

## **2023 5 Essentials Executive Summary**

The 5E results for 2023 demonstrate continued improvement in school climate and culture across all levels. Participation was high at 96.6% average participation across all schools. Key take-aways include:

- Strong middle school improvement with Holmes growing 3 performance levels and Russell gaining 2 performance levels to achieve Well Organized for Improvement (green)
- Penrose significantly improved by gaining 3 performance levels to achieve Well Organized for Improvement
- Parent Influence on Decision Making grew across elementary schools and ranked strong for 2023
- Academic Engagement was strong across elementary and high schools but dropped 13 points across middle schools
- Student and teacher feelings of safety across all campuses is a concern with one or both of these measures showing the greatest decline across all levels

### **Overall Results:**

Number of schools in each category:

- Well Organized for Improvement: 25 (up 3 from 2022)
- Moderately Organized for Improvement: 6 (up 2 from 2022)
- Partially Organized for Improvement: 19 (down 6 from 2022)
- Not Yet Organized for Improvement: 11 (up 2 from 2022)

Number of schools that improved at least 1 level:

- Holmes (green) and Penrose (green) (both gained 3 levels)
- AACL (green), Freedom (green), and Russell (green) (all gained 2 levels)
- Adams (green), Carver (orange), Coronado (green), Fremont (yellow), Jackson (yellow), and King (green) (all gained 1 level)

Number of schools that dropped at least 1 level:

- Jenkins (orange) and Wilson (orange) (both dropped 2 levels)
- Buena Vista (red), Columbia (red), Galileo (red), Martinez (red), Mitchell (red), Rogers (yellow), Spark (yellow), Trailblazer (yellow), and West Elementary (orange) (all dropped 1 level)

Highest performing measures district-wide:

- *Socialization of New Teachers* – the degree to which new teachers are included in the professional community and are given helpful feedback on their instructional practices (+6 pts; remains strong)
- *Parent Influence on Decision Making in Schools* – the degree to which schools actively create opportunities for parents to participate in developing academic programs and influencing school curricula (+8 pts; neutral to strong)
- *Academic Engagement* – the degree to which students are interested and engaged in learning (-2 pts;

remains strong)

Lowest performing measures district-wide:

