



River Forest
Public Schools

Environmental Scan: Stakeholder Perceptions

The River Forest District 90 environmental scan reflects a compilation of survey data garnered from stakeholders over the last several years. The intent is to provide an overview of stakeholder perceptions about strengths and opportunities for growth within the organization. This scan includes data that has been gathered through surveys administered both by District 90 and through the Illinois State Board of Education (ISBE). The data sources include the *Five Essentials Survey* (2019), the *Education for the Future Survey* (2018), and the *Inclusiveness Advisory Board Survey* (2019). All three survey instruments were administered to students, staff members, and family members.

Five Essentials Survey (2019)

This survey was developed by the University of Chicago, Urban Education Institute, and is now administered on an annual basis. It is sponsored by the Illinois State Board of Education (ISBE) and is administered to students, staff, and families for all schools across the state of Illinois. The survey provides data and insight into schools' organizational strengths and areas for growth across the five essential factors for school improvement: Ambitious Instruction, Involved Families, Supportive Environment, Collaborative Teachers, and Effective Leaders. Researchers have found that schools strong on at least three of the "five essentials" were 10 times more likely to substantial gains in student learning over time than schools weak on three or more of these characteristics. Effectiveness scores range from 1-99.

Essential Performance Trends

Five Essentials Data

Roosevelt Middle School



Five Essentials Data

Lincoln Elementary School



Five Essentials Data

Willard Elementary School



District 90 Inclusiveness Advisory Board Survey (2019)

This survey is administered in District 90 on a biennial basis to gather data about the degree to which stakeholders feel a sense of belonging and acceptance. It was developed by District 90 administrators, parents, and equity consultants in 2015, and has been administered three times. The survey is administered to students, staff, and families, and yield both qualitative and quantitative data.

**2019 Inclusiveness Advisory Board Perception Survey
Suggested Quantitative Data “Themes”**

Student Survey Themes:

1. Treatment by others and related “emotional wellness” concerns
2. Cultural issues resulting in exclusion – evidenced by students feeling outside “the circle”
3. Challenges presented for students related to Roosevelt Advisory Program

Parent/Family Themes:

1. Cross-section of individuals who feel excluded from the District because of their ideologies
2. Concerns about their own children “belonging” at school and with friends
3. Diversity is important in District 90, and it should continue to be pursued

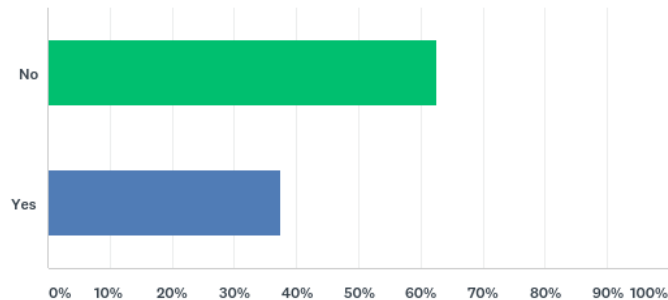
Staff Themes:

1. Cross-section of individuals who feel excluded because ideology does not comport with District Values
2. Awareness by staff that some students do not feel included
3. Desire that the District continue to provide ongoing opportunities for training and learning about inclusion

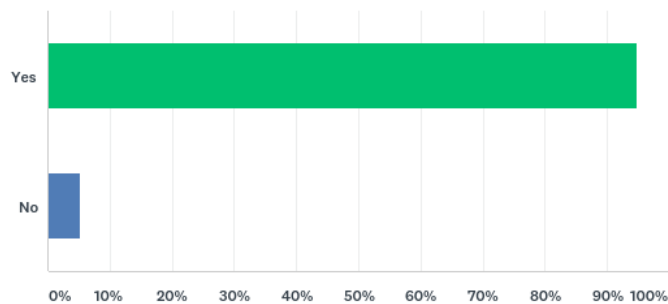
**2019 Inclusiveness Advisory Board Perception Survey
Critical Quantitative Responses**

Students:

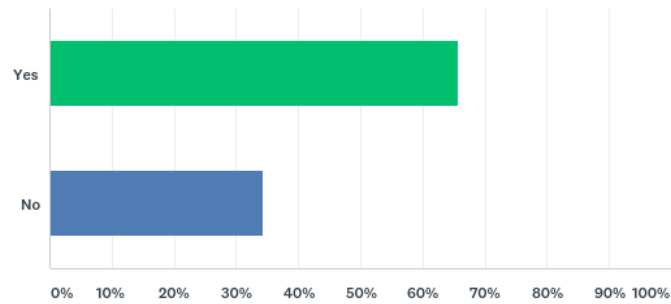
Q8 Have you ever felt unwelcome at school this year?



