental
Classroom Rigor	Supplemental	Supplemental



See how this appears on school reports on p.8–10.

School Reports: Data

In the Ambitious Instruction and Supportive Environment Essentials:

- **All Measures with available data will be reported;** these can be reviewed and used by schools.
- **All missing Measures will be shown in gray.**

All available data and scores are reported using updated benchmarks, and can be compared to re-scored SY24 data within the SY25 school reports, as planned.

In late summer 2025, **SY22 & SY23 data** will be re-benchmarked & added to reports to provide schools with additional trends-over-time data.

School Reports: Ambitious Instruction

Affects:

All schools

Missing Measure:

- **Academic Press**

Essential

Performance

Ambitious Instruction

Low Resp Or N/A

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).

Measures

Performance ↓

Respondent

English Instruction

62 Strong

Student

Quality of Student Discussion

56 Neutral

Teacher

Math Instruction

52 Neutral

Student

Academic Press

Low Resp Or N/A

Student

School Reports: Supportive Environment

Affects:

Elementary, primary, & middle schools*

Missing Measures:

- **Academic Personalism**
- **Peer Support for Academic Work**

**High schools' Supportive Environment Essential is comprised of Measures fully surveyed in 2025:*

- *Safety*
- *Student-Teacher Trust*
- *School-Wide Future Orientation*
- *Expectations for Post-Secondary Education*

Essential

Performance

Supportive Environment

Low Resp Or N/A

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.

Measures	Performance	Respondent
Safety	61 Strong	Student
Student-Teacher Trust	58 Neutral	Student
Academic Personalism	Low Resp Or N/A	Student
Peer Support for Academic Work	Low Resp Or N/A	Student

Supplemental Measures

Affects:

All schools

Missing Measures (all):

- **Academic Engagement**
- **Classroom Rigor**
- **Course Clarity**

* High schools also have **Academic Personalism** as a supplemental measure

Measures ↓	Performance	Essential	Respondent
Academic Engagement	Low Resp Or N/A	 Supplemental Measures	Student
* Academic Personalism	Low Resp Or N/A	 Supplemental Measures	Student
Classroom Disruptions	69 Strong	 Supplemental Measures	Teacher
Classroom Rigor	Low Resp Or N/A	 Supplemental Measures	Student
Course Clarity	Low Resp Or N/A	 Supplemental Measures	Student
Emotional Health	87 Very Strong	 Supplemental Measures	Student
Human & Social Resources in the Community	50 Neutral	 Supplemental Measures	Student
Importance of High School for the Future	80 Very Strong	 Supplemental Measures	Student

Fully Reported Essentials



The three Essentials assessed by teacher/staff survey questions were fully administered:

- **Effective Leaders**
- **Collaborative Teachers**
- **Involved Families**

Data and scores for those Essentials and the Measures within them are available on school reports.

Unique Reporting Cases



In rare cases, CPS schools did not have teacher response rates above 50%. Per standard reporting practices, they therefore do not have teacher Measures scored and reported in **Effective Leaders**, **Collaborative Teachers**, and **Involved Families**.

As long as these schools have student response rates above 50%, these schools do have some available student data in Ambitious Instruction, Supportive Environment, and in supplemental Measures, as shown on p. 8–10.



Guidance for Data Use

“What can we do with the data we have?”



There is not a perfect replacement data point for the unavailable data.

School leaders and communities can consider:

1. How the missing data points provide input toward the school's **goals and priorities**
2. What additional data points may offer **related insights** to help gauge progress to a goal—and its intended impact on students' experiences, development, and learning

Supplemental Data

What supplemental resources can schools use to gain insights and estimate progress to goals?

1. *5Essentials* Survey available measures
 - Highly-correlated Measures
 - Any additional Measures within the Essential with SY25 data
2. Supplemental resources

5Essentials: Correlated Measures

Schools can consider correlated Measures:

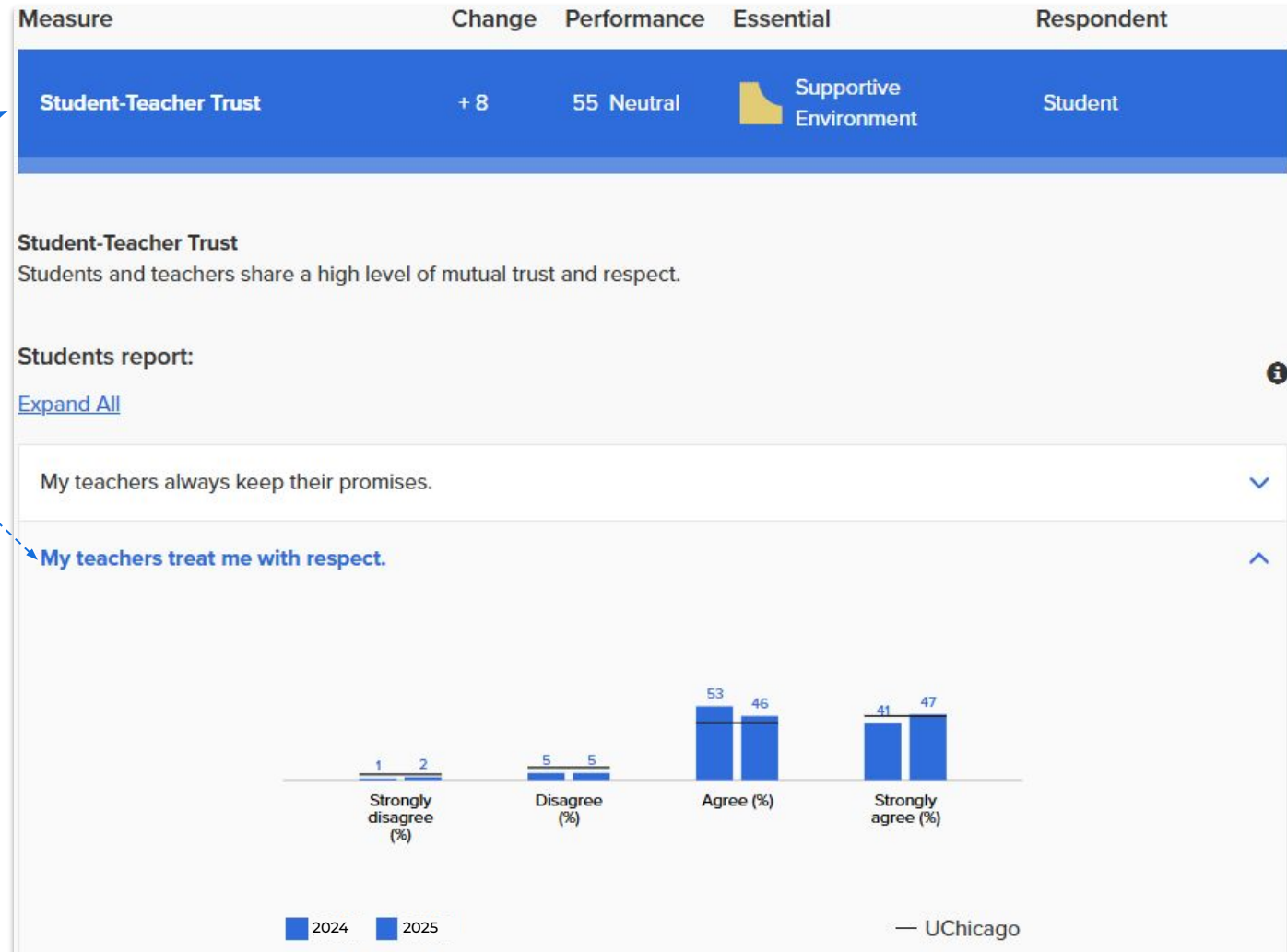
- **Scores** for SY25
- **Trends** from last year(s)
- **Responses** to questions within Measures

