



Holmes Middle School

2023 5Essentials Report

The 5Essentials School Reports for Colorado Springs SD11 are derived from 20 years of research on improving schools. The raw data for these reports are based on a comprehensive core of over than 80 student and 150 teacher questions compiled into 22 measures of school climate and practice and formed into five essentials. As measured by the Turner 5Essentials Survey, those five essentials are leading indicators of school improvement. The power of 5Essentials comes from their prediction of school success, the intuitiveness of the overall framework components (Instruction, Environment, Leaders, Teachers, and Families), and the reliability of the survey measures.

As detailed in the seminal book, *Organizing Schools for Improvement: Lessons from Chicago*, UEI researchers determined that there are five essential supports for school success. These “5Essentials” detail the perspectives and processes central to the delivery and support of student learning.

The 5Essentials framework as measured by our survey instruments is a leading indicator of school performance now and predictive of the future. Data from over 650 schools (elementary and high schools) have found our survey measures to predict many aspects of student and school success, before and after controlling for school type, demographic composition, test scores, and socio-economic status. Our principal indication of the power of the 5Essentials is that University of Chicago analysis of two natural experiments spanning a total of 15 years each found that they mattered considerably: Schools strong in 3-5 Essentials were 10 times more likely to improve student learning substantially compared to schools weak in 3-5 Essentials. This evidence came from over 400 elementary schools representing the best and worst in Illinois. Following those natural experiments, we have found our survey measures reliably predict school success on a variety of outcomes for both high school and elementary schools, including:

- ITBS improvement
- ISAT value-add
- EXPLORE to ACT gains
- EXPLORE to PLAN gains
- PLAN to ACT gains
- Attendance rates
- College enrollment
- High school graduation
- Freshman grades
- Teacher mobility
- Grades in college-preparatory classes

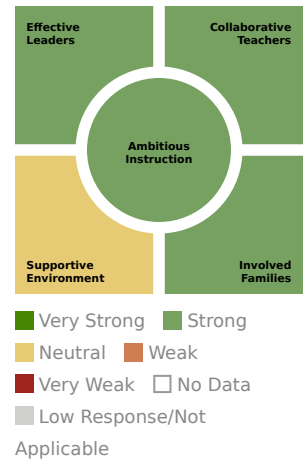
References:

(Bryk, et al. 2010)(Selected by Education Next as one of the best education books of the decade: <http://educationnext.org/the-best-books-of-the-past-decade-according-to-ed-next-readers/>)
 (Bryk, et al. 2010); (Easton, Ponisciak and Luppescu 2008); (Easton, Ponisciak and Luppescu 2008); (Allensworth, Correa and Ponisciak 2008); (Bryk, et al. 2010); (Roderick, Nagaoka, et al. 2008); (Allensworth and Easton 2007); (Allensworth and Easton 2007); (Allensworth, Ponisciak and Mazzeo 2009); (Allensworth, Nomi, et al. 2009); (Montgomery, Allensworth and Correa 2010)

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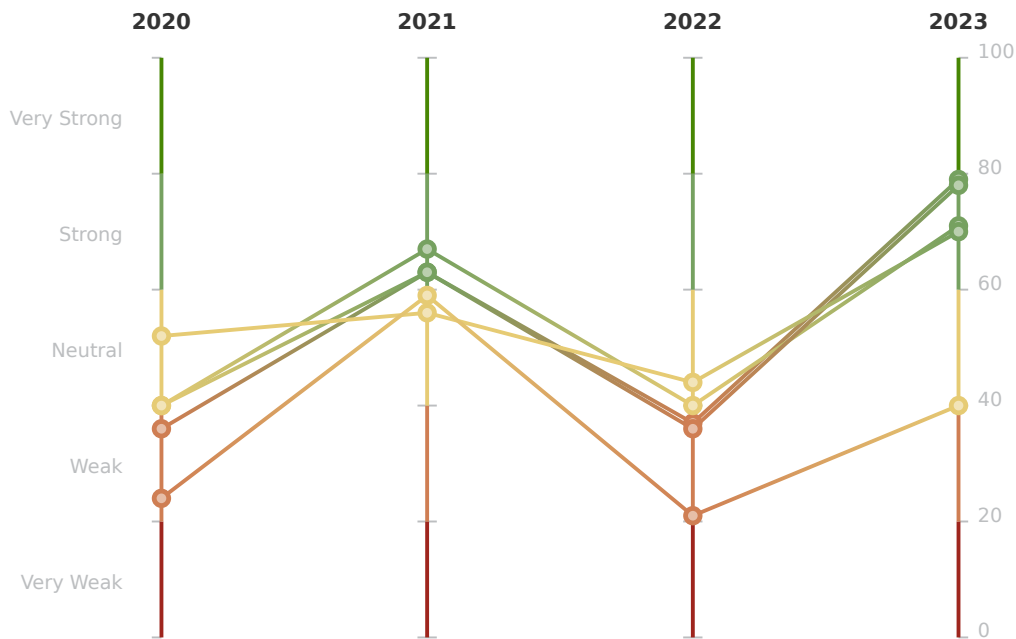
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Overall, Holmes Middle School is **well-organized** for improvement.



The 5Essentials

How is Holmes Middle School performing on each of the 5Essentials in 2023?



Essentials	Performance Across Years				
	2020	2021	2022	2023	
Ambitious Instruction	36	63	37	79	Strong
Collaborative Teachers	40	63	36	78	Strong
Effective Leaders	40	67	40	71	Strong
Involved Families	52	56	44	70	Strong
Supportive Environment	24	59	21	40	Neutral

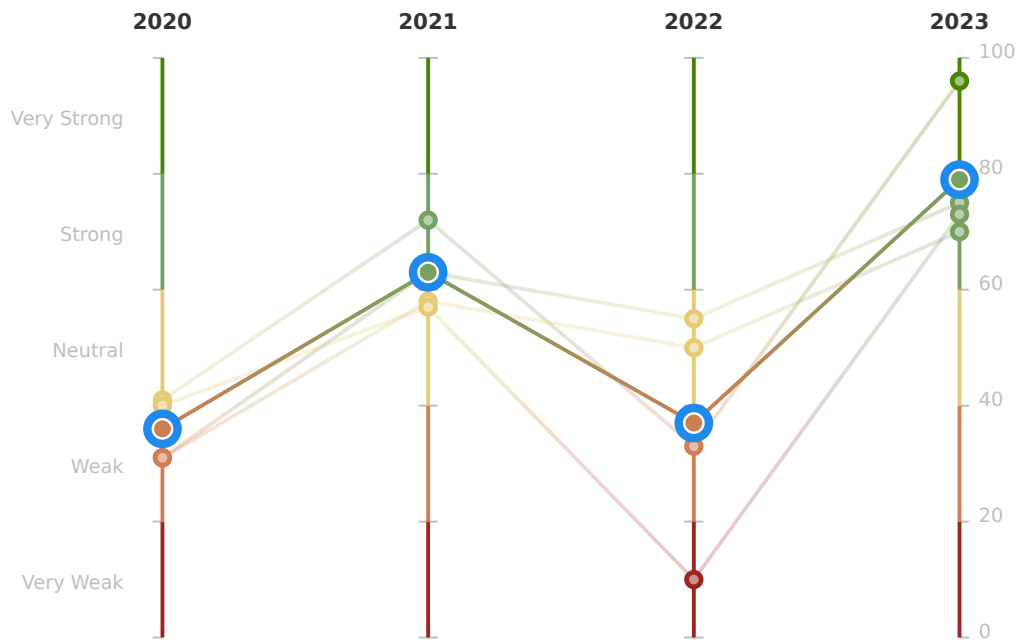
Ambitious Instruction

How is Holmes Middle School performing on Ambitious Instruction?

In schools with 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).

Performance on essential and its underlying measures



Measures	Performance Across Years				Respondent
	2020	2021	2022	2023	
Academic Press	41	72	33	96	Student
English Instruction	31	63	55	75	Student
Quality of Student Discussion	40	57	10	73	Teacher
Math Instruction	31	58	50	70	Student

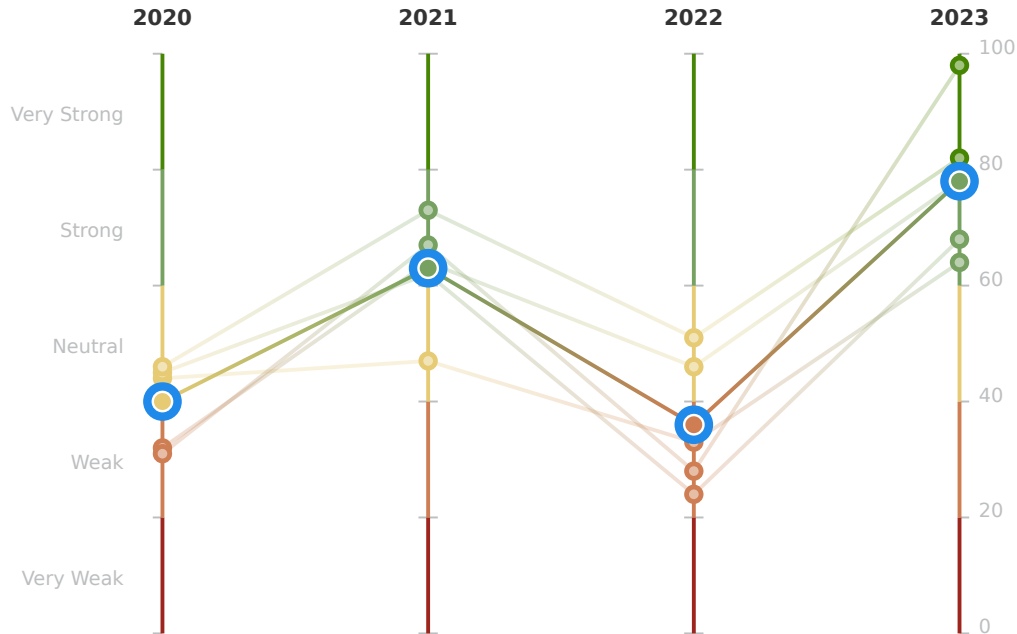
Collaborative Teachers

How is Holmes Middle School performing on Collaborative Teachers?

In schools with strong 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.

Performance on essential and its underlying measures



Measures	Performance Across Years				Respondent
	2020	2021	2022	2023	
Quality Professional Development	31	67	28	98	Teacher
Teacher-Teacher Trust	46	73	51	82	Teacher
Collective Responsibility	32	64	46	78	Teacher
School Commitment	45	62	24	68	Teacher
Collaborative Practices	44	47	33	64	Teacher

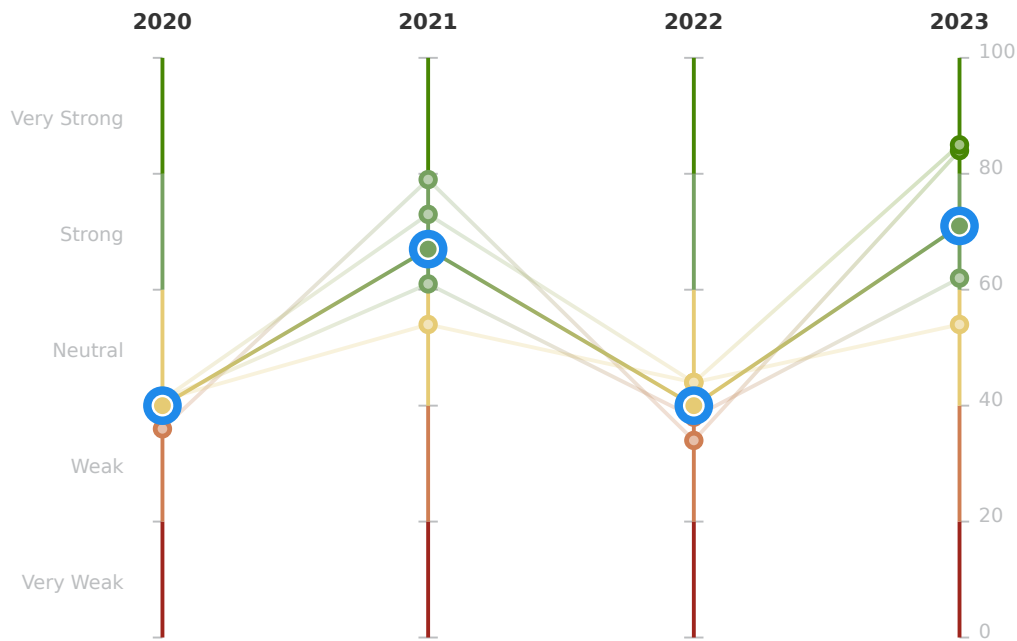
Effective Leaders

How is Holmes Middle School performing on Effective Leaders?

In schools with 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,
- support professional advancement for faculty and staff, and
- manage resources for sustained program improvement (not measured).

Performance on essential and its underlying measures



Measures	Performance Across Years				Respondent
	2020	2021	2022	2023	
Program Coherence	41	73	44	85	Teacher
Instructional Leadership	36	79	34	84	Teacher
Teacher-Principal Trust	41	61	38	62	Teacher
Teacher Influence	41	54	44	54	Teacher

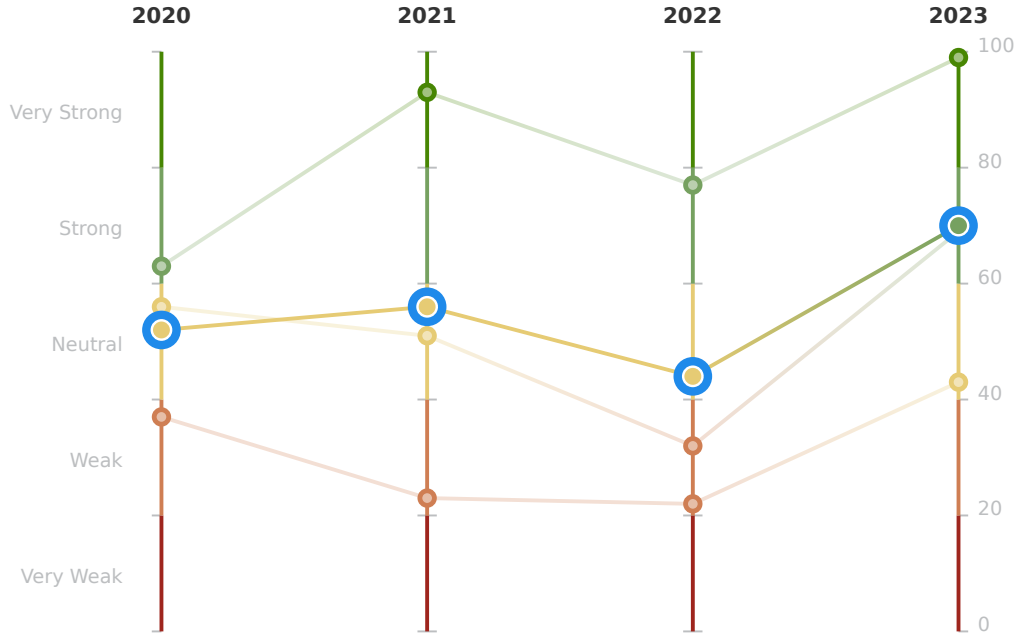
Involved Families

How is Holmes Middle School performing on Involved Families?

In schools with 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.