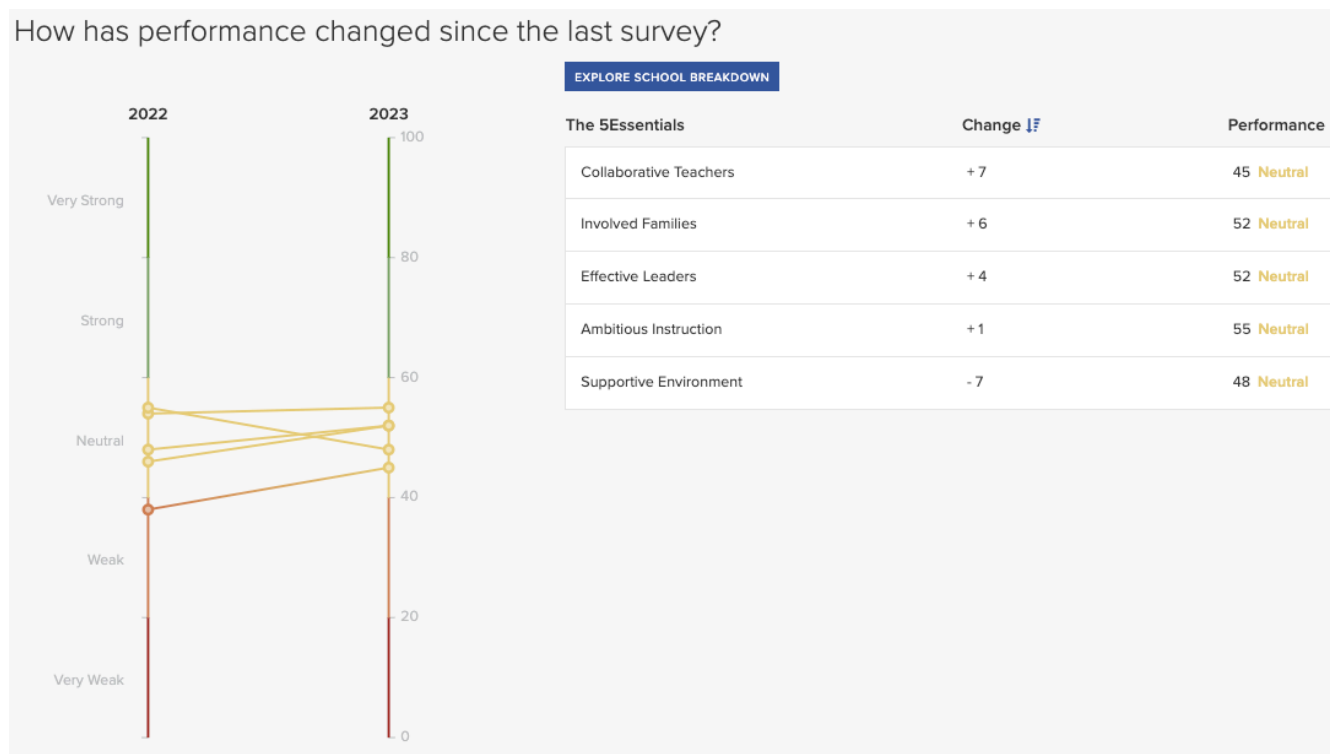
- *Parent Supportiveness* – the degree to which students feel their parents support them emotionally and developmentally (+2 pts; remains very weak)
- *Course Clarity* – the degree to which students feel they are provided clear learning goals and instruction that supports their achievement (-2 pts; remains weak)
- *Teacher Safety* – the degree to which teachers report little or no disorder in the hallways, physical conflict among students, vandalism, robbery or theft, and threats of violence against teachers (-7 pts; remains weak)

Most improved measures:

- *Reflective Dialogue* – the degree to which teachers feel they frequently talk with each other about curriculum, instruction, and student learning (+12 pts; weak to neutral)
- *Collaborative Practice* – the degree to which teachers observe each others' practice, and work together to review assessment data and develop instructional strategies (+11 pts; weak to neutral)
- *Quality Professional Development* – the degree to which teachers feel professional development is rigorous and focused on student learning (+10 pts; remains neutral)

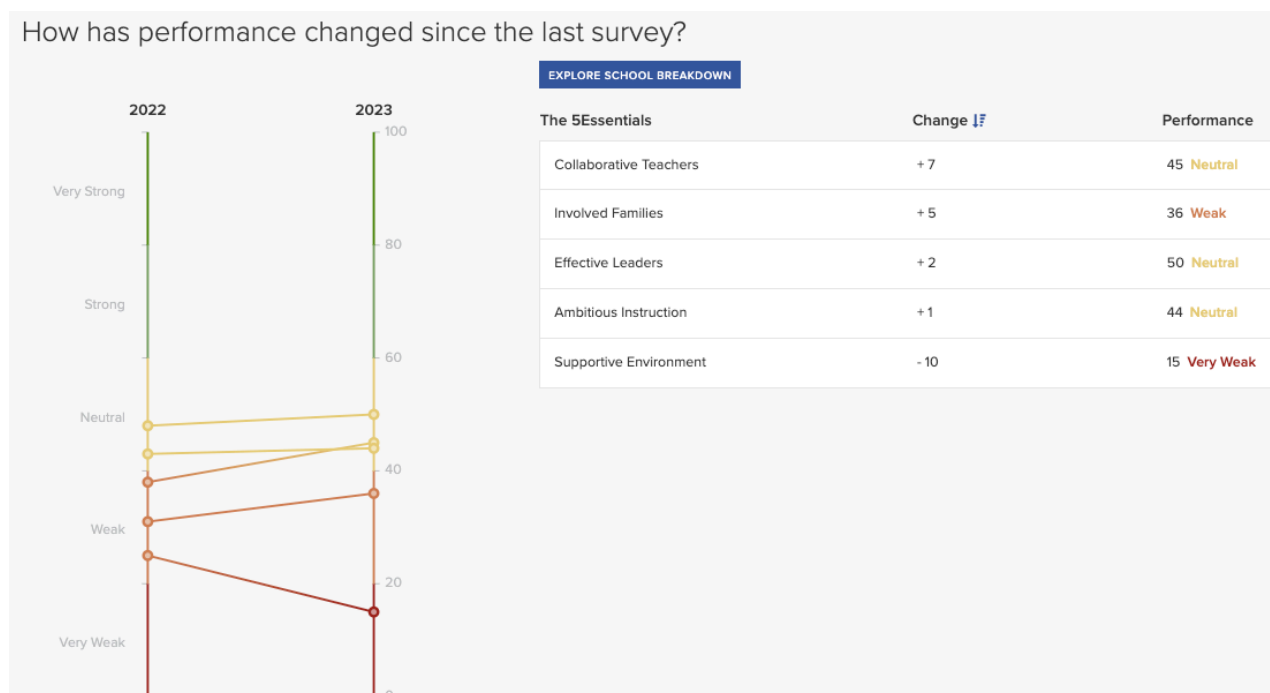
**Elementary School Results:** Overall scored as Moderately Organized for Improvement which was commensurate with 2022 results. Districtwide, we saw improvement in Collaborative Teachers and decline in Supportive Environment. Individual school results are included in Appendix A.

