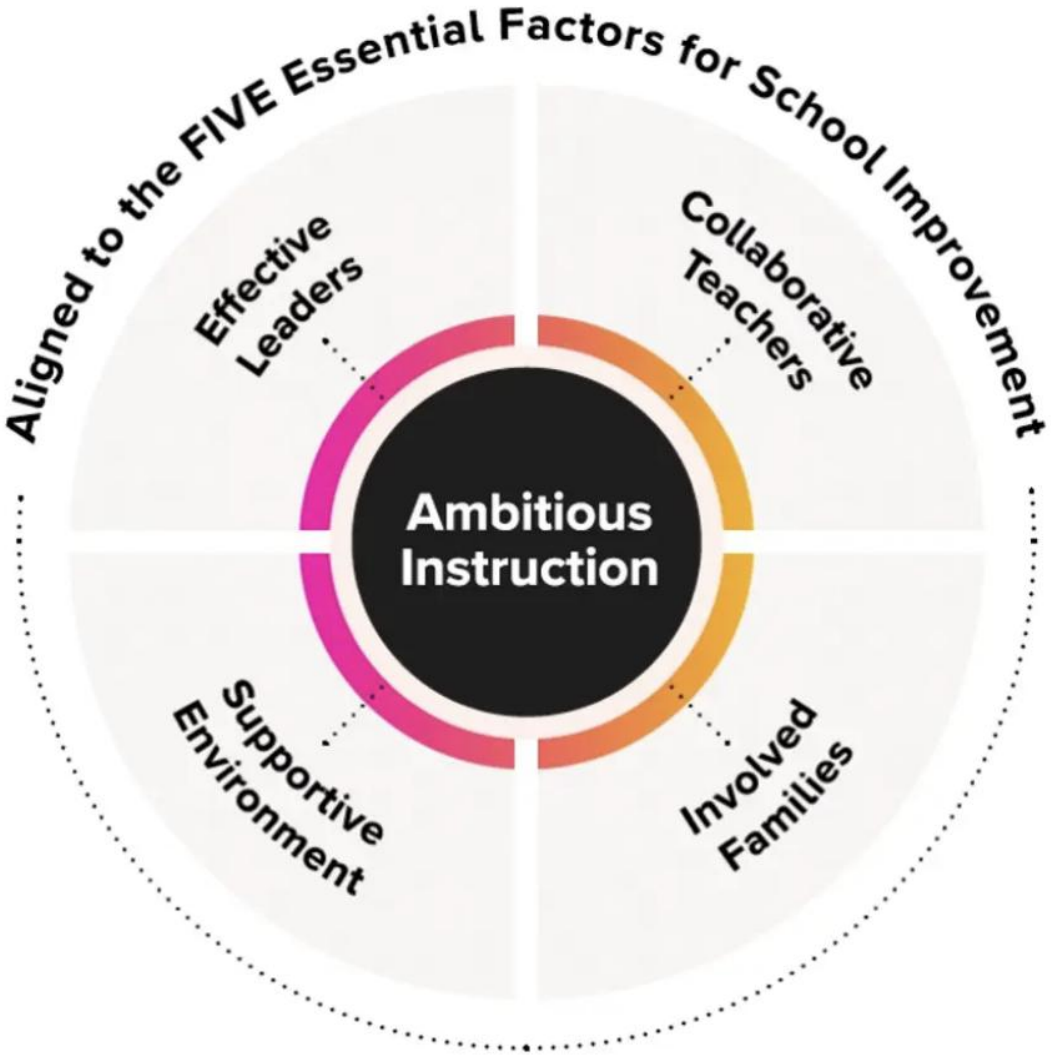
The 5Essentials

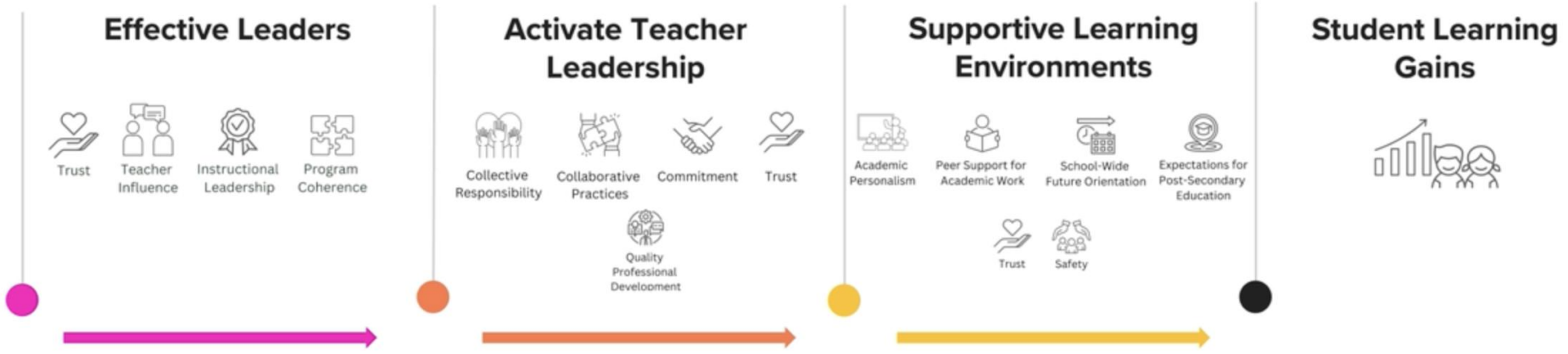
The goal isn’t another survey—it’s actionable insight into the conditions shaping school improvement.



The goal isn’t more data. It's clarity. When schools understand their conditions, they can improve them.

The Power of the 5Essentials

School leaders influence student achievement
by activating teacher leadership that fosters strong learning climates.



Current evidence: Validated and updated

The research base has been reexamined, expanded, and refreshed over time

Revalidated Research

Recent studies reconfirmed predictiveness across elementary and high schools, multiple student outcomes, and varied school contexts.

Updated Comparisons

Comparison benchmarks are periodically refreshed to reflect changes in educational practice, policy, and school conditions.

Ongoing Research

New findings continue to connect strong scores and year-to-year growth with attendance, GPA, test scores, and college enrollment.

Appropriate Interpretation

Results identify relationships and priorities for inquiry. They should be considered with local achievement, attendance, and trend data.

The evidence is longstanding, while validation, comparisons, and guidance continue to evolve.

Relevant and appropriate for Pleasant Valley

Evidence supports use across school levels and economic contexts, with local application

Broad Relevance

Predictive in elementary and high schools and in high- and low-poverty settings.

Local Comparison

Each school can monitor change against itself, not only against other schools.

Actionable Focus

Any Essential can be a starting point when it reflects community need and buy-in.

Use Multiple Measures

Pair findings with MAP Growth, state assessments, attendance, GPA, discipline, and local priorities.

Support Responsible Use

Leadership coaching and team analysis help translate results into action and reduce misinterpretation.

Use 5Essentials as a local improvement diagnostic, not a stand-alone rating or accountability score.