Performance on essential and its underlying measures



Measures	Performance Across Years				Respondent
	2020	2021	2022	2023	
Parent Influence on Decision Making in Schools	63	93	77	99	Teacher
Teacher-Parent Trust	56	51	32	69	Teacher
Parent Involvement in School	37	23	22	43	Teacher

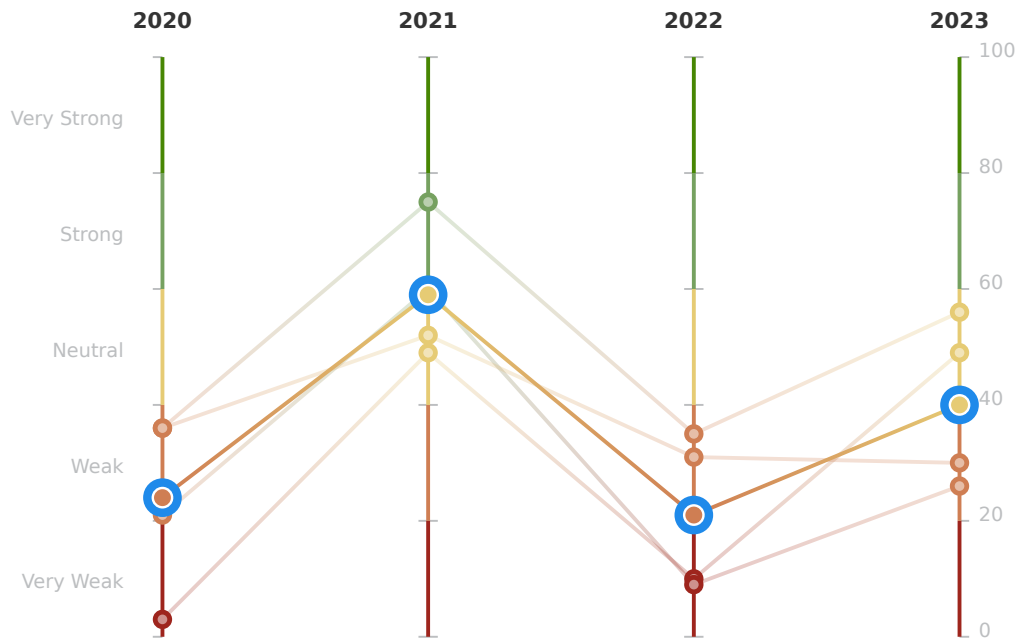
Supportive Environment

How is Holmes Middle School performing on Supportive Environment?

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.





















Performance on essential and its underlying measures



Measures	Performance Across Years				Respondent
	2020	2021	2022	2023	
Student-Teacher Trust	36	75	35	56	Student
Academic Personalism	3	49	10	49	Student
Safety	36	52	31	30	Student
Peer Support for Academic Work	21	60	9	26	Student

All 5Essentials Measures

How is Holmes Middle School performing on all 5Essentials measures in 2023?

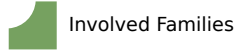
Page	Measure	Change	Performance	Essential	Respondent
9	Parent Influence on Decision Making in Schools	+ 22	99 Very Strong	 Involved Families	Teacher
10	Quality Professional Development	+ 70	98 Very Strong	 Collaborative Teachers	Teacher
11	Academic Press	+ 63	96 Very Strong	 Ambitious Instruction	Student
13	Program Coherence	+ 41	85 Very Strong	 Effective Leaders	Teacher
14	Instructional Leadership	+ 50	84 Very Strong	 Effective Leaders	Teacher
15	Teacher-Teacher Trust	+ 31	82 Very Strong	 Collaborative Teachers	Teacher
16	Collective Responsibility	+ 32	78 Strong	 Collaborative Teachers	Teacher
17	English Instruction	+ 20	75 Strong	 Ambitious Instruction	Student
18	Quality of Student Discussion	+ 63	73 Strong	 Ambitious Instruction	Teacher
19	Math Instruction	+ 20	70 Strong	 Ambitious Instruction	Student
20	Teacher-Parent Trust	+ 37	69 Strong	 Involved Families	Teacher
21	School Commitment	+ 44	68 Strong	 Collaborative Teachers	Teacher
22	Collaborative Practices	+ 31	64 Strong	 Collaborative Teachers	Teacher
23	Teacher-Principal Trust	+ 24	62 Strong	 Effective Leaders	Teacher
25	Student-Teacher Trust	+ 21	56 Neutral	 Supportive Environment	Student
26	Teacher Influence	+ 10	54 Neutral	 Effective Leaders	Teacher
27	Academic Personalism	+ 39	49 Neutral	 Supportive Environment	Student
28	Parent Involvement in School	+ 21	43 Neutral	 Involved Families	Teacher
29	Safety	- 1	30 Weak	 Supportive Environment	Student
30	Peer Support for Academic Work	+ 17	26 Weak	 Supportive Environment	Student

Parent Influence on Decision Making in Schools

In schools with strong Parent Influence on Decision Making in Schools, the school actively creates opportunities for parents to participate in developing academic programs and influencing school curricula.

- Based on a comparison to the benchmark, an mScore of **99** means that Holmes Middle School is *very strong* on this measure.

Essential



Respondent

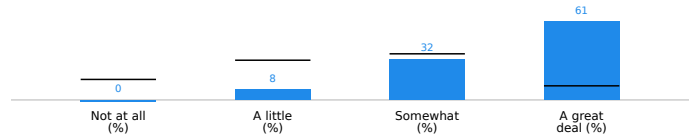
Teacher

Performance

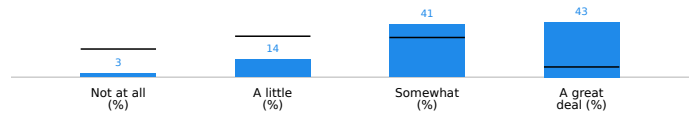


Teachers report that the school:

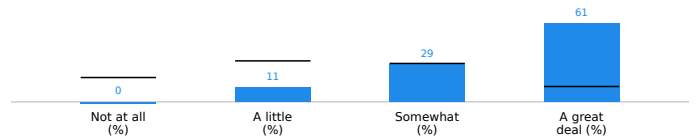
Involves parents in the development of programs aimed at improving students' academic outcomes.



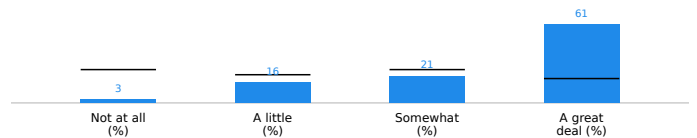
Involves parents in commenting on school curricula.



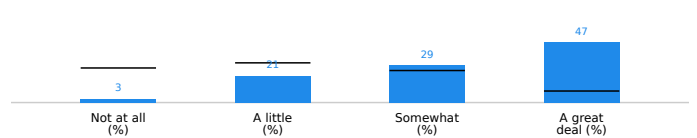
Includes parent leaders from all backgrounds in school improvement efforts.



Develops formal networks to link all families with each other (for example: sharing parent directories, providing a website for parents to connect with one another, etc.).



Encourage more involved parents/guardians to reach out to less involved parents/guardians?



Quality Professional Development

In schools with strong Quality Professional Development, professional development is rigorous and focused on student learning.

- Based on a comparison to the benchmark, an mScore of **98** means that Holmes Middle School is *very strong* on this measure.

Essential



Collaborative Teachers

Respondent

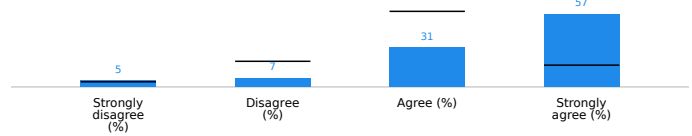
Teacher

Performance

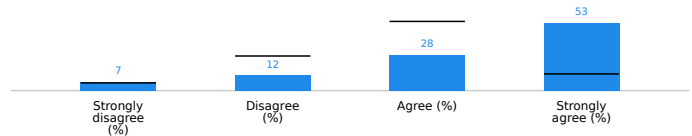


Teachers report that professional development this year has:

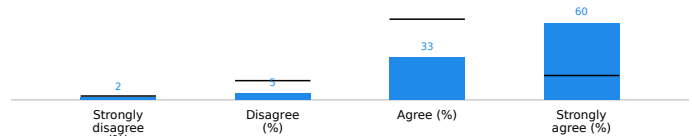
Been sustained and coherently focused, rather than short-term and unrelated.



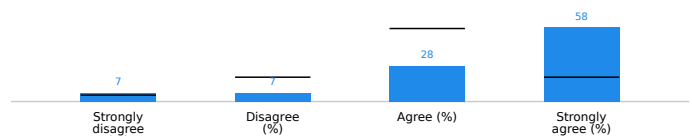
Included enough time to think carefully about, try, and evaluate new ideas.



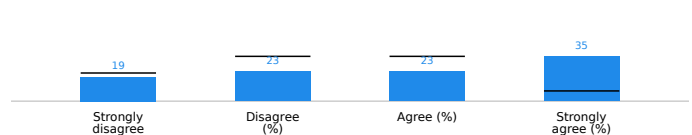
Been closely connected to my school's improvement plan.



Included opportunities to work productively with colleagues in my school.



Included opportunities to work productively with teachers from other schools.




Academic Press

In schools with strong Academic Press, teachers expect students to do their best and to meet academic demands.

- Based on a comparison to the benchmark, an mScore of **96** means that Holmes Middle School is *very strong* on this measure.

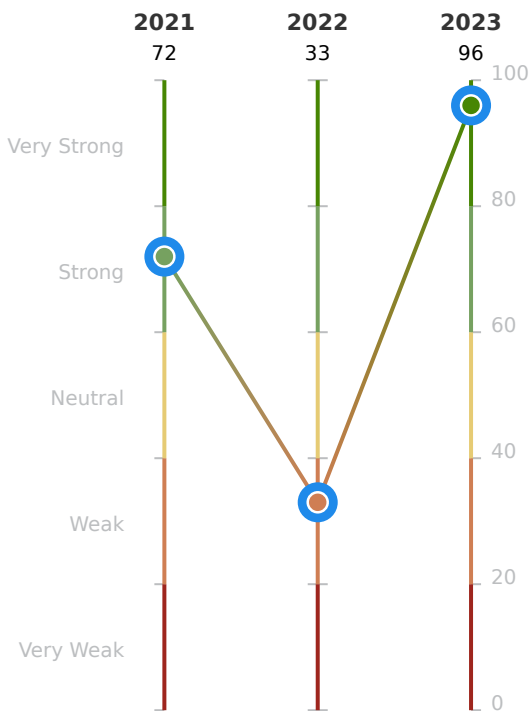
Essential

 Ambitious Instruction

Respondent

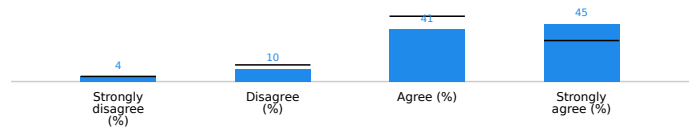
Student

Performance

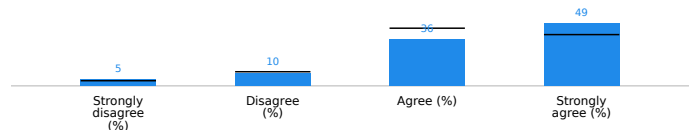


Students report the following about one specific class:

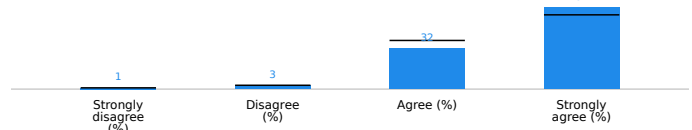
This class really makes me think.



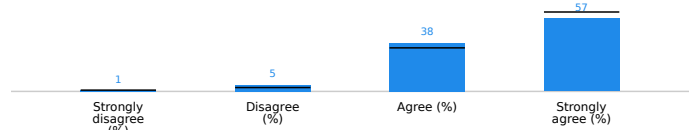
I really learn a lot in this class



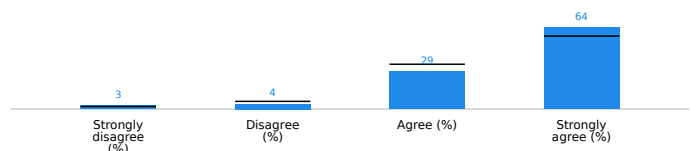
The teacher expects everyone to work hard



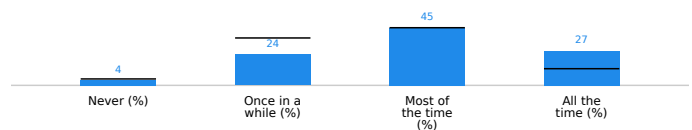
The teacher expects me to do my best all the time



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

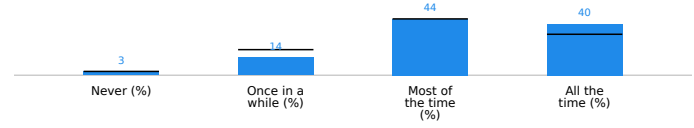


This class challenges me

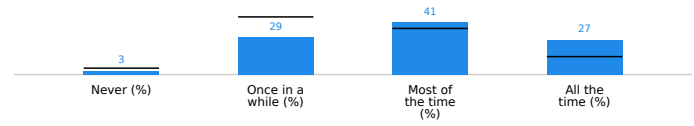




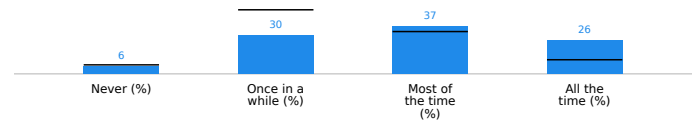
This class requires me to work hard to do well



The teacher asks difficult questions on tests



The teacher asks difficult questions in class



Program Coherence

In schools with strong Program Coherence, school programs are coordinated and consistent with its goals for student learning.

- Based on a comparison to the benchmark, an mScore of **85** means that Holmes Middle School is *very strong* on this measure.

Essential

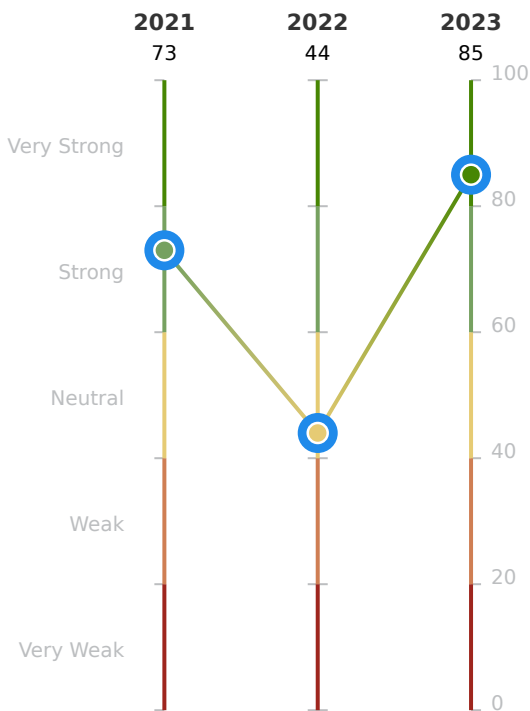


Effective Leaders

Respondent

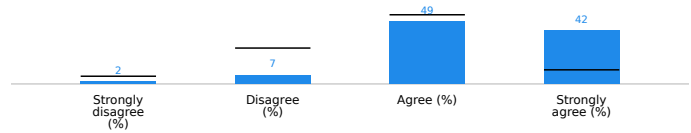
Teacher

Performance

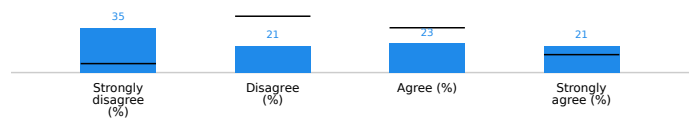


Teachers report the following:

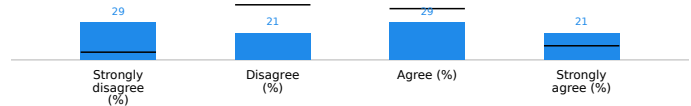
Once we start a new program in this school, we follow up to make sure that it's working.



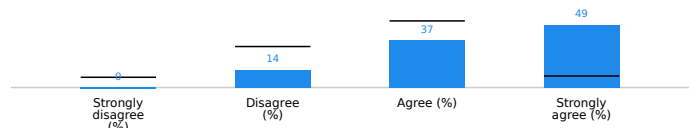
We have so many different programs in this school that I can't keep track of them all.



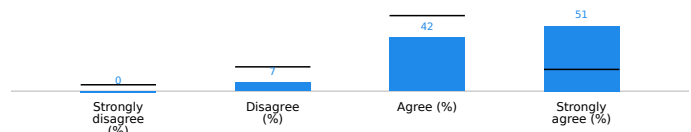
Many special programs come and go at this school.



Curriculum, instruction, and learning materials are well coordinated across different grade levels at this school.



There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.



Instructional Leadership

In schools with strong Instructional Leadership, the leadership team is an active and skilled group that sets high standards for teaching and student learning.