How has performance changed since the last survey?



- Highest performing measures:
  - *Parent Influence on Decision - Making in Schools* – the degree to which the school actively creates opportunities for parents to participate in developing academic programs and influencing school curricula (+10 pts; neutral to strong)
  - *Socialization of New Teachers* – the degree to which new teachers are included in the professional community and are given helpful feedback on their instructional practices (+7 pts; remains strong)
  - *Academic Engagement* – the degree to which students are interested and engaged in learning (-4 pts; remains strong)
  
- Lowest performing measures:
  - *Parent Supportiveness* – the degree to which parents support their children emotionally and developmentally (from the teacher perspective) (+2 pts; remains very weak )
  - *Course Clarity* – the degree to which students are provided clear learning goals and instruction that supports achievement (from the student perspective)(-2 pts; remains very weak)
  - *Student-Peer Relationships* – the degree to which students treat each other with respect, work well together, and help each other learn (from the student perspective) (-17 pts; neutral to weak)
  
- Most improved measures:
  - *Collaborative Practices* – degree to which teachers observe each others’ practice, and work together to review assessment data and develop instructional strategies (+14 pts from weak to neutral)
  - *Reflective Dialogue* – the degree to which teachers frequently talk with each other about curriculum, instruction, and student learning (+13 pts, weak to neutral)
  - *Quality Professional Development* – the degree to which professional development is rigorous and focused on student learning (+13 pts, remains neutral)
  
- Most declined measures:
  - *Student – Peer Relationships* – degree to which students feel they treat each other with respect, work well together, and help each other learn (-17 pts, remains weak)
  - *Student – Teacher Trust* – degree to which students feel that they share a high level of mutual trust and respect with teachers (-11 pts, strong to neutral)
  - *Safety* – degree to which students feel safe both in and around the school building, and while they travel to and from home (-8 pts, neutral to weak)