Unavailable measure(s)	Highly correlated, available measure(s)
Academic Press	<ul style="list-style-type: none">• English Instruction (<i>also in Ambitious Instruction</i>)• Math Instruction (<i>also in Ambitious Instruction</i>)
Peer Support for Academic Work	<ul style="list-style-type: none">• Student-Teacher Trust (<i>also in Supportive Environment</i>)• Rigorous Study Habits (<i>supplemental measure</i>)• School Connectedness (<i>supplemental measure</i>)
Academic Personalism	<ul style="list-style-type: none">• Student-Teacher Trust (<i>also in Supportive Environment</i>)• Rigorous Study Habits (<i>supplemental measure</i>)
Course Clarity, Classroom Rigor & Academic Engagement	<ul style="list-style-type: none">• School Connectedness (<i>supplemental measure</i>)• School-Wide Future Orientation (<i>supplemental HS measure</i>)• Importance of High School for the Future (<i>supplemental HS measure</i>)

5Essentials: Correlated Measures' Questions

Within a **correlated measure**, schools can consider **individual questions** that may provide key insights on progress:

- This year
- How it compares to prior year(s)



5Essentials: Best Practices for Data Use

When using supplemental Measure and question data, best practices still apply:



- What are the strongest responses?
- What are the lowest responses?
- What do student & teacher responses look like for items within Measures?
- How are different groups of students experiencing their class/school?
- Trends:
 - What is increasing? What increased most?
 - What is dropping? What dropped most?

Supplemental Resources

What is your school trying to understand and improve?

Additional sources of information about students' classroom experiences may shed light on those questions, including:

1. *Cultivate* Survey data
 - See p. 20 for details
2. Focus groups
 - Using missing survey questions and/or open-ended questions connected to survey topics
3. Empathy interviews, rigor walks, learning walks, etc.

Cultivate & *5Essentials* Survey Data

Cultivate Survey Measures and questions can help inform schools' understanding of rigor and relationships in their classrooms.

- Consider exploring *Cultivate* Survey **question-level data**, and focusing on **within-year growth**.
- Explore cross-survey questions or measures with similar multi-year trends for your school.

A note on cross-survey data use:

After 3 years of *Cultivate* Survey administration in CPS, the UChicago Consortium is now able to begin a rigorous research process to better understand the relationships between *Cultivate* and *5Essentials* Survey Measures and data use.

- For example, we want to know how Measures are correlated across surveys over time, and the extent to which these relationships vary by characteristics of schools or students' backgrounds.
- Preliminary findings suggest that *Cultivate* and *5Essentials* Survey Measures are not a 1-to-1 substitute—and offer complementary, rather than redundant, information.
- We will share research findings as soon as they are available to support effective data use in schools.




School A: Ambitious Instruction Data Use

School A: Ambitious Instruction Data Use Example

If a school's goal was to see an increase in Ambitious Instruction. . .

What can they do now, given missing data & re-benchmarking?

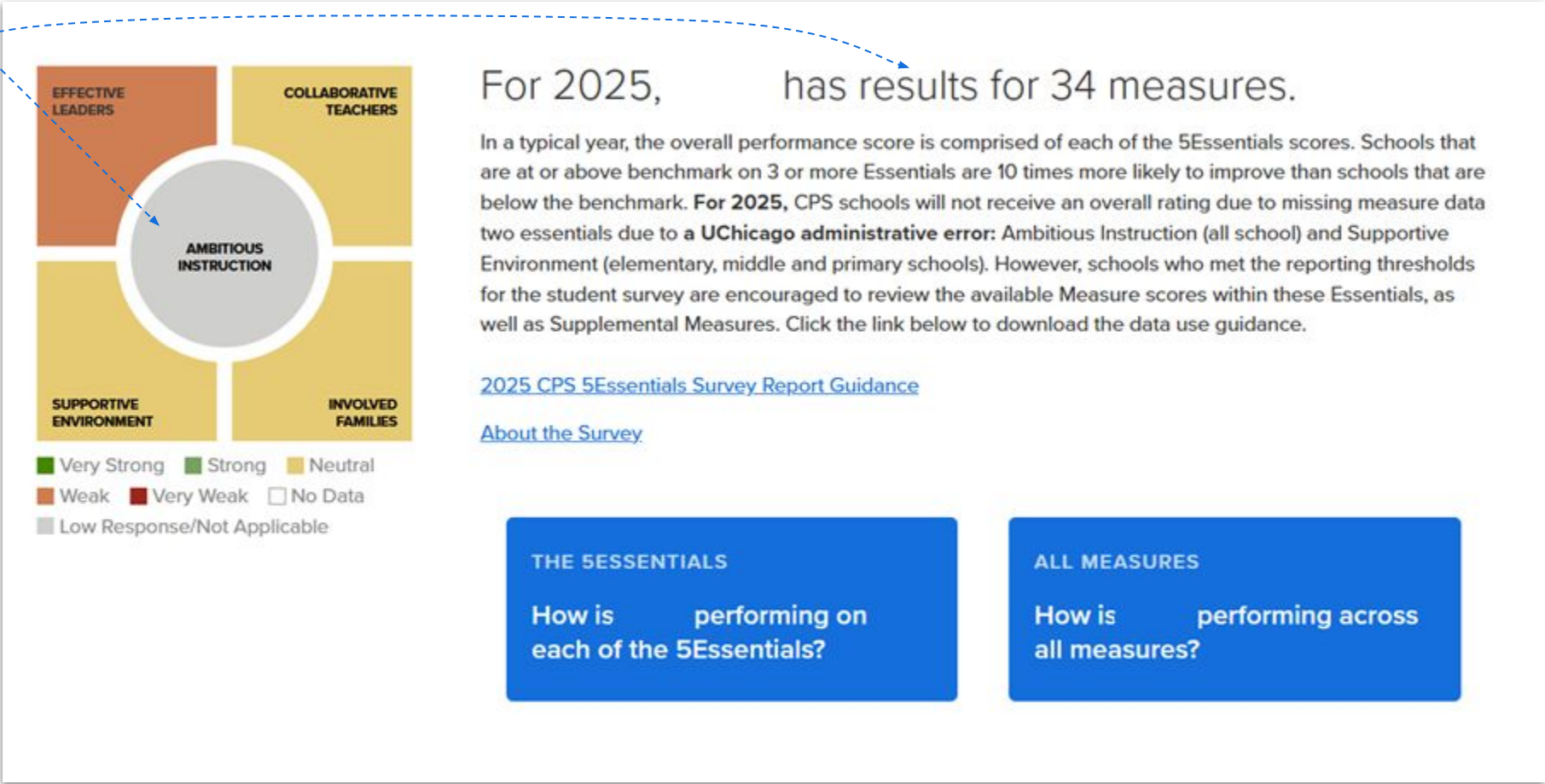
<div> Performance Goals</div>							
Performance Goal	Can this metric be frequently monitored?	Metric	Student Groups	Baseline	SY24	SY25	SY26
We will be able to see an increase in ambitious instruction on the 5Essentials for student responses. - Other (5Es Ambitious Instruction)	Yes	Other	Overall	0.55	0.6	0.65	0.7

Report Landing Page

Missing information will appear in gray.