- Based on a comparison to the benchmark, an mScore of **84** means that Holmes Middle School is *very strong* on this measure.

Essential

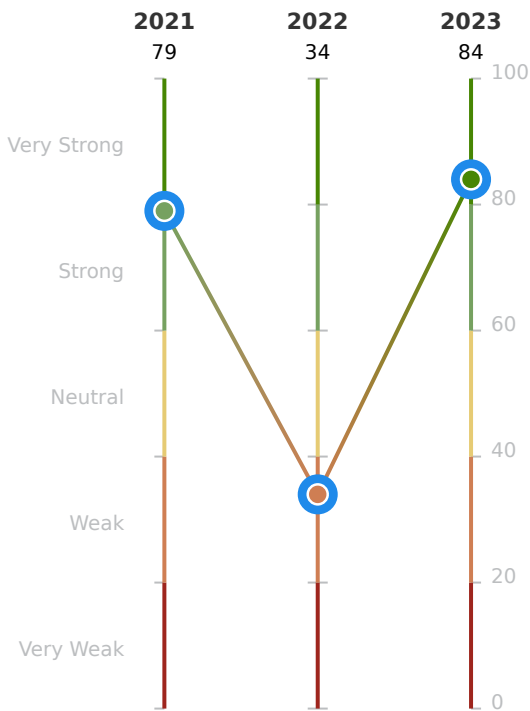


Effective Leaders

Respondent

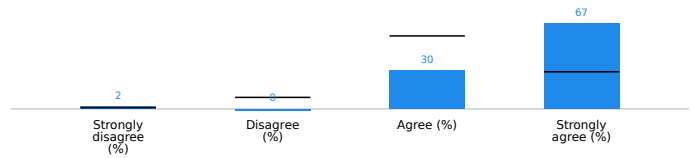
Teacher

Performance

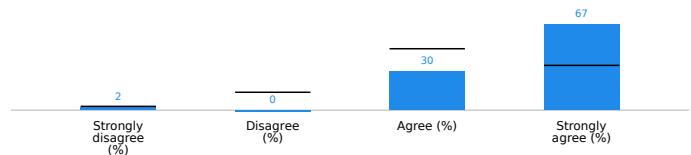


Teachers report that a member of the school leadership team:

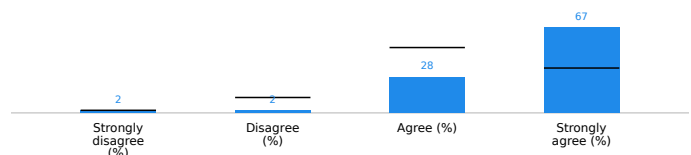
Makes clear to the staff the leadership's expectations for meeting instructional goals.



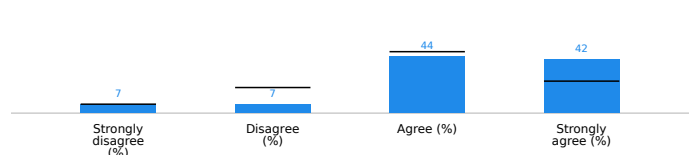
Communicates a clear vision for our school.



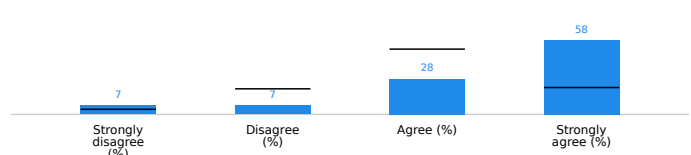
Presses teachers to implement what they have learned in professional development.



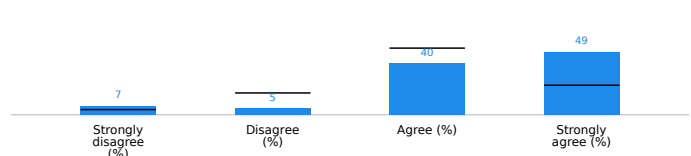
Knows what's going on in my classroom.



Provides me with useful feedback to improve my teaching.



Has provided me with the support I need to improve my teaching.



Teacher-Teacher Trust

In schools with strong Teacher-Teacher Trust, teachers are supportive and respectful of one another, personally and professionally.

- Based on a comparison to the benchmark, an mScore of **82** means that Holmes Middle School is *very strong* on this measure.

Essential

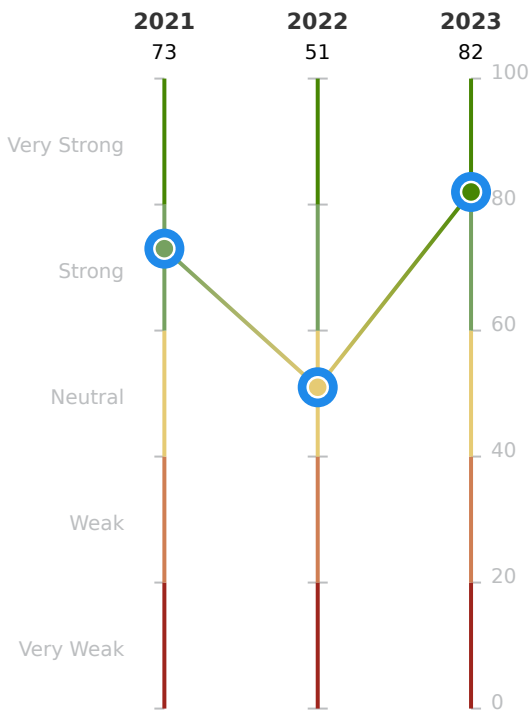


Collaborative Teachers

Respondent

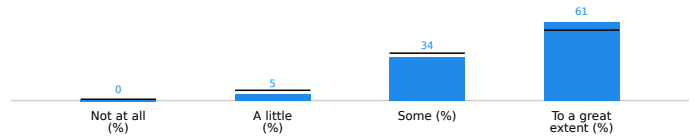
Teacher

Performance

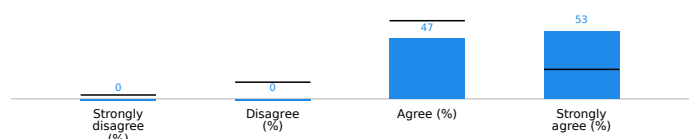


Teachers report the following:

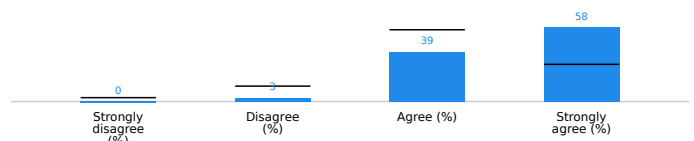
Teachers feel respected by other teachers



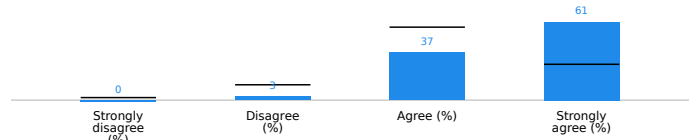
Teachers in this school trust each other.



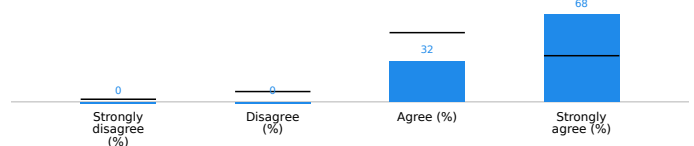
It's OK in this school to discuss feelings, worries, and frustrations with other teachers.



Teachers respect other teachers who take the lead in school improvement efforts.



Teachers at this school respect those colleagues who are experts at their craft.




Collective Responsibility

In schools with strong Collective Responsibility, teachers share a strong sense of responsibility for student development, school improvement, and professional growth.

- Based on a comparison to the benchmark, an mScore of **78** means that Holmes Middle School is *strong* on this measure.

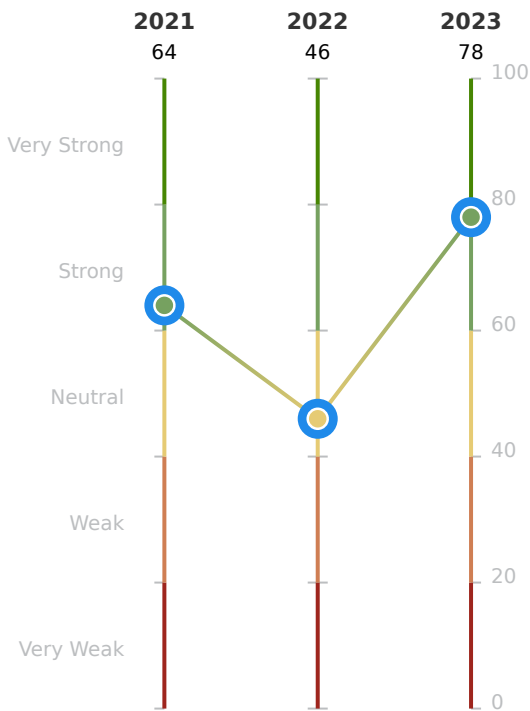
Essential

 Collaborative Teachers

Respondent

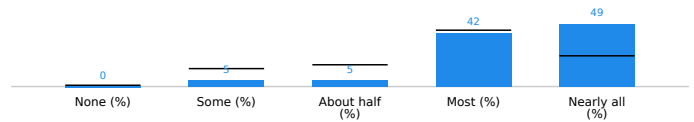
Teacher

Performance

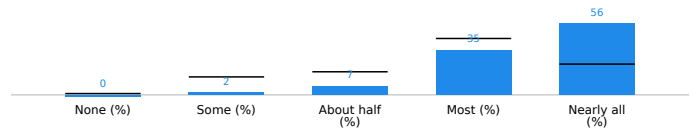


Teachers report that other teachers in the school:

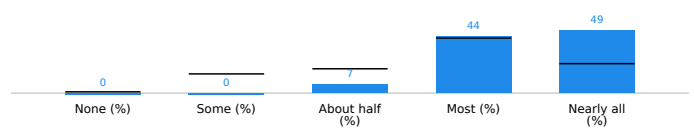
Help maintain discipline in the entire school, not just their classroom?



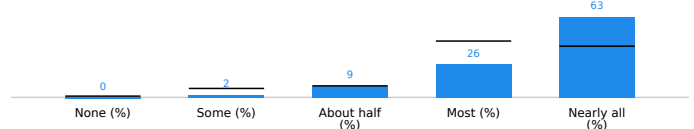
Take responsibility for improving the school.



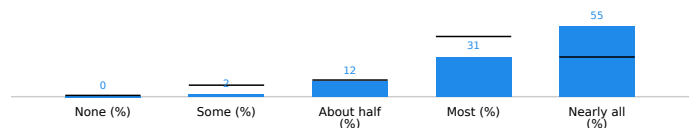
Feel responsible to help each other do their best.



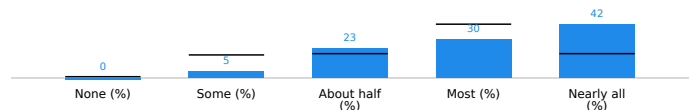
Feel responsible that all students learn.



Feel responsible for helping students develop self-control.



Feel responsible when students in this school fail.




English Instruction

In schools with strong English Instruction, students interact with course materials and one another to build and apply critical reading and writing skills.

- Based on a comparison to the benchmark, an mScore of **75** means that Holmes Middle School is *strong* on this measure.

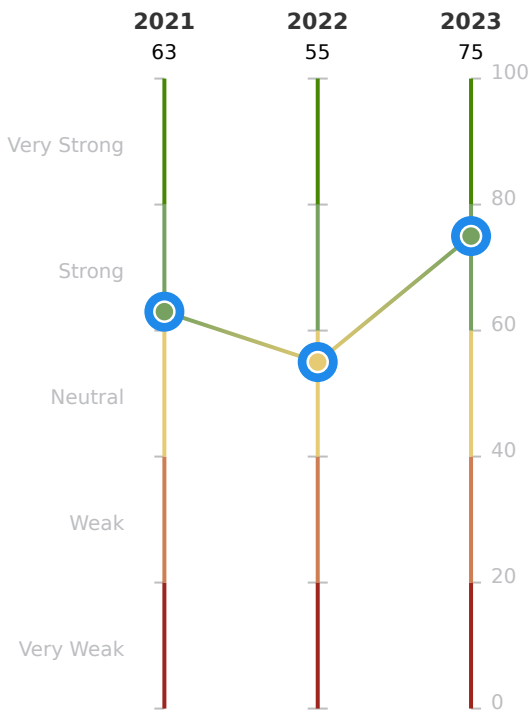
Essential

 Ambitious Instruction

Respondent

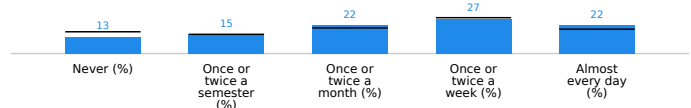
Student

Performance

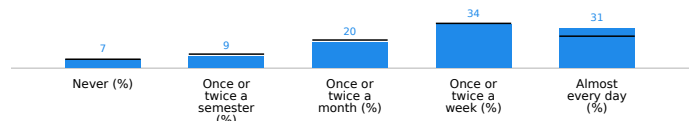


Students report doing the following in English class:

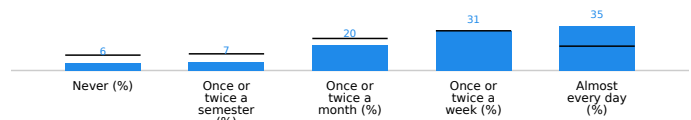
Debate the meaning of a reading.



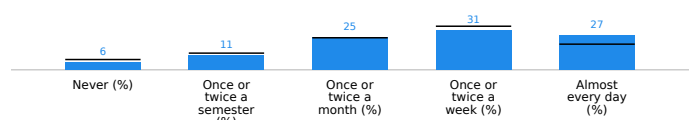
Discuss connections between a reading and real life people or situations.



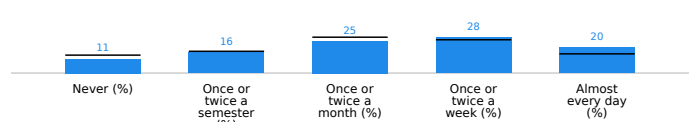
Discuss how culture, time, or place affects an author's writing.



Improve a piece of writing as a class or with partners.



Rewrite a paper or essay in response to comments.




Quality of Student Discussion

In schools with strong Quality of Student Discussion, students participate in classroom discussions that build their critical thinking skills.

- Based on a comparison to the benchmark, an mScore of **73** means that Holmes Middle School is *strong* on this measure.

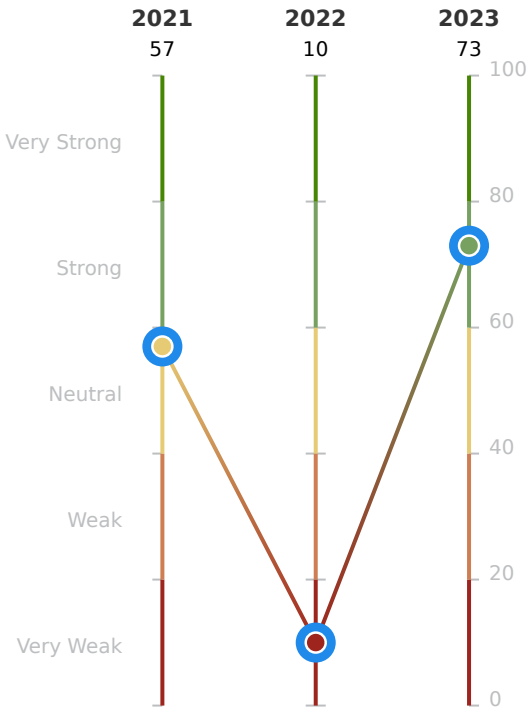
Essential

 Ambitious Instruction

Respondent

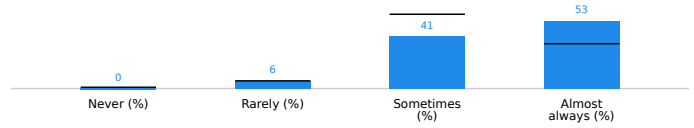
Teacher

Performance

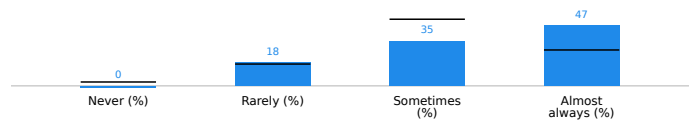


Teachers report the following about classroom discussions:

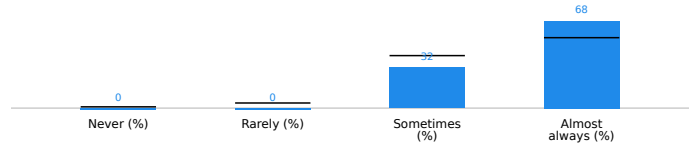
Students build on each other's ideas during discussion.



