



# Doherty High School

## 2021 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

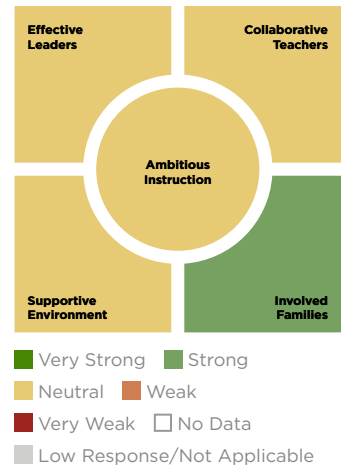
References:

(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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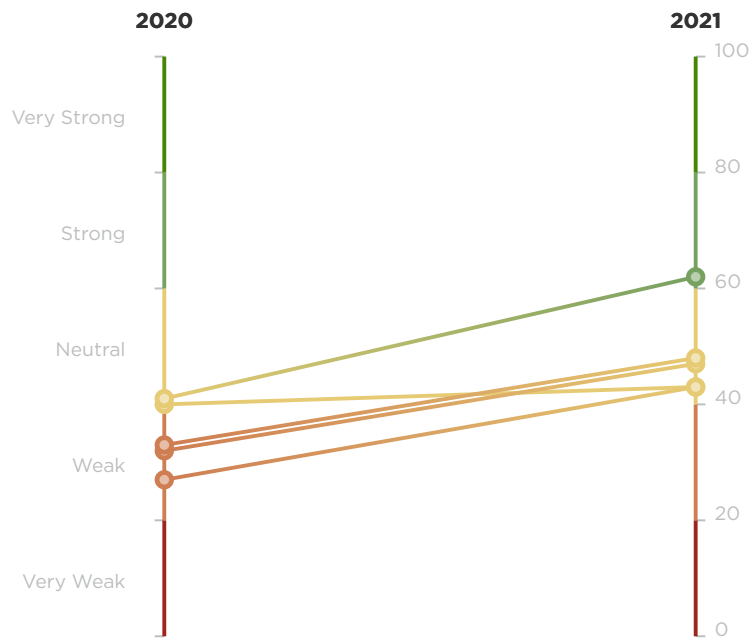
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Overall, Doherty High School is **organized** for improvement.



## The 5Essentials

How is Doherty High School performing on each of the 5Essentials in 2021?



Essentials	Performance Across Years		
	2020	2021	
Involved Families	41	62	<b>Strong</b>
Supportive Environment	33	48	<b>Neutral</b>
Collaborative Teachers	32	47	<b>Neutral</b>
Ambitious Instruction	40	43	<b>Neutral</b>
Effective Leaders	27	43	<b>Neutral</b>

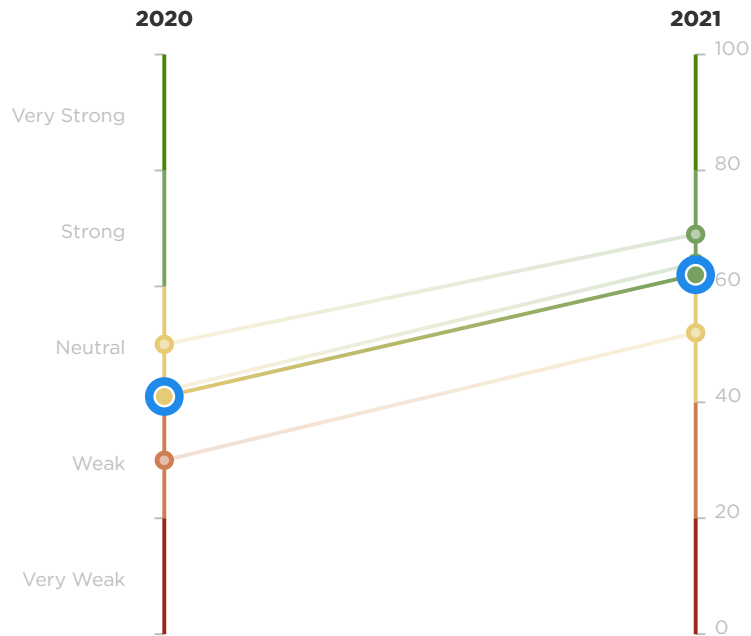
# Involved Families

## How is Doherty High 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	
Parent Influence on Decision Making in Schools	50	69	Teacher
Teacher-Parent Trust	42	64	Teacher
Parent Involvement in School	30	52	Teacher

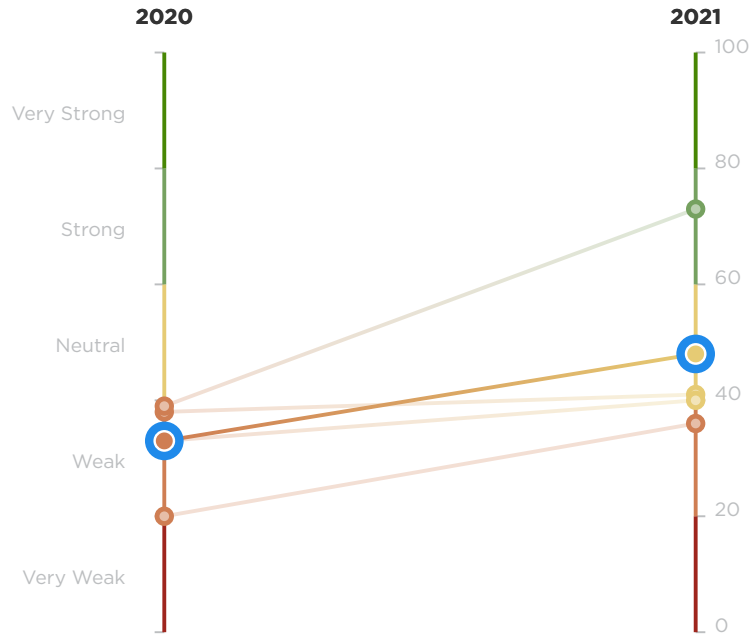
# Supportive Environment

## How is Doherty High 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,
- and they are well-supported in planning for college and other post-high school experiences.

### Performance on essential and its underlying measures



Measures	Performance Across Years		Respondent
	2020	2021	
Student-Teacher Trust	39	73	Student
Expectations for Postsecondary Education	38	41	Teacher
Safety	33	40	Student
School-Wide Future Orientation	20	36	Student

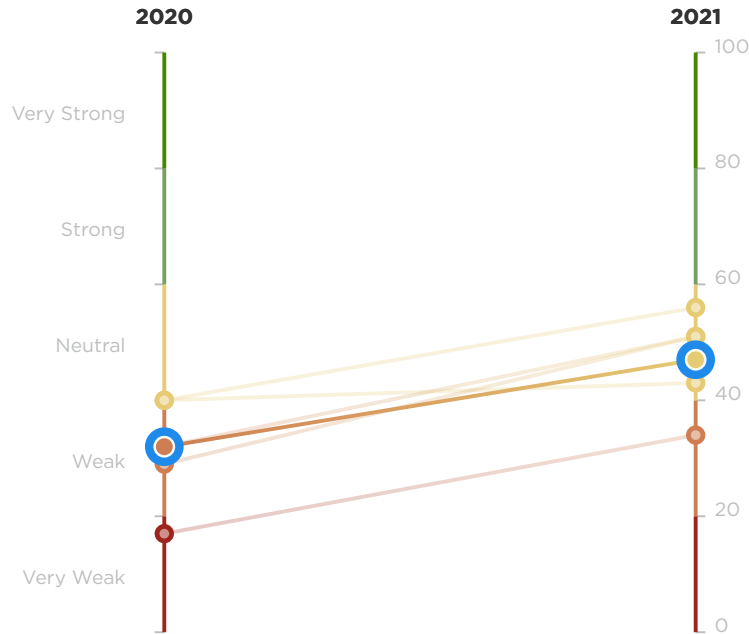
# Collaborative Teachers

## How is Doherty High 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	
School Commitment	40	56	Teacher
Quality Professional Development	32	51	Teacher
Teacher-Teacher Trust	29	51	Teacher
Collaborative Practices	40	43	Teacher
Collective Responsibility	17	34	Teacher

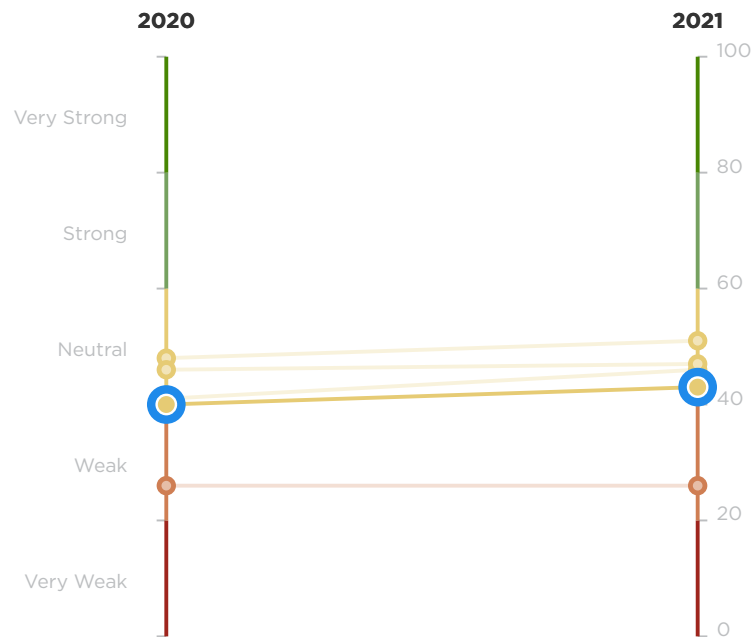
# Ambitious Instruction

## How is Doherty High 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	
English Instruction	48	51	Student
Quality of Student Discussion	46	47	Teacher
Academic Press	41	46	Student
Math Instruction	26	26	Student

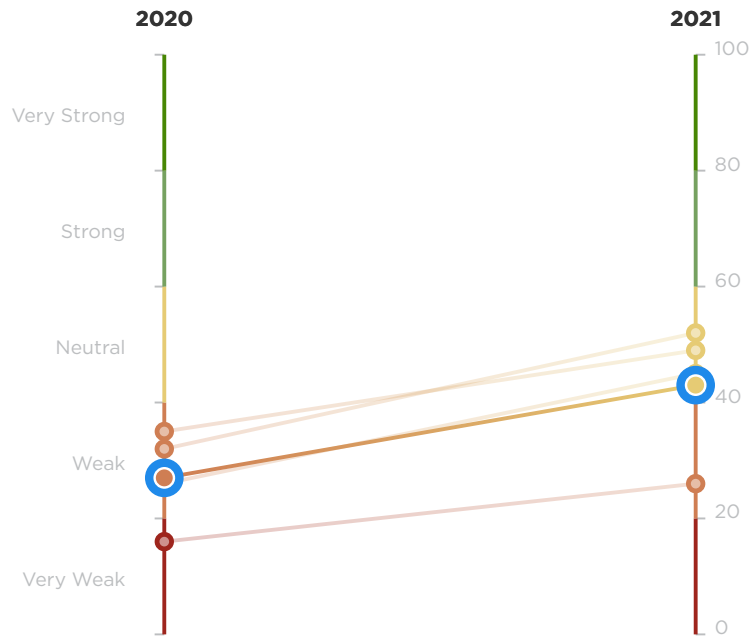
# Effective Leaders

## How is Doherty High 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	
Program Coherence	32	52	Teacher
Teacher-Principal Trust	35	49	Teacher
Instructional Leadership	26	45	Teacher
Teacher Influence	16	26	Teacher

# All 5Essentials Measures

How is Doherty High School performing on all 5Essentials measures in 2021?

Page	Measure	Change	Performance	Essential	Respondent
9	Student-Teacher Trust	+ 34	73 <b>Strong</b>	 Supportive Environment	Student
10	Parent Influence on Decision Making in Schools	+ 19	69 <b>Strong</b>	 Involved Families	Teacher
11	Teacher-Parent Trust	+ 22	64 <b>Strong</b>	 Involved Families	Teacher
12	School Commitment	+ 16	56 <b>Neutral</b>	 Collaborative Teachers	Teacher
13	Parent Involvement in School	+ 22	52 <b>Neutral</b>	 Involved Families	Teacher
14	Program Coherence	+ 20	52 <b>Neutral</b>	 Effective Leaders	Teacher
15	English Instruction	+ 3	51 <b>Neutral</b>	 Ambitious Instruction	Student
16	Quality Professional Development	+ 19	51 <b>Neutral</b>	 Collaborative Teachers	Teacher
17	Teacher-Teacher Trust	+ 22	51 <b>Neutral</b>	 Collaborative Teachers	Teacher
18	Teacher-Principal Trust	+ 14	49 <b>Neutral</b>	 Effective Leaders	Teacher
20	Quality of Student Discussion	+ 1	47 <b>Neutral</b>	 Ambitious Instruction	Teacher
21	Academic Press	+ 5	46 <b>Neutral</b>	 Ambitious Instruction	Student
23	Instructional Leadership	+ 19	45 <b>Neutral</b>	 Effective Leaders	Teacher
24	Collaborative Practices	+ 3	43 <b>Neutral</b>	 Collaborative Teachers	Teacher
25	Expectations for Postsecondary Education	+ 3	41 <b>Neutral</b>	 Supportive Environment	Teacher
26	Safety	+ 7	40 <b>Neutral</b>	 Supportive Environment	Student
27	School-Wide Future Orientation	+ 16	36 <b>Weak</b>	 Supportive Environment	Student
28	Collective Responsibility	+ 17	34 <b>Weak</b>	 Collaborative Teachers	Teacher
29	Math Instruction	+ 0	26 <b>Weak</b>	 Ambitious Instruction	Student
30	Teacher Influence	+ 10	26 <b>Weak</b>	 Effective Leaders	Teacher



# 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 **73** means that Doherty High School is *strong* on this measure.

