

**2023 5 Essentials Schools by Area
 Executive Summary**

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

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

Northeast Area School Results: Northeast schools are Moderately Organized for Improvement. The strongest measures were Socialization of New Teachers, Parent Influence, and Academic Engagement.



- Highest performing measures:
 - *Parent Influence on Decision - Making in Schools* – the degree to which the school actively creates opportunities for parents to participate in developing academic programs and influencing school curricula (strong)
 - *Socialization of New Teachers* – the degree to which new teachers are included in the professional community and are given helpful feedback on their instructional practices (65 pts; remains strong)
 - *Academic Engagement* – the degree to which students are interested and engaged in learning (remains strong)
- Lowest performing measures:
 - *Parent Supportiveness* – the degree to which parents support their children emotionally and developmentally (from the teacher perspective) (very weak)
 - *Course Clarity* – the degree to which students are provided clear learning goals and instruction that supports achievement (from the student perspective)(very weak)

- *Teacher Safety* – the degree to which teachers report little or no disorder in the hallways, physical conflict among students, vandalism, robbery or theft, and threats of violence against teachers (very weak)

How did the Northeast Area perform on each of the 5Essentials?

School	5E Overall	HIDE ESSENTIALS ■ Very Strong ■ Strong ■ Neutral ■ Weak ■ Very Weak No Data Low Response/Not Applicable				
		Ambitious Instruction	Effective Leaders	Involved Families	Supportive Environment	Collaborative Teachers
All Northeast Area Schools		51	51	51	44	43
Carver Elementary School	Partially Organized	42	42	30	41	20
Doherty High School	Partially Organized	45	54	55	31	50
Freedom Elementary School	Organized	51	52	42	63	43
Fremont Elementary School	Moderately Organized	51	50	47	46	44
Jenkins Middle School	Partially Organized	43	42	42	26	45
Keller Elementary School	Organized	58	52	68	54	59
King Elementary School	Well-Organized	70	61	75	72	70
Martinez Elementary School	Not Yet Organized	37	38	49	45	24
Rudy Elementary School	Well-Organized	73	63	67	64	53
Russell Middle School	Organized	52	73	47	21	60
Sabin Middle School	Not Yet Organized	32	48	32	4	33
Scott Elementary School	Partially Organized	55	31	52	62	16

How has the Northeast Area performed over time?

NE Area School	19-20	20-21	21-22	22-23
Carver ES	Not Yet Organized	Not Yet Organized	Not Yet Organized	Partially Organized
Freedom ES	Not Yet Organized	Not Yet Organized	Partially Organized	Organized
Fremont ES	Not Yet Organized	Partially Organized	Partially Organized	Moderately Organized
Keller ES	Partially Organized	Not Yet Organized	Organized	Organized
King ES	Not Yet Organized	Partially Organized	Moderately Organized	Well Organized
Martinez ES	Partially Organized	Partially Organized	Partially Organized	Not Yet Organized
Rudy ES	Well Organized	Moderately Organized	Well Organized	Well Organized
Scott ES	Partially Organized	Moderately Organized	Partially Organized	Partially Organized
Jenkins MS	Moderately Organized	Well Organized	Well Organized	Partially Organized
Russell MS	Partially Organized	Moderately Organized	Partially Organized	Organized
Sabin MS	Not Yet Organized	Not Yet Organized	Not Yet Organized	Not Yet Organized
Doherty HS	Not Yet Organized	Organized	Partially Organized	Partially Organized

West Area School Results: West schools are Organized for Improvement with two well-organized essentials: Ambitious Instruction and Involved Families. The strongest measures included Socialization of New Teachers, Parent Influence, Academic Engagement, Academic Press, Instructional Leadership, Program Coherence, English Instruction, Quality Professional Development, and Math Instruction. Weak measures included Parent Supportiveness, Course Clarity, Teacher Safety, and Student Responsibility.