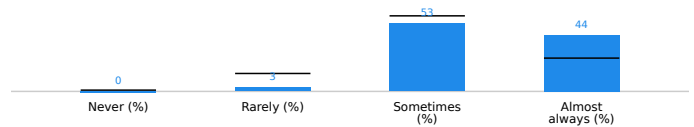
Students use data and text references to support their ideas.



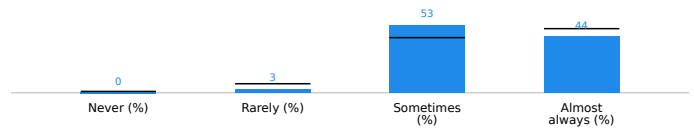
Students show each other respect.



Students provide constructive feedback to their peers and to me.



Most students participate in the discussion at some point.




Math Instruction

In schools with strong Math Instruction, students interact with course material and one another to build and apply knowledge in their math classes.

- Based on a comparison to the benchmark, an mScore of **70** means that Holmes Middle School is *strong* on this measure.

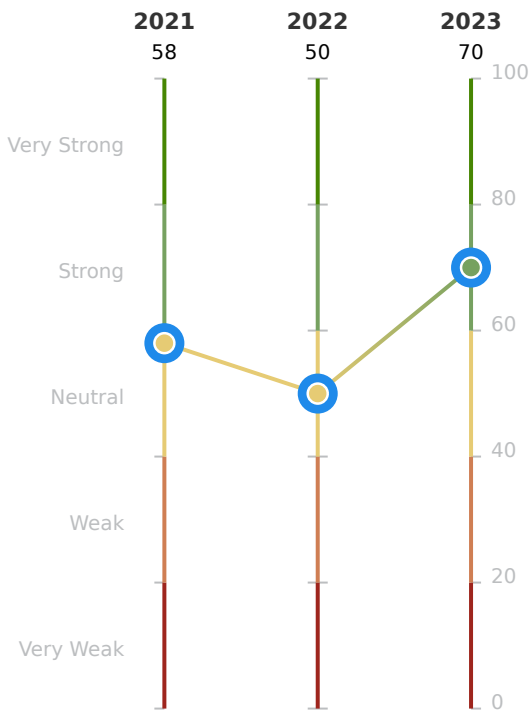
Essential

 Ambitious Instruction

Respondent

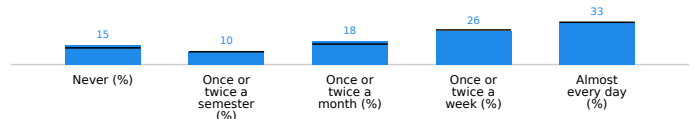
Student

Performance

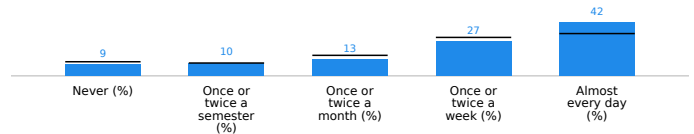


Students report that they do the following in math class:

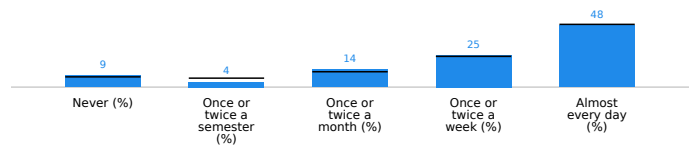
Apply math to situations in life outside of school.



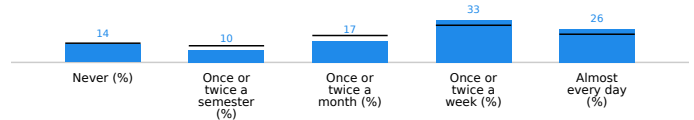
Discuss possible solutions to problems with other students.



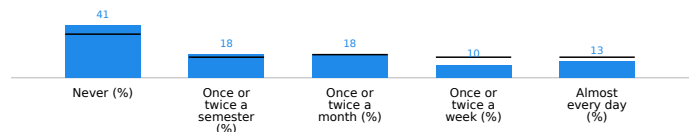
Explain how you solved a problem to the class.



Write a few sentences to explain how you solved a math problem.



Write a math problem for other students to solve.

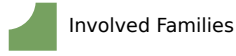


Teacher-Parent Trust

In schools with strong Teacher-Parent Trust, teachers view parents as partners in improving student learning.

- Based on a comparison to the benchmark, an mScore of **69** means that Holmes Middle School is *strong* on this measure.

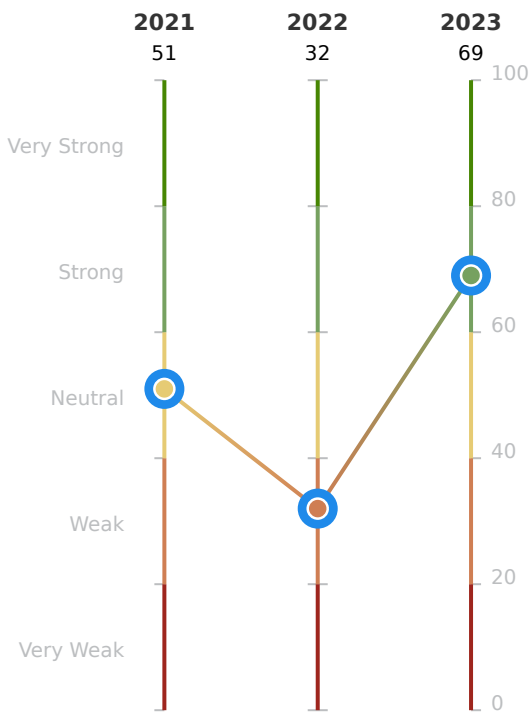
Essential



Respondent

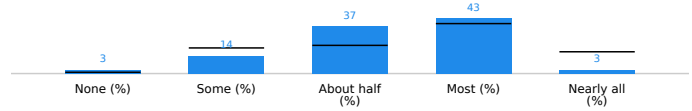
Teacher

Performance

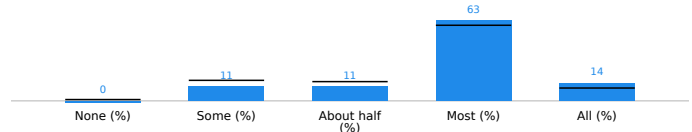


Teachers report the following:

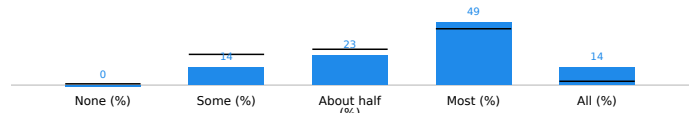
Teachers feel good about parents' support for their work.



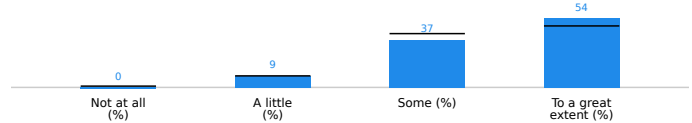
Parents support teachers' teaching efforts.



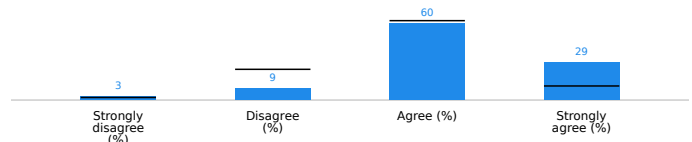
Parents do their best to help their children learn.



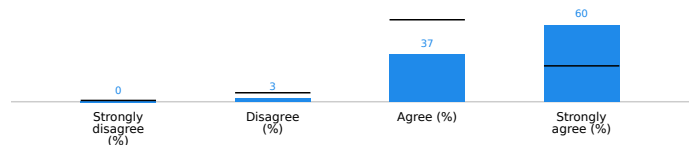
Teachers feel respected by the parents of the students



Teachers and parents at this school think of each other as partners in educating children.



Staff at this school work hard to build trusting relationships with parents.



School Commitment

In schools with strong School Commitment, teachers are deeply committed to the school.

- Based on a comparison to the benchmark, an mScore of **68** means that Holmes Middle School is *strong* on this measure.

Essential

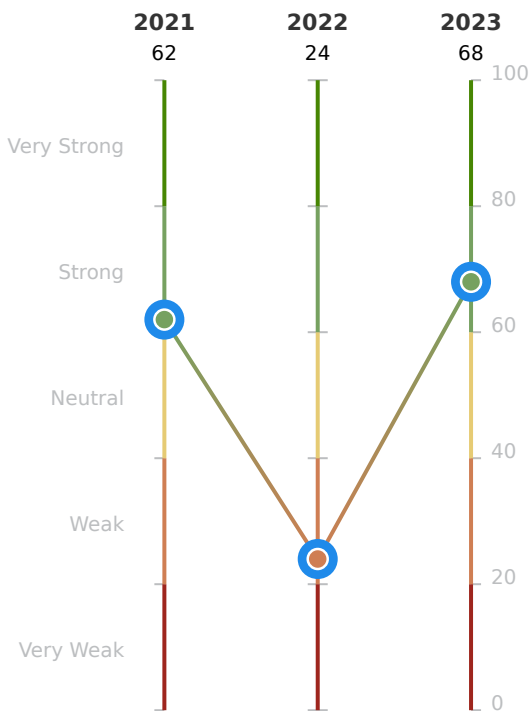


Collaborative Teachers

Respondent

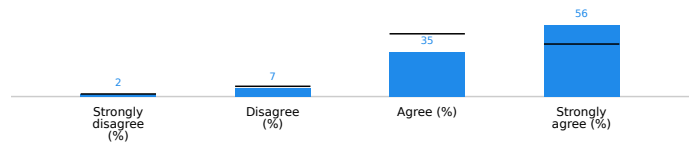
Teacher

Performance

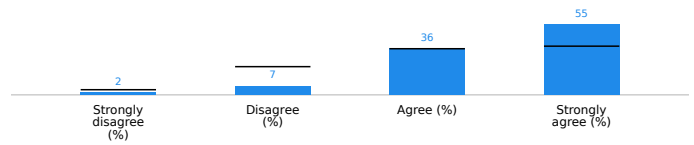


Teachers report the following:

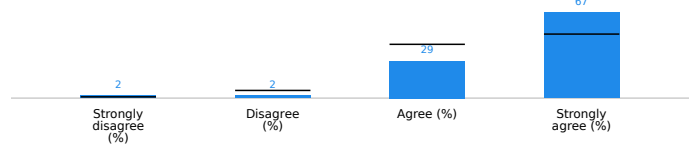
I usually look forward to each working day at this school.



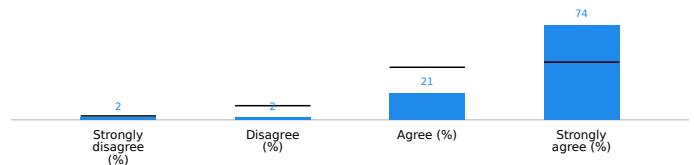
I wouldn't want to work in any other school.



I feel loyal to this school.



I would recommend this school to parents seeking a place for their child.



Collaborative Practices

In schools with strong Collaborative Practices, teachers observe each others' practice, and work together to review assessment data and develop instructional strategies.

- Based on a comparison to the benchmark, an mScore of **64** means that Holmes Middle School is *strong* on this measure.

Essential

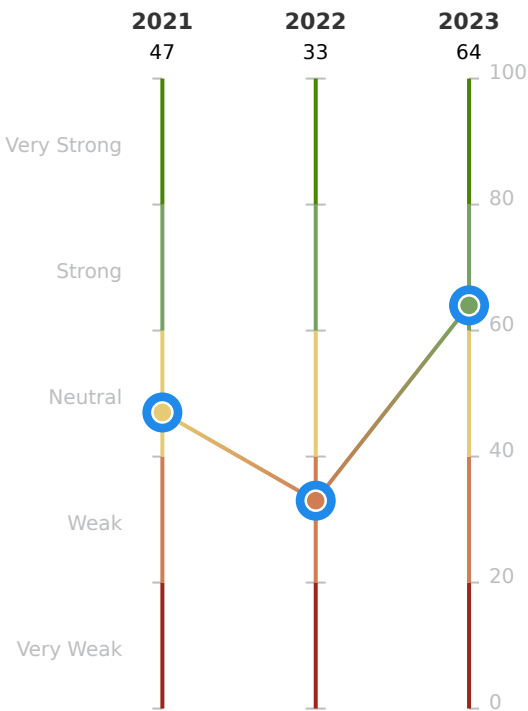


Collaborative Teachers

Respondent

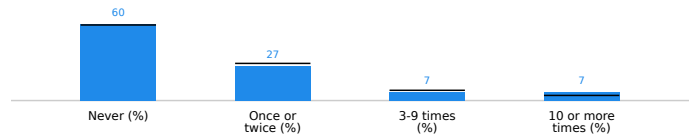
Teacher

Performance

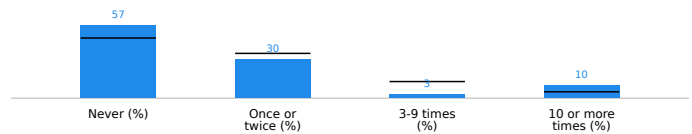


Teachers report how often they have done the following:

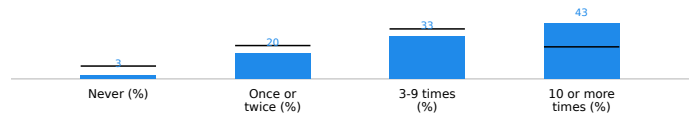
Observed another teacher's classroom to offer feedback.



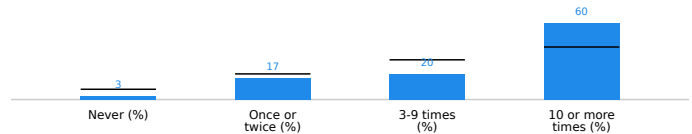
Observed another teacher's classroom to get ideas for your own instruction.



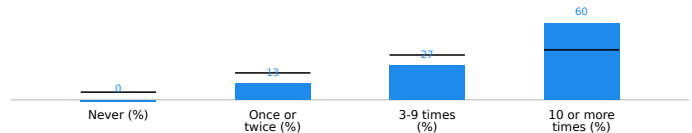
Gone over student assessment data with other teachers to make instructional decisions.



Worked with other teachers to develop materials or activities for particular classes.



Worked on instructional strategies with other teachers.



Teacher-Principal Trust

In schools with strong Teacher-Principal Trust, teachers and principals share a high level of mutual trust and respect.

- Based on a comparison to the benchmark, an mScore of **62** means that Holmes Middle School is *strong* on this measure.

