

- What is the 5E and how does it relate to academic improvement?
- To what degree did D11 school 5E results change compared to last year?
- To what degree did 5E results change in response to school major improvement strategies
- What 5E measures are most highly correlated to district benchmark performance?

What are some take-aways from these data?

The 5Essentials Framework

Effective Leaders

Principals and teachers work together to implement a shared vision. In such schools, people, programs, and resources are focused on a vision for sustained improvement. Leaders practice shared leadership, set high goals for quality instruction, maintain mutually trusting and respectful relationships, and support professional advancement for faculty

Classes are chal

and staff.

Collaborative Teachers

All teachers collaborate to promote professional growth. In such schools, teachers are active partners in school improvement, committed to the school, and focused on professional development.

Ambitious Instruction

Classes are challenging and engaging. The instruction is clear, well-structured, aligned across grade levels, and encourages students to build and apply knowledge. When combined with a supportive environment, Ambitious Instruction has the most direct effect on student

Supportive learning. Invol

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.

Involved Families

The entire staff builds strong external relationships. Such schools see parents as partners in helping students learn, value parents' input and participation in advancing the school's mission, and support efforts to strengthen its students' community resources.

The 5Essentials Core Measures

Ambitious Instruction

English Instruction:

Students interact with course material and one another to build and apply critical reading and writing skills.

Math Instruction: Students interact with course material and one another to build and apply knowledge in their math classes.

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

Quality of Student
Discussion: Students
participate in classroom
discussions that build their
critical thinking skills.

Effective Leaders

Teacher Influence: Teachers have influence in a broad range of decisions regarding school policies and practices.

Program Coherence:

School programs are coordinated and consistent with its goals for student learning.

Teacher-Principal Trust:

Teachers and principals share a high level of mutual trust and respect.

Instructional Leadership:

The school leadership team sets high standards for teaching and student learning.

Collaborative Teachers

Collaborative

Practices: Teachers
observe each others'
practice and work together to review assessment
data and develop instructional strategies.

Collective

Responsibility: Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.

School Commitment:

Teachers are deeply committed to the school.

Teacher-Teacher Trust:

Teachers are supportive and respectful of one another, personally and professionally.

Quality of Professional Development:

Professional development is rigorous and focused on student learning.

Supportive Environment

Peer Support for Academic Work (ES): Students demonstrate behaviors that lead to academic achievement.

School-Wide Future
Orientatio (HS): The school
engages all students in
planning for life after graduation.

Expectations for Post-Secondary Education

(HS): The school expects all students to attend college and promotes college-readiness.

Academic Personalism (ES):

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

Student-Teacher Trust:

Students and teachers share a high level of mutual trust and respect.

Safety: Students feel safe both in and around the school building, and while they travel to and from home.

(ES): Elementary School (HS): High School

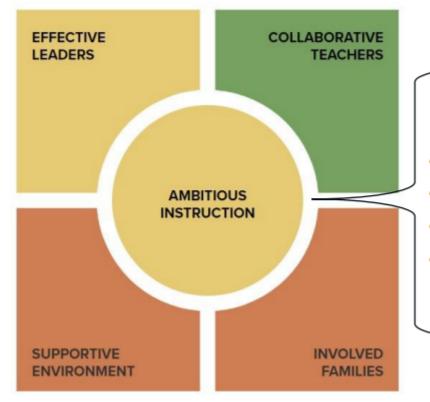
Involved Families

Parent Influence on Decision Making: The school has created opportunities for parents to participate in developing academic programs and influencing school curricula

Teacher-Parent Trust:

Teachers and parents are partners in improving student learning.

Parent Involvement in School: Parents are active participants in their child's schooling.



Measures

- English Instruction
- Math Instruction
- Academic Press
- Quality of Student Discussion

Items

The teacher asks difficult questions in class.

This class challenges me.

This class requires me to work hard to do well.

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

The teacher expects me to do my best all the time.

The teacher expects everyone to work hard.