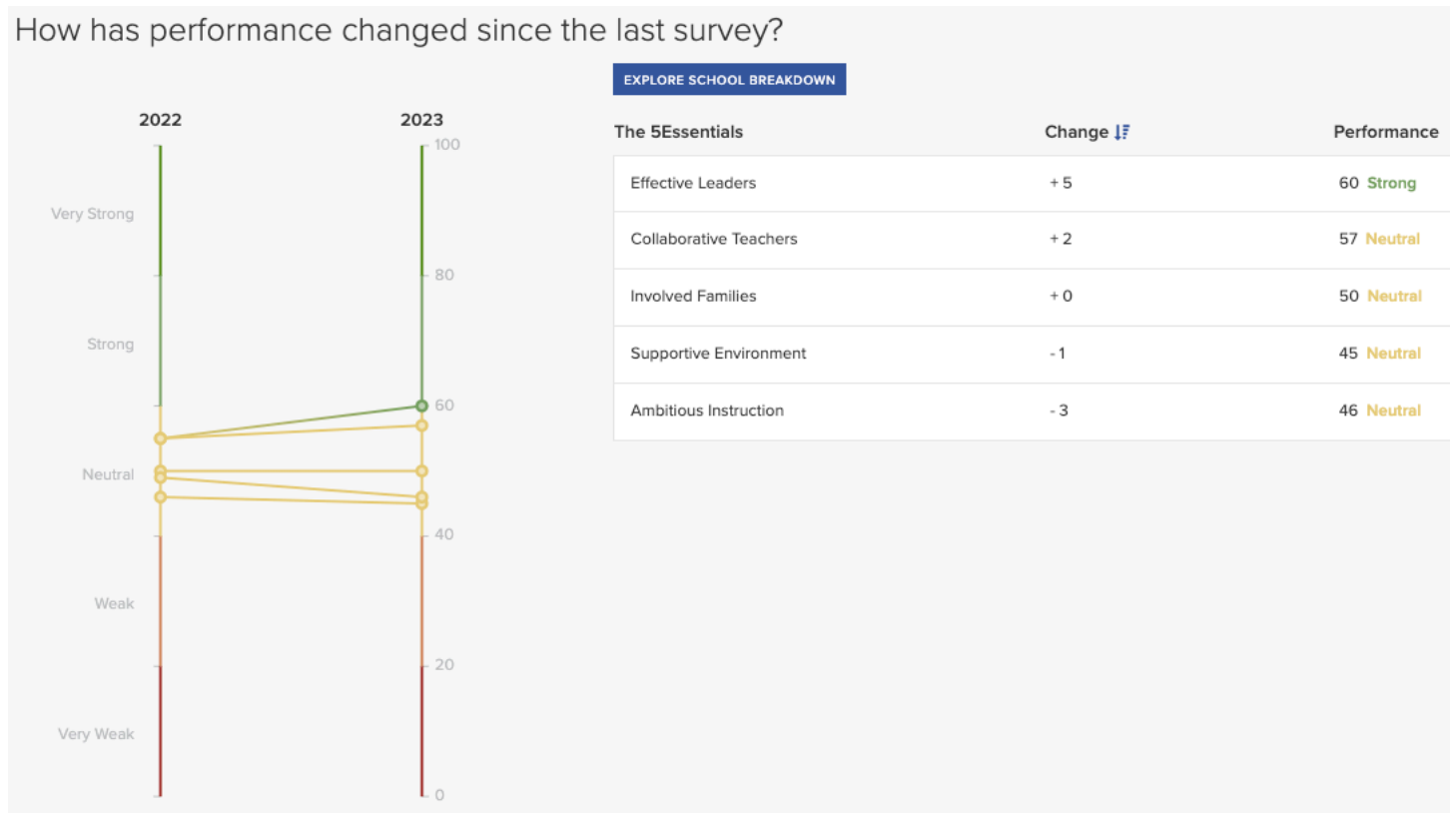
**Middle School Results:** Overall scored as Not Yet Organized for Improvement which was commensurate with 2022 results. Districtwide, we saw improvement in Collaborative Teachers and Involved Families. We saw a significant decline in Supportive Environment.



- Highest performing measures:
  - *Socialization of New Teachers* – the degree to which new teachers are included in the professional community and are given helpful feedback on their instructional practices (+4 pts; remains strong). This is the only strong measure among middle schools.
  