Essential

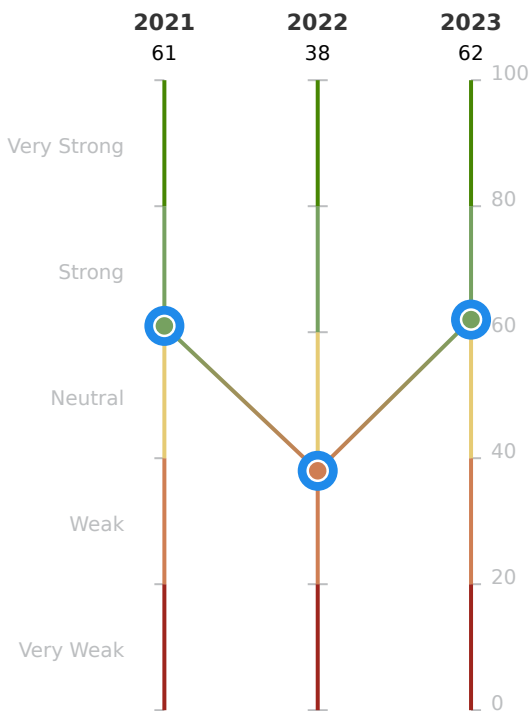


Effective Leaders

Respondent

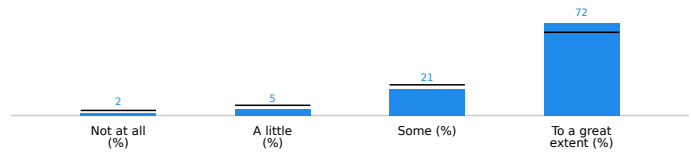
Teacher

Performance

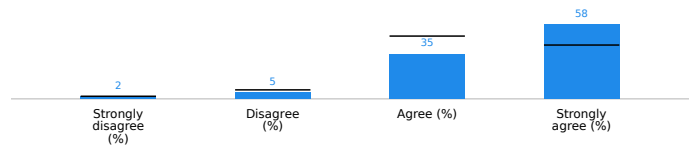


Teachers report the following:

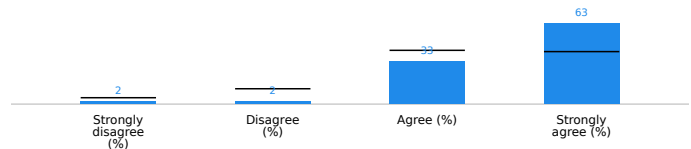
Teachers feel respected by the principal



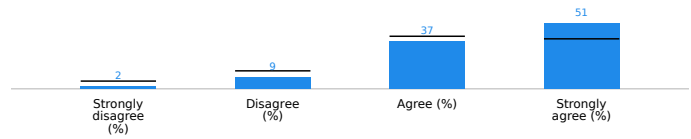
The principal has confidence in the expertise of the teachers.



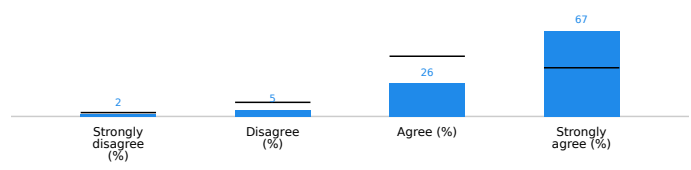
I trust the principal at his or her word.



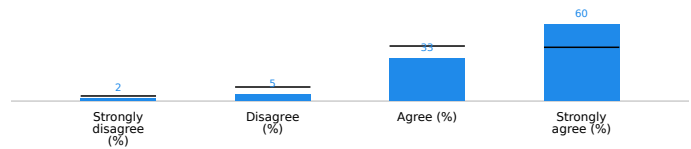
It's OK in this school to discuss feelings, worries, and frustrations with the principal.



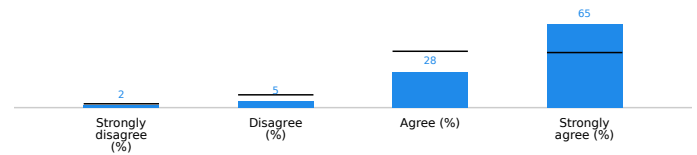
The principal takes a personal interest in the professional development of teachers.



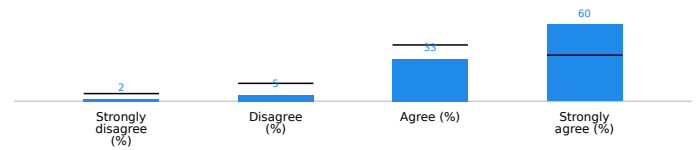
The principal looks out for the personal welfare of the faculty members.



The principal places the needs of children ahead of personal and political interests.



The principal at this school is an effective manager who makes the school run smoothly.




Student-Teacher Trust

In schools with strong Student-Teacher Trust, students and teachers share a high level of mutual trust and respect.

- Based on a comparison to the benchmark, an mScore of **56** means that Holmes Middle School is *neutral* on this measure.

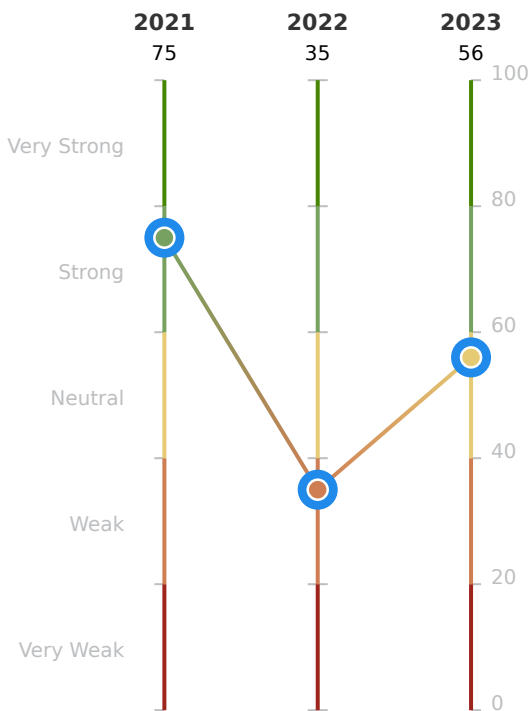
Essential

 Supportive Environment

Respondent

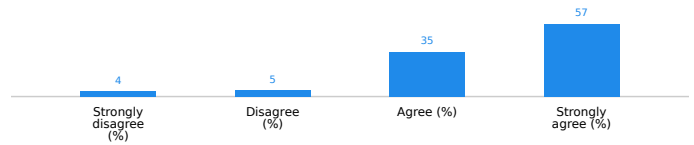
Student

Performance

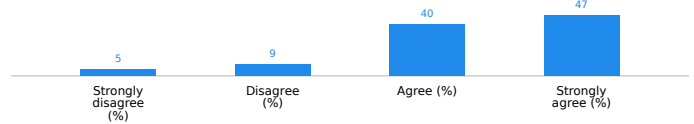


Students report:

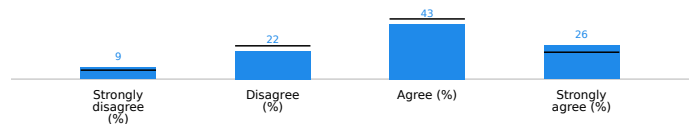
I feel safe with my teachers at this school.



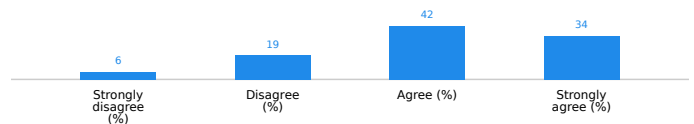
I feel comfortable with my teachers at this school.



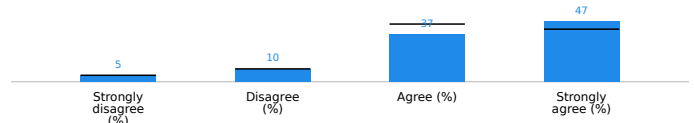
My teachers always keep their promises.



My teachers always listen to students' ideas.



My teachers treat me with respect.



Teacher Influence

In schools with strong Teacher Influence, teachers have influence in a broad range of decisions regarding school policies and practices.

- Based on a comparison to the benchmark, an mScore of **54** means that Holmes Middle School is *neutral* on this measure.

Essential

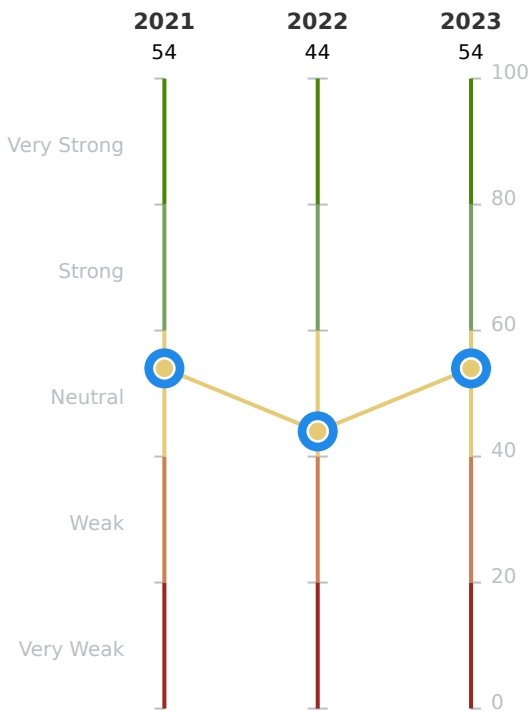


Effective Leaders

Respondent

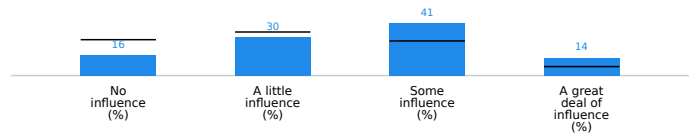
Teacher

Performance

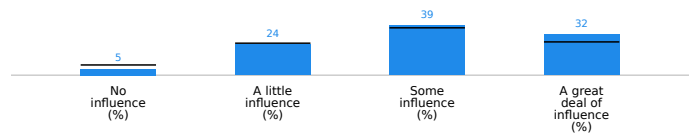


Teachers report having influence on:

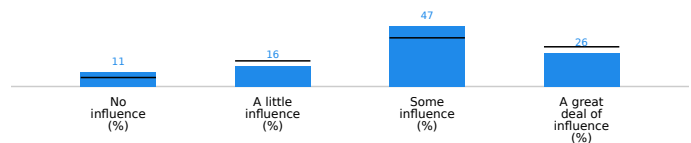
Planning how discretionary school funds should be used.



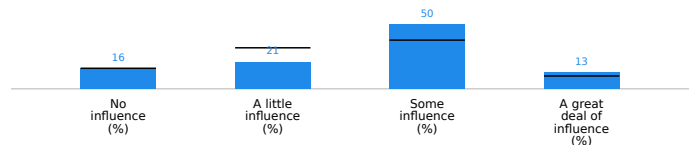
Determining which books and other instructional materials are used in classrooms.



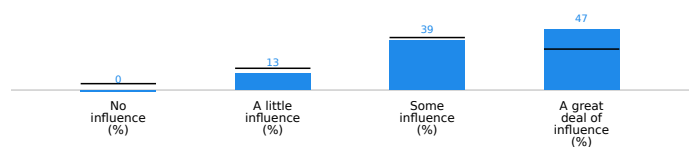
Establishing the curriculum and instructional program.



Determining the content of in-service programs.



Setting standards for student behavior.



Academic Personalism

In schools with strong Academic Personalism, teachers connect with students in the classroom and support them in achieving academic goals.

- Based on a comparison to the benchmark, an mScore of **49** means that Holmes Middle School is *neutral* on this measure.

Essential

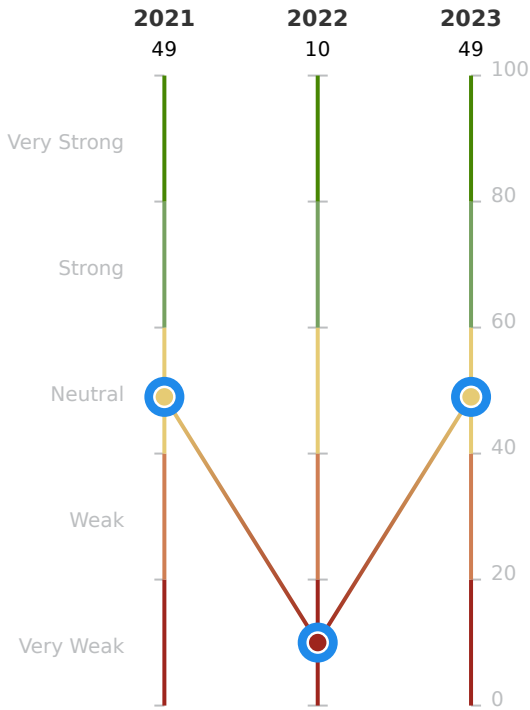


Supportive Environment

Respondent

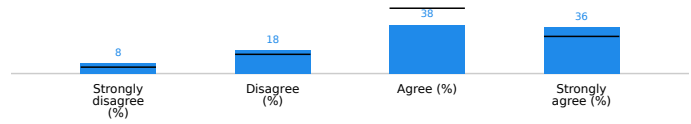
Student

Performance

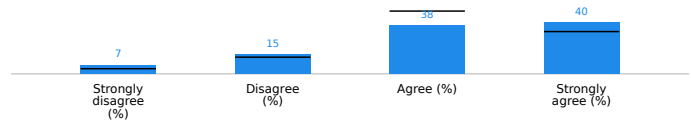


Students report that their teacher:

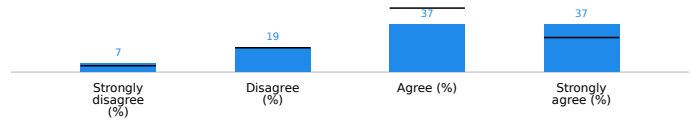
Helps me catch up if I am behind.



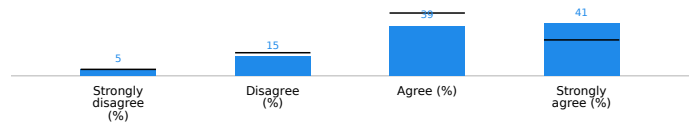
Is willing to give extra help on schoolwork if I need it.



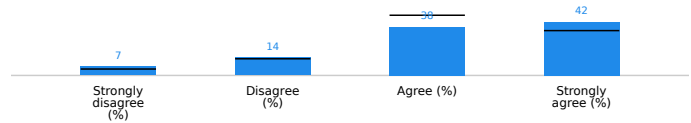
Notifies if I have trouble learning something.



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.



Parent Involvement in School

Parent Involvement in School

Parents are active participants in their child's schooling.

In schools with strong Parent Involvement in School, parents participate in school activities related to their child's academic growth.

- Based on a comparison to the benchmark, an mScore of **43** means that Holmes Middle School is *neutral* on this measure.

Essential

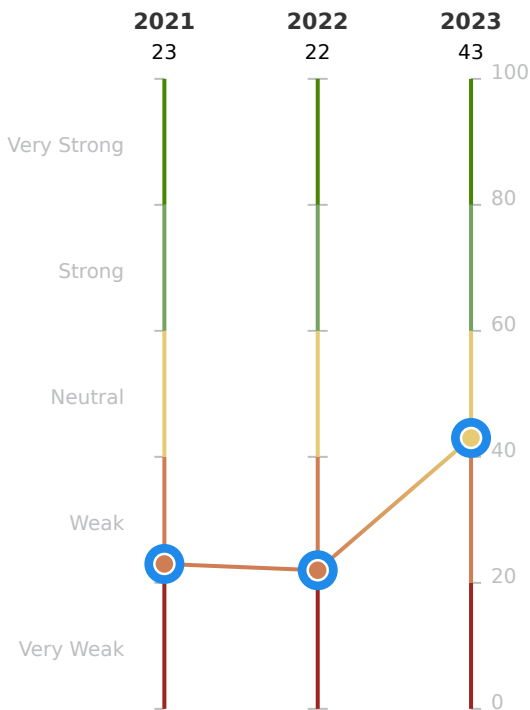


Involved Families

Respondent

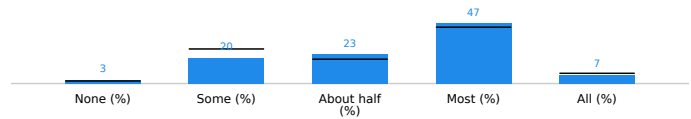
Teacher

Performance

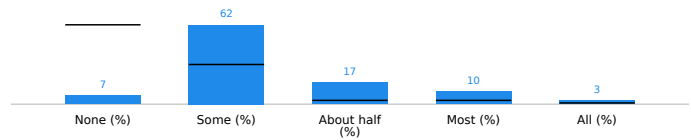


Teachers report that students' parents:

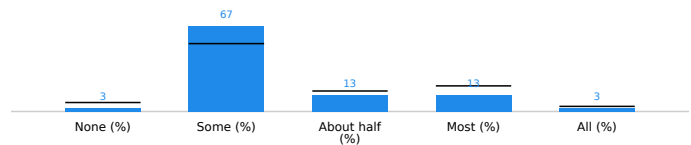
Attended parent-teacher conferences when you requested them.