5E Research Basis

10X

Research demonstrates that schools strong on at least 3 of the 5 Essentials were 10 times more likely to show substantial gains in students' learning than schools weak on 3 or more.

<10%

A sustained low score in just one of the core measures reduced the likelihood of improvement to less than 10%.

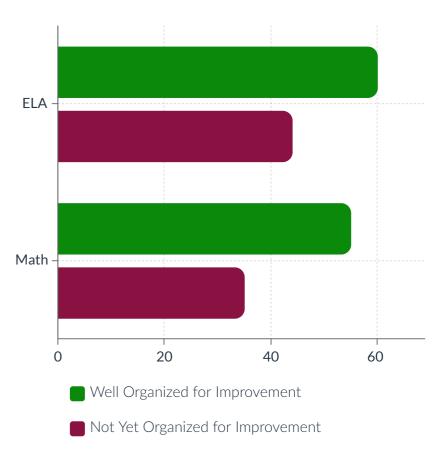
D11 Data Related to 5E Results

In D11 schools Well Organized for Improvement (Green):

- 60% of students met growth in ELA
- 55% met growth in Math

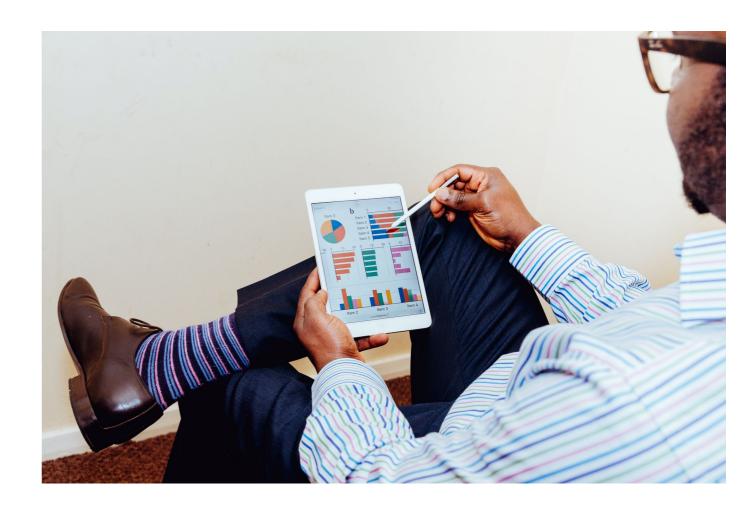
In D11 schools Not Yet Organized for Improvement (Red):

- 44% of students met expected growth in ELA
- 35% of students met expected growth in Math