- Highest performing measures:
 - *Parent Influence on Decision - Making in Schools* – the degree to which the school actively creates opportunities for parents to participate in developing academic programs and influencing school curricula (strong)
 - *Socialization of New Teachers* – the degree to which new teachers are included in the professional community and are given helpful feedback on their instructional practices (strong)
 - *Academic Engagement* – the degree to which students are interested and engaged in learning (strong)
 - *Academic Press* – the degree to which students feel their teachers have high expectations (strong)
 - *Instructional Leadership* – the degree to which teachers feel their leadership team is an active and skilled group that sets high standards for teaching and student learning (strong)
 - *Program Coherence* – the degree to which teachers feel their school’s programs are coordinated and consistent with its goals for student learning (very strong)
 - *English Instruction* – the degree to which students interact with material to build critical reading and writing skills (strong)
 - *Quality Professional Development* – the degree to which teachers feel their professional development is rigorous and focused on student learning (strong)
 - *Math Instruction* – the degree to which students interact with course material to build and apply knowledge in their math and science classes (strong)

- Lowest performing measures:
 - *Parent Supportiveness* – the degree to which parents support their children emotionally and developmentally (weak)
 - *Course Clarity* – the degree to which students are provided clear learning goals and instruction that supports achievement (weak)
 - *Teacher Safety* – the degree to which teachers report little or no disorder in the hallways, physical conflict among students, vandalism, robbery or theft, and threats of violence against teachers (weak)

How did the West Area perform on each of the 5Essentials?

		HIDE ESSENTIALS ■ Very Strong ■ Strong ■ Neutral ■ Weak ■ Very Weak No Data Low Response/Not Applicable 				
School	5E Overall	Ambitious Instruction	Involved Families	Effective Leaders	Collaborative Teachers	Supportive Environment
All West Area Schools		60	60	58	55	50
Bristol Elementary School	Well-Organized	73	65	71	65	63
Buena Vista Elementary School	Not Yet Organized	27	72	39	29	33
Chipeta Elementary School	Well-Organized	81	82	65	65	63
Coronado High School	Organized	54	63	57	61	37
Holmes Middle School	Well-Organized	79	70	71	78	40
Howbert Elementary School	Well-Organized	53	75	59	60	63
Jackson Elementary School	Moderately Organized	56	41	57	50	56
Midland Elementary School	Well-Organized	83	57	62	63	80
Spark Online	Moderately Organized	53	30	53	51	67
Trailblazer Elementary School	Moderately Organized	41	62	44	39	41
West Elementary School	Partially Organized	55	50	50	39	45
West Middle School	Moderately Organized	59	55	69	57	16

How has the West Area performed over time?

West Area School	19-20	20-21	21-22	22-23
Bristol ES	Moderately Organized	Organized	Well Organized	Well Organized
Buena Vista ES	Partially Organized	Not Yet Organized	Partially Organized	Not Yet Organized
Chipeta ES	Well Organized	Moderately Organized	Well Organized (3/5)	Well Organized
Howbert ES	Organized	Moderately Organized	Organized	Well Organized
Jackson ES	Partially Organized	Partially Organized	Partially Organized	Moderately Organized
Midland ES	Partially Organized	Partially Organized	Organized	Well Organized
Trailblazer ES	Not Yet Organized	Moderately Organized	Organized	Moderately Organized
West ES	Partially Organized	Organized	Well Organized	Partially Organized
SPARK Online	School not open yet	School not open yet	Organized	Moderately Organized
Holmes MS	Partially Organized	Well Organized	Not Yet Organized	Well Organized
West MS	Not Yet Organized	Partially Organized	Moderately Organized	Moderately Organized
Coronado HS	Partially Organized	Moderately Organized	Moderately Organized	Organized

Central Area School Results: Overall scored as Moderately Organized for Improvement which was commensurate with 2022 results. Central Area schools were strong in English Instruction and Academic Engagement. They were weak in Course Clarity, Teacher Safety, and Parent Supportiveness. These results were commensurate with results across the district. Individual school results are included in Appendix A.