The phrase “has results for X measures” indicates how many Measures a school has received results for.

The paragraph text clarifies that the overall rating was not calculated due to a UChicago admin error, **not** a school’s nonresponse. Schools should explore available Measure data.



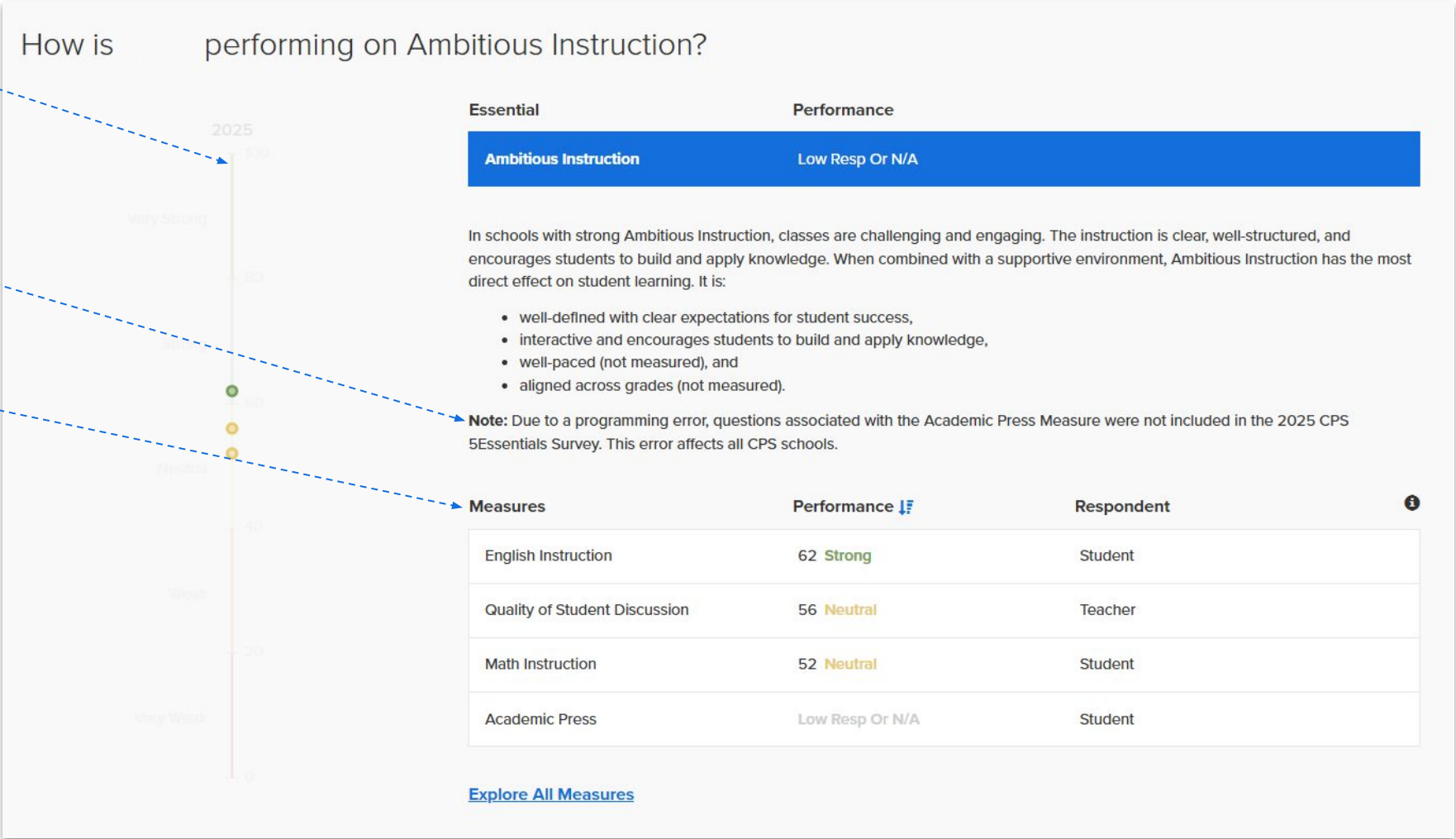
Ambitious Instruction Essential Details

Because the Essential is not calculated, the vertical bar is gray.

Description text explains missing data.

All Measures are listed.

Academic Press says “Low Resp Or N/A.”



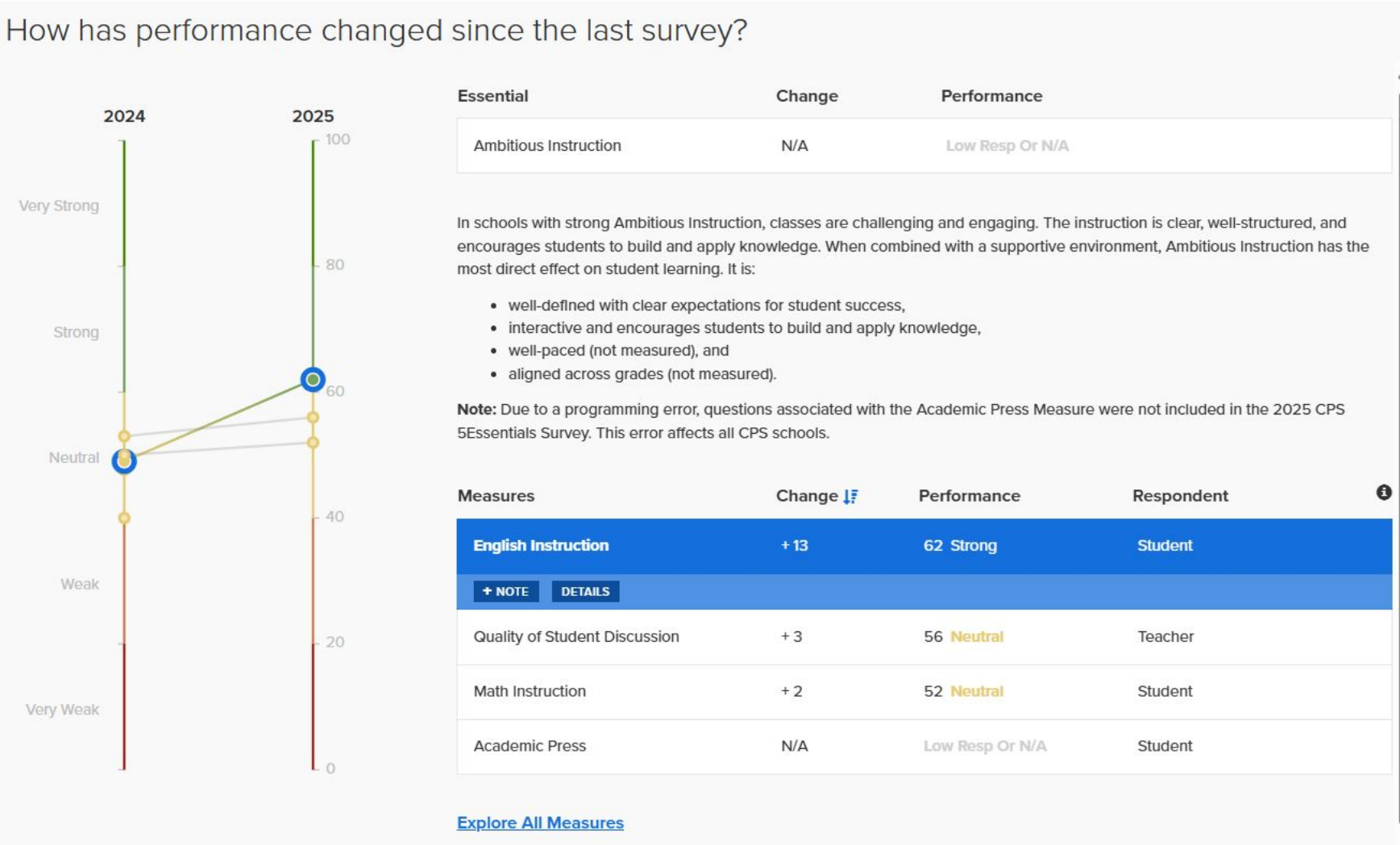
Ambitious Instruction: Trend Data

Schools can reflect on year-to-year trends* with intact measures.