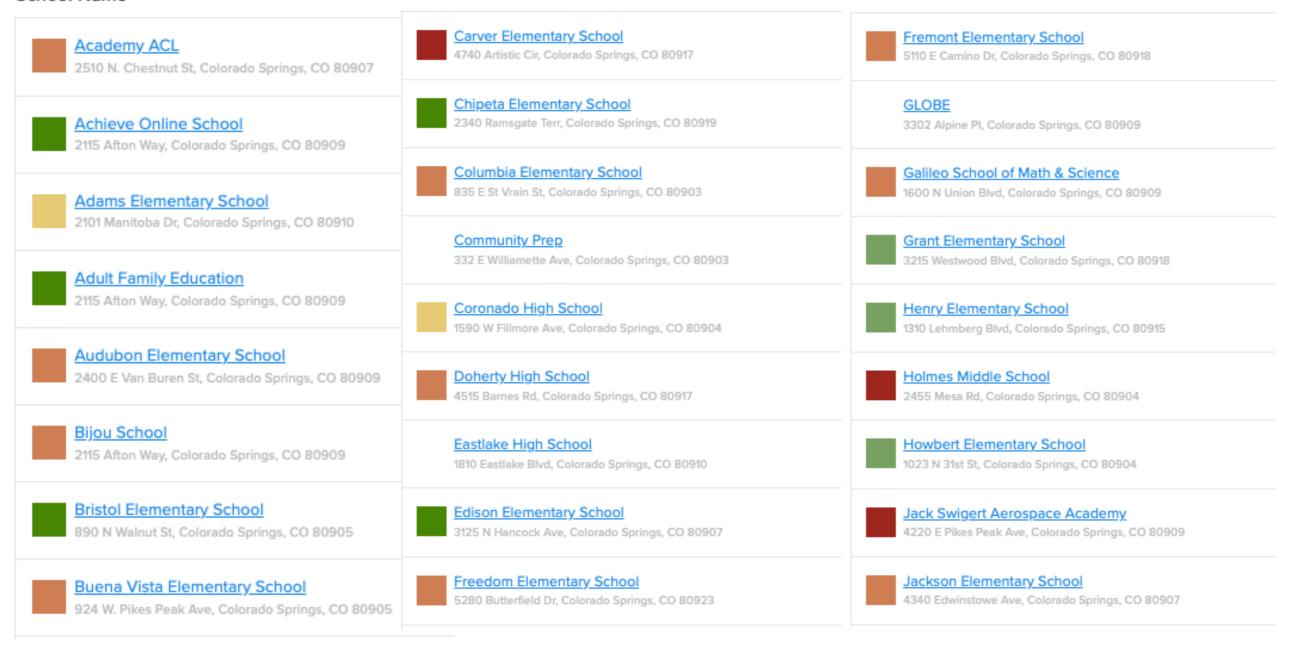


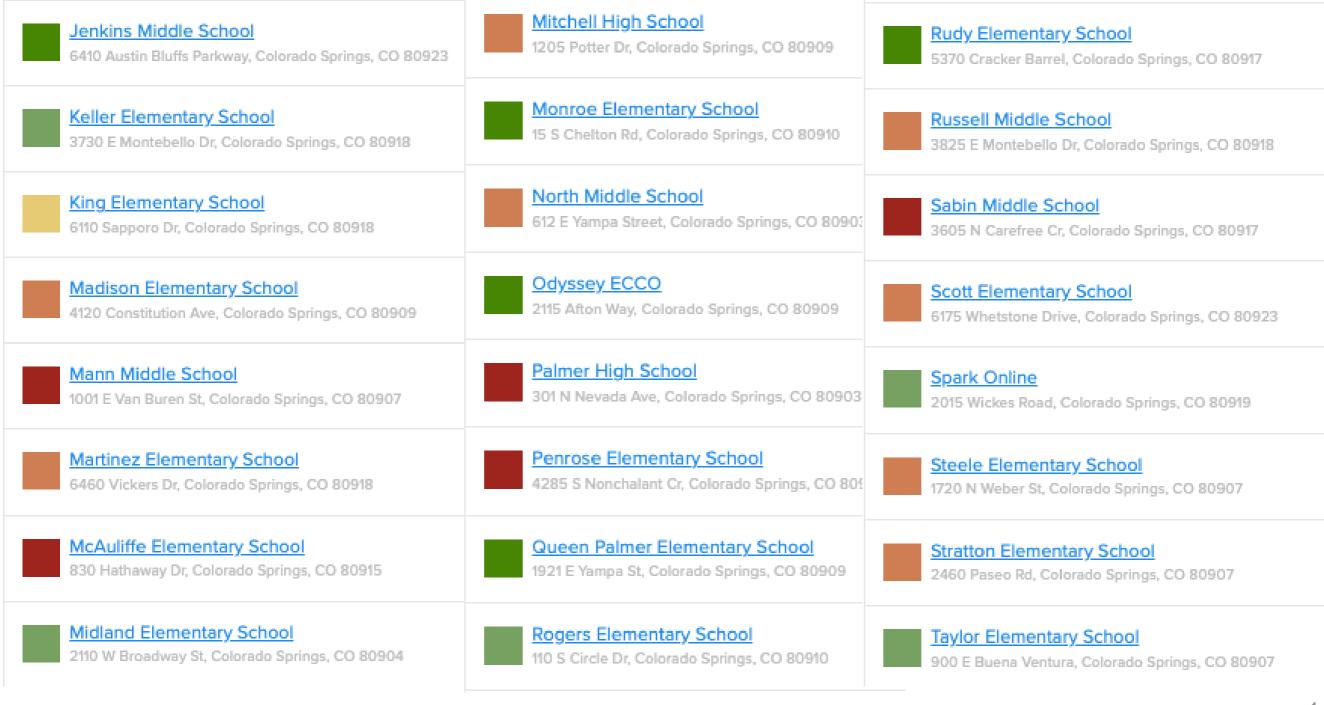


SCHOOL 5E RATINGS



School Name







2115 Afton Way, Colorado Springs, CO 80909

The Digital School

2115 Afton Way, Colorado Springs, CO 80909

Trailblazer Elementary School

2015 Wickes Road, Colorado Springs, CO 80919

Twain Elementary School

3402 E San Miguel St, Colorado Springs, CO 80909

West Elementary School

25 N. 20th Street, Colorado Springs, CO 80904

West Middle School

1920 W Pikes Peak Av, Colorado Springs, CO 80904

Wilson Elementary School

1409 De Reamer Cir, Colorado Springs, CO 80915

How have results changed since last year?

		HIDE ESSENTIALS Very Strong Strong Neutral Weak Very Weak □ No Data □ Low Response/Not Applicable						
School	5E Overall	Ambitious Instruction	Collaborative Teachers	Involved Families	Effective Leaders	Supportive Environment		
All Colorado Springs Schools		53 +5	41 -1 >	47 -1 🕨	49 -3	54 -8		
Academy ACL	Partially Organized	44 +5	33 - 8	51 +1	32 - 8	42 -1		
Achieve Online School	Well-Organized	45 +6	85 - 8	84 +6	82 -4	55 -1		
Adams Elementary School	Moderately Organized	58 -3	34 -12	41 - 5	52 - 4	67 - 5		
Adult Family Education	Well-Organized	N/A N/A	81 +4	73 - 26	78 -1	N/A N/A		
Audubon Elementary School	Partially Organized	47 +11	36 -2	55 +0	49 -13	47 - 9		