- Highest performing measures:
 - *English Instruction* – the degree to which students interact with material to build critical reading and writing skills (strong)
 - *Academic Engagement*– the degree to which students are interested and engaged in learning (strong)

- Lowest performing measures:
 - *Parent Supportiveness* – the degree to which students feel their parents support their children emotionally and developmentally (very weak)
 - *Course Clarity* – the degree to which students are provided clear learning goals and instruction that supports achievement (from the student perspective)(very weak)
 - *Teacher Safety* – the degree to which teachers report little or no disorder in the hallways, physical conflict among students, vandalism, robbery or theft, and threats of violence against teachers (weak)

How did the Central Area perform on each of the 5Essentials?

School	5E Overall	Ambitious Instruction	Supportive Environment	Involved Families	Effective Leaders	Collaborative Teachers
All Central Area Schools		55	49	46	41	38
Adams Elementary School	Organized	82	64	47	46	38
Columbia Elementary School	Not Yet Organized	48	59	39	19	9
Edison Elementary School	Organized	58	56	45	61	56
Mann Middle School	Not Yet Organized	11	1	15	16	28
North Middle School	Partially Organized	42	15	28	49	40
Palmer High School	Not Yet Organized	52	32	36	25	37
Queen Palmer Elementary School	Well-Organized	99	92	89	76	77
Rogers Elementary School	Moderately Organized	53	49	N/A	N/A	N/A
Steele Elementary School	Partially Organized	49	46	70	33	36
Stratton Elementary School	Partially Organized	56	56	59	39	35
Taylor Elementary School	Organized	74	74	51	42	45
Twain Elementary School	Partially Organized	41	44	30	40	21

How has the Central Area performed over time?

Central Area School	19-20	20-21	21-22	22-23
Adams ES	Partially Organized	Organized	Moderately Organized	Organized
Columbia ES	Partially Organized	Partially Organized	Partially Organized	Not Yet Organized
Edison ES	Organized	Well Organized	Well Organized	Organized
Rogers ES	Not Yet Organized	Partially Organized	Organized	Moderately Organized*
Queen Palmer ES	Partially Organized	Organized	Organized	Well Organized
Stratton ES	Partially Organized	Organized	Partially Organized	Partially Organized
Steele ES	Organized	Organized	Partially Organized	Partially Organized
Taylor ES	Partially Organized	Organized	Organized	Organized
Twain ES	Not Yet Organized	Partially Organized	Partially Organized	Partially Organized
Mann MS	Not Yet Organized	Not Yet Organized	Not Yet Organized	Not Yet Organized
North MS	Not Yet Organized	Partially Organized	Partially Organized	Partially Organized
Palmer HS	Not Yet Organized	Not Yet Organized	Not Yet Organized	Not Yet Organized

Southeast Area School Results: Southeast area schools scored as Moderately Organized for Improvement which was commensurate with 2022 results. Schools were strong in English Instruction, Academic Engagement, Parent Influence, and Math Instruction. They were weak in Course Clarity, and Parent Supportiveness.



- Highest performing measures:
 - *Academic Engagement* – the degree to which students are interested and engaged in learning (strong)
 - *English Instruction*– the degree to which students interact with course materials and one another to build and apply critical reading and writing skills (strong)
 - *Parent Influence on Decision Making in Schools* – the degree to which teachers feel the school actively creates opportunities for parents to participate in developing academic

- programs and influencing school curricula (strong)
- *Math and Science Instruction* – the degree to which students interact with course material to build and apply knowledge in their math and science classes (strong)
- *Socialization of New Teachers* – the degree to which new teachers are included in the professional community and are given helpful feedback on their instructional practices (strong)
- Lowest performing measures:
 - *Parent Supportiveness* – the degree to which students feel their parents support their children emotionally and developmentally (very weak)
 - *Course Clarity* – the degree to which students are provided clear learning goals and instruction that supports achievement (from the student perspective)(very weak)

How did the Southeast Area perform on each of the 5Essentials?