- Lowest performing measures:
  - *Parent Supportiveness* – the degree to which parents support their children emotionally and developmentally (from the teacher perspective) (+3 pts; remains very weak )
  - *Course Clarity* – the degree to which students are provided clear learning goals and instruction that supports achievement (from the student perspective)(-1 pts; remains very weak)
  - *Classroom Rigor* – the degree to which students feel that teachers encourage all students to make connections and seek multiple perspectives through their coursework (-4 pts; remains very weak)

- Most improved measures:
  - *Reflective Dialogue* – the degree to which teachers frequently talk with each other about curriculum, instruction, and student learning (+13 pts, weak to neutral)
  - *Quality Professional Development* – the degree to which professional development is rigorous and focused on student learning (+13 pts, remains neutral)
  - *Collaborative Practices* – degree to which teachers observe each others’ practice, and work together to review assessment data and develop instructional strategies (+9 pts from weak to neutral)
- Most declined measures:
  - *Student – Peer Relationships* – degree to which students feel they treat each other with respect, work well together, and help each other learn (-17 pts, remains weak)
  - *Safety* – degree to which students feel safe both in and around the school building, and while they travel to and from home (-8 pts, neutral to weak)
  - *Academic Engagement* – degree to which students feel interested and engaged in their learning (-13 pts, neutral to weak)

**High School Results:** Overall scored as Moderately Organized for Improvement which was an improvement over 2022 results. Districtwide, we saw improvement in Effective Leaders.



- Highest performing measures:
  - *Socialization of New Teachers* – the degree to which new teachers are included in the professional community and are given helpful feedback on their instructional practices (+5 pts;

remains strong)

- *Program Coherence* – the degree to which teachers feel school programs are coordinated and consistent with goals for student learning (+3 pts; remains strong)
- *Academic Engagement* – degree to which students feel interested and engaged in their learning (+5 pts, remains strong)

- Lowest performing measures:

- *Importance of High School for the Future* – the degree to which students recognize that working hard during high school is important and that high school is preparing them for their life after graduation (+2 pts; remains very weak)
- *Parent Supportiveness* – the degree to which students feel that parents support their children emotionally and developmentally (+2 pts; remains very weak)
- *Safety* – degree to which students feel safe both in and around the school building, and while they travel to and from home (-10 pts, neutral to weak)

- Most improved measures:

- *Reflective Dialogue* – the degree to which teachers frequently talk with each other about curriculum, instruction, and student learning (+13 pts, weak to neutral)
- *Rigorous Study Habits* – the degree to which students set aside time for schoolwork and give priority to studying (+8 pts, remains neutral)
- *School Commitment* – the degree to which teachers feel a deep commitment to their school (+8 pts, from neutral to strong)

- Most declined measures:

- *Quality of Student Discussion* – degree to which students feel they participate in classroom discussions that build their critical thinking skills (-14 pts, strong to neutral)
- *Safety* – degree to which students feel safe both in and around the school building, and while they travel to and from home (-10 pts, remains neutral)
- *Teacher Safety* – the degree to which teachers report little or no disorder in the hallways, physical conflict among students, vandalism, robbery or theft, and threats of violence against teachers (-10 pts, strong to neutral)

**Appendix A: Elementary and Middle School Performance by Essential**

# How is All Elementary Schools performing on each of the 5Essentials?

		<a href="#">HIDE ESSENTIALS</a> <span style="margin-left: 10px;"> <span style="color: green;">■</span> Very Strong                 <span style="color: green;">■</span> Strong                 <span style="color: gold;">■</span> Neutral                 <span style="color: orange;">■</span> Weak                 <span style="color: red;">■</span> Very Weak                 <span style="border: 1px solid gray; padding: 0 2px;"> </span> No Data                 <span style="border: 1px solid gray; padding: 0 2px;"> </span> Low Response/Not Applicable             </span>				
School	5E Overall	Ambitious Instruction	Effective Leaders	Involved Families	Supportive Environment	Collaborative Teachers
All Elementary Schools		55	52	52	48	45
Academy ACL	Organized	50	71	80	24	77
Adams Elementary School	Organized	82	46	47	64	38
Audubon Elementary School	Partially Organized	46	53	41	59	28
Bristol Elementary School	Well-Organized	73	71	65	63	65
Buena Vista Elementary School	Not Yet Organized	27	39	72	33	29
Carver Elementary School	Partially Organized	42	42	30	41	20
Chipeta Elementary School	Well-Organized	81	65	82	63	65
Columbia Elementary School	Not Yet Organized	48	19	39	59	9
Edison Elementary School	Organized	58	61	45	56	56
Freedom Elementary School	Organized	51	52	42	63	43
Fremont Elementary School	Moderately Organized	51	50	47	46	44
GLOBE	Low Response	N/A	N/A	N/A	N/A	N/A
Galileo School of Math & Science	Not Yet Organized	37	36	13	6	31
Grant Elementary School	Well-Organized	69	63	59	74	59
Henry Elementary School	Well-Organized	99	77	84	78	74
Holmes Middle School	Well-Organized	79	71	70	40	78
Howbert Elementary School	Well-Organized	53	59	75	63	60
Jack Swigert Aerospace Academy	Not Yet Organized	40	46	21	10	33