Bijou School	Partially Organized	37 - 11	53 - 4	24 - 35	- 16	41 - 17		
Bristol Elementary School	Well-Organized	83 + 36	55 +2	63 +9	63 - 4	79 + 23		
Buena Vista Elementary School	Partially Organized	34 +4	32 +6	55 -3	43 +8	51 +1		
CIVA	Low Response	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A		
Carver Elementary School	Not Yet Organized	50 +16	8 -1	27 + 4	23 - 16	55 +7		

School	5E Overall	Ambitious Instruction	Collaborative Teachers	Involved Families Effe	ctive Leaders Supporti	ve Environment
Chipeta Elementary School	Well-Organized	62 +11	49 +10	76 -2	57 +3	62 +4
Columbia Elementary School	Partially Organized	48 -4	22 +7	42 +1	30 +4	55 - 15
Community Prep	Low Response	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A
Coronado High School	Moderately Organized	45 +5	44 -7	53 - 6	42 - 8	44 - 6
Doherty High School	Partially Organized	48 +5	44 -3	53 - 9	46 +3	37 - 11
Eastlake High School	Low Response	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A
Edison Elementary School	Well-Organized	69 -2	58 - 10	51 + 4	63 - 14	68 -7
Freedom Elementary School	Partially Organized	45 +8	14 + 5	28 - 6	23 +1	68 -7
Fremont Elementary School	Partially Organized	47 +10	15 - 14	45 - 4	36 - 9	60 -3
GLOBE	Low Response	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A
Galileo School of Math & Science	Partially Organized	43 -8	40 - 6	21 -4	52 +10	32 - 18

