

Holmes Middle School

2022 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

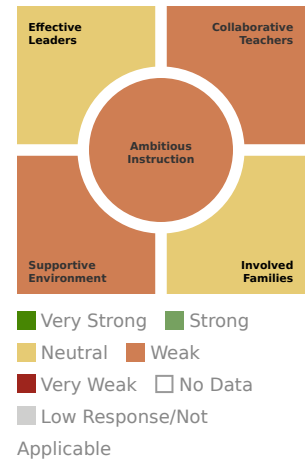
References:

(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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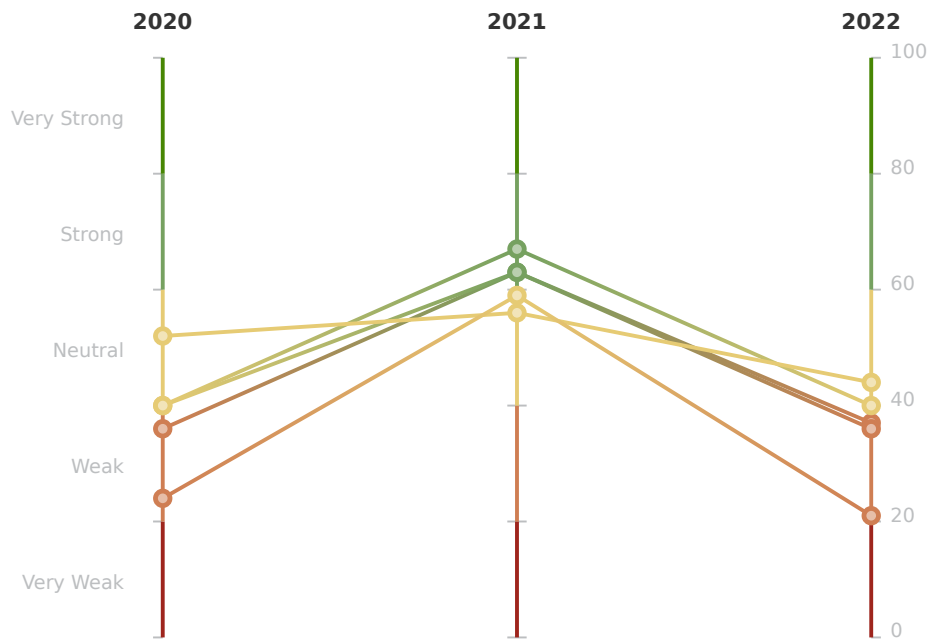
Overall	2
Involved Families	3
Effective Leaders	4
Ambitious Instruction	5
Collaborative Teachers	6
Supportive Environment	7

Overall, Holmes Middle School is **not yet organized** for improvement.



The 5Essentials

How is Holmes Middle School performing on each of the 5Essentials in 2022?



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

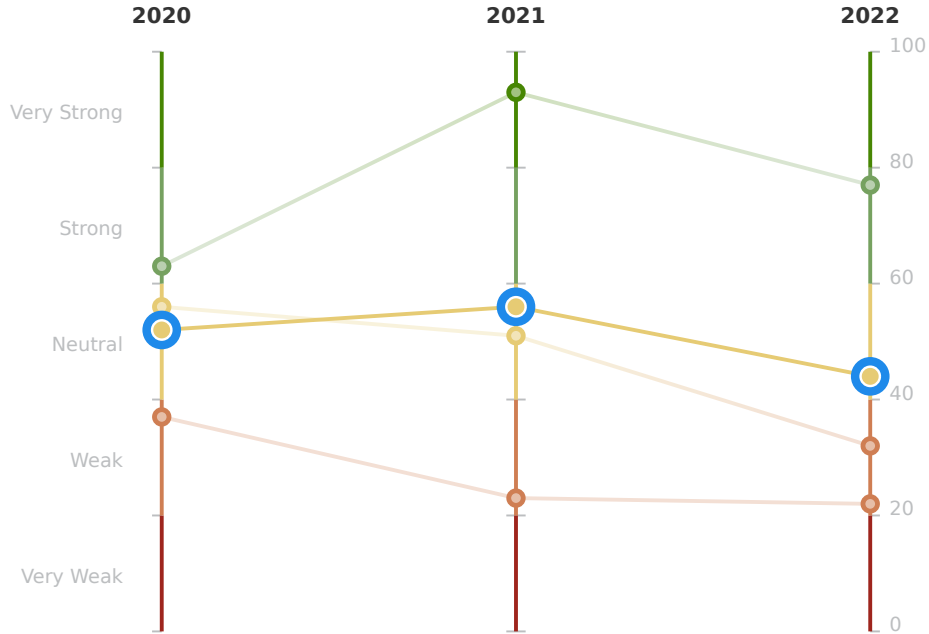
Involved Families

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	
Parent Influence on Decision Making in Schools	63	93	77	Teacher
Teacher-Parent Trust	56	51	32	Teacher
Parent Involvement in School	37	23	22	Teacher