Jackson Elementary School	Moderately Organized	56	57	41	56	50
Jenkins Middle School	Partially Organized	43	42	42	26	45
Keller Elementary School	Organized	58	52	68	54	59
King Elementary School	Well-Organized	70	61	75	72	70
Madison Elementary School	Partially Organized	45	39	50	52	33
Mann Middle School	Not Yet Organized	11	16	15	1	28
Martinez Elementary School	Not Yet Organized	37	38	49	45	24
McAuliffe Elementary School	Not Yet Organized	47	38	33	42	17
Midland Elementary School	Well-Organized	83	62	57	80	63
Monroe Elementary School	Well-Organized	66	71	56	67	61
North Middle School	Partially Organized	42	49	28	15	40
Penrose Elementary School	Organized	46	70	68	45	57
Queen Palmer Elementary School	Well-Organized	99	76	89	92	77
Rogers Elementary School	Moderately Organized	53	N/A	N/A	49	N/A
Roosevelt Charter Academy	Organized	54	60	46	40	42
Rudy Elementary School	Well-Organized	73	63	67	64	53
Russell Middle School	Organized	52	73	47	21	60
Sabin Middle School	Not Yet Organized	32	48	32	4	33
Scott Elementary School	Partially Organized	55	31	52	62	16
Spark Online	Moderately Organized	53	53	30	67	51
Steele Elementary School	Partially Organized	49	33	70	46	36
Stratton Elementary School	Partially Organized	56	39	59	56	35
Taylor Elementary School	Organized	74	42	51	74	45
Trailblazer Elementary School	Moderately Organized	41	44	62	41	39
Twain Elementary School	Partially Organized	41	40	30	44	21

West Elementary School	Partially Organized	55	50	50	45	39
West Middle School	Moderately Organized	59	69	55	16	57
Wilson Elementary School	Partially Organized	52	35	51	44	18

## Appendix B: High School Performance by Essential

How is All High Schools performing on each of the 5Essentials?

**HIDE ESSENTIALS**    Very Strong   Strong   Neutral   Weak   Very Weak   No Data   Low Response/Not Applicable

School	5E Overall	Effective Leaders	Collaborative Teachers	Involved Families	Ambitious Instruction	Supportive Environment
All High Schools		60	57	50	46	45
Achieve Online School	Well-Organized	82	75	83	53	58
Adult Family Education	Organized	87	80	N/A	N/A	N/A
Bijou School	Partially Organized	61	66	22	39	34
CIVA	Low Response	N/A	N/A	N/A	N/A	N/A
Community Prep	Low Response	N/A	N/A	N/A	N/A	N/A
Coronado High School	Organized	57	61	63	54	37
Doherty High School	Partially Organized	54	50	55	45	31
Eastlake High School	Low Response	53	N/A	N/A	N/A	N/A
Mitchell High School	Not Yet Organized	29	30	34	55	27
Odyssey ECCO	Well-Organized	84	86	82	70	72
Palmer High School	Not Yet Organized	25	37	36	52	32
Tesla EOC	Not Yet Organized	50	35	28	28	38
The Digital School	Organized	78	52	N/A	15	72