Q12 Do you have a close friend at school?

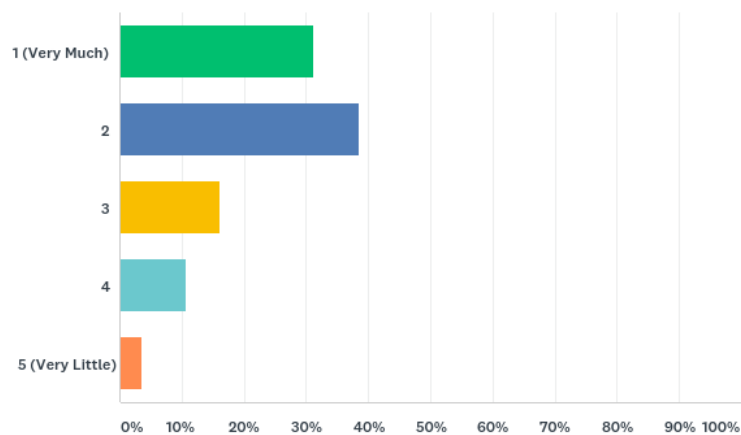


Q14 Is there a grown-up at school that you feel you can talk to if you have a problem?

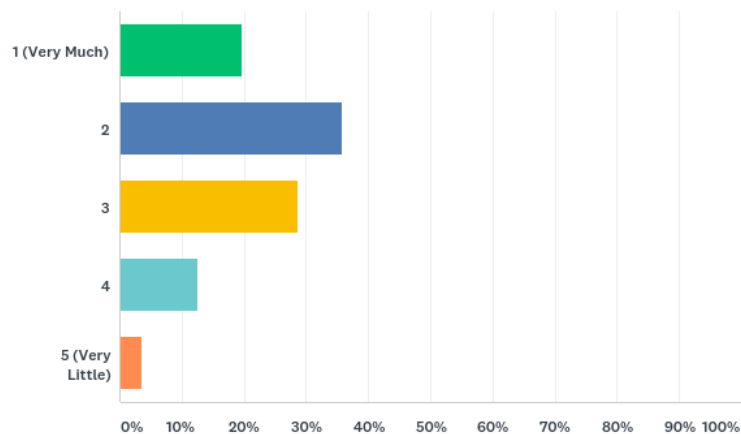


Staff:

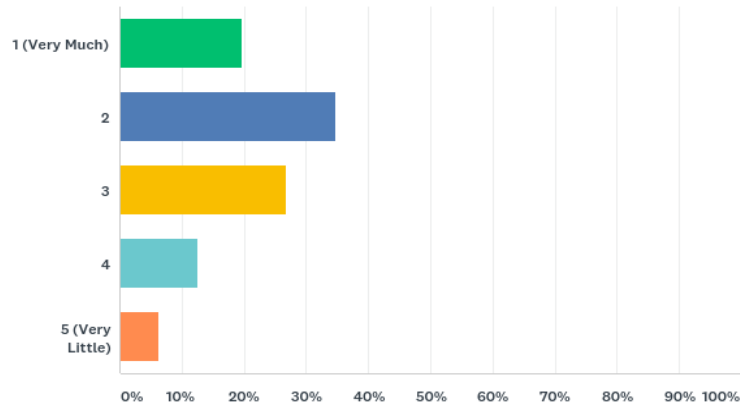
Q9 Do you feel that River Forest District 90 holds inclusiveness in high regard?



Q10 . . . models important life skills of awareness, self-reflection, sensitivity, and responsiveness to others?

