

## Reproducible 1.4: Level 1 Long-Form Leading Indicator Survey for Parents

1: Strongly disagree

2: Disagree

3: Neither disagree nor agree

4: Agree

5: Strongly agree

N: N/A or don't know

<b>1.1 The faculty and staff perceive the school environment as safe and orderly.</b>	Teachers and staff at my child's school consider it a safe place.	1	2	3	4	5	N
	Teachers and staff at my child's school consider it an orderly place.	1	2	3	4	5	N
	My child's school has clear and specific rules and procedures in place.	1	2	3	4	5	N
	Teachers, staff, and my child know the emergency management procedures for the school.	1	2	3	4	5	N
	Teachers, staff, and my child know how to implement the emergency management procedures for the school.	1	2	3	4	5	N
	Teachers, staff, and my child have practiced implementing emergency management procedures for specific incidents (for example, tornado drills, fire drills, or lockdown drills).	1	2	3	4	5	N
	The emergency management procedures at my child's school are updated on a regular basis.	1	2	3	4	5	N
<b>1.2 Students, parents, and the community perceive the school environment as safe and orderly.</b>	My child's school is a safe place.	1	2	3	4	5	N
	My child's school is an orderly place.	1	2	3	4	5	N
	I am aware of the rules and procedures in place at my child's school.	1	2	3	4	5	N
	My child's school uses social media to allow anonymous reporting of potential incidents.	1	2	3	4	5	N
	My child's school has a system that allows school leaders to communicate with me about issues regarding school safety (for example, a school call-out system).	1	2	3	4	5	N
	The leaders of my child's school coordinate with local law enforcement agencies regarding school safety issues.	1	2	3	4	5	N
	The leaders of my child's school engage the community and me regarding school safety issues.	1	2	3	4	5	N
<b>1.3 Teachers have formal roles in the decision-making process regarding school initiatives.</b>	Teachers help make important decisions at my child's school