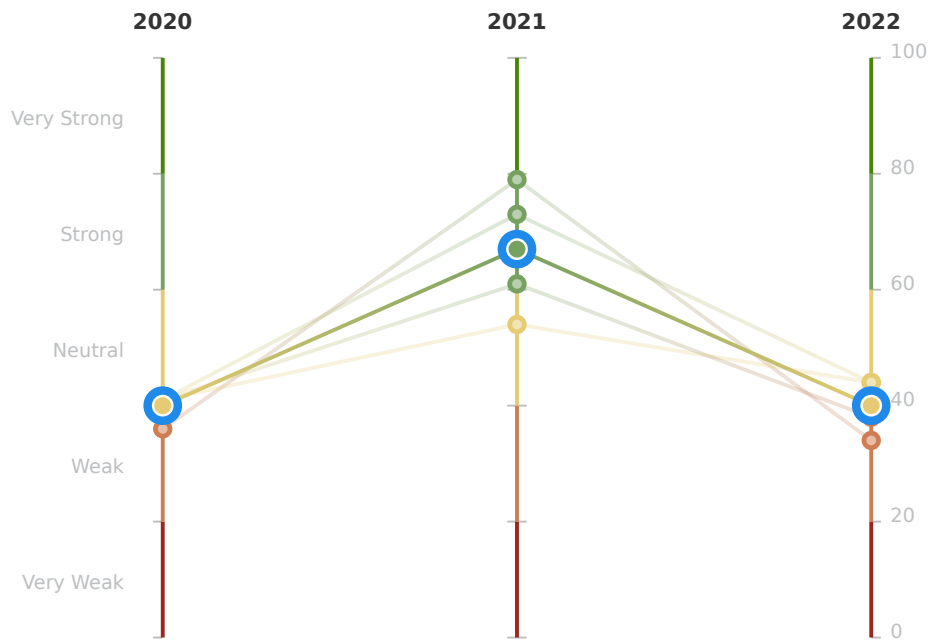
Effective Leaders

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	
Program Coherence	41	73	44	Teacher
Teacher Influence	41	54	44	Teacher
Teacher-Principal Trust	41	61	38	Teacher
Instructional Leadership	36	79	34	Teacher

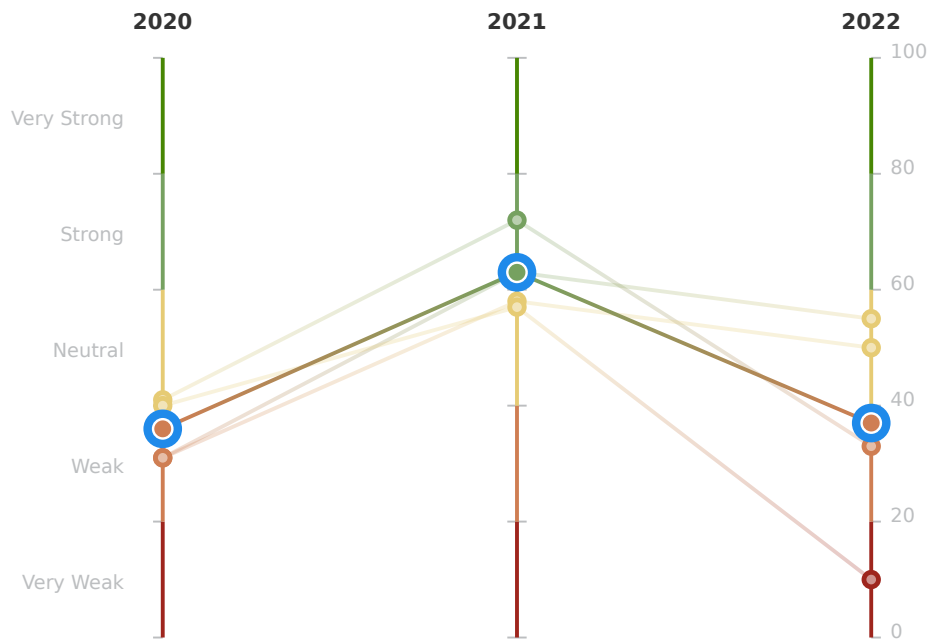
Ambitious Instruction

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	
English Instruction	31	63	55	Student
Math Instruction	31	58	50	Student
Academic Press	41	72	33	Student
Quality of Student Discussion	40	57	10	Teacher