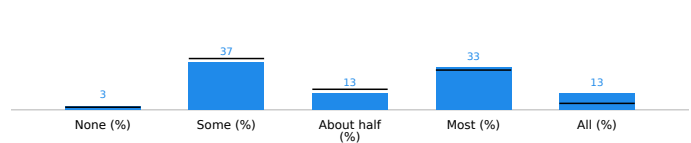
Volunteered time to support the school/center (e.g., volunteer in classrooms, help with school/center-wide events, etc.).



Contacted you about their child's performance.



Responded to your suggestions for helping their child.




Safety

Safety

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

Essential

 Supportive Environment

Respondent

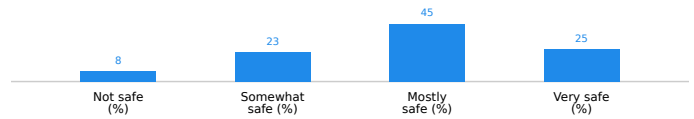
Student

Performance

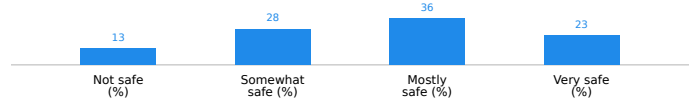


Students report how safe they feel:

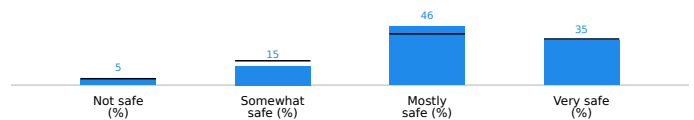
In the hallways of the school?



In the bathrooms of the school?



Outside around the school?



Traveling between home and school?



In your classes?



Peer Support for Academic Work

In schools with strong Peer Support for Academic Work, students demonstrate behaviors that lead to academic achievement.

- Based on a comparison to the benchmark, an mScore of **26** means that Holmes Middle School is *weak* on this measure.

Essential

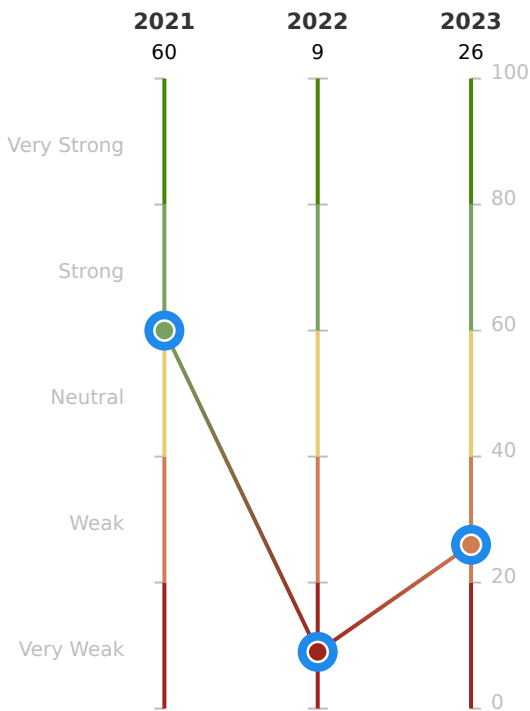


Supportive Environment

Respondent

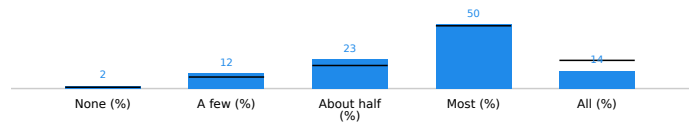
Student

Performance

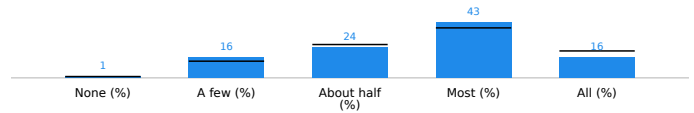


Students report that their classroom peers:

Feel it is important to attend school every day?



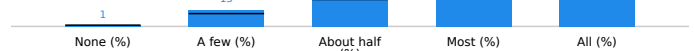
Feel it is important to pay attention in class?



Think doing homework is important?

















Try hard to get good grades?



All Supplemental Measures

How is Holmes Middle School performing on all supplemental measures in 2023?

Page	Measure	Change	Performance	Essential	Respondent
32	Socialization of New Teachers	+ 63	99 Very Strong	 Supplemental Measures	Teacher
33	Reflective Dialogue	+ 47	83 Very Strong	 Supplemental Measures	Teacher
34	Academic Engagement	+ 44	81 Very Strong	 Supplemental Measures	Student
35	Human & Social Resources in the Community	+ 14	64 Strong	 Supplemental Measures	Student
36	Inquiry-Based Science Instruction	+ 12	63 Strong	 Supplemental Measures	Student
37	Classroom Disruptions	N/A	59 Neutral	 Supplemental Measures	Teacher
38	Student Responsibility	+ 50	57 Neutral	 Supplemental Measures	Teacher
39	Innovation	+ 30	56 Neutral	 Supplemental Measures	Teacher
40	Course Clarity	+ 51	52 Neutral	 Supplemental Measures	Student
41	Classroom Rigor	+ 30	39 Weak	 Supplemental Measures	Student
42	Parent Supportiveness	+ 30	39 Weak	 Supplemental Measures	Student
43	Rigorous Study Habits	+ 21	39 Weak	 Supplemental Measures	Student
44	Teacher Safety	+ 18	34 Weak	 Supplemental Measures	Teacher
46	Student Peer Relationships	- 11	24 Weak	 Supplemental Measures	Student

Socialization of New Teachers

In schools with strong Socialization of New Teachers, new teachers are included in the professional community and are given helpful feedback on their instructional practices.

- Based on a comparison to the benchmark, an mScore of **99** means that Holmes Middle School is *very strong* on this measure.

Essential

Supplemental Measures

Respondent

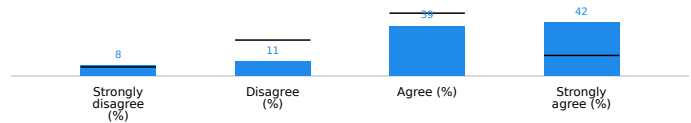
Teacher

Performance

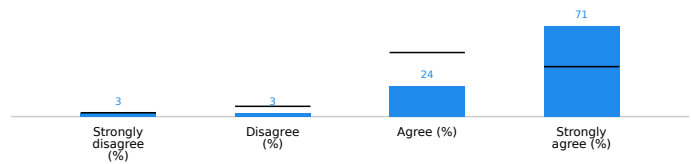


Teachers report the following:

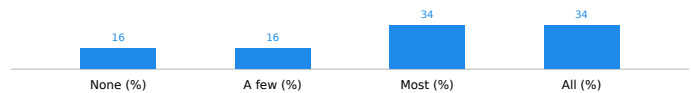
Experienced teachers invite new teachers into their classes to observe, give feedback, etc.



A conscious effort is made by faculty to make new teachers feel welcome here.



How many teachers are assigned a mentor teacher when they first begin working at this school?



Reflective Dialogue

In schools with strong Reflective Dialogue, teachers frequently talk with each other about curriculum, instruction, and student learning.

- Based on a comparison to the benchmark, an mScore of **83** means that Holmes Middle School is *very strong* on this measure.

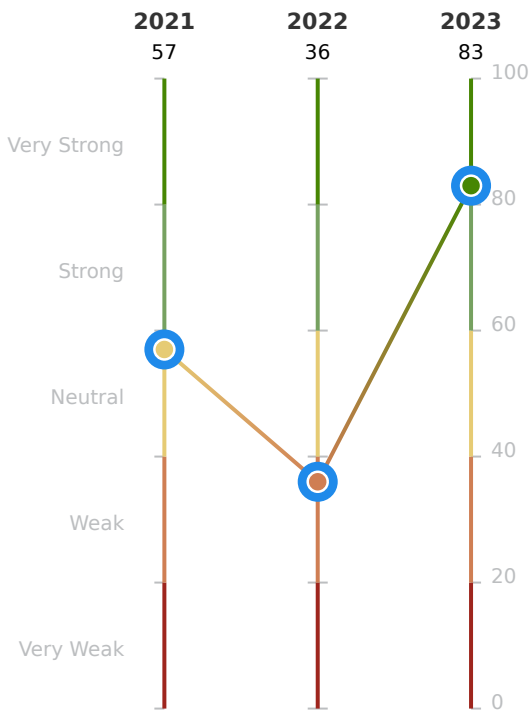
Essential

Supplemental Measures

Respondent

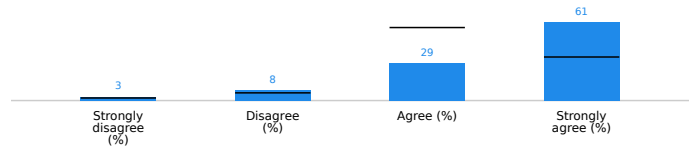
Teacher

Performance

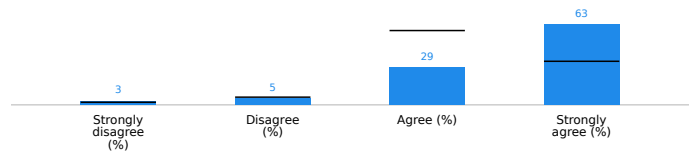


Teachers report having conversations with colleagues about:

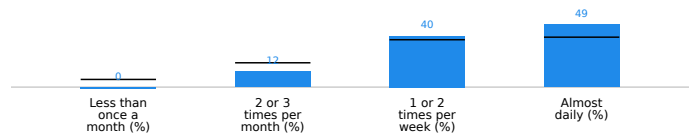
Instruction in the teachers' lounge, faculty meetings, etc.



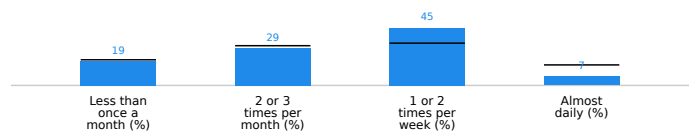
Student work



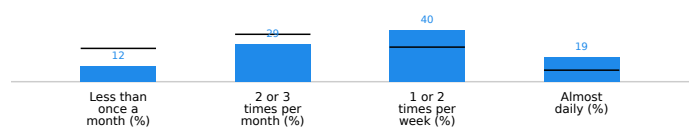
What helps students learn the best



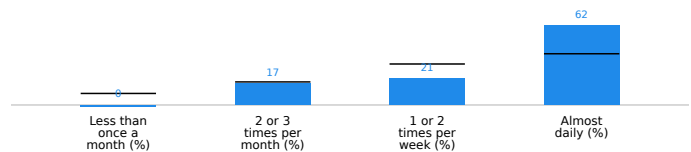
The development of new curriculum



The goals of this school.



Managing classroom behavior



Academic Engagement

In schools with strong Academic Engagement, students are interested and engaged in learning.

- Based on a comparison to the benchmark, an mScore of **81** means that Holmes Middle School is *very strong* on this measure.

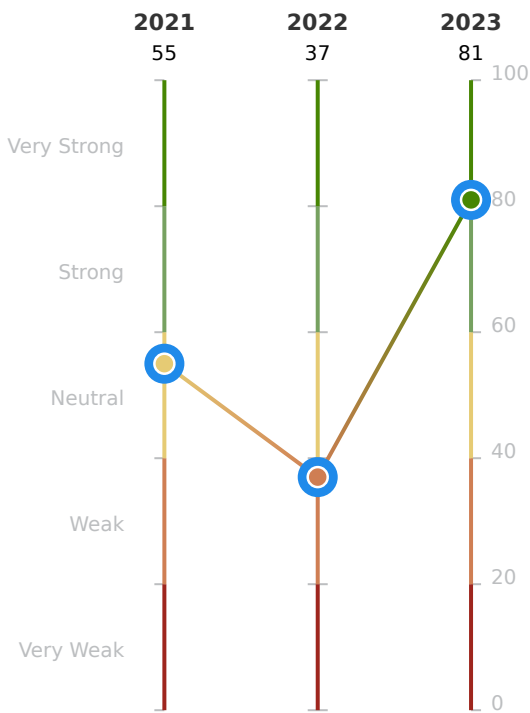
Essential

Supplemental Measures

Respondent

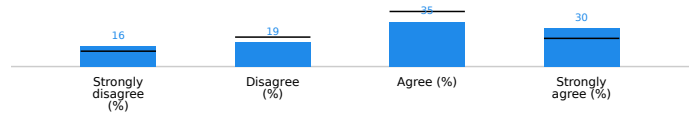
Student

Performance

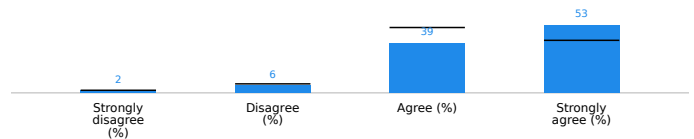


Students report:

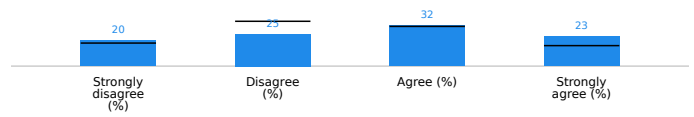
I usually look forward to this class.



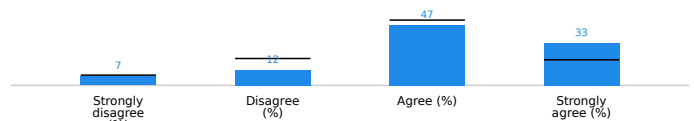
I work hard to do my best in this class.



Sometimes I get so interested in my work I don't want to stop.



The topics we are studying are interesting and challenging.



Human & Social Resources in the Community

In schools with strong Human & Social Resources in the Community, students come from communities where there are adults they can trust who provide a safe environment.

- Based on a comparison to the benchmark, an mScore of **64** means that Holmes Middle School is *strong* on this measure.

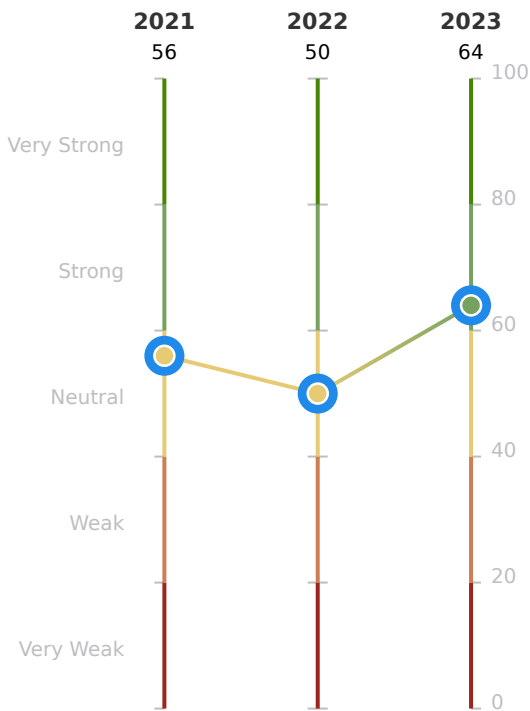
Essential

Supplemental Measures

Respondent

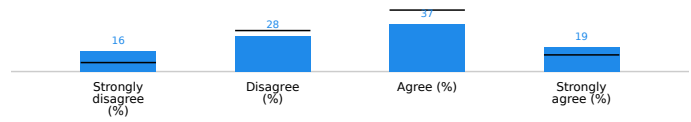
Student

Performance

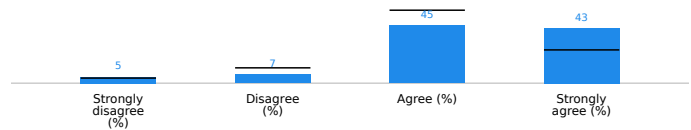


Students report the following about their community:

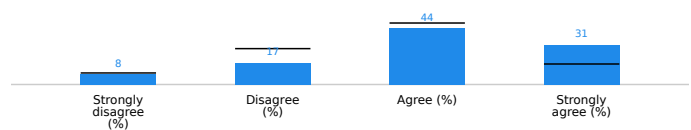
Adults in this neighborhood know who the local children are.