## Essential

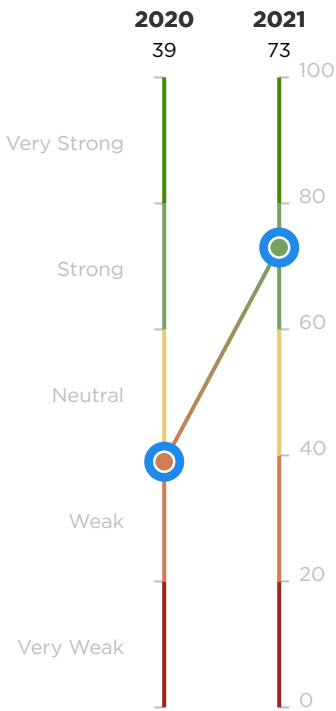


Supportive Environment

## Respondent

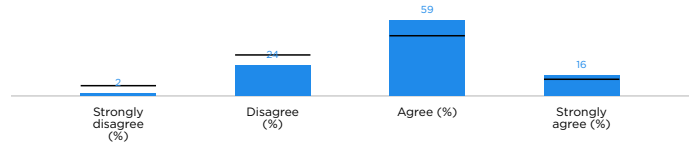
Student

## Performance

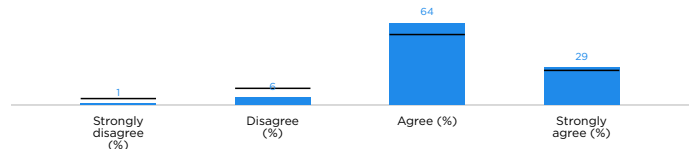


## Students report:

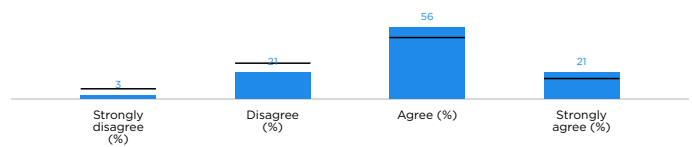
My teachers always keep their promises



My teachers treat me with respect.



My teachers will always listen to students' ideas.



# 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 **69** means that Doherty High School is *strong* on this measure.

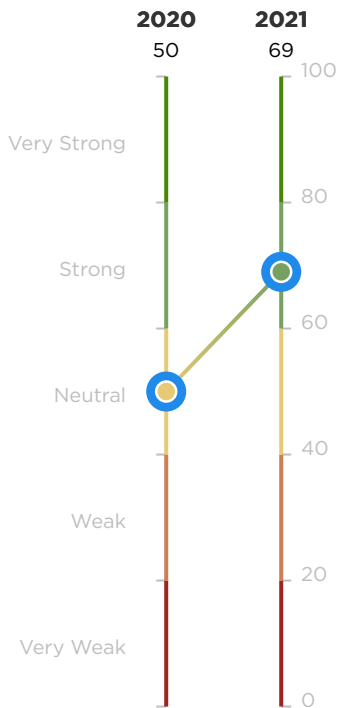
## Essential



## Respondent

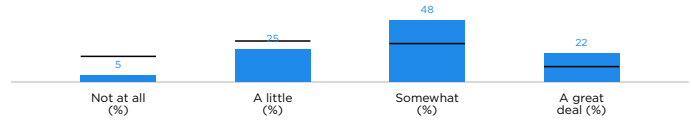
Teacher

## Performance

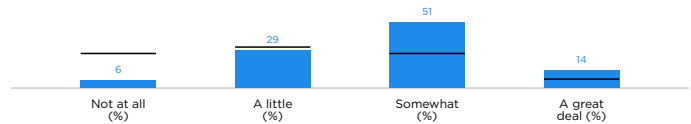


## Teachers report that the school:

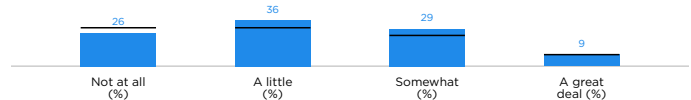
Includes parent leaders from all backgrounds in school improvement efforts.



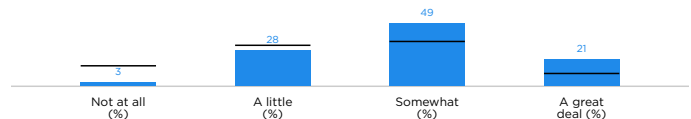
Involves parents in commenting on school curricula.



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



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



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.).



# 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 **64** means that Doherty High School is *strong* on this measure.

## Essential

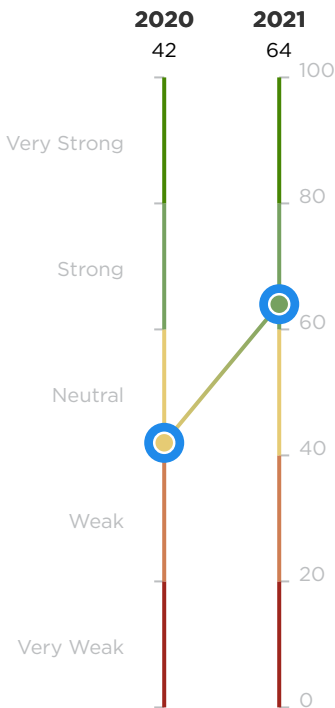


Involved Families

## Respondent

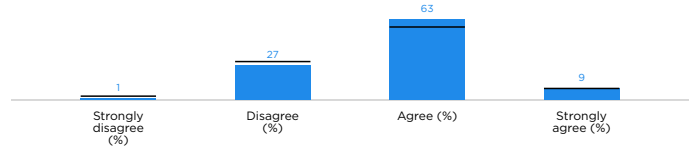
Teacher

## Performance

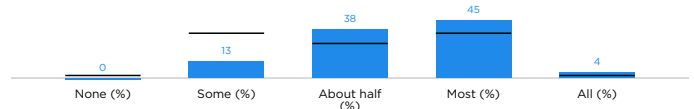


## Teachers report the following:

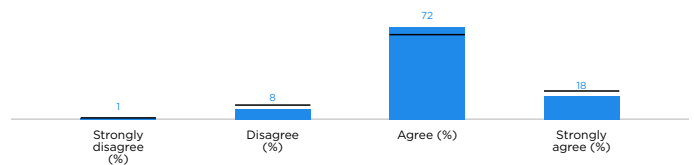
Teachers and parents at this school think of each other as partners in educating children.



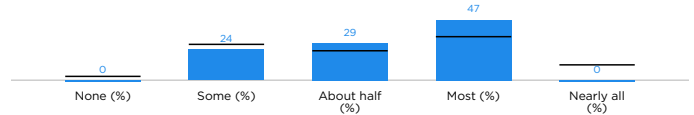
Parents do their best to help their children learn.



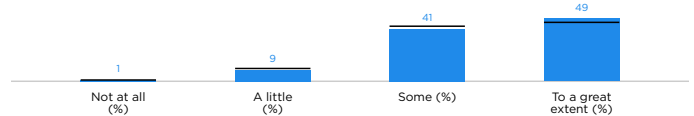
Staff at this school work hard to build trusting relationships with parents.



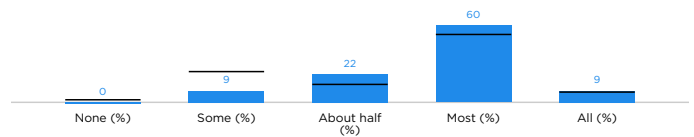
Teachers feel good about parents' support for their work.



Teachers feel respected by the parents of the students



Parents support teachers' teaching efforts.



# 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 **56** means that Doherty High School is *neutral* on this measure.

## Essential

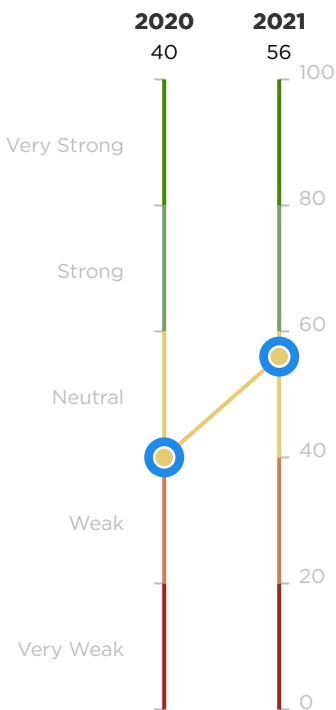


Collaborative Teachers

## Respondent

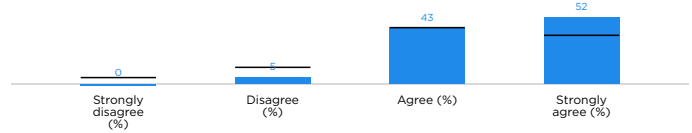
Teacher

## Performance

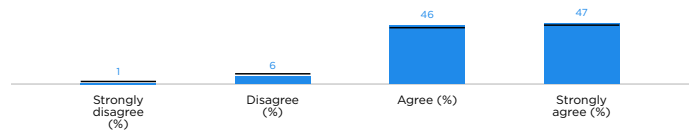


## Teachers report the following:

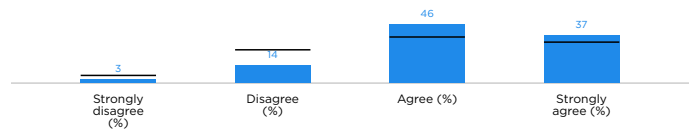
I would recommend this school to parents seeking a place for their child.



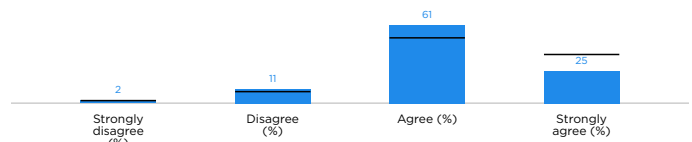
I feel loyal to this school.



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



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



# 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 **52** means that Doherty High School is *neutral* on this measure.

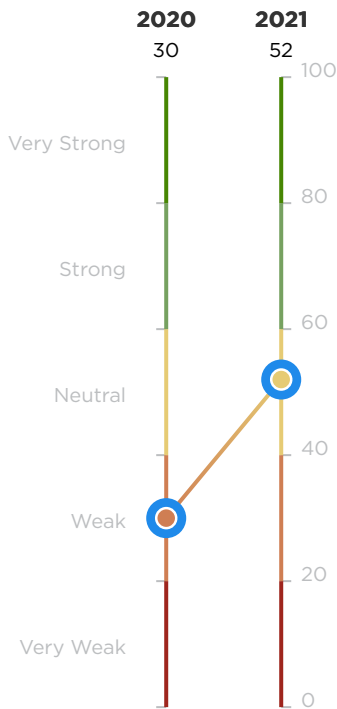
### Essential



### Respondent

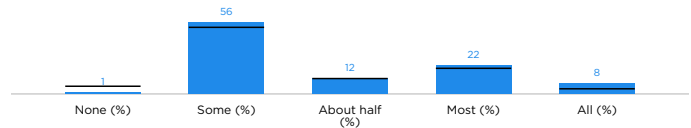
Teacher

### Performance

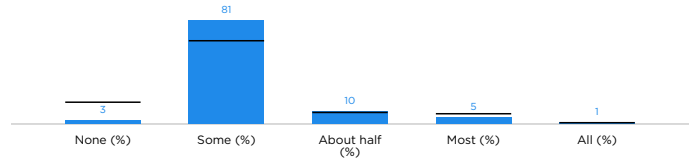


## Teachers report that students' parents:

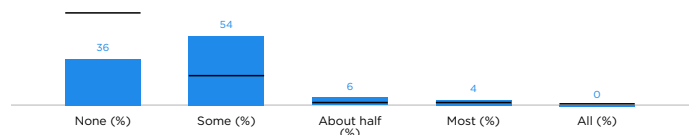
Responded to your suggestions for helping their child.



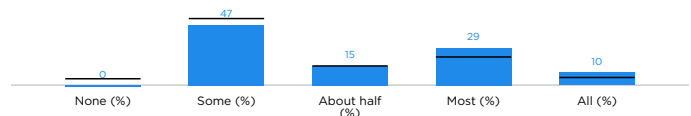
Contacted you about their child's performance.



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



Attended parent-teacher conferences when you requested them.



# 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 **52** means that Doherty High School is *neutral* on this measure.

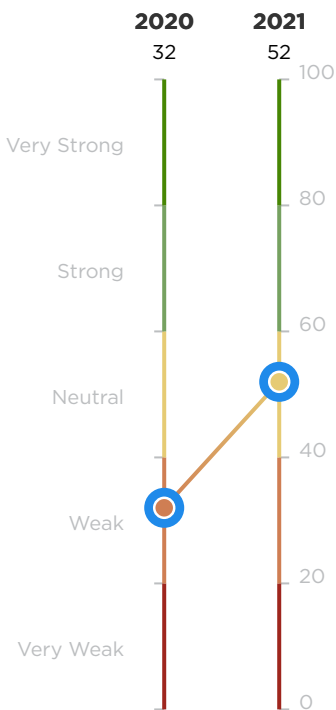
## Essential

Effective Leaders

## Respondent

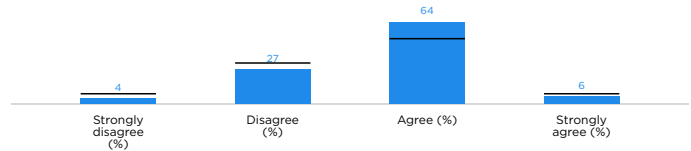
Teacher

## Performance

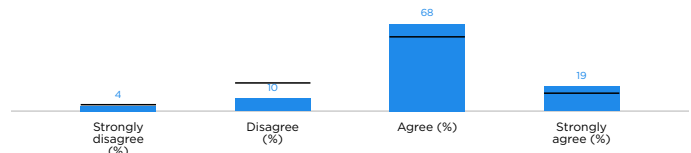


## Teachers report the following:

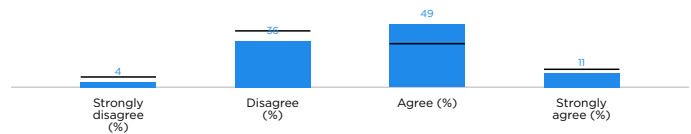
Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.



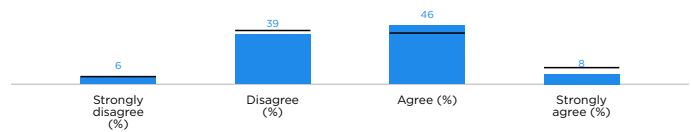
There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.



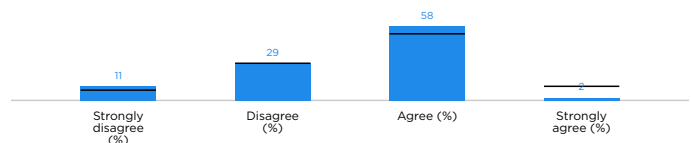
We have so many different programs in this school that I can't keep track of them all.



Many special programs come and go at this school.



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




# 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 **51** means that Doherty High School is *neutral* on this measure.

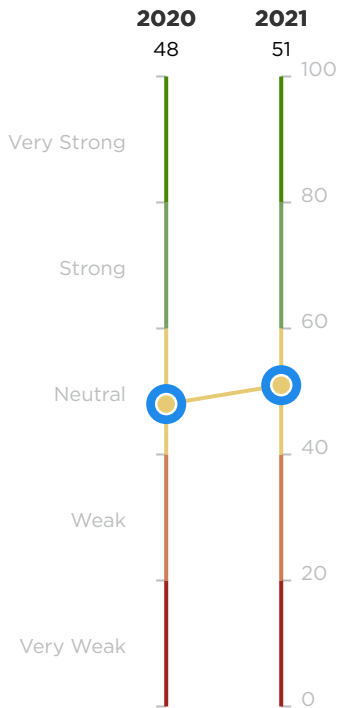
## Essential

 Ambitious Instruction

## Respondent

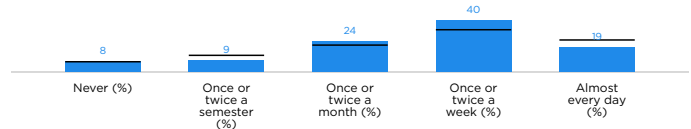
Student

## Performance

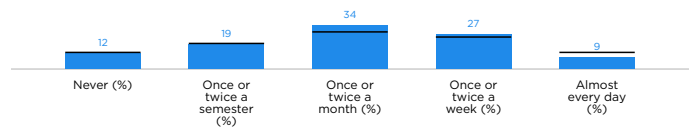


## Students report doing the following in English class:

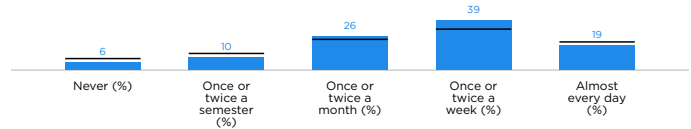
Discuss connections between a reading and real life people or situations.



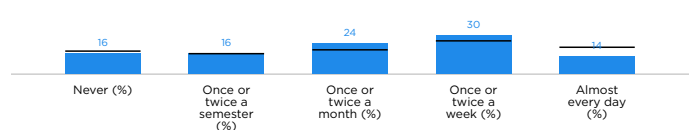
Rewrite a paper or essay in response to comments.



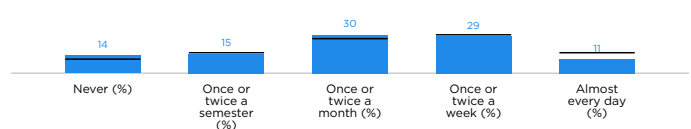
Discuss how culture, time, or place affects an author's writing.



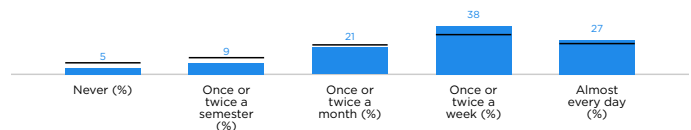
Debate the meaning of a reading.



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



Explain how writers use tools like symbolism and metaphor to communicate meaning.



# 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 **51** means that Doherty High School is *neutral* on this measure.

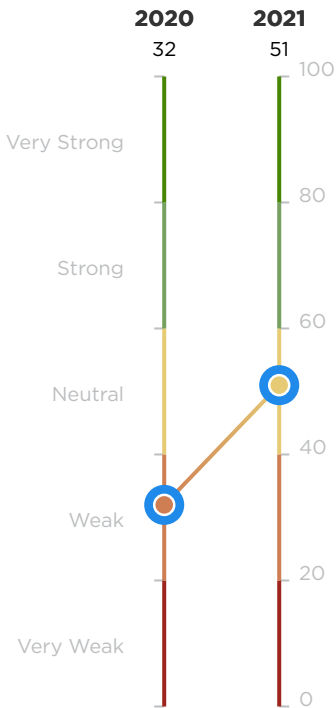
## Essential

Collaborative Teachers

## Respondent

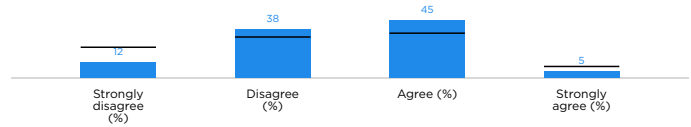
Teacher

## Performance

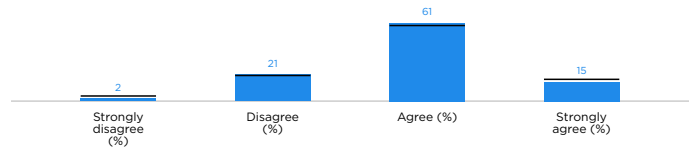


## Teachers report that professional development this year has:

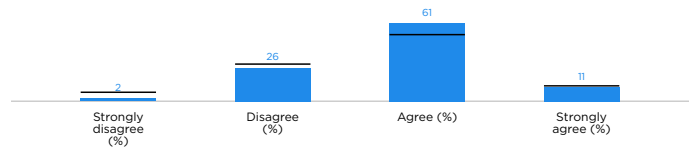
Included opportunities to work productively with teachers from other schools.



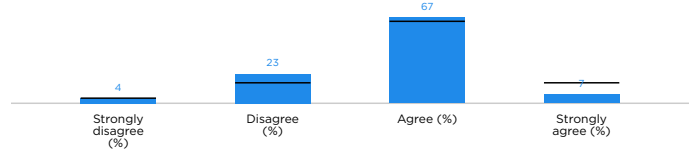
Included opportunities to work productively with colleagues in my school.



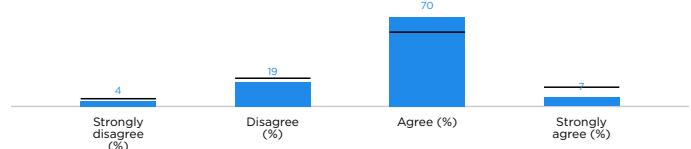
Included enough time to think carefully about, try, and evaluate new ideas.



Been closely connected to my school's improvement plan.



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






# 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 **51** means that Doherty High School is *neutral* on this measure.

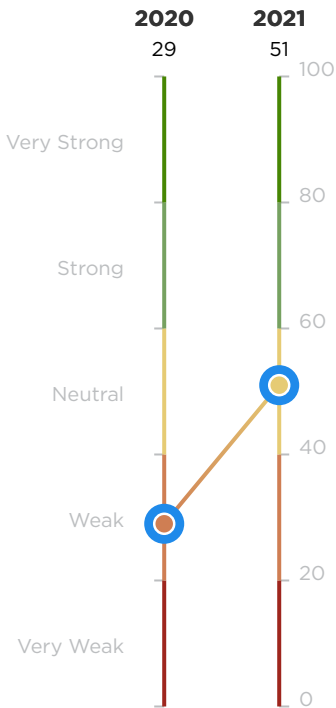
## Essential

 Collaborative Teachers

## Respondent

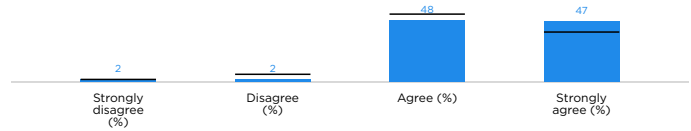
Teacher

## Performance

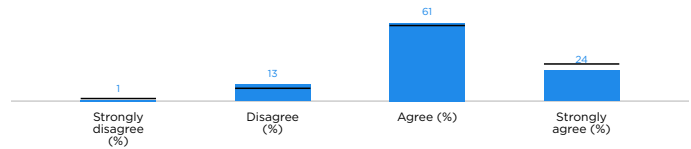


## Teachers report the following:

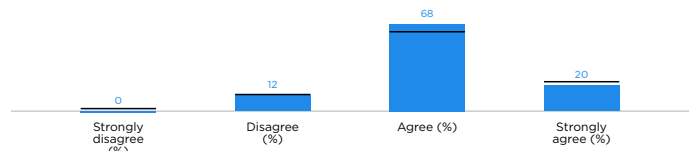
Teachers at this school respect those colleagues who are experts at their craft.



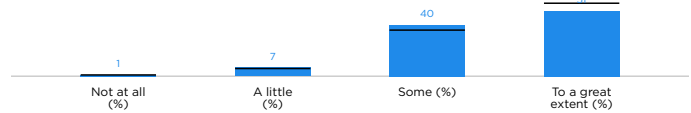
Teachers respect other teachers who take the lead in school improvement efforts.



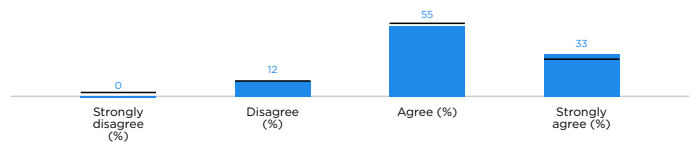
Teachers in this school trust each other.



Teachers feel respected by other teachers



It's OK in this school to discuss feelings, worries, and frustrations 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 **49** means that Doherty High School is *neutral* on this measure.

## Essential

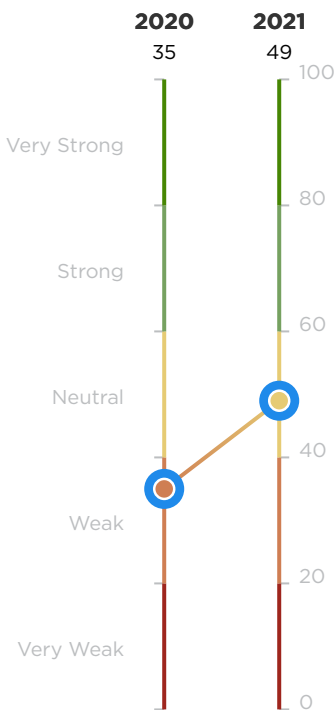


Effective Leaders

## Respondent

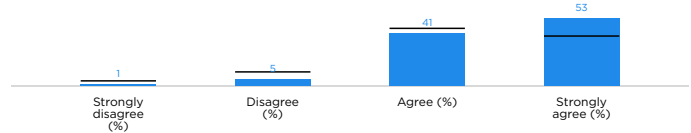
Teacher

## Performance

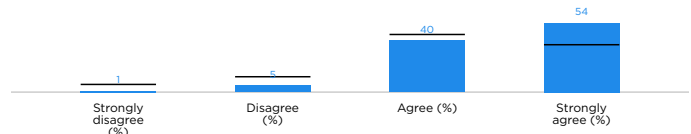


## Teachers report the following:

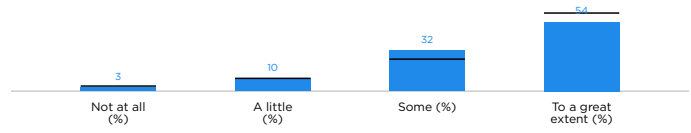
The principal places the needs of children ahead of personal and political interests.



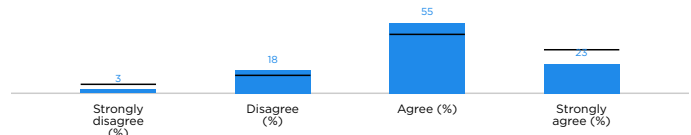
The principal looks out for the personal welfare of the faculty members.



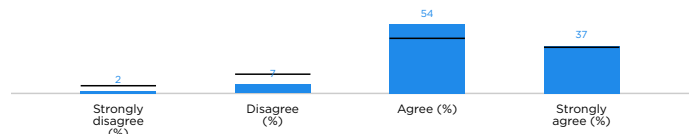
Teachers feel respected by the principal



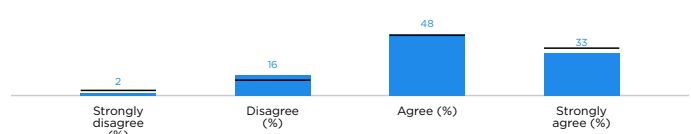
The principal at this school is an effective manager who makes the school run smoothly.



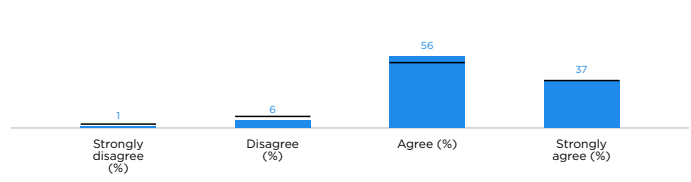
It's OK in this school to discuss feelings, worries, and frustrations with the principal.



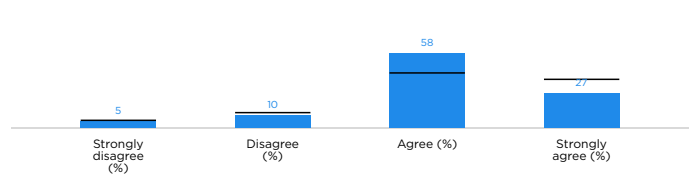
The principal takes a personal interest in the professional development of teachers.



The principal has confidence in the expertise of the teachers.



I trust the principal at his or her word.




# 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 **47** means that Doherty High School is *neutral* on this measure.

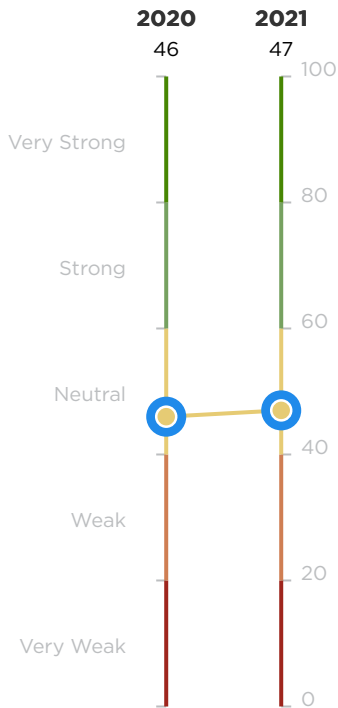
## Essential

 Ambitious Instruction

## Respondent

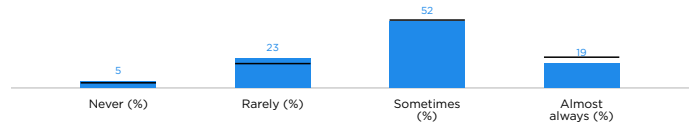
Teacher

## Performance

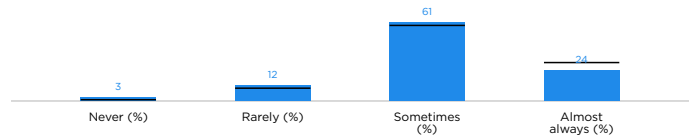


## Teachers report the following about classroom discussions:

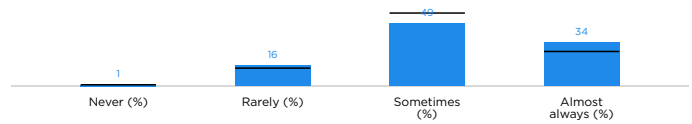
Students use data and text references to support their ideas.



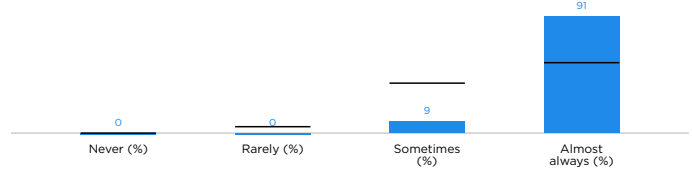
Students build on each other's ideas during discussion.



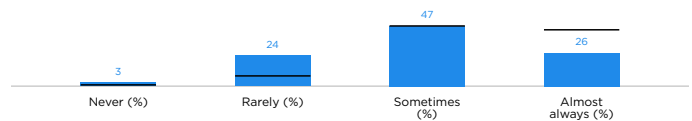
Students provide constructive feedback to their peers and to me.



Students show each other respect.



Most students participate in the discussion at some point.




# 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 **46** means that Doherty High School is *neutral* on this measure.

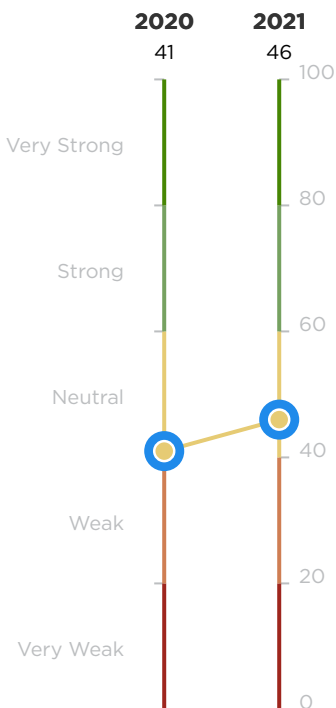
## Essential

 Ambitious Instruction

## Respondent

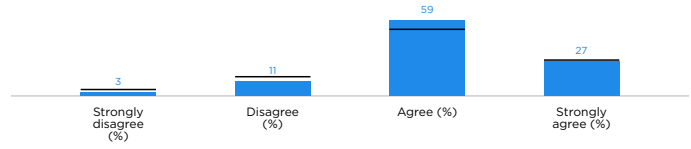
Student

## Performance

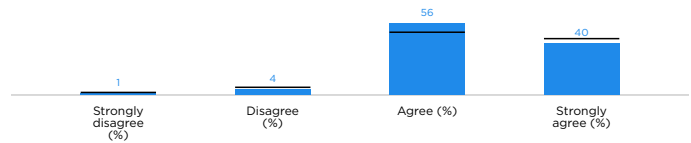


## Students report the following about one specific class:

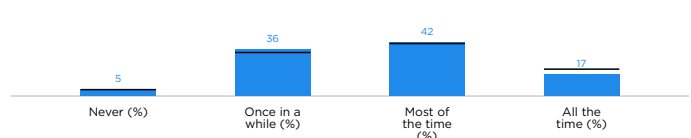
This class really makes me think.



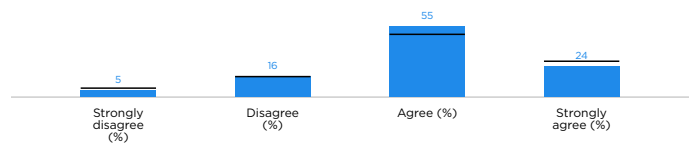
The teacher expects everyone to work hard



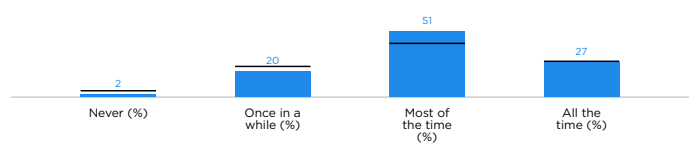
The teacher asks difficult questions on tests



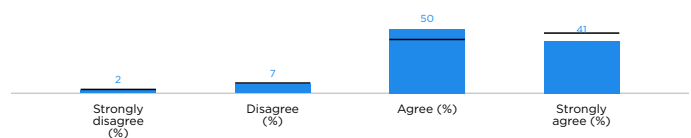
I really learn a lot in this class



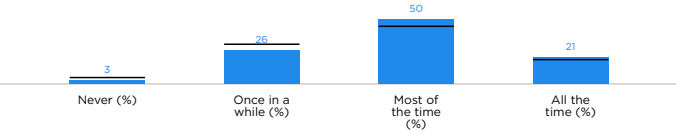
This class requires me to work hard to do well



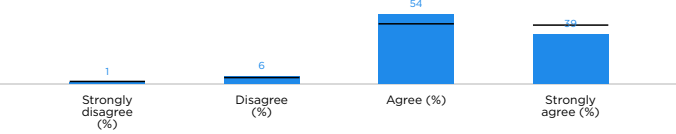
The teacher wants us to become better thinkers, not just memorize things



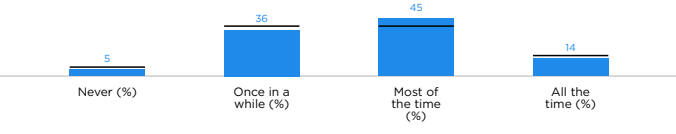
This class challenges me



The teacher expects me to do my best all the time



The teacher asks difficult questions in class



# 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 **45** means that Doherty High School is *neutral* on this measure.

## Essential

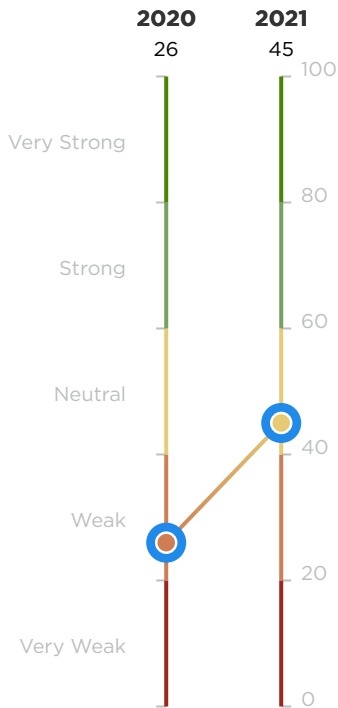


Effective Leaders

## Respondent

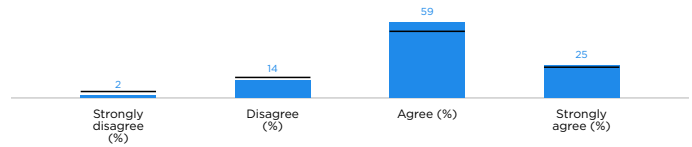
Teacher

## Performance

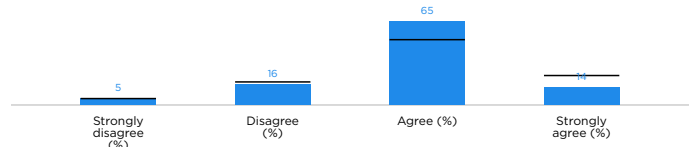


### Teachers report that a member of the school leadership team:

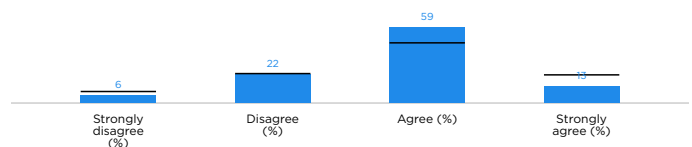
Has provided me with the support I need to improve my teaching.



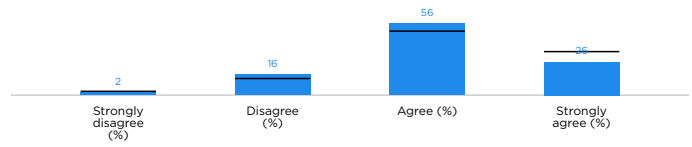
Provides me with useful feedback to improve my teaching.



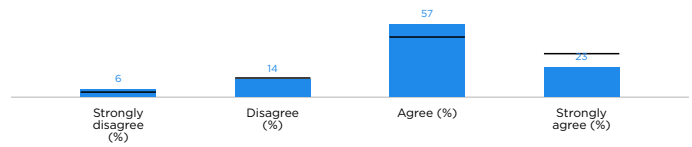
Knows what's going on in my classroom.



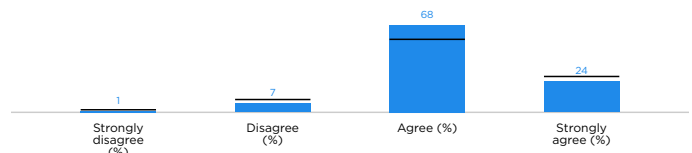
Presses teachers to implement what they have learned in professional development.



Communicates a clear vision for our school.



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



# 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 **43** means that Doherty High School is *neutral* on this measure.

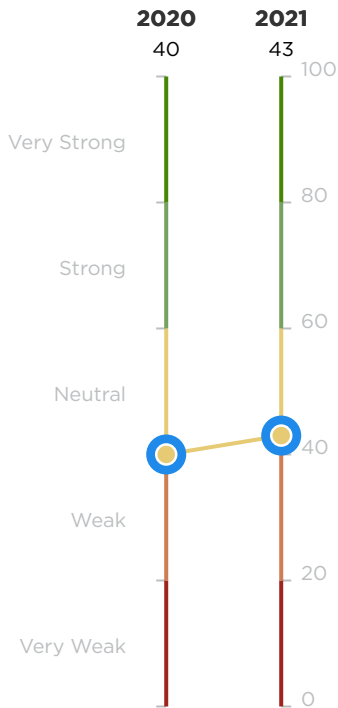
## Essential

Collaborative Teachers

## Respondent

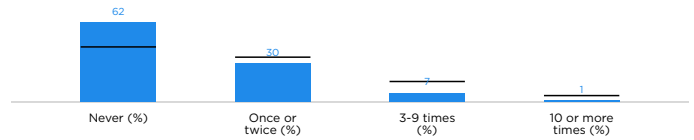
Teacher

## Performance

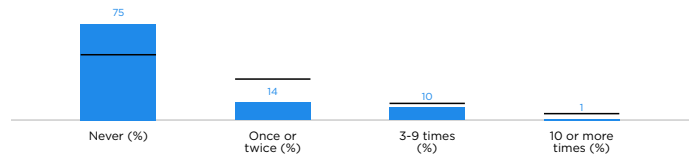


## Teachers report how often they have done the following:

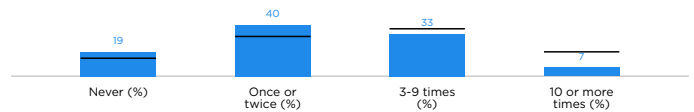
Observed another teacher's classroom to get ideas for your own instruction.



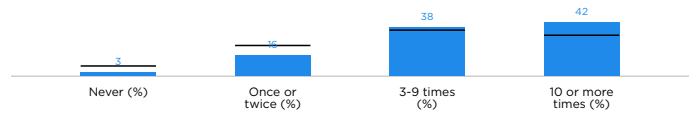
Observed another teacher's classroom to offer feedback.



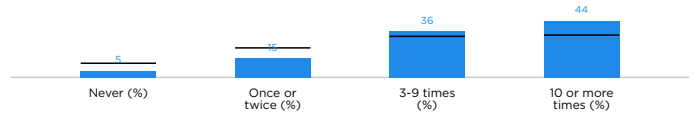
Gone over student assessment data with other teachers to make instructional decisions.



Worked on instructional strategies with other teachers.



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





# Expectations for Postsecondary Education

In schools with strong Expectations for Postsecondary Education, the school expects all students to attend college and promotes college readiness.

- Based on a comparison to the benchmark, an mScore of **41** means that Doherty High School is *neutral* on this measure.

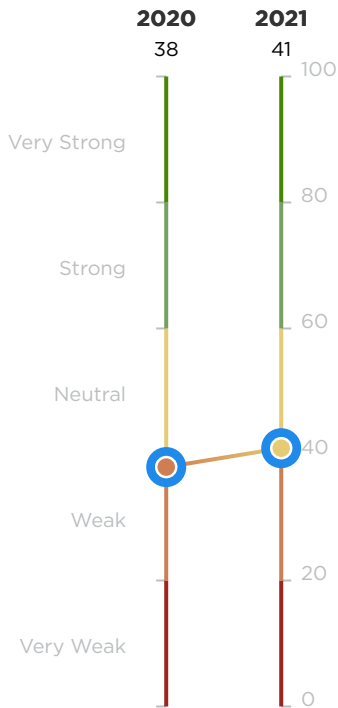
## Essential

Supportive Environment

## Respondent

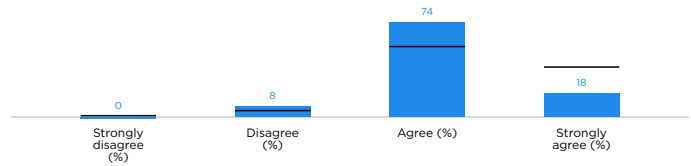
Teacher

## Performance

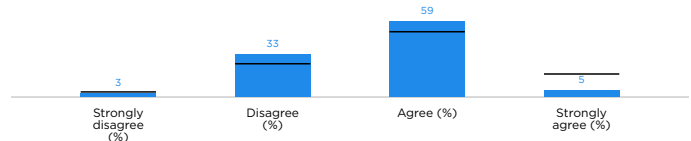


## Teachers report that:

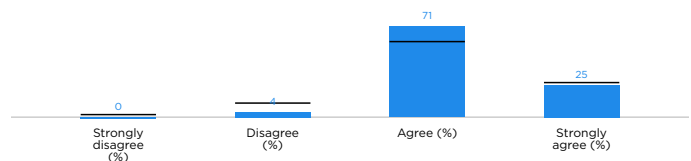
Teachers in this school feel that it is a part of their job to prepare students to succeed in college.



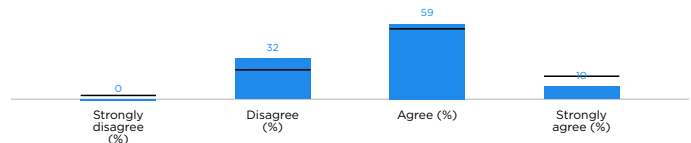
Most of the students in this school are planning to go to college.



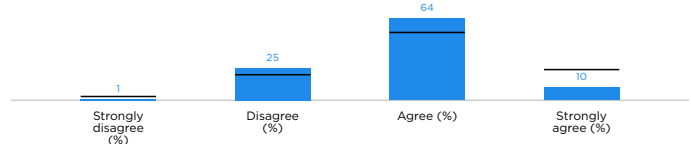
The curriculum at this school is focused on helping students get ready for college.



Teachers at this school help students plan for college outside of class time.



Teachers expect most students in this school to go to college.



# Safety

## Safety

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

### Essential

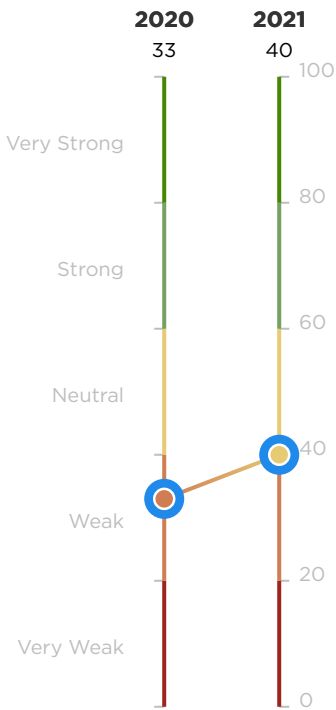


Supportive Environment

### Respondent

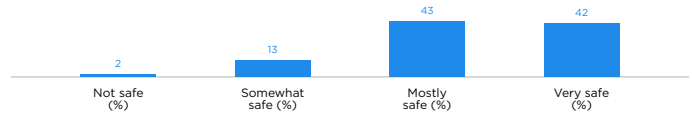
Student

### Performance

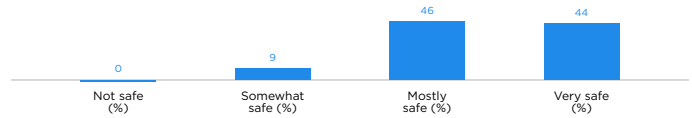


## Students report how safe they feel:

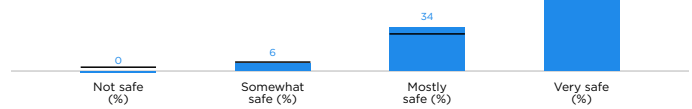
In the bathrooms of the school?



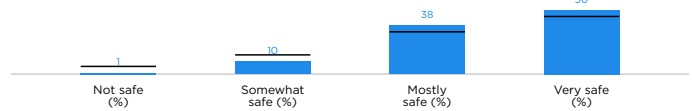
In the hallways of the school?



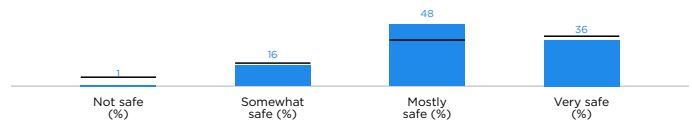
In your classes?



Traveling between home and school?



Outside around the school?



# School-Wide Future Orientation

In schools with strong School-Wide Future Orientation, the school engages all students in planning for life after graduation.

- Based on a comparison to the benchmark, an mScore of **36** means that Doherty High School is *weak* on this measure.

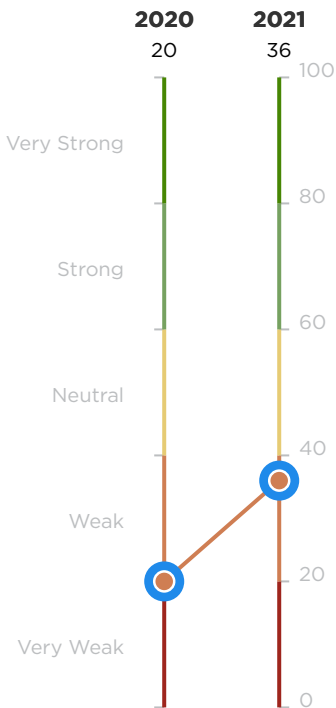
## Essential

Supportive Environment

## Respondent

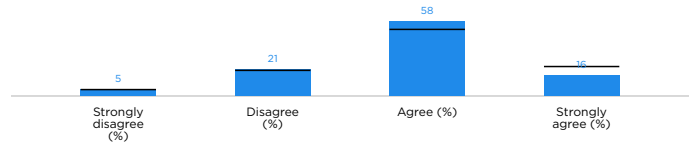
Student

## Performance

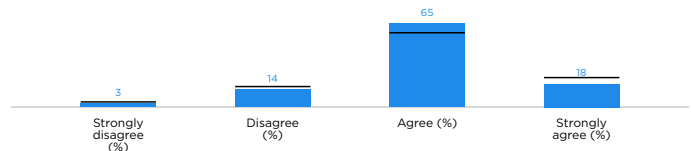


## Students report that:

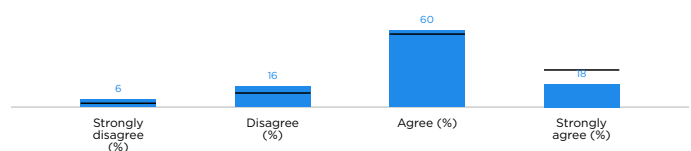
Teachers make sure that all students are planning for life after graduation.



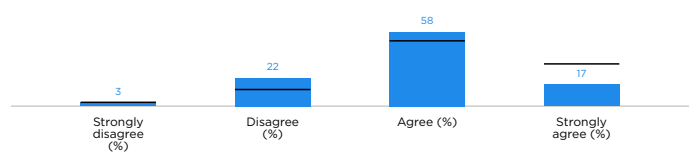
Teachers work hard to make sure that all students are learning.



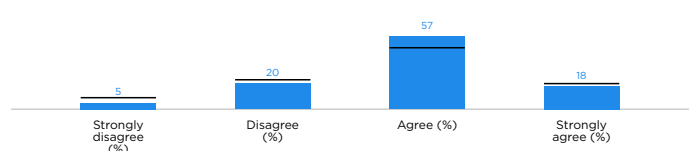
High school is seen as preparation for the future.



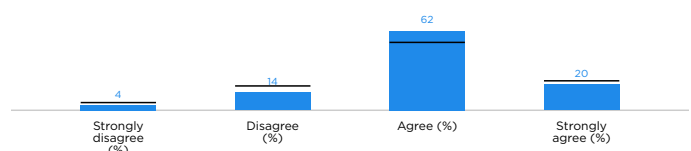
All students are encouraged to go to college.



Teachers pay attention to all students, not just the top students.



Teachers work hard to make sure that students stay in school.




# 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 **34** means that Doherty High School is *weak* on this measure.

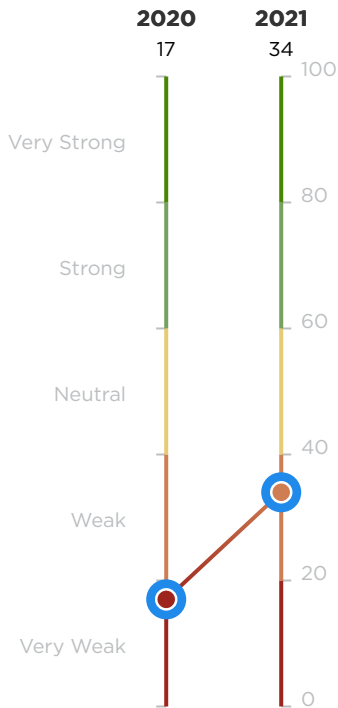
## Essential

 Collaborative Teachers

## Respondent

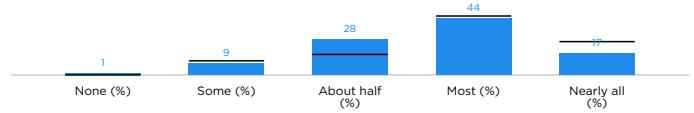
Teacher

## Performance

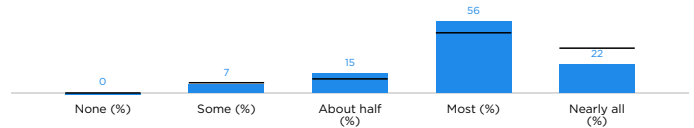


## Teachers report that other teachers in the school:

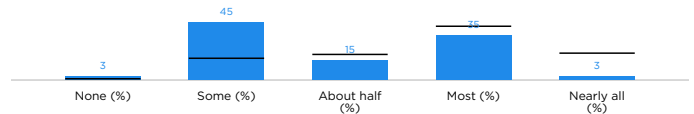
Feel responsible for helping students develop self-control.



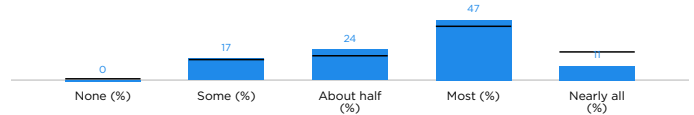
Feel responsible that all students learn.



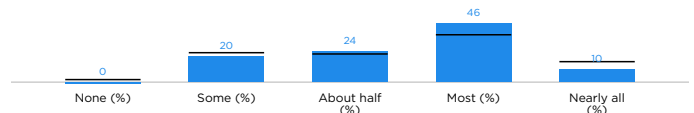
Help maintain discipline in the entire school, not just their classroom?



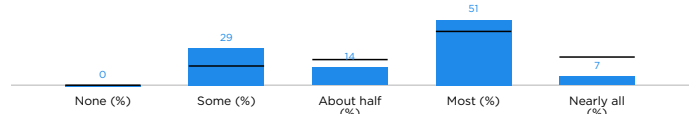
Feel responsible to help each other do their best.



Feel responsible when students in this school fail.



Take responsibility for improving the school.




# 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 **26** means that Doherty High School is *weak* on this measure.

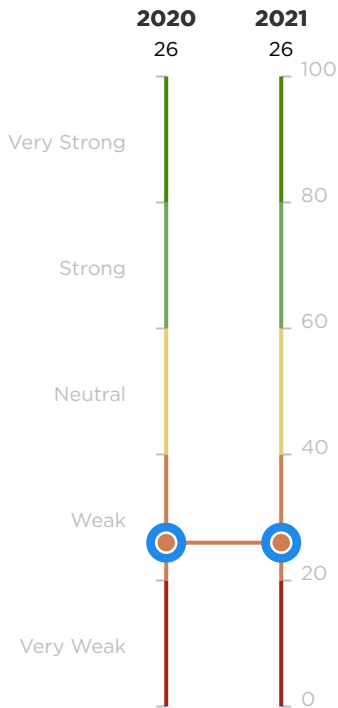
## Essential

 Ambitious Instruction

## Respondent

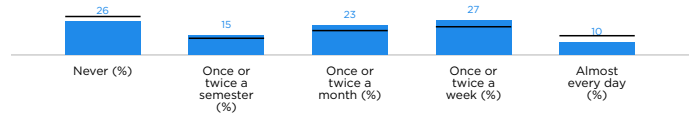
Student

## Performance

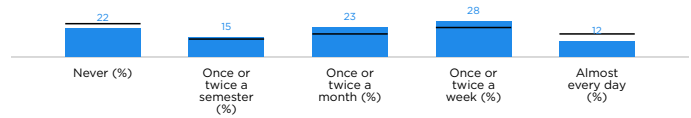


## Students report that they do the following in math class:

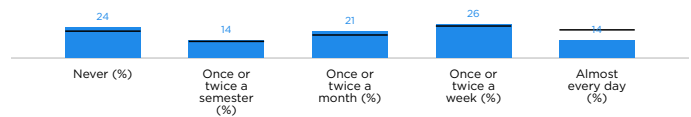
Write a few sentences to explain how you solved a math problem.



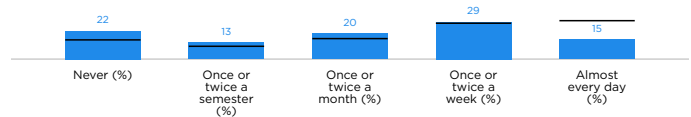
Solve a problem with multiple steps that takes more than 20 minutes.



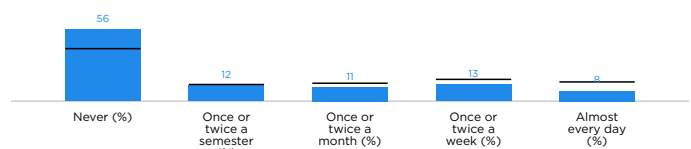
Apply math to situations in life outside of school.



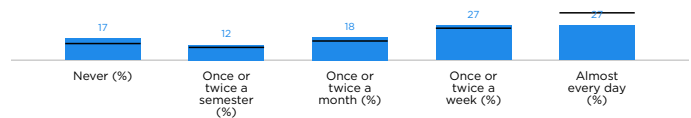
Discuss possible solutions to problems with other students.



Write a math problem for other students to solve.



Explain how you solved a problem to the class.



# 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 **26** means that Doherty High School is *weak* on this measure.

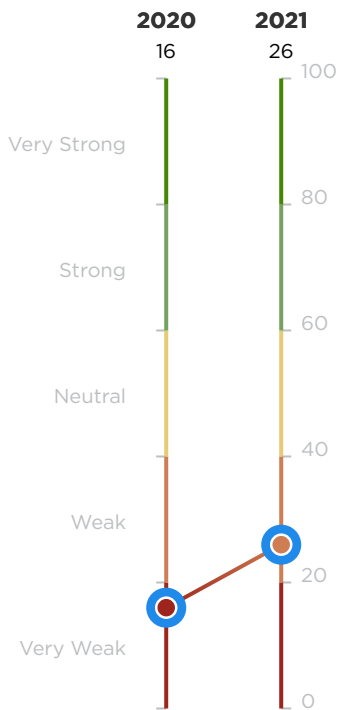
## Essential

Effective Leaders

## Respondent

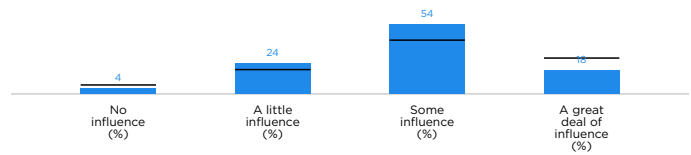
Teacher

## Performance

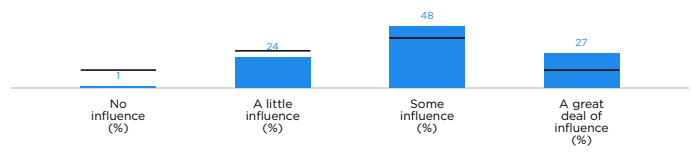


## Teachers report having influence on:

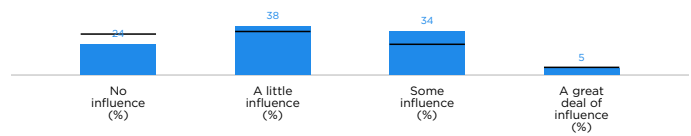
Setting standards for student behavior.



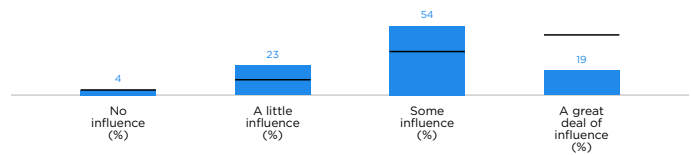
Determining the content of in-service programs.



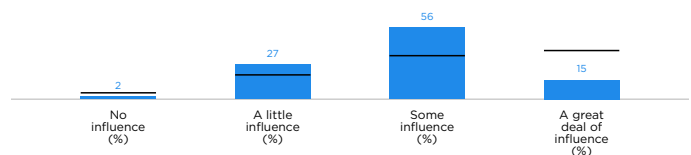
Planning how discretionary school funds should be used.



Establishing the curriculum and instructional program.


















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



# All Supplemental Measures

How is Doherty High School performing on all supplemental measures in 2021?

Page	Measure	Change	Performance	Essential	Respondent
32	Student Peer Relationships	+ 26	82 <b>Very Strong</b>	 Supplemental Measures	Student
33	Socialization of New Teachers	+ 16	79 <b>Strong</b>	 Supplemental Measures	Teacher
34	Teacher Safety	+ 22	62 <b>Strong</b>	 Supplemental Measures	Teacher
36	Academic Engagement	+ 10	56 <b>Neutral</b>	 Supplemental Measures	Student
37	Human & Social Resources in the Community	+ 18	55 <b>Neutral</b>	 Supplemental Measures	Student
38	Academic Personalism	+ 21	53 <b>Neutral</b>	 Supplemental Measures	Student
39	Student Responsibility	+ 0	52 <b>Neutral</b>	 Supplemental Measures	Teacher
40	Rigorous Study Habits	+ 21	50 <b>Neutral</b>	 Supplemental Measures	Student
41	Course Clarity	+ 19	49 <b>Neutral</b>	 Supplemental Measures	Student
42	Inquiry-Based Science Instruction	- 11	39 <b>Weak</b>	 Supplemental Measures	Student
43	Innovation	+ 26	35 <b>Weak</b>	 Supplemental Measures	Teacher
44	Classroom Rigor	+ 12	34 <b>Weak</b>	 Supplemental Measures	Student
45	Reflective Dialogue	+ 3	32 <b>Weak</b>	 Supplemental Measures	Teacher
46	Parent Supportiveness	N/A	14 <b>Very Weak</b>	 Supplemental Measures	Student
47	Importance of High School for the Future	+ 0	1 <b>Very Weak</b>	 Supplemental Measures	Student

# 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 **82** means that Doherty High School is *very strong* on this measure.

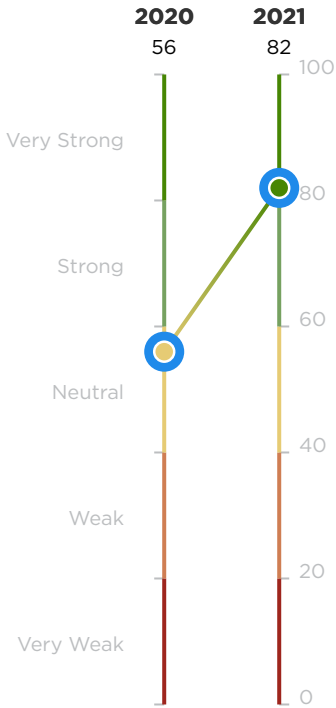
## Essential

Supplemental Measures

## Respondent

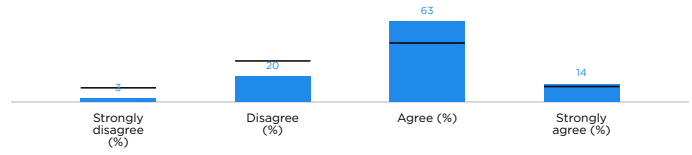
Student

## Performance

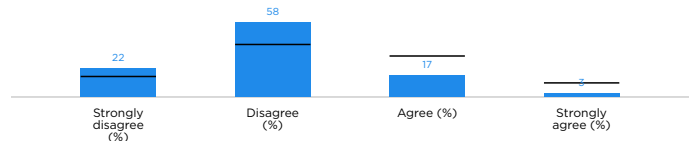


## Students report that their school peers:

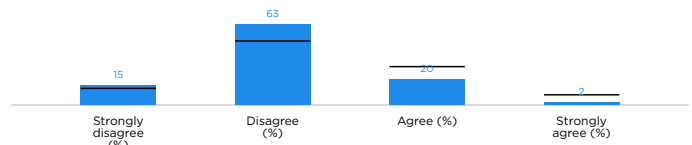
Treat each other with respect.



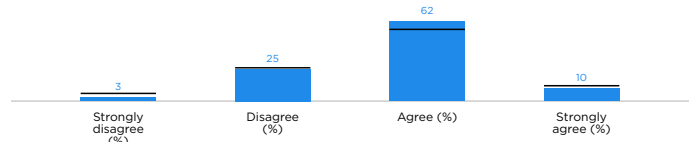
Like to put others down.



Don't get along together very well.



Help each other learn.





# 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 **79** means that Doherty High School is *strong* on this measure.

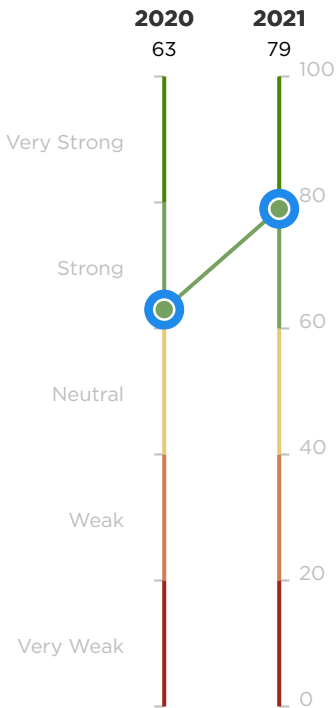
## Essential

Supplemental Measures

## Respondent

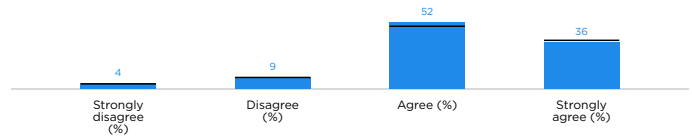
Teacher

## Performance

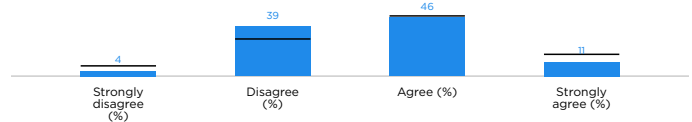


## Teachers report the following:

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



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



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



# 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 **62** means that Doherty High School is *strong* on this measure.

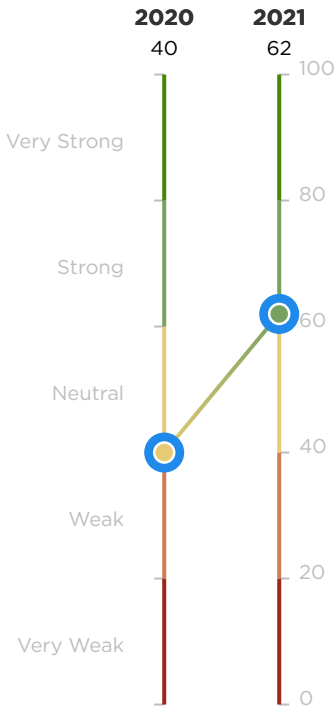
## Essential

Supplemental Measures

## Respondent

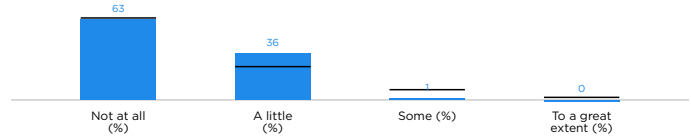
Teacher

## Performance

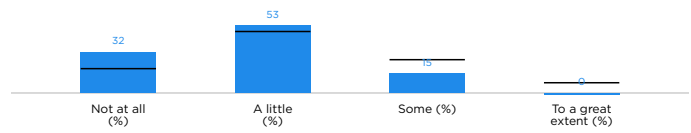


## Teachers report how much each of the following is a problem:

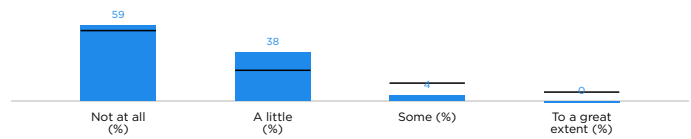
### Threats of violence toward teachers



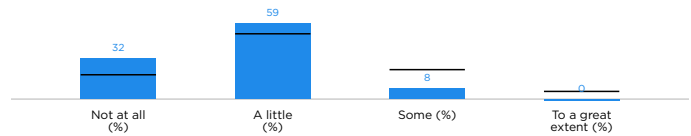
### Disorder in classrooms



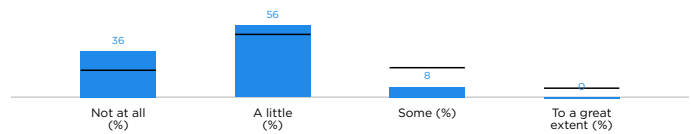
### Gang activity



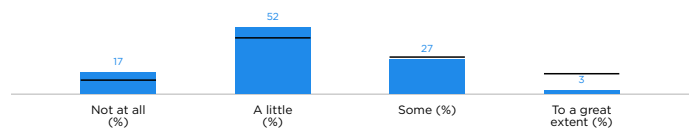
### Robbery or theft



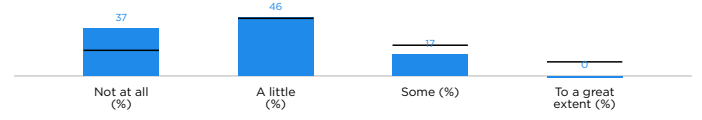
### Physical conflicts among students



### Student disrespect of teachers



Disorder in hallways



# 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 **56** means that Doherty High School is *neutral* on this measure.

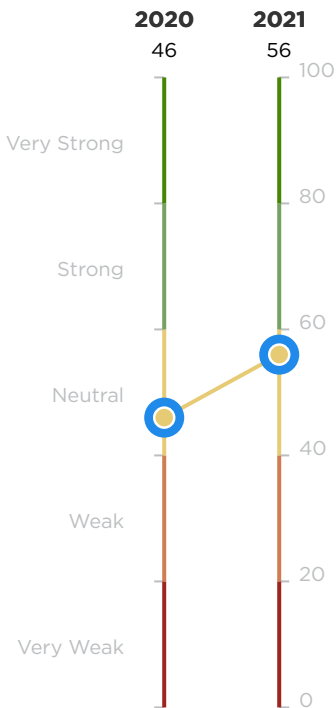
## Essential

Supplemental Measures

## Respondent

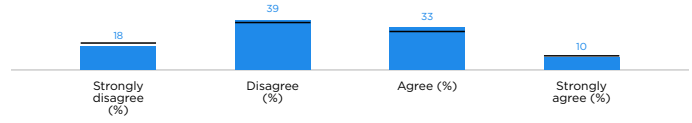
Student

## Performance

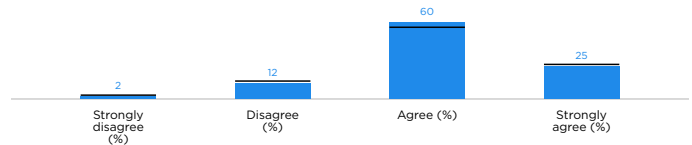


## Students report:

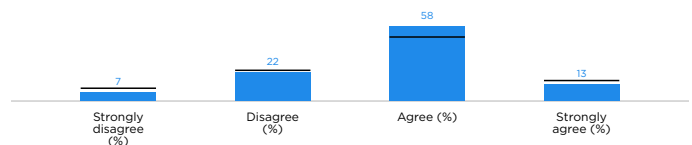
Sometimes I get so interested in my work I don't want to stop.



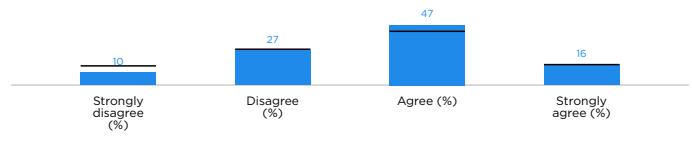
I work hard to do my best in this class.



The topics we are studying are interesting and challenging.



I usually look forward to this class.



# 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 **55** means that Doherty High School is *neutral* on this measure.

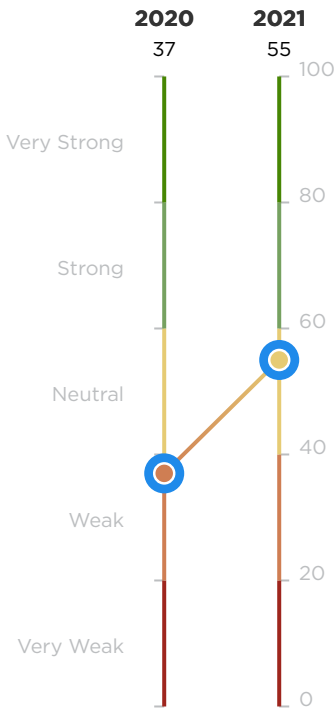
## Essential

Supplemental Measures

## Respondent

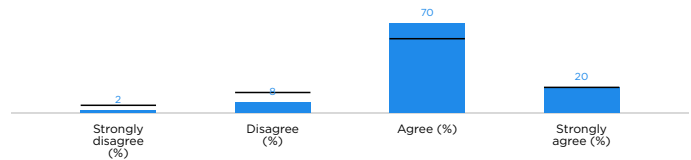
Student

## Performance

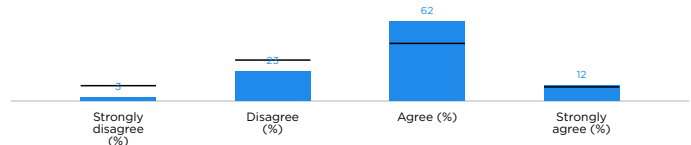


## Students report the following about their community:

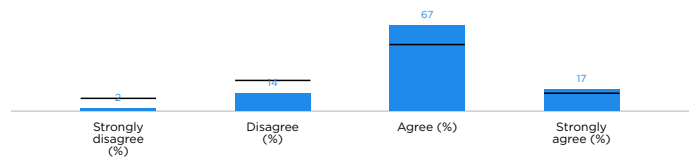
During the day, it is safe for children to play in the local park or playground.



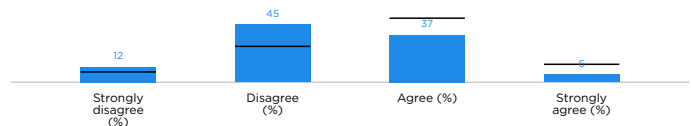
People in this neighborhood can be trusted.



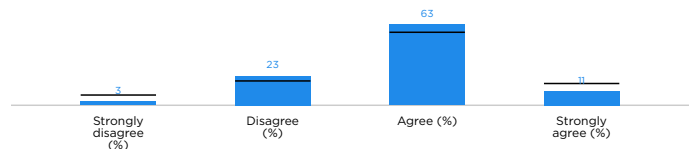
The equipment and buildings in the neighborhood, park, or playground are well kept.



Adults in this neighborhood know who the local children are.



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



# 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 **53** means that Doherty High School is *neutral* on this measure.

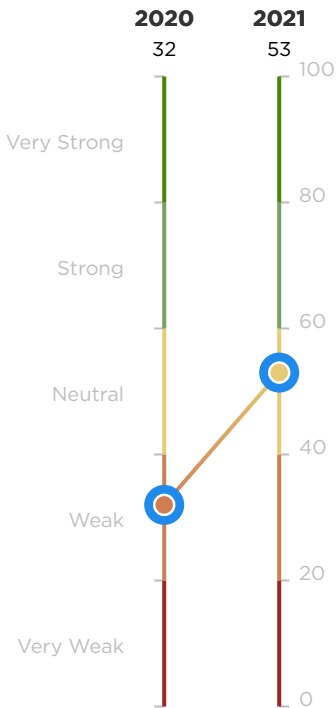
## Essential

Supplemental Measures

## Respondent

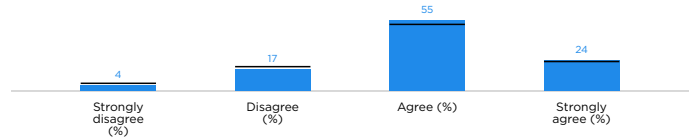
Student

## Performance

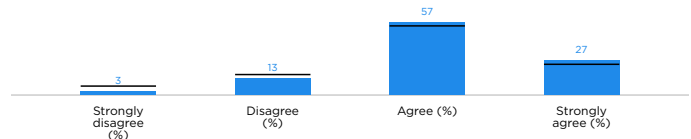


## Students report that their teacher:

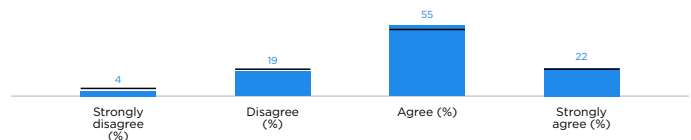
Gives me specific suggestions about how I can improve my work in this class.



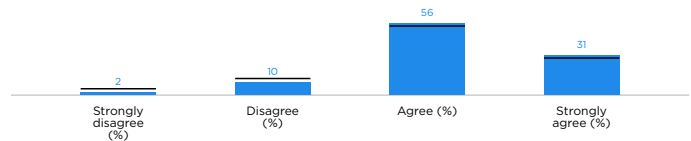
Helps me catch up if I am behind.



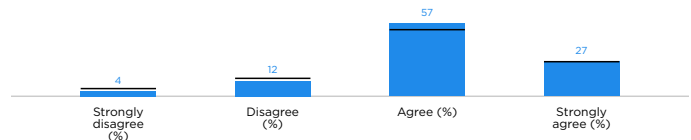
Notifies if I have trouble learning something.



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



Explains things in a different way if I don't understand something in 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 **52** means that Doherty High School is *neutral* on this measure.

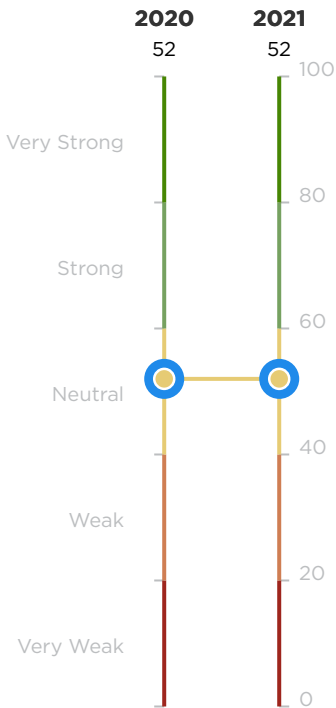
## Essential

Supplemental Measures

## Respondent

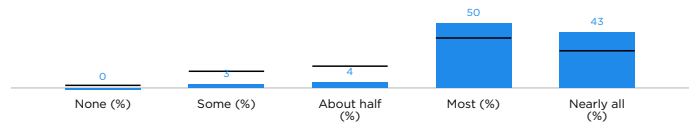
Teacher

## Performance

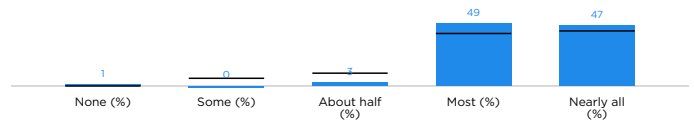


## Teachers report that their students:

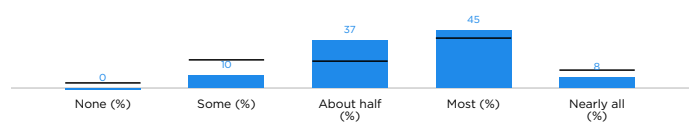
Come to class prepared with the appropriate supplies and books?



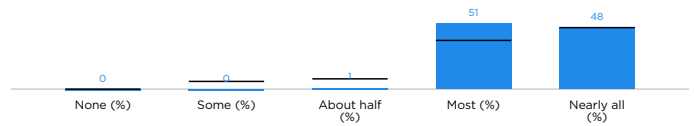
Attend class regularly?



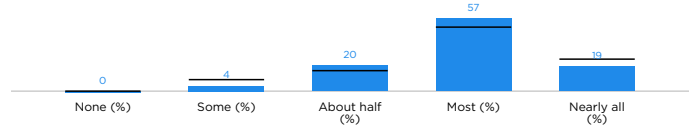
Always turn in their homework?



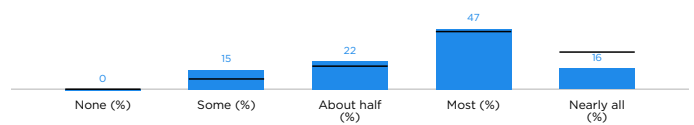
Come to class on time?



Regularly pay attention in class?



Actively participate in class activities?



# 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 **50** means that Doherty High School is *neutral* on this measure.

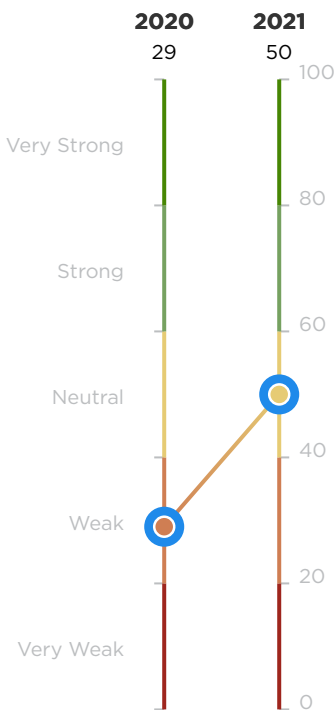
## Essential

Supplemental Measures

## Respondent

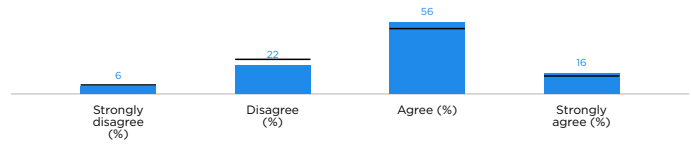
Student

## Performance

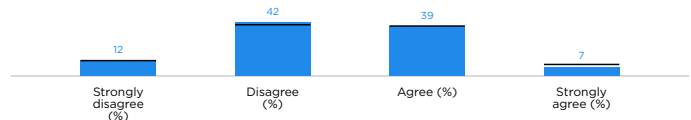


## Students report that:

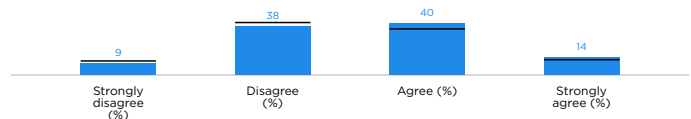
I set aside time to do my homework and study.



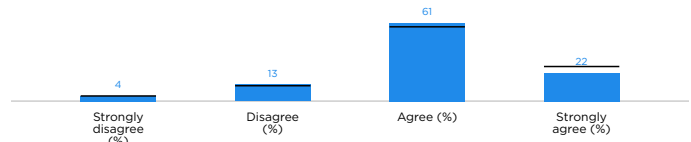
I always study for tests.



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



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





# 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 **49** means that Doherty High School is *neutral* on this measure.

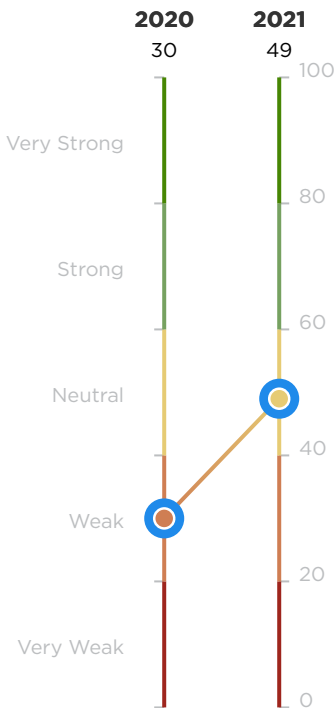
## Essential

Supplemental Measures

## Respondent

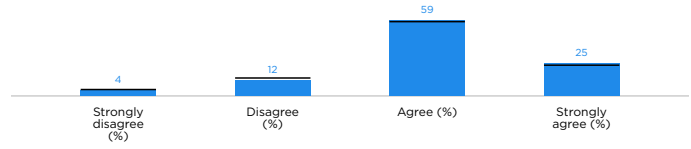
Student

## Performance

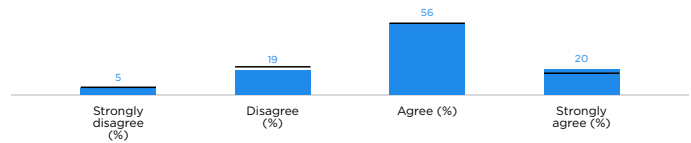


## Students report the following about one specific class:

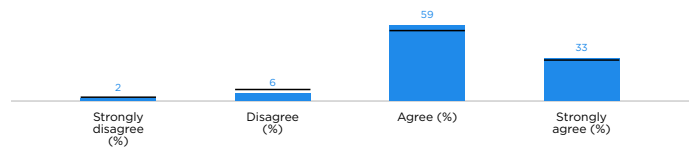
The homework assignments help me to learn the course material.



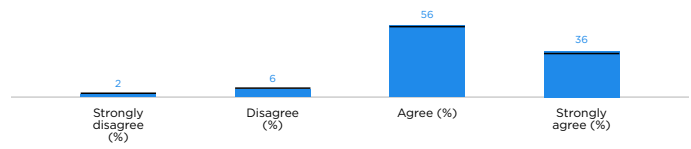
I learn a lot from feedback on my work.



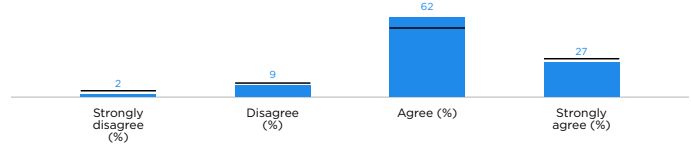
I know what my teacher wants me to learn in this class.



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.



# 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 **39** means that Doherty High School is *weak* on this measure.

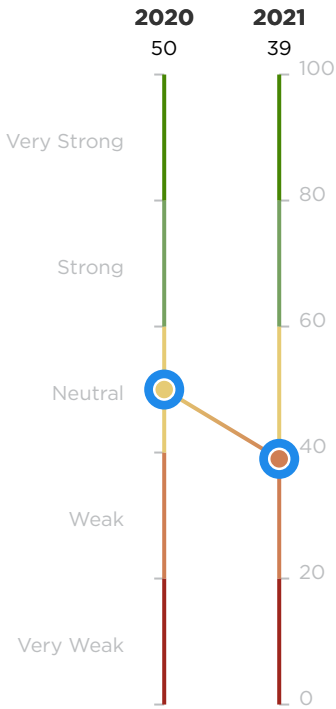
## Essential

Supplemental Measures

## Respondent

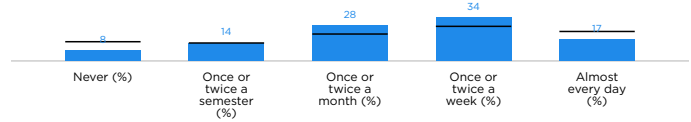
Student

## Performance

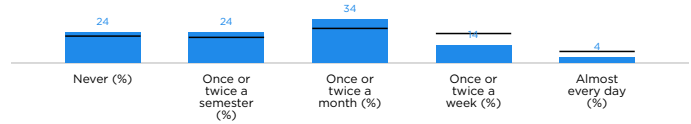


## Students report doing the following in science class:

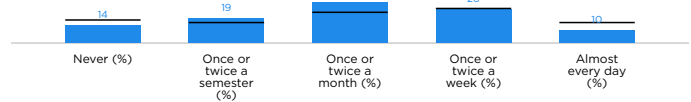
Find information from graphs and tables.



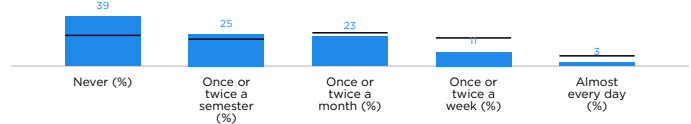
Write lab reports.



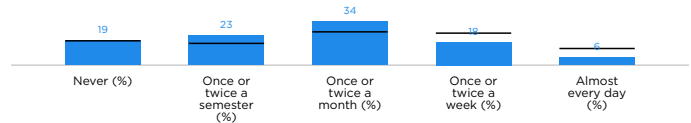
Use evidence/data to support an argument or hypothesis.



Use laboratory equipment or specimens.



Generate your own hypotheses.



# 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 **35** means that Doherty High School is *weak* on this measure.

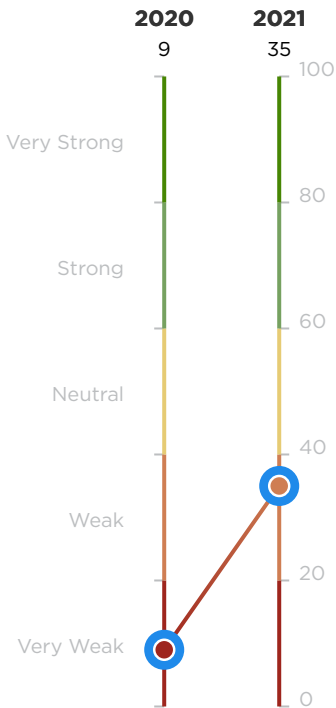
## Essential

Supplemental Measures

## Respondent

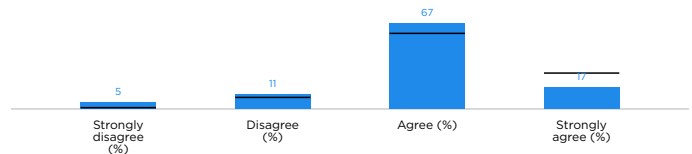
Teacher

## Performance

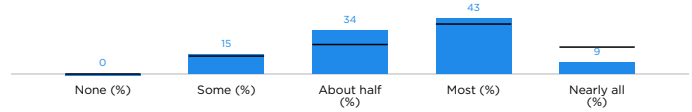


## Teachers report that:

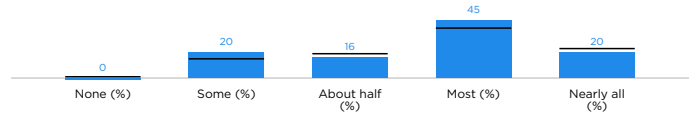
Teachers are continually learning and seeking new ideas.



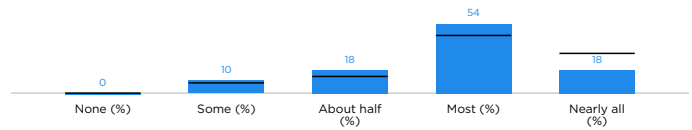
Teachers are eager to try new ideas.



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



Teachers are really trying to improve their teaching.



# 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 **34** means that Doherty High School is *weak* on this measure.

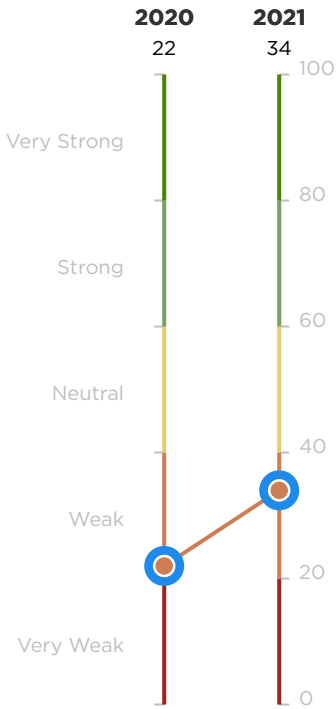
### Essential

Supplemental Measures

### Respondent

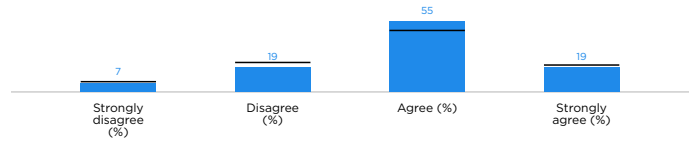
Student

### Performance

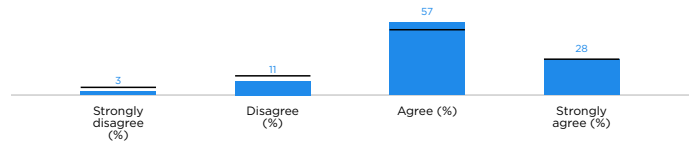


## Students report that the teacher in their target class:

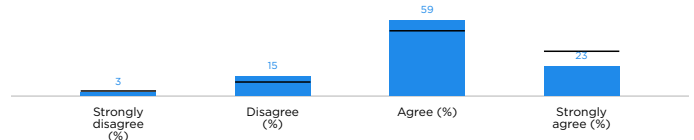
Often connects what I am learning to life outside of the classroom.



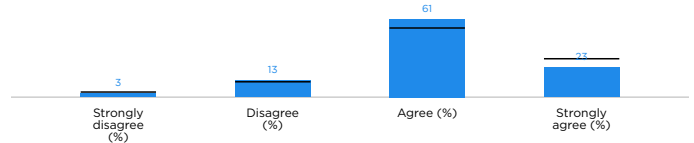
Encourages students to share their ideas about things we are studying in class.



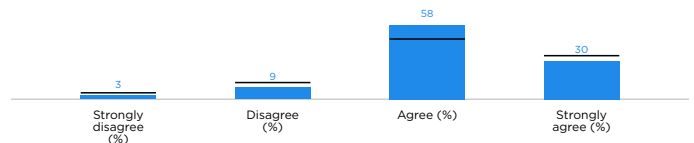
Often requires me to explain my answers.



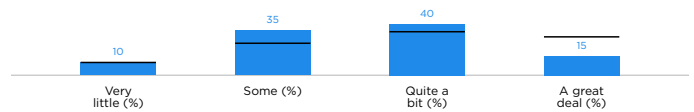
Encourages us to consider different solutions or points of view.



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



We talk about different solutions or points of view.



# 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 **32** means that Doherty High School is *weak* on this measure.

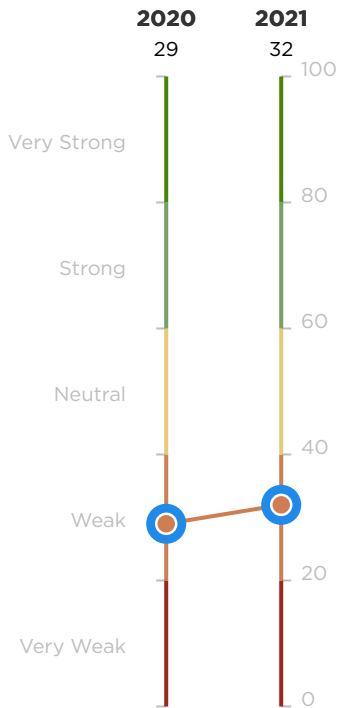
## Essential

Supplemental Measures

## Respondent

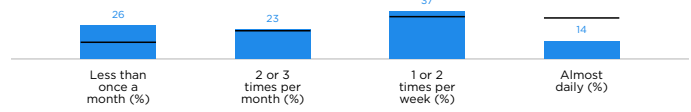
Teacher

## Performance

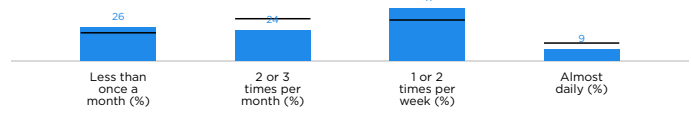


## Teachers report having conversations with colleagues about:

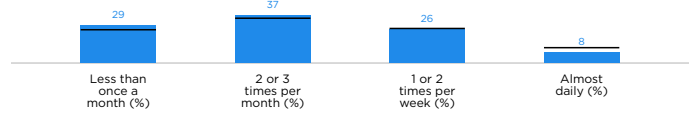
### Managing classroom behavior



### The development of new curriculum



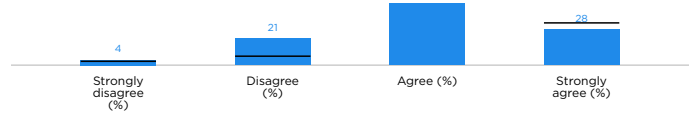
### The goals of this school.



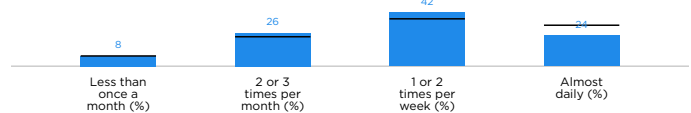
### Student work



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



### What helps students learn the best



# 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 **14** means that Doherty High School is *very weak* on this measure.

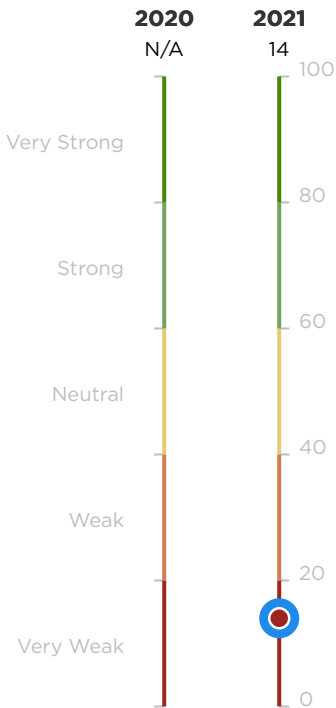
### Essential

Supplemental Measures

### Respondent

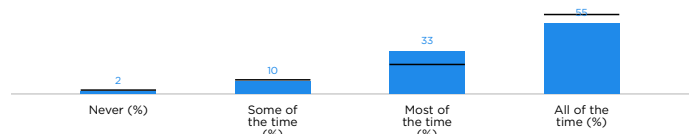
Student

### Performance

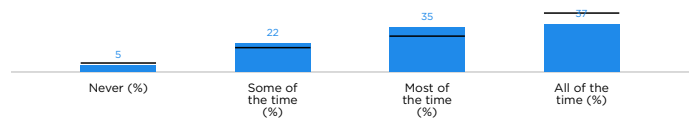


## Students report the following about their parents. My parents:

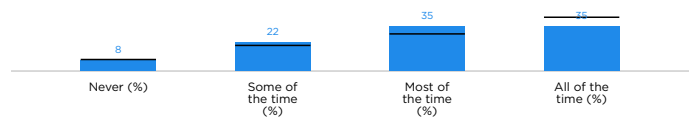
Encourage you to work hard at school.



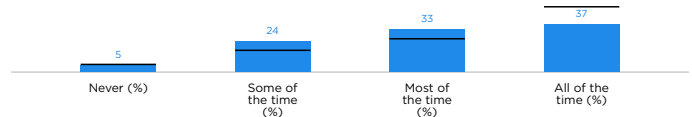
Listen to you when you need to talk.



Take time to help you make decisions.



Show they are proud of you.



# Importance of High School for the Future

In schools with strong Importance of High School for the Future, students recognize that working hard during high school is important and that high school is preparing them for their life after graduation.

- Based on a comparison to the benchmark, an mScore of **1** means that Doherty High School is *very weak* on this measure.

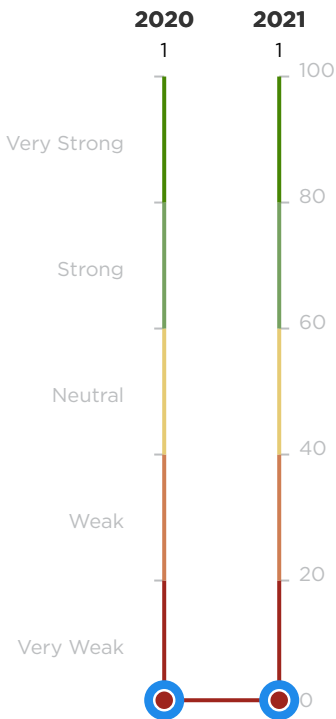
## Essential

Supplemental Measures

## Respondent

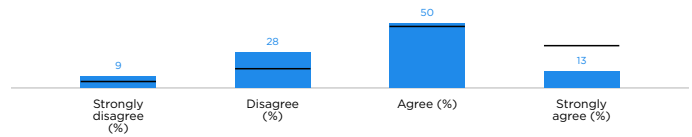
Student

## Performance

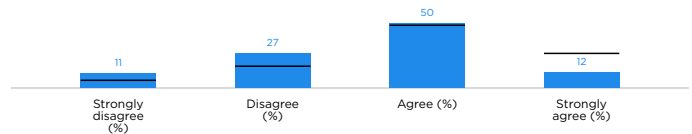


## Students report:

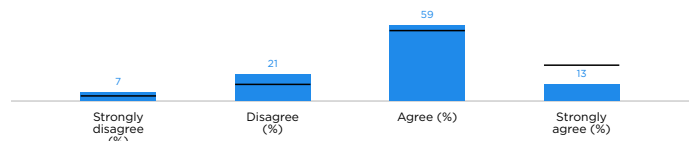
What we learn in class is necessary for success in the future.



My classes give me useful preparation for what I plan to do in life.



High school teaches me valuable skills.



Working hard in high school matters for success in the workforce.