School	5E Overall	Ambitious Instruction	Effective Leaders	Involved Families	Supportive Environment	Collaborative Teachers
All Southeast Area Schools		55	51	46	46	40
Audubon Elementary School	Partially Organized	46	53	41	59	28
Galileo School of Math & Science	Not Yet Organized	37	36	13	6	31
Grant Elementary School	Well-Organized	69	63	59	74	59
Henry Elementary School	Well-Organized	99	77	84	78	74
Jack Swigert Aerospace Academy	Not Yet Organized	40	46	21	10	33
Madison Elementary School	Partially Organized	45	39	50	52	33
McAuliffe Elementary School	Not Yet Organized	47	38	33	42	17
Mitchell High School	Not Yet Organized	55	29	34	27	30
Monroe Elementary School	Well-Organized	66	71	56	67	61
Penrose Elementary School	Organized	46	70	68	45	57
Wilson Elementary School	Partially Organized	52	35	51	44	18

How has the Southeast Area performed over time?

SE Area School	19-20	20-21	21-22	22-23
Audubon ES	Partially Organized	Partially Organized	Partially Organized	Partially Organized
Grant ES	Organized	Organized	Organized	Well Organized
Henry ES	Moderately Organized	Well Organized	Organized	Well Organized
Madison ES	Partially Organized	Moderately Organized	Partially Organized	Partially Organized
McAuliffe ES	Not Yet Organized	Partially Organized	Not Yet Organized	Not Yet Organized
Monroe ES	Moderately Organized	Organized	Well Organized	Well Organized
Penrose ES	Partially Organized	Partially Organized	Not Yet Organized	Organized
Wilson ES	Partially Organized	Partially Organized	Organized	Partially Organized
Galileo MS	Not Yet Organized	Partially Organized	Partially Organized	Not Yet Organized
Swigert MS	Partially Organized	Partially Organized	Not Yet Organized	Not Yet Organized
Mitchell HS	Not Yet Organized	Organized	Partially Organized	Not Yet Organized

Opportunity School Results: Opportunity schools scored as Organized for Improvement which was an improvement from 2022 results. Schools were strongest in Socialization of New Teachers and Program Coherence, Teacher-Principal Trust, Quality Professional Development, and Instructional Leadership. They were weakest in Parent Supportiveness, Classroom Rigor, and Safety.



- Highest performing measures:
 - *Socialization of New Teachers* – the degree to which new teachers are included in the professional community and are given helpful feedback on their instructional practices (very strong)
 - *Program Coherence* – the degree to which teachers feel their school’s programs are coordinated and consistent with its goals for student learning (very strong)
 - *Teacher-Principal Trust* – the degree to which teachers feel they share a high level of mutual trust and respect with their principal (strong)
 - *Instructional Leadership* – the degree to which teachers feel their leadership team is an active and skilled group that sets high standards for teaching and student learning (strong)
 - *Student Peer Relationships* – the degree to which students feel that students in their school treat each other with respect, work well together, and help each other learn (strong)
 - *School Commitment* – the degree to which teachers are deeply committed to the school (strong)
 - *Student-Teacher Trust* – the degree to which students and teachers share a high level of mutual trust and respect (strong)
 - *Academic Engagement* – the degree to which students are interested and engaged in learning (strong)
 - *Quality Professional Development* – the degree to which teachers feel their professional development is rigorous and focused on student learning (strong)
 - *Academic Engagement* – the degree to which students are interested and engaged in learning (strong)
 - *Collective Responsibility* – teachers share a strong sense of responsibility for student development, improvement, and professional growth (strong)
 - *Parent Influence on Decision Making in Schools* – the degree to which teachers feel the school actively creates opportunities for parents to participate in developing academic programs and influencing school curricula (strong)
 - *Collaborative Practices* – the degree to which teachers observe each others’ practice, and work together to review assessment data to develop instructional strategies (strong)
- Lowest performing measures:
 - *Parent Supportiveness* – the degree to which students feel their parents support their children emotionally and developmentally (very weak)
 - *Course Clarity* – the degree to which students are provided clear learning goals and instruction that supports achievement (weak)
 - *Academic Press* – the degree to which students feel their teachers expect them to do their best and meet academic demands (weak)
 - *Student Peer Relationships* – the degree to which teachers report little or no disorder in the hallways, physical conflict among students, vandalism, robbery or theft, and threats of violence against teachers (weak)
 - *Safety* – the degree to which students feel safe in and around their school building (weak)
 - *Classroom Rigor* – the degree to which students feel their teachers encourage them to make connections and seek multiple perspectives through their coursework (weak)