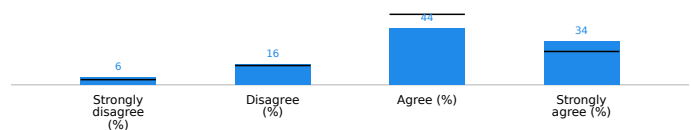
During the day, it is safe for children to play in the local park or playground.



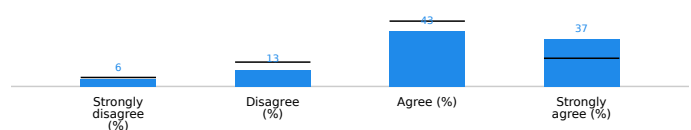
People in this neighborhood can be trusted.



There are adults in this neighborhood that children can look up to.



The equipment and buildings in the neighborhood, park, or playground are well kept.



Inquiry-Based Science Instruction

In schools with strong Inquiry-Based Science Instruction, students conduct scientific investigations, including generating and testing hypotheses, writing lab reports and using laboratory equipment.

- Based on a comparison to the benchmark, an mScore of **63** means that Holmes Middle School is *strong* on this measure.

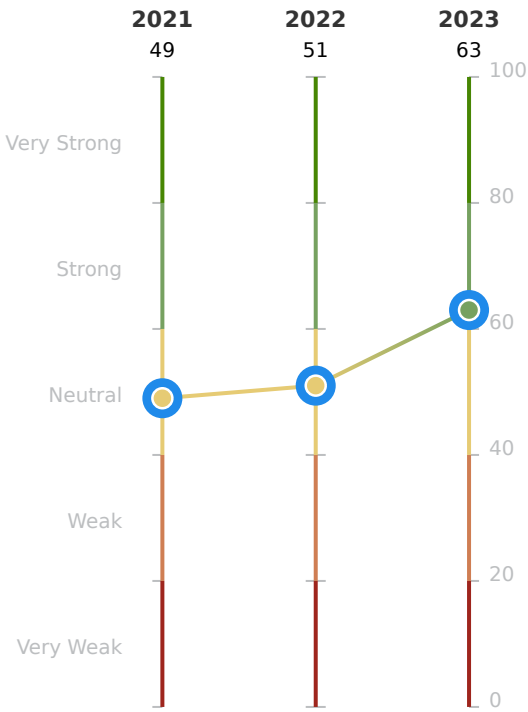
Essential

Supplemental Measures

Respondent

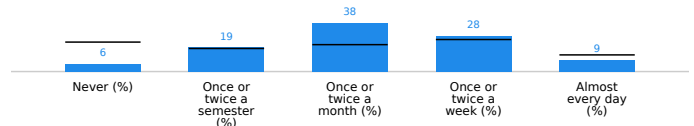
Student

Performance

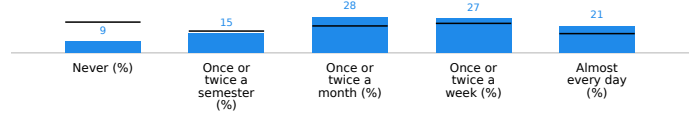


Students report doing the following in science class:

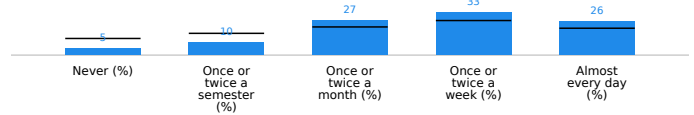
Use laboratory equipment or specimens.



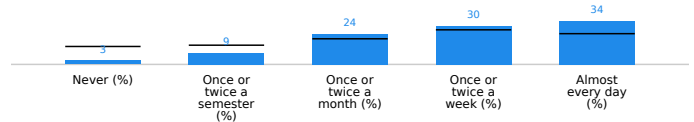
Write lab reports.



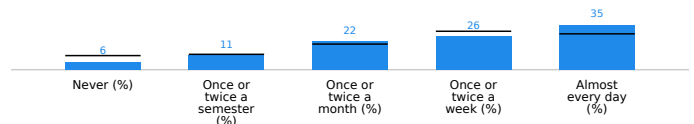
Generate your own hypotheses.



Use evidence/data to support an argument or hypothesis.



Find information from graphs and tables.



Classroom Disruptions

This component does not have an overview yet.

You should use HTML in this field!

- A point
- Another point

Please replace me!

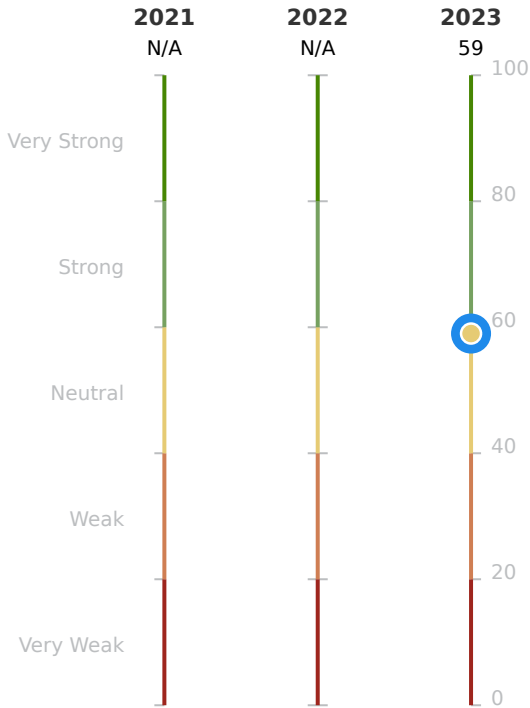
Essential

Supplemental Measures

Respondent

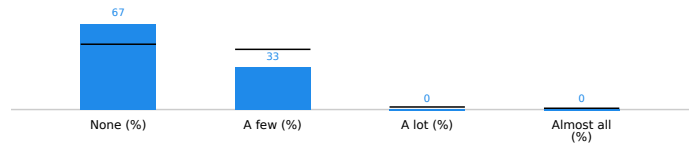
Teacher

Performance

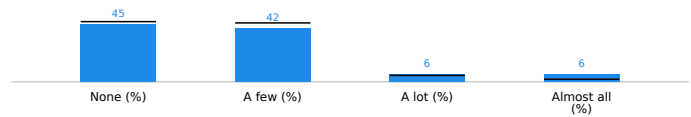


Teachers report that students in their classrooms:

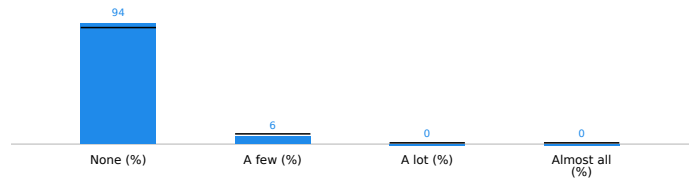
Refuse to respond when addressed?



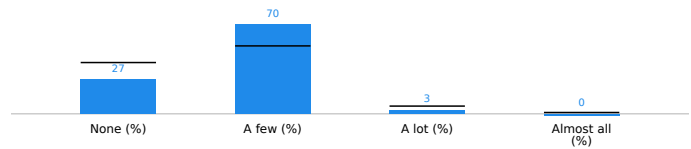
Use inappropriate language during class?



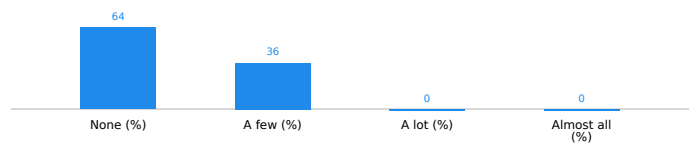
Threaten you verbally?



Do off-task things (e.g., play games, text, talk on cell phone) during instructional time?



Create serious behavior problems in your class?



Student Responsibility

In schools with strong Student Responsibility, teachers report that students are active participants in their own learning and that they regularly attend class prepared to learn.

- Based on a comparison to the benchmark, an mScore of **57** means that Holmes Middle School is *neutral* on this measure.

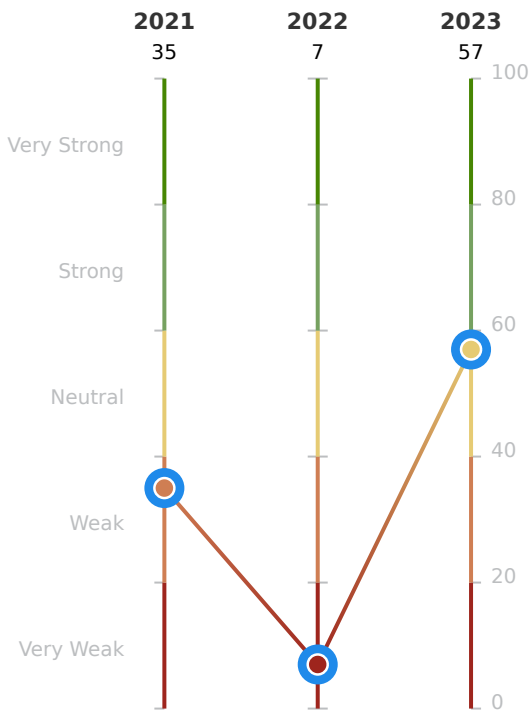
Essential

Supplemental Measures

Respondent

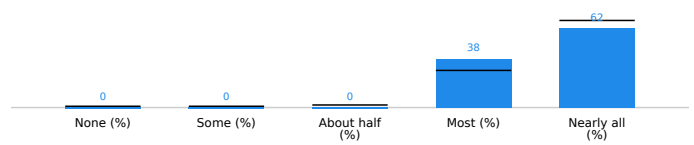
Teacher

Performance

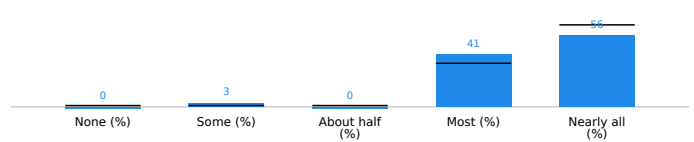


Teachers report that their students:

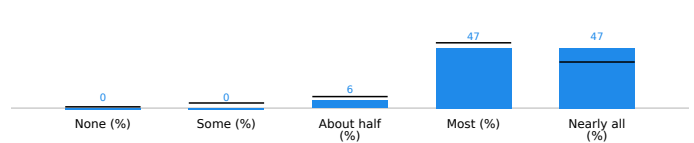
Come to class on time?



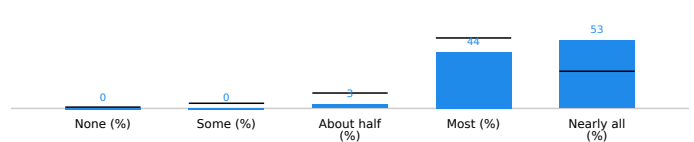
Attend class regularly?



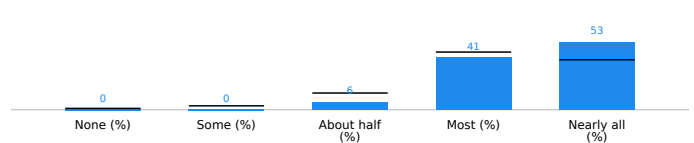
Come to class prepared with the appropriate supplies and books?



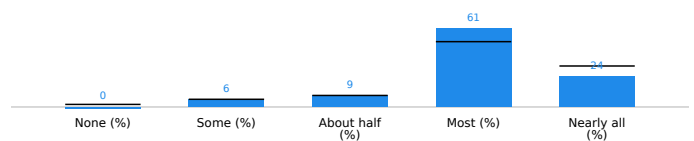
Regularly pay attention in class?



Actively participate in class activities?



Always turn in their homework?



Innovation

In schools with strong Innovation, teachers have a strong orientation toward improvement and a willingness to be a part of an active learning environment.

- Based on a comparison to the benchmark, an mScore of **56** means that Holmes Middle School is *neutral* on this measure.

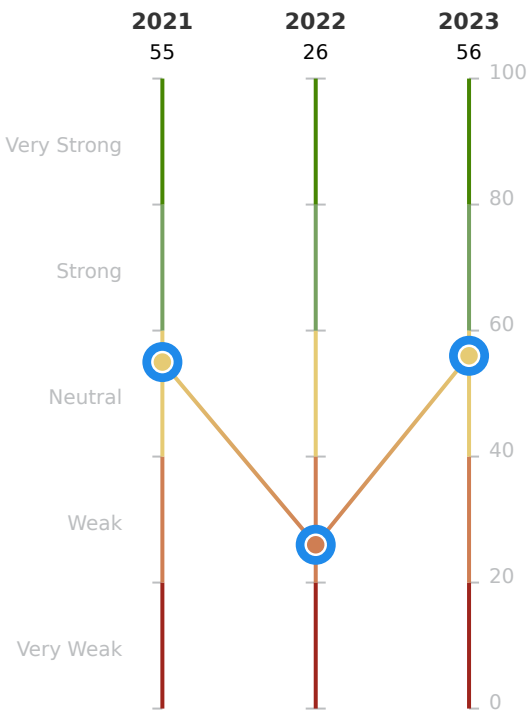
Essential

Supplemental Measures

Respondent

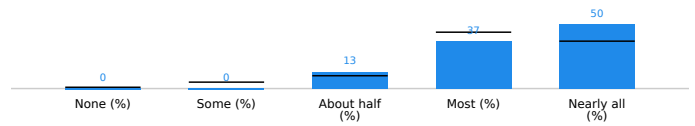
Teacher

Performance

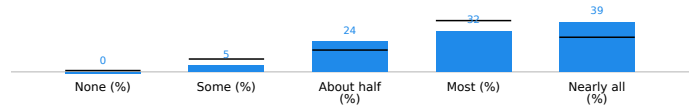


Teachers report that:

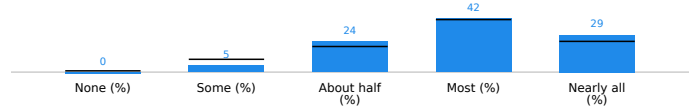
Teachers are really trying to improve their teaching.



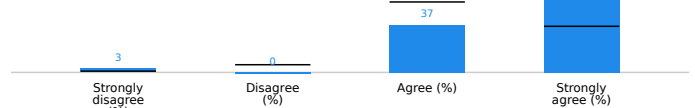
Teachers are willing to take risks to make the school better.



Teachers are eager to try new ideas.



Teachers are continually learning and seeking new ideas.



Course Clarity

In schools with strong Course Clarity, students are provided clear learning goals and instruction that supports achievement.

- Based on a comparison to the benchmark, an mScore of **52** means that Holmes Middle School is *neutral* on this measure.

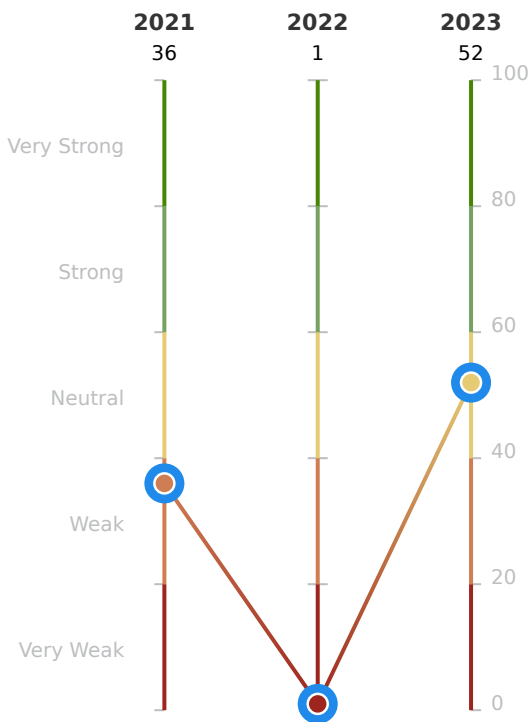
Essential

Supplemental Measures

Respondent

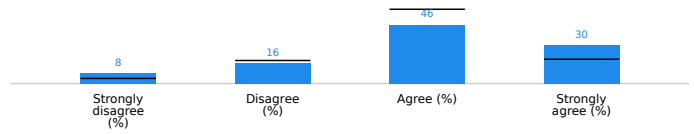
Student

Performance

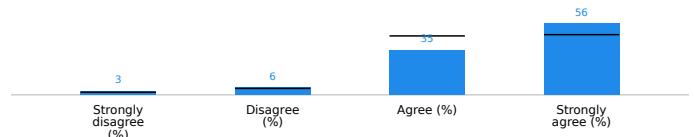


Students report the following about one specific class:

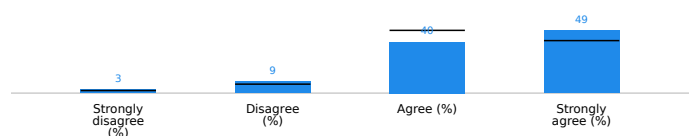
I learn a lot from feedback on my work.