Later this summer, SY22 & SY23 survey data will be re-benchmarked & added to reports for longer-term trends.

Clicking on Academic Press will show the questions within this Measure.

**SY24 data is rescored with new benchmarks in SY25 reports. See p.37 for details.*



Academic Press: Survey Questions

Academic Press questions can be viewed within the reporting site—though there will not be response data for SY25.

Academic Press

Teachers expect students to do their best and to meet academic demands.

Students report the following about one specific class:

[Expand All](#)

The teacher expects me to do my best all the time

The teacher expects everyone to work hard

This class really makes me think.

This class challenges me

The teacher asks difficult questions on tests

The teacher asks difficult questions in class

This class requiries me to work hard to do well

I really learn a lot in this class

The teacher wants us to become better thinkers, not just memorize things

Academic Press: Correlated Measures

Schools can consider correlated Measures:

- **Scores** for SY25
- **Trends** from last year(s)
- **Responses** to questions within Measures

Unavailable measure(s)	Highly correlated, available measure(s)
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Academic Personalism	<ul style="list-style-type: none">• Student-Teacher Trust <i>(also in Supportive Environment)</i>• Rigorous Study Habits <i>(supplemental measure)</i>
Course Clarity, Classroom Rigor & Academic Engagement	<ul style="list-style-type: none">• School Connectedness <i>(supplemental measure)</i>• School-Wide Future Orientation <i>(supplemental HS measure)</i>• Importance of High School for the Future <i>(supplemental HS measure)</i>

Cultivate & *5Essentials* Survey Data

Cultivate Survey Measures and questions can help inform schools' understanding of rigor and relationships in their classrooms.

- Consider exploring *Cultivate* Survey **question-level data**, and focusing on **within-year growth**.
- Explore cross-survey questions or measures with similar multi-year trends for your school.

A note on cross-survey data use:

After three years of *Cultivate* Survey administration in CPS, the UChicago Consortium is now able to begin a rigorous research process to better understand the relationships between *Cultivate* and *5Essentials* Survey Measures and data use.

- For example, we want to know how Measures are correlated across surveys over time, and the extent to which these relationships vary by characteristics of schools or students' backgrounds.
- Preliminary findings suggest that *Cultivate* and *5Essentials* Survey Measures are not a 1-to-1 substitute—and offer complementary, rather than redundant, information.
- We will share research findings as soon as they are available to support effective data use in schools.



School B: Elementary Schools' Supportive Environment Data Use

School B:

Supportive Environment Data Use Example

If a school’s goal was to see an increase in the Academic Personalism Measure and in the Supportive Environment Essential...

What can they do now, given missing data & re-benchmarking?

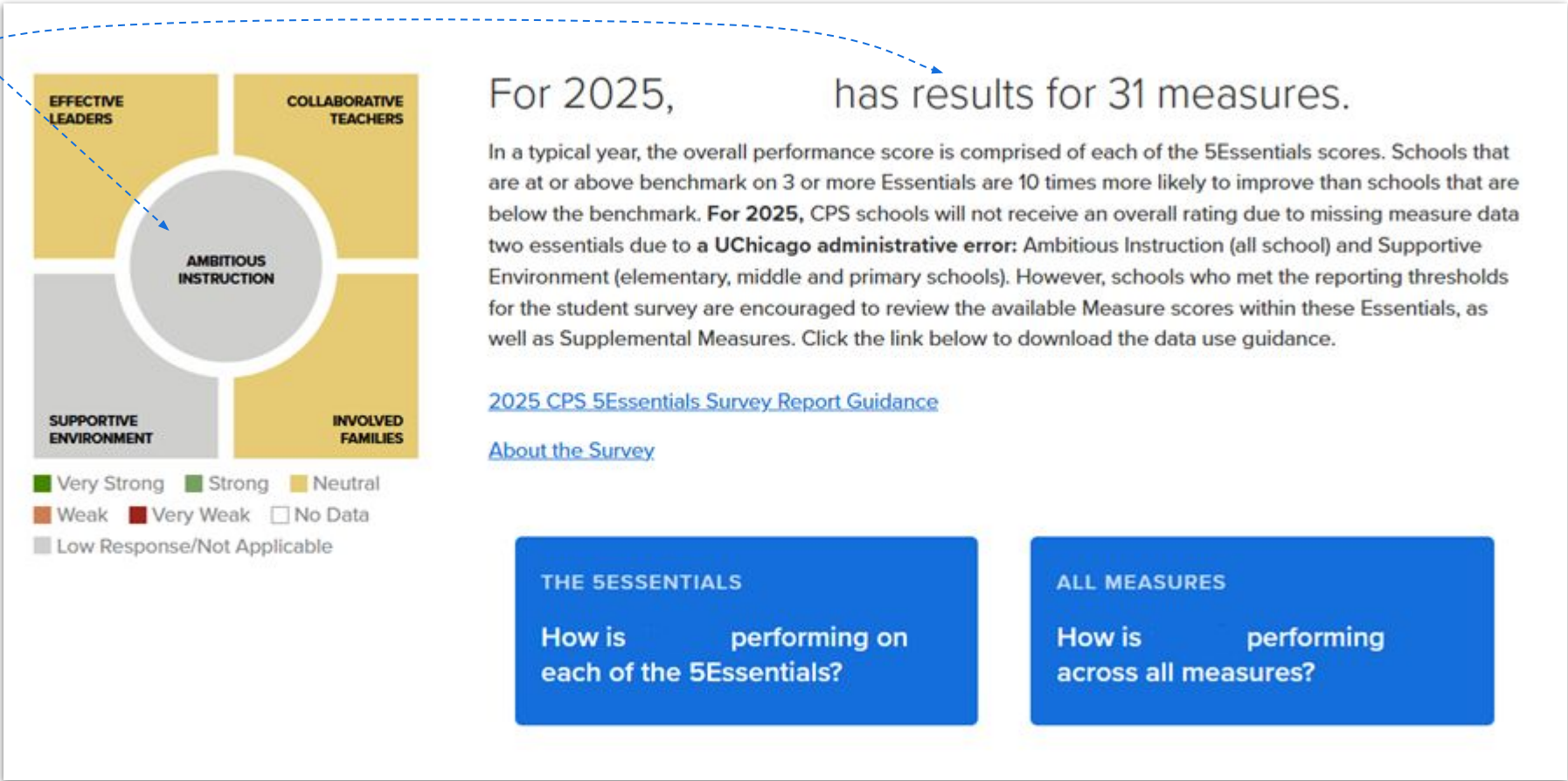
Goal	School Year 1 Target	School Year 2 Target	School Year 3 Target
Earn a rating of Very Strong on 5Essentials survey data in the area of Academic Personalism and Strong or Very Strong on 5Essentials survey data in the area of Supportive Environment.	AP: Weak (23) SE: Neutral (50)	AP: Weak (31) SE: Neutral (55)	AP: Neutral (40) SE: Strong (60)

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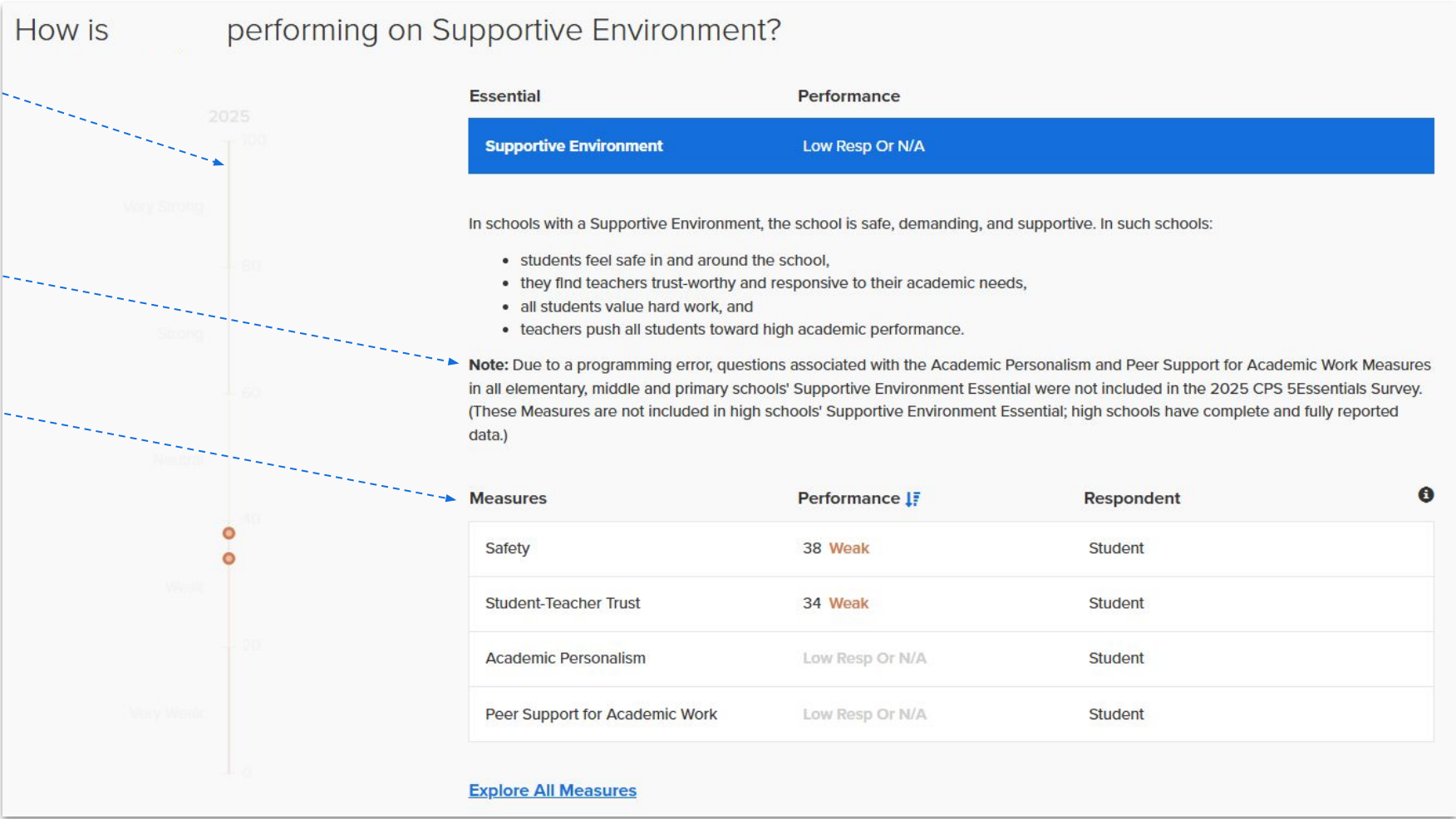
Supportive Environment Essential Details

Because the Essential is not calculated, the vertical bar is gray.

Description text explains missing data.

All Measures are listed.

Academic Personalism & Peer Response for Academic Work say “Low Resp Or N/A.”



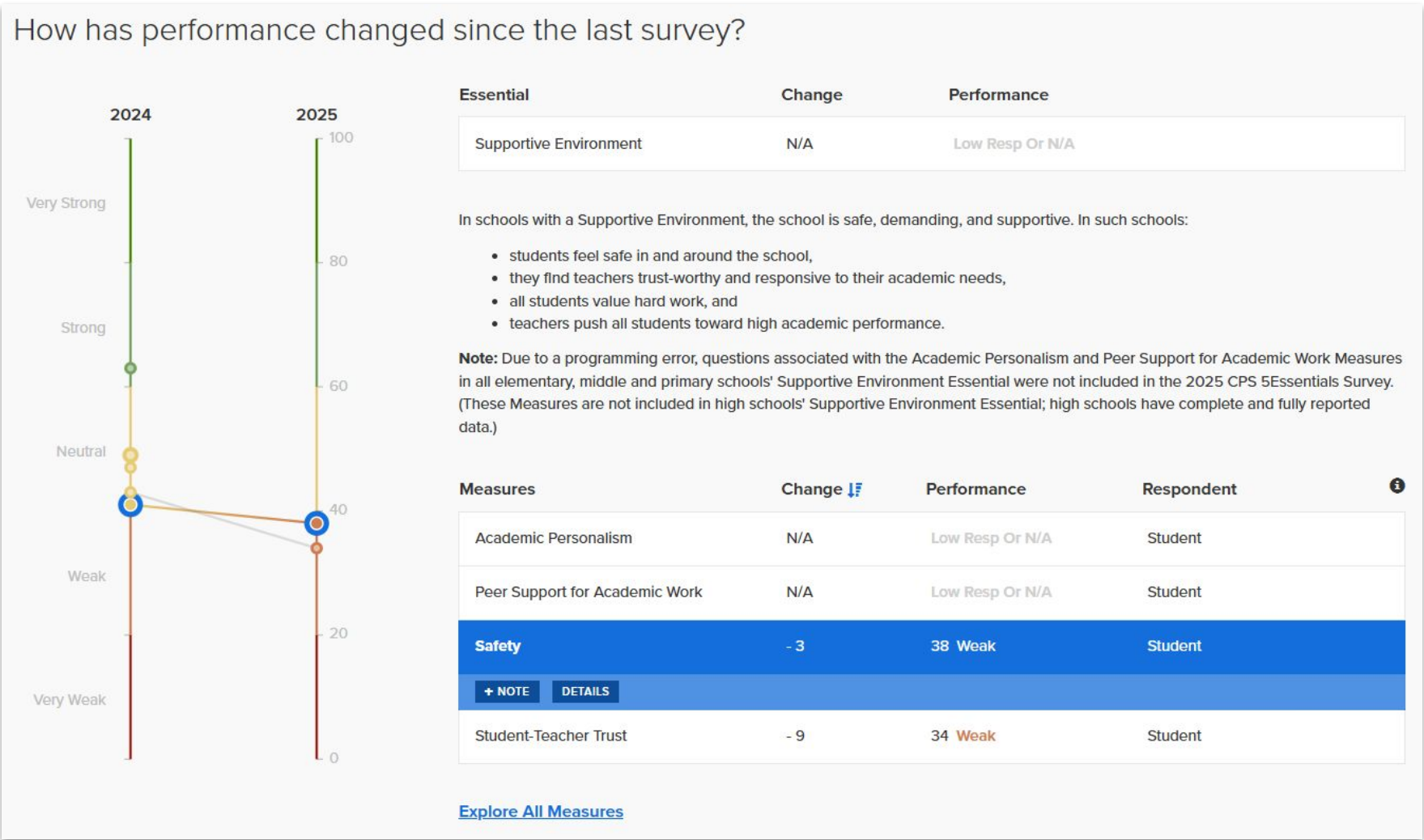
Supportive Environment: Trend Data

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Clicking on gray Measures will show the questions within the Measures.

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Supportive Environment: Survey Questions

Academic Personalism & Peer Support for Academic Work questions are included within the reporting site—though there will not be response data for SY25.

Academic Personalism
Teachers connect with students in the classroom and support them in achieving academic goals.

Students report that their teacher:

Expand All

Notices if I have trouble learning something.

Is willing to give extra help on schoolwork if I need it.

Helps me catch up if I am behind.

Gives me specific suggestions about how I can improve my work in this class.

Explains things in a different way if I don't understand something in class.

Peer Support for Academic Work
Students demonstrate behaviors that lead to academic achievement.

Students report that their classroom peers:

Expand All

Think doing homework is important?

Feel it is important to pay attention in class?

Feel it is important to attend school every day?

Try hard to get good grades?

Supportive Environment: Correlated Measures

Schools can consider correlated Measures:

- **Scores** for SY25
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Re-benchmarking

In spring 2025, benchmarks were updated for *5Essentials* Survey scores and ratings in Illinois and CPS.

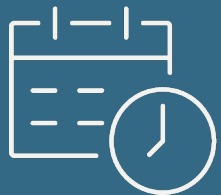
Benchmarks are updated to...

Reflect current practice

Given changes over time in educational practices and policies, and even historical and cultural shifts, “norms” must be periodically adjusted.

Ensure useful comparisons

The norm group evolves over time.* Updating benchmarks ensures that everyone currently surveyed is included in the norm group—so that comparisons across schools are relevant.



*Spring 2025 survey report scores are now comparisons to schools across Illinois in 2024—not schools in 2013.

Key Takeaways: Re-benchmarking

1) Some schools will change ratings categories

- More schools' Measure & Essential scores will **fall into the average**, "Moderately Organized" category.



School leaders can understand & communicate that change to their community.

2) Year-to-year trends offer helpful data and insights

- In SY25 reports, **SY24 data is rescored** with new benchmarks to provide trend data.
 - Improvement is still improvement; drops are still drops.

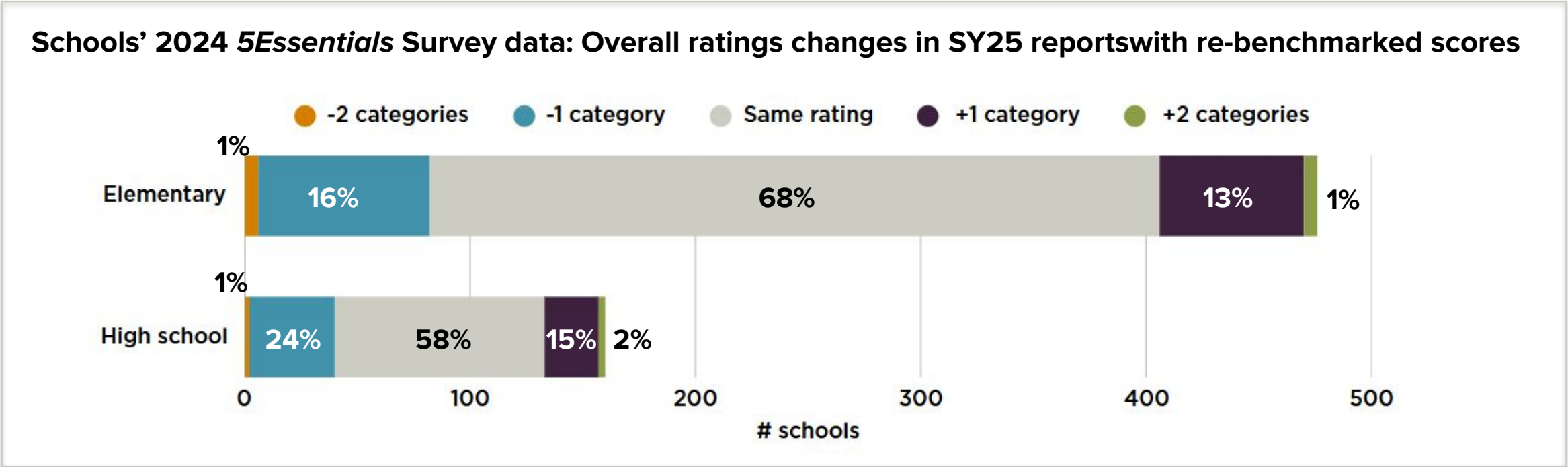


School leaders can focus on trends and data for inquiry & improvement, like in any year.

1) Some schools will change ratings categories

Overall ratings for 68% of elementary schools & 58% of high schools stayed same when looking at SY24 school reports vs. SY25 school reports with SY24 scores re-benchmarked for year-to-year comparisons.

- Many schools with different SY24 ratings with re-benchmarked scores are clustered closer to the middle & now fall within “average” ranges.



2) Year-to-year trends offer helpful data and insights

Schools can focus on trends and data for inquiry and improvement, like in any year:

- What are the **strongest** responses? **Lowest** responses?
- What do **student & teacher responses** look like for items within Measures?
- How are **different groups of students** experiencing their class/school?
- How does data **compare to CPS** averages?
- Trends:
 - What is **increasing**? What increased most?
 - What is **dropping**? What dropped most?



See where to find this data within school reports on p. 43–45.

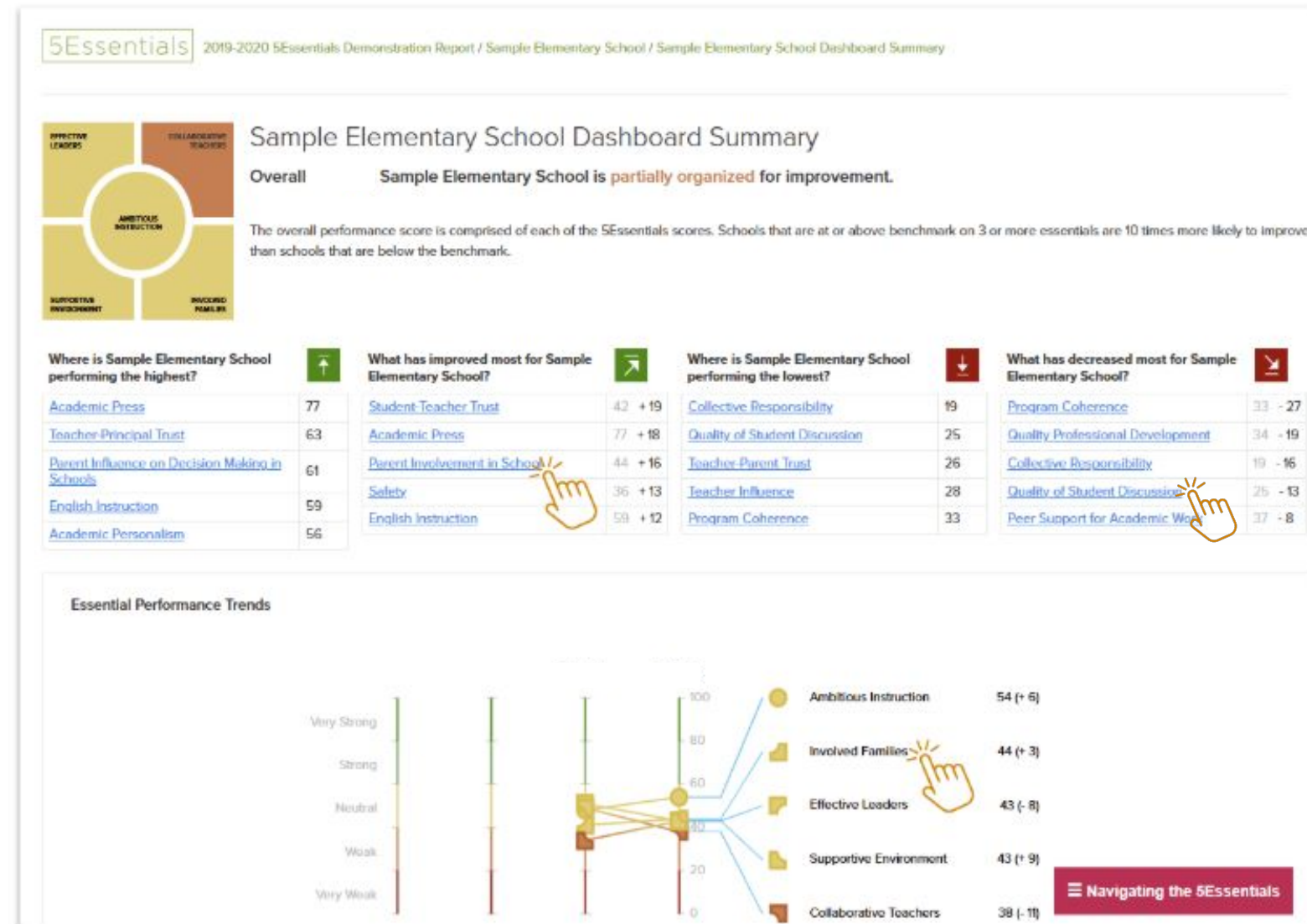
School Reports: Dashboard Summary

The top of the Dashboard Summary shows which Measures have improved & declined the most since last year.

Click on any Measure to see the questions asked & response data.

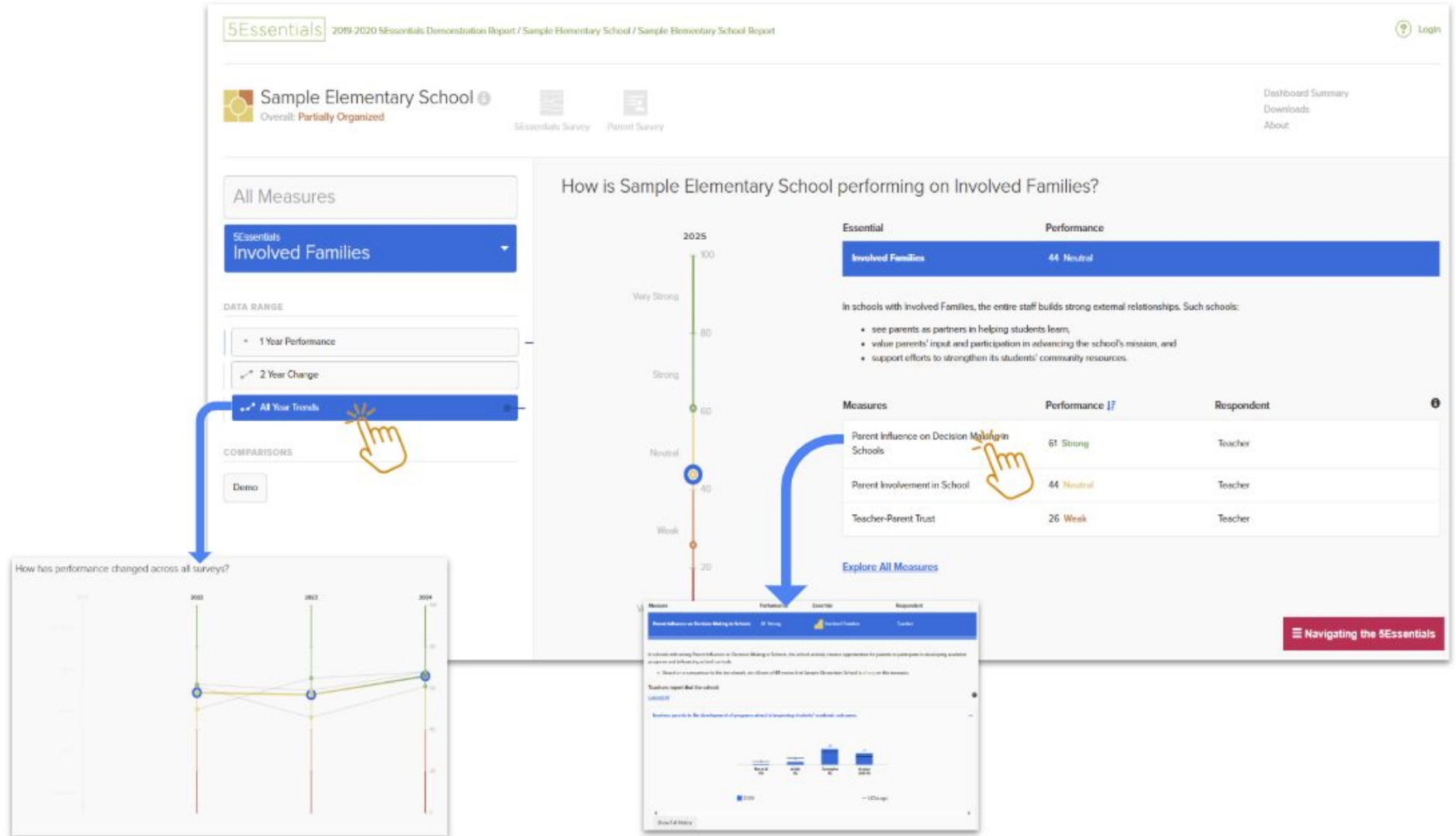
The bottom Essential Performance Trends timeline shows how Essentials scores have changed over time.

Click on an Essential for additional details.

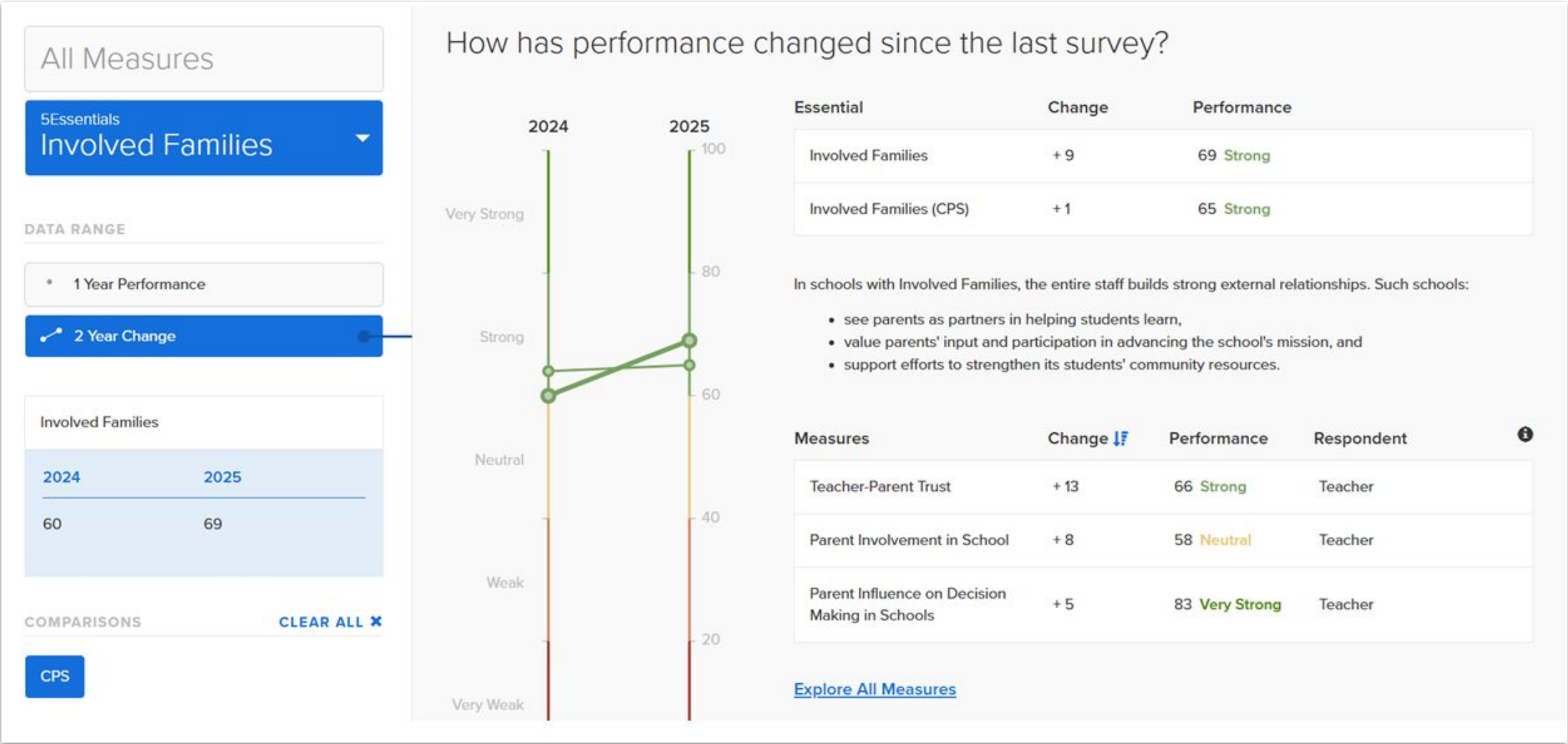


School Reports: Trends & Response Data

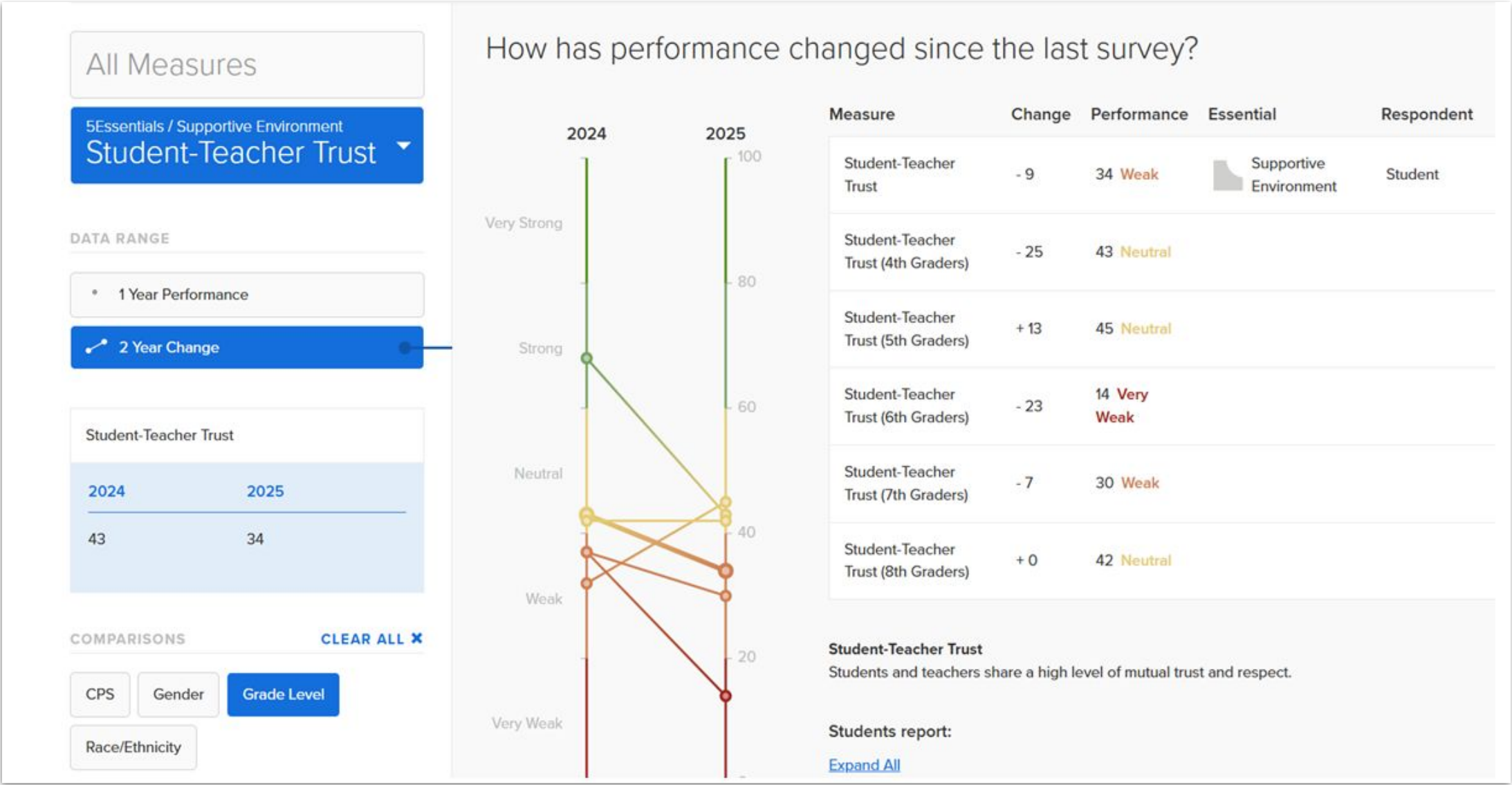
In late summer 2025, SY22 & SY23 data will be re-benchmarked & added to reports to provide schools with additional trends-over-time data.



School Reports: CPS Average Comparisons



School Reports: Student Disaggregation Comparisons





Questions?

We will continue to support school and district leaders' data use with SY25 survey reports.

If you have questions or need additional support, please email [**impact-surveys@uchicago.edu**](mailto:impact-surveys@uchicago.edu).