A complementary coaching model

Leadership practice strengthened through level-alike cohorts and individualized support

Level-Alike Cohort Coaching

Elementary and secondary leaders learn alongside peers. Cohorts build shared language and understanding about instructional leadership, examine common challenges, and strengthen cultures of continuous improvement.

Individual Principal Coaching

Each principal helps define specific leadership-growth goals. One-to-one coaching provides confidential reflection, targeted feedback, and support applying new leadership practices within the principal's school context.

Cohort coaching builds coherence across schools. Individual coaching turns shared learning into focused leadership practice.

How 5Essentials contributes to the coaching

The survey informs the work; it does not dictate the work

1. Shared evidence

Student and teacher feedback identifies organizational strengths and areas for deeper inquiry.

→

2. Leadership focus

Leaders combine 5Essentials findings with local data to select a meaningful problem of practice.

→

3. Improvement action

Coaching helps leaders translate evidence into practical actions, monitor progress, and adjust.

5Essentials is one source of evidence alongside MAP Growth, state assessments, attendance, GPA, discipline, stakeholder input, and district priorities.

The survey helps leaders understand conditions. Coaching helps leaders improve those conditions.

How teachers may be involved

Leadership coaching can strengthen the support teachers receive

Supportive Feedback

Teachers may receive timely, evidence-based feedback focused on strengthening practice and supporting student success.

Teacher Leadership

Teacher leaders may help examine evidence, support collaborative learning, and strengthen shared instructional practices.

Targeted Learning

As needs emerge, teachers may receive training in key drivers of student success connected to school and district priorities.