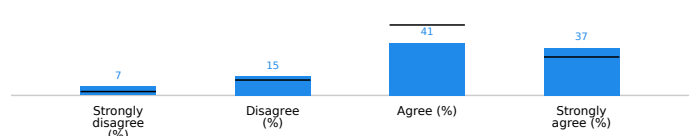
It's clear to me what I need to do to get a good grade.



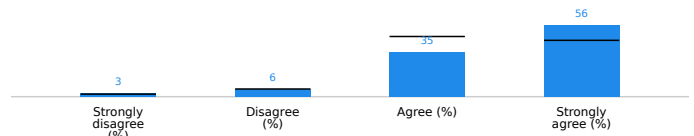
The work we do in class is good preparation for the test.



The homework assignments help me to learn the course material.



I know what my teacher wants me to learn in this class.



Classroom Rigor

Classroom Rigor

In schools with strong Classroom Rigor, teachers encourage all students to make connections and seek multiple perspectives through their coursework.

- Based on a comparison to the benchmark, an mScore of **39** means that Holmes Middle School is *weak* on this measure.

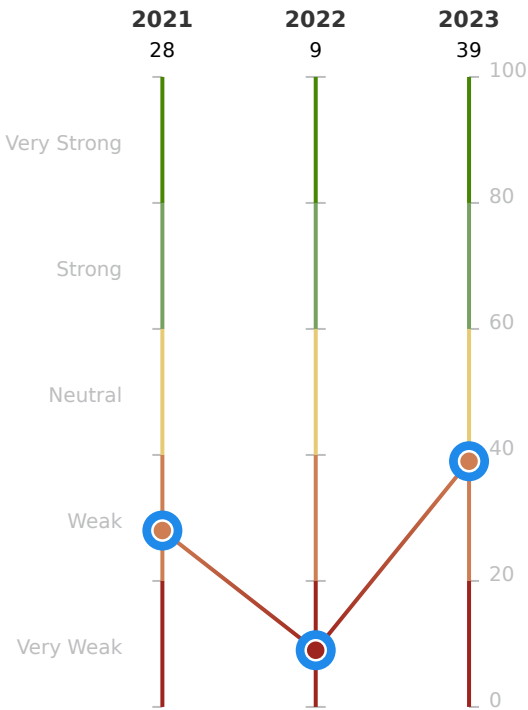
Essential

Supplemental Measures

Respondent

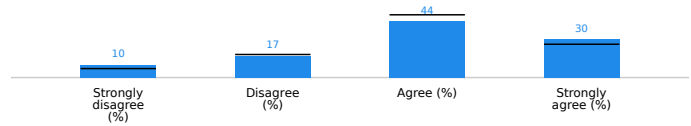
Student

Performance

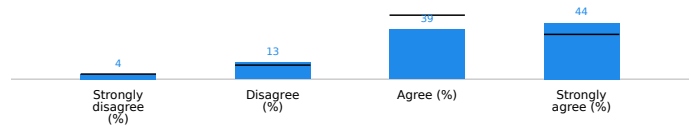


Students report that the teacher in their target class:

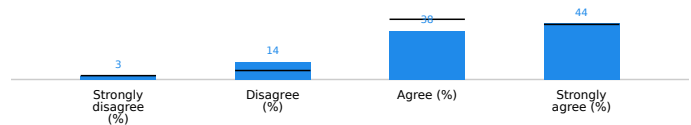
Often connects what I am learning to life outside of the classroom.



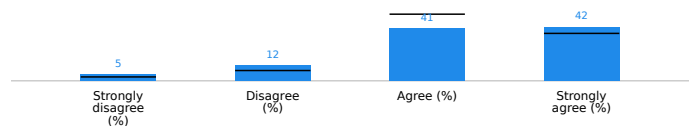
Encourages students to share their ideas about things we are studying in class.



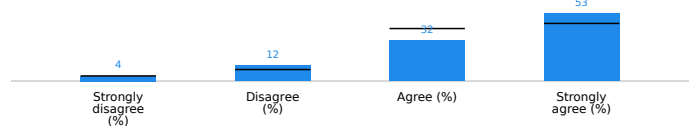
Often requires me to explain my answers.



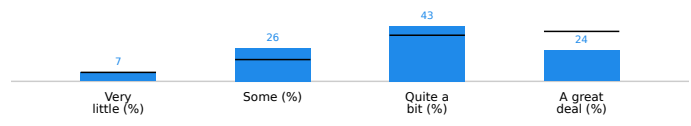
Encourages us to consider different solutions or points of view.



Doesn't let students give up when the work gets hard.



We talk about different solutions or points of view.



Parent Supportiveness

Parent Supportiveness

In schools with strong Parent Supportiveness, parents support their children emotionally and developmentally.

- Based on a comparison to the benchmark, an mScore of **39** means that Holmes Middle School is *weak* on this measure.

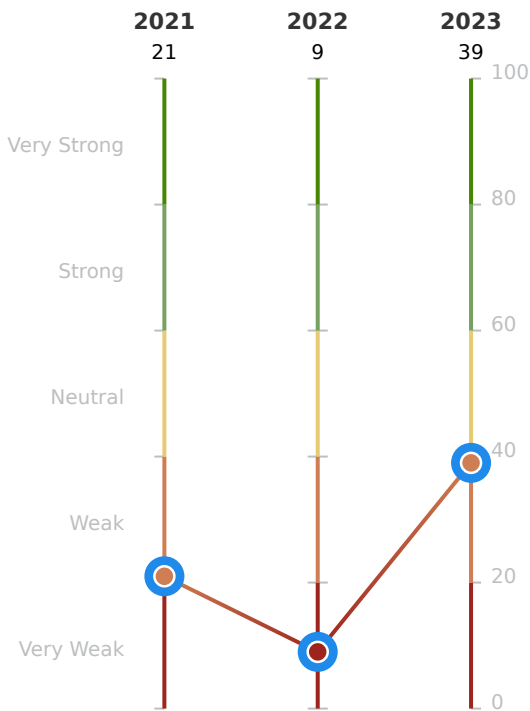
Essential

Supplemental Measures

Respondent

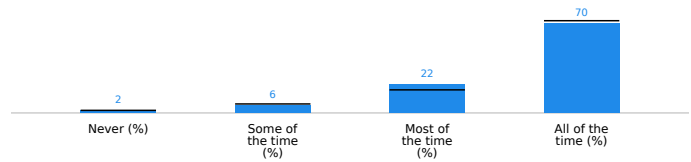
Student

Performance

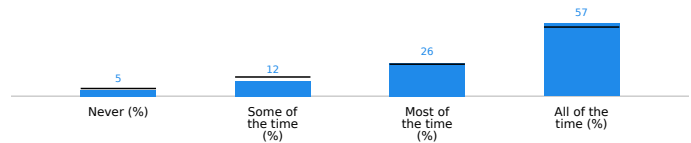


Students report the following about their parents. My parents:

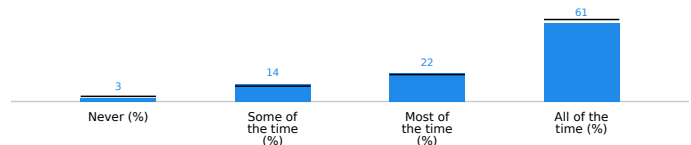
Encourage you to work hard at school.



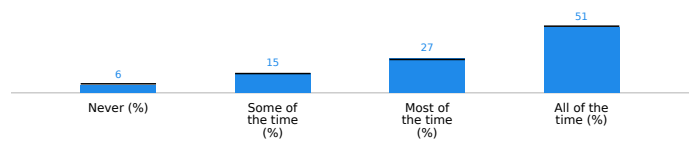
Listen to you when you need to talk.



Show they are proud of you.



Take time to help you make decisions.



Rigorous Study Habits

In schools with strong Rigorous Study Habits, students set aside time for schoolwork and give priority to studying.

- Based on a comparison to the benchmark, an mScore of **39** means that Holmes Middle School is *weak* on this measure.

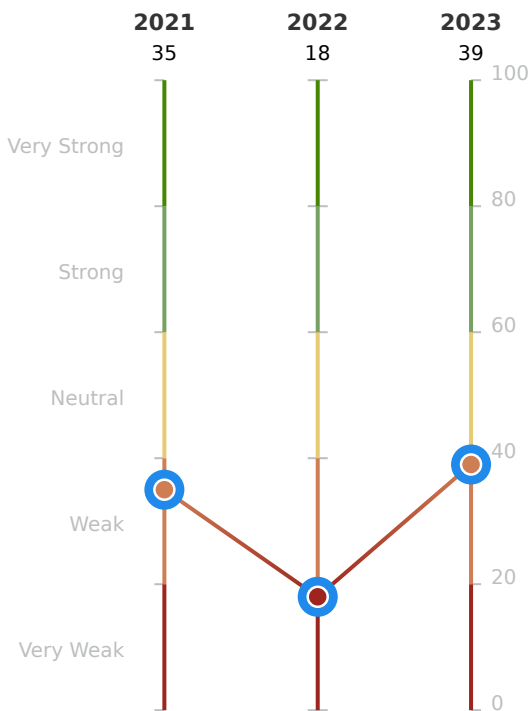
Essential

Supplemental Measures

Respondent

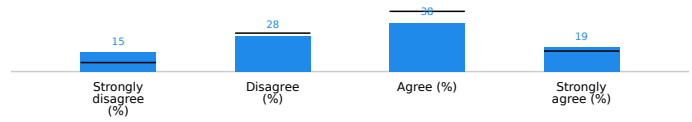
Student

Performance

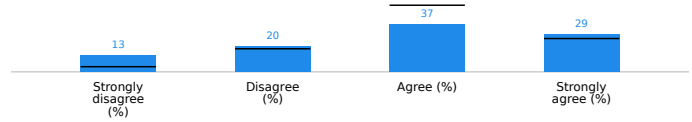


Students report that:

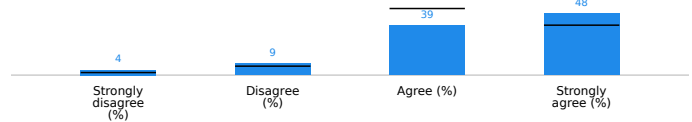
I always study for tests.



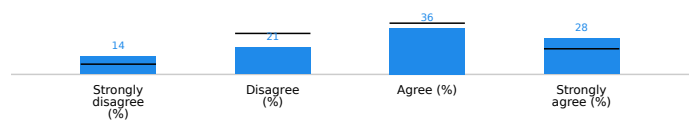
I set aside time to do my homework and study.



I try to do well on my schoolwork even when it isn't interesting to me.



If I need to study, I don't go out with my friends.



Teacher Safety

In schools with strong Teacher Safety, teachers report little or no disorder in the hallways, physical conflict among students, vandalism, robbery or theft, and threats of violence against teachers.

- Based on a comparison to the benchmark, an mScore of **34** means that Holmes Middle School is *weak* on this measure.

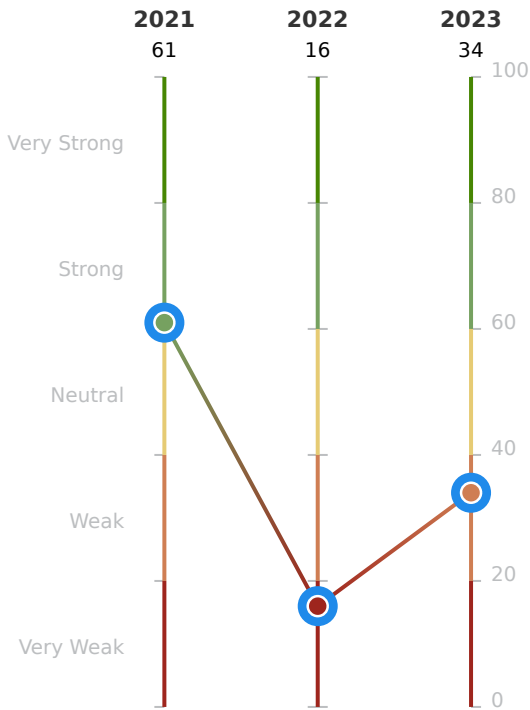
Essential

Supplemental Measures

Respondent

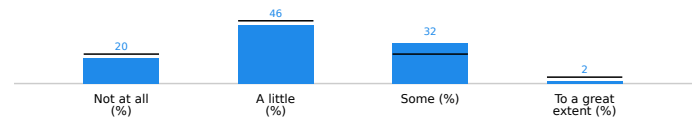
Teacher

Performance

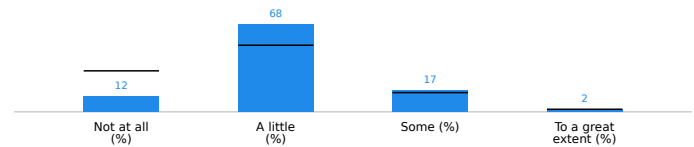


Teachers report how much each of the following is a problem:

Physical conflicts among students



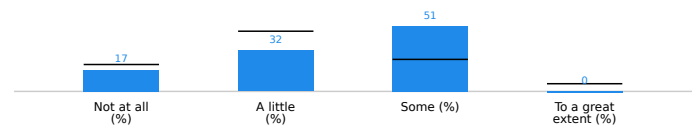
Robbery or theft



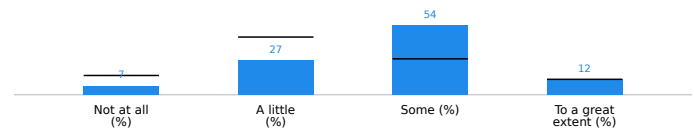
Gang activity



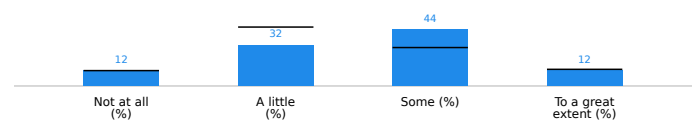
Disorder in classrooms



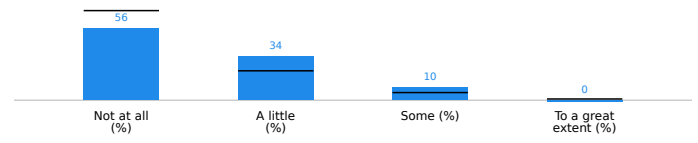
Disorder in hallways



Student disrespect of teachers



Threats of violence toward teachers



Student Peer Relationships

In schools with strong Student Peer Relationships, students treat each other with respect, work well together, and help each other learn.

- Based on a comparison to the benchmark, an mScore of **24** means that Holmes Middle School is *weak* on this measure.

Essential

Supplemental Measures

Respondent

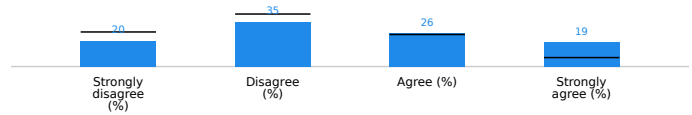
Student

Performance

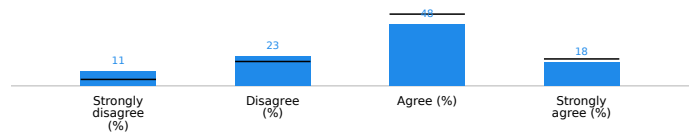


Students report that their school peers:

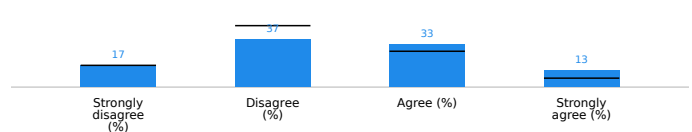
Like to put others down.



Help each other learn.



Don't get along together very well.



Treat each other with respect.