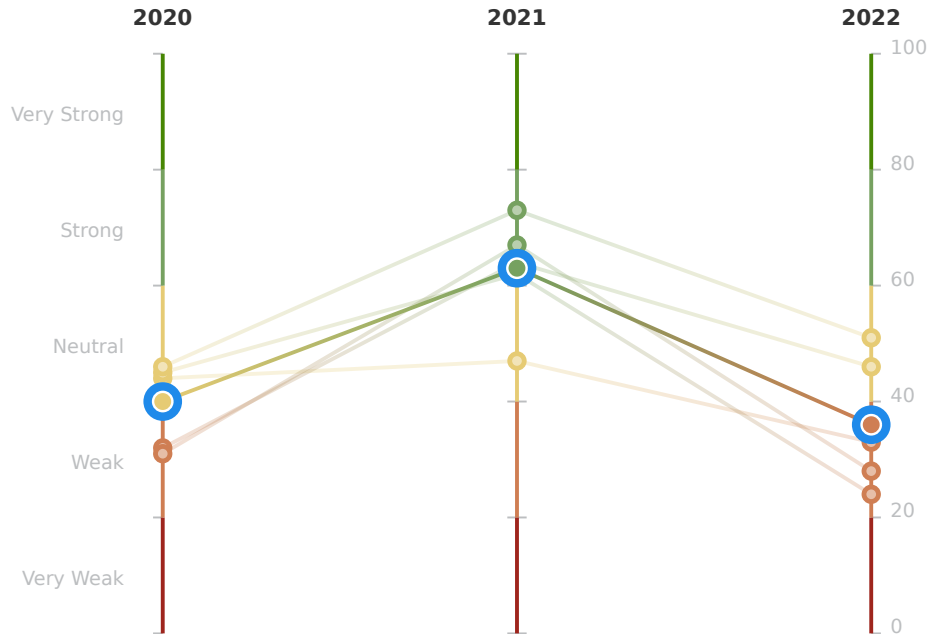
Collaborative Teachers

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	
Teacher-Teacher Trust	46	73	51	Teacher
Collective Responsibility	32	64	46	Teacher
Collaborative Practices	44	47	33	Teacher
Quality Professional Development	31	67	28	Teacher
School Commitment	45	62	24	Teacher

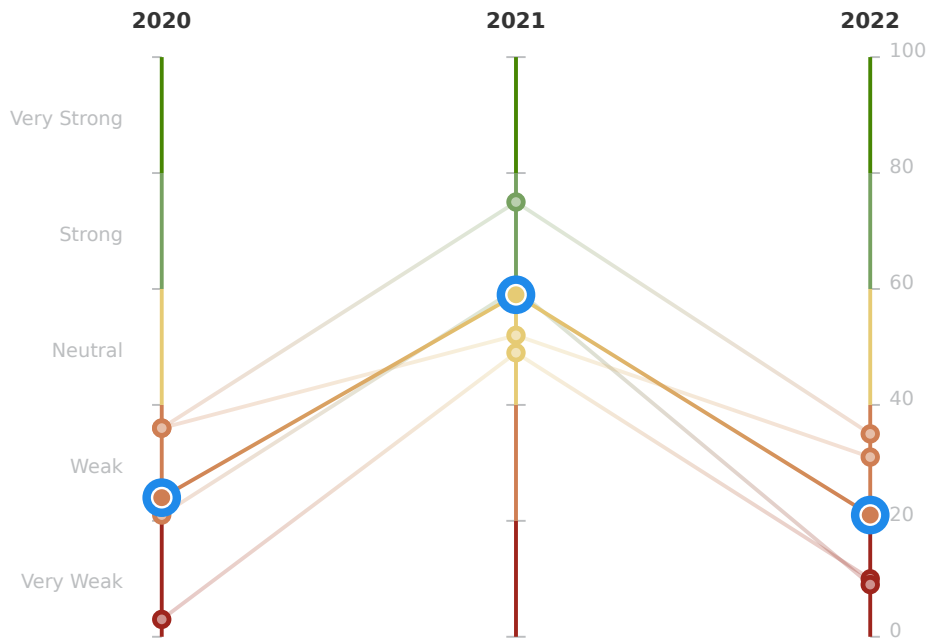
Supportive Environment

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	
Student-Teacher Trust	36	75	35	Student
Safety	36	52	31	Student
Academic Personalism	3	49	10	Student
Peer Support for Academic Work	21	60	9	Student