Leaders use coaching sessions to make informed decisions about feedback, professional learning, team structures, and the conditions teachers need to succeed.

The model develops leaders first, then extends support to teachers based on evidence and identified needs.

Questions and Answers

What is the connection between HMH and the Center for Model Schools?

The Center for Model Schools (CMS) has been a part of the HMH brand for just over 3 years under its current name, but its foundational lineage under ICLE dates back over 3 decades.

- **ICLE** (International Center for Leadership in Education) was founded in 1991. Its mission was to **identify, develop, and disseminate highly successful practices** to assist all students in achieving higher educational standards.
- **HMH** originally acquired the foundational division when it bought **ICLE** from **Scholastic in** May, 2015.
- **HMH** officially launched and rebranded the division as **CMS** (Center for Model Schools) in August, 2023.
- Under **HMH**, the mission expanded to **providing "shoulder-to-shoulder consulting" for broad district-wide improvement**. Rather than just offering pedagogical tools, the **focus turned toward technical and adaptive leadership to support entire school systems.**

Has the Chicago survey been done with schools not affiliated with HMH/NWEA? If so, who conducted those surveys?

The Center for Model Schools has an **exclusive partnership with UChicago Impact to deliver the 5Essentials® Survey and Professional Learning to schools nationwide**.

This partnership allows CMS to bring together the **research and diagnostic power of the 5Essentials with professional learning, leadership coaching, and school improvement support** that helps schools move from understanding their results to taking meaningful action.

The value is not simply in administering a survey. CMS works alongside leaders to **interpret the findings, identify high-leverage priorities, and build the leadership and organizational capacity needed to create sustainable improvement**.

Data Privacy

Here is a link to the data privacy policy for U Chicago.

The 5Essentials started in urban Illinois. Is it also relevant in rural communities like Pleasant Valley?

The **5Essentials Survey** has been used nationally across **22 states in over 6,000 schools**, collecting data from more than 10 million students, teachers, and parents.

Relevance to Urban and Rural Districts

- **Urban Relevance:** It diagnoses communication gaps in complex systems, focuses on building a supportive climate to boost graduation rates, and helps target resources to improve equity.
- **Rural Relevance:** It identifies professional isolation among smaller staffs, targets geographic barriers to family engagement, and ensures leadership is aligned.

Universal Impact: Regardless of geography, schools that score strong in at least three of the five pillars are **10 times more likely to show student learning gains** than weak schools.

Will the 5Essentials survey and coaching lead to a need for the district to purchase additional products from HMH or NWEA?

No. The 5Essentials survey does not require or create an expectation that the district purchase additional products from HMH.

- CMS is **curriculum- and assessment-agnostic** and works with the curriculum, assessments, and data systems a district already has in place.
- There is **no requirement to purchase HMH, NWEA, or other products** for the 5Essentials process to provide value.
- The real value comes from using the survey results to identify priorities and guide meaningful school improvement efforts.
- **Coaching is an important part of maximizing that value**, helping leaders interpret the results, determine actionable priorities, and translate the data into sustained changes in practice.
- The 5Essentails data is just one of many sources of information that will be used in the coaching relationship.

Please explain what that will be defined as collaboration for Pleasant Valley. What will be the teachers be expected to collaborate on and again is this only a focus of High School teachers?

CMS work is non-prescriptive. Instead, we work with schools and districts to develop their own shared understanding of each essential in the context of their district.

Within 5Essentials, **Collaborative Teachers** focuses on whether teachers work together in meaningful ways to improve teaching and learning.

- For Pleasant Valley, this may mean teachers collaborating around **instructional practices, student learning, shared challenges, and strategies for improvement**, rather than simply having time to meet.
- The 5Essentials results will help identify **where collaboration is strong and where greater consistency or support may be needed**, providing a focus for leadership and coaching.
- This is **not limited to the high school**. The survey can help Pleasant Valley understand and strengthen collaborative practices across participating schools and grade levels.

Can the service (investment) be cancelled after year 1 if …

The following language is copied directly from the partner agreement Pleasant Valley will sign if you enter into this partnership.

- Customer may cancel Services without incurring any cancellation fee prior to the scheduling of a Services Date by providing HMH no less than thirty (30) days' written notice prior to the Services Date.
- If a cancellation involves more than one Service Date, any cancellation fees shall be prorated accordingly. In all cases, Customer shall pay for any Services actually delivered.