School	5E Overall		Ambitious Instruction	Collaborative Teachers	Involved Families	Effective Leaders	Supportive Environment	
Grant Elementary School	Organized	66	+ 11	48 - 11	47 - 5	56 - 11	69 -10	
Henry Elementary School	Organized	83	+ 25	- 15	53 - 14	53 - 13	79 +10	
Holmes Middle School	Not Yet Organized	37	- 26	36 - 27	44 -12	40 - 27	- 38	
Howbert Elementary School	Organized	58	+ 16	42 +10	64 +8	51 -1	74 - 9	
Jack Swigert Aerospace Academy	Not Yet Organized	31	- 15	22 - 20	7 -7	31 - 17	15 - 30	
Jackson Elementary School	Partially Organized	54	+7	30 -2	28 +1	53 - 3	53 -7	
Jenkins Middle School	Well-Organized	58	+1	67 +9	61 -1	66 +1	49 - 15	
Keller Elementary School	Organized	65	+34	37 +16	54 + 17	44 + 14	69 + 16	
King Elementary School	Moderately Organized	43	- 5	39 +8	48 -3	50 +6	62 +9	
Madison Elementary School	Partially Organized	42	+ 4	35 - 12	53 - 9	51 - 5	49 -3	
Mann Middle School	Not Yet Organized	32	- 9	14 - 14	11 - 21	27 - 3	15 - 29	

School	5E Overall	Ambitious Instruction	Collaborative Teachers	Involved Families Effective Lo	eaders Supportiv	e Environment
Martinez Elementary School	Partially Organized	46 +7	32 - 2	52 -1	31 - 13	53 -1
McAuliffe Elementary School	Not Yet Organized	32 -8	8 +5	24 +1	27 + 4	46 -1
Midland Elementary School	Organized	56 +9	58 + 29	59 +37	70 + 29	46 -1
Mitchell High School	Partially Organized	50 -8	50 - 4	46 - 8	51 + 4	29 -3
Monroe Elementary School	Well-Organized	65 +22	52 +5	50 - 5	69 +8	71 +
North Middle School	Partially Organized	44 + 11	53 +0	38 - 8	73 + 2	28 - 6
Odyssey ECCO	Well-Organized	75 +14	69 +4	71 +5	72 - 4	82 +
Palmer High School	Not Yet Organized	55 +5	20 - 4	29 -4	20 - 3	36 -1
Penrose Elementary School	Not Yet Organized	39 - 9	12 + 6	32 - 2	28 +9	57 -1
Queen Palmer Elementary School	Well-Organized	92 +21	72 + 34	69 + 21	79 + 24	98 +
Rogers Elementary School	Organized	61 -8	59 -3	58 +8	68 - 6	53 -1

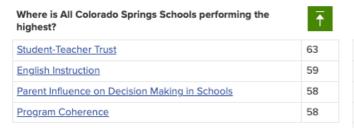
School	5E Overall	Ambitious Instruction	Collaborative Teachers	Involved Families Effective	e Leaders Suppor	tive Environment
Rudy Elementary School	Well-Organized	73 + 25	69 +33	48 +7	69 +10	77 +1
Russell Middle School	Partially Organized	43 +0	49 - 8	34 - 2	66 -1	27 - 21
Sabin Middle School	Not Yet Organized	26 -6	8 - 19	9 -9	- 21	13 - 24
Scott Elementary School	Partially Organized	55 -10	13 -1	48 -1	28 - 2	71 - 9
Spark Online	Organized	57 N/A	56 N/A	44 N/A	46 N/A	64 N/A
Steele Elementary School	Partially Organized	48 +1	27 - 19	69 -8	36 - 12	47 - 26
Stratton Elementary School	Partially Organized	41 -7	30 -3	59 - 10	35 - 12	59 -3
Taylor Elementary School	Organized	82 +16	36 +16	62 + 13	57 + 15	86 + 11
Tesla EOC	Not Yet Organized	33 -1	31 - 13	19 - 9	48 - 8	44 - 9
The Digital School	Organized	N/A N/A	75 - 8	N/A N/A	63 - 2	N/A N/A
Trailblazer Elementary School	Organized	63 +5	40 +8	42 - 8	46 +1	65 - 3