How did Opportunity Schools perform on each of the 5Essentials?

School	5E Overall	Effective Leaders	Collaborative Teachers	Involved Families	Supportive Environment	Ambitious Instruction
All Opportunity Area Schools		70	64	57	48	44
Academy ACL	Organized	71	77	80	24	50
Achieve Online School	Well-Organized	82	75	83	58	53
Adult Family Education	Organized	87	80	N/A	N/A	N/A
Bijou School	Partially Organized	61	66	22	34	39
CIVA	Low Response	N/A	N/A	N/A	N/A	N/A
Community Prep	Low Response	N/A	N/A	N/A	N/A	N/A
Eastlake High School	Low Response	53	N/A	N/A	N/A	N/A
GLOBE	Low Response	N/A	N/A	N/A	N/A	N/A
Odyssey ECCO	Well-Organized	84	86	82	72	70
Roosevelt Charter Academy	Organized	60	42	46	40	54
Tesla EOC	Not Yet Organized	50	35	28	38	28
The Digital School	Organized	78	52	N/A	72	15

How have the Opportunity Schools performed over time?

Opportunity Schools	19-20	20-21	21-22	22-23
Achieve Online/Digital	Well Organized	Organized	Well Organized	Well Organized
Adult/Family Ed	Well Organized	Well Organized	Well Organized	Organized
Bijou	Partially Organized	Organized	Partially Organized	Partially Organized
Odyssey	Well Organized	Well Organized	Well Organized	Well Organized
Tesla	Not Yet Organized	Partially Organized	Not Yet Organized	Not Yet Organized
AcademyACL	Moderately Organized	Partially Organized	Partially Organized	Organized
Roosevelt	Organized	Partially Organized	no data	Organized
CIVA	Well Organized	Well Organized	no data	no data
Community Prep	Partially Organized	Partially Organized	no data	no data
GLOBE	Organized	Organized	no data	no data
Eastlake HS	Organized	Well Organized	no data	no data

How did Comprehensive High Schools perform on each of the 5Essentials?

School	5E Overall	Effective Leaders	Collaborative Teachers	Involved Families	Ambitious Instruction	Supportive Environment
All High Schools		60	57	50	46	45
Coronado High School	Organized	57	61	63	54	37
Doherty High School	Partially Organized	54	50	55	45	31
Mitchell High School	Not Yet Organized	29	30	34	55	27
Palmer High School	Not Yet Organized	25	37	36	52	32

How have the Comprehensive High Schools performed over time?

D11 High Schools	19-20	20-21	21-22	22-23
Coronado HS	Partially Organized	Moderately Organized	Moderately Organized	Organized
Doherty HS	Not Yet Organized	Organized	Partially Organized	Partially Organized
Mitchell HS	Not Yet Organized	Organized	Partially Organized	Not Yet Organized
Palmer HS	Not Yet Organized	Not Yet Organized	Not Yet Organized	Not Yet Organized