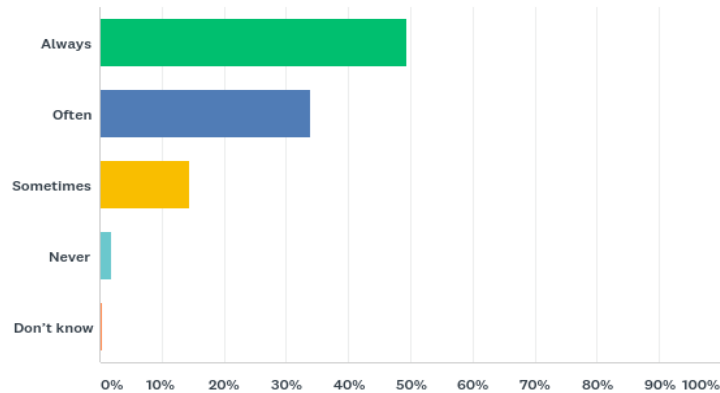


Q11 . . . teaches important life skills of awareness, self-reflection, sensitivity, and responsiveness to others?

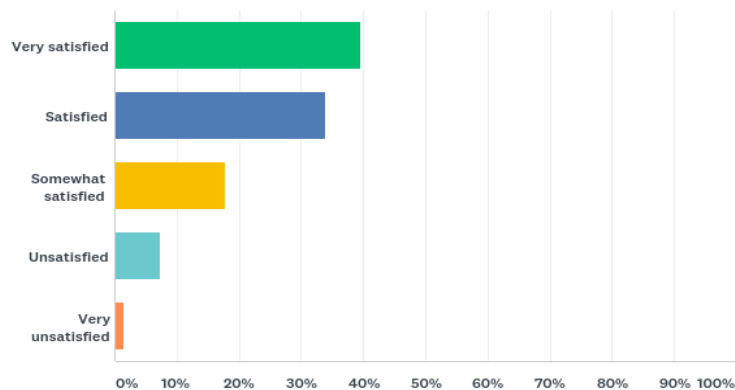


Parents/Families:

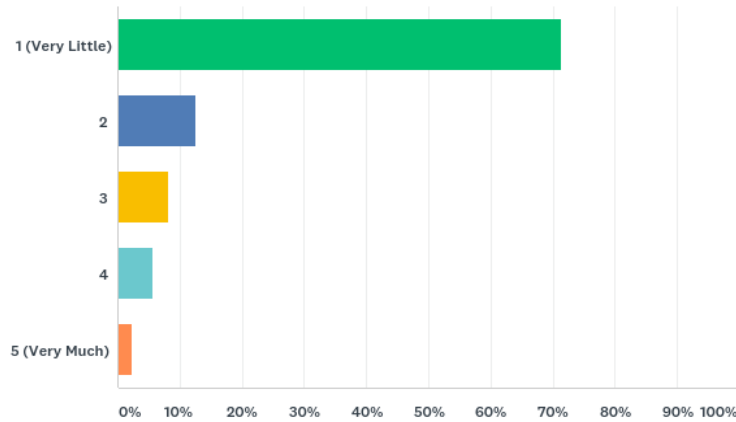
Q6 Do you think your child or children are accepted for who they are in the District 90 community?



Q8 How satisfied are you with the degree to which River Forest District 90 provides a culture of individuals who are sensitive, responsive, and inclusive of each other?



Q11 To what extent have you or your children ever experienced discriminatory procedures, practices, or behaviors in River Forest District 90?



Education for the Future Survey (2018)

This survey was administered in District 90 on a biennial basis until the Five Essentials Survey was mandated for annual administration in 2019. It was developed by researchers at California State University, Chico for the purpose of fostering continuous school improvement and using stakeholder input (students, staff, and parents) to guide decision making and the identification of priorities. Respondents are asked to respond to prompts on a scale from 1-5.

Key Data:

Student Prompts	Lincoln	Willard	Roosevelt
I belong	4.2	4.1	3.8
My teacher(s) is (are) good teachers	4.8	4.8	3.9
I have choices in what I learn	3.7	3.5	2.7
I am challenged by the work the teacher asks me to do	3.6	3.5	3.5
My family wants me to do well in school	4.8	4.9	4.7
Staff Prompts			
I feel recognized for good work	3.8	4.1	3.6
That learning can be fun	4.5	4.7	4.5
We have an action plan in place that can get us to our vision	4.1	3.9	3.6
Morale is high on the part of teachers	3.7	4.0	3.1
I love to teach	4.5	4.8	4.7
Parent/Family Prompts			
I feel welcome at my child's school	4.5	4.3	4.3
I know what my child's teacher expects of my child	4.2	4.1	3.8
The school has an excellent learning environment	4.4	4.3	4.3
I like the school's report cards/progress reports	3.9	3.9	4.1
My child's teacher helps me to help my child learn at home	4.1	4.0	3.5