School	5E Overall	Ambitious Instruction	Collaborative Teachers	Involved Families Effective	e Leaders Supportive	e Environment
Twain Elementary School	Partially Organized	56 +11	20 +2	25 -8	34 -1	60 -1
West Elementary School	Well-Organized	49 - 5	68 + 17	63 + 15	71 + 9	53 - 16
West Middle School	Moderately Organized	71 + 26	52 +22	56 +20	57 + 14	28 - 23
Wilson Elementary School	Organized	84 + 42	37 + 4	50 +11	51 +1	82 + 20

To what degree did results change in response to strategy?

Common Major Improvement Strategies (from One Plans):

- Collaborative Practice significantly improved by 9 pts
- Parent Involvement improved by 3 pts
- Academic Press improved by 4 pts
- Program Coherence dropped by 4 pts



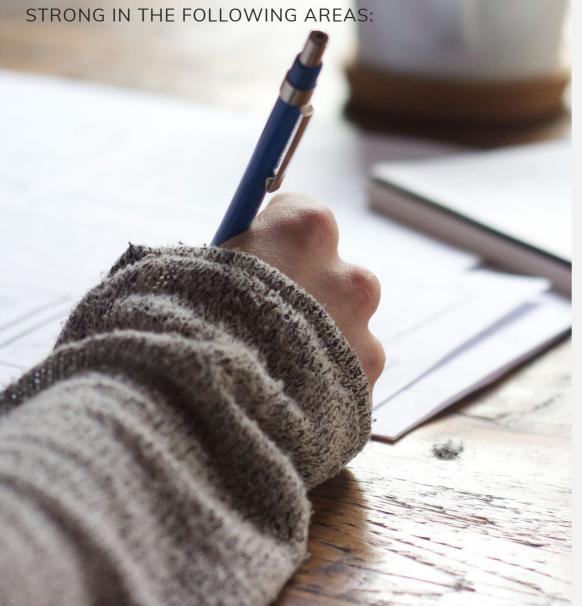


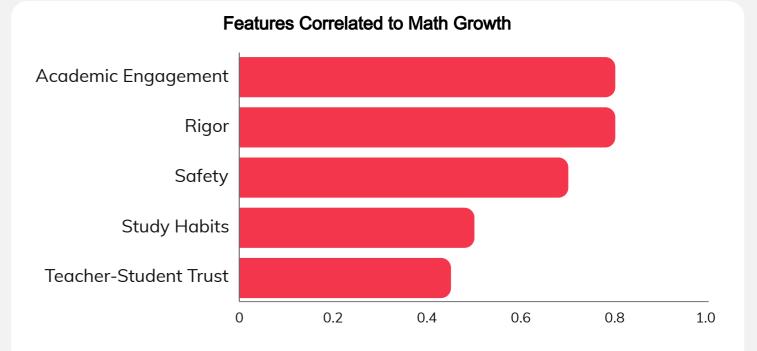
Where is All Colorado Springs Schools performing the lowest?	±
Collective Responsibility	36
Teacher-Parent Trust	38
Collaborative Practices	39
School Commitment	40
Quality of Student Discussion	41

What has decreased most for All Colorado Springs Schools?	\mathbf{Z}
Peer Support for Academic Work	57 - 13
Student-Teacher Trust	63 - 13
School Commitment	40 -7
Quality of Student Discussion	41 - 5

What 5E measures are most highly correlated to district benchmark performance?

D11 STUDENTS ARE MORE LIKELY TO MEET OR EXCEED EXPECTED YEARLY GROWTH IN SCHOOLS THAT ARE STRONG IN THE FOLLOWING AREAS:







KEY TAKE-AWAYS





5E data are an effective way to identify contributing causes related to school climate, culture, and academic performance



5E data are developmental, not judgemental in understanding what weak areas to prioritize



5E data are responsive to school improvement strategies over time



The expected results identified by the original research model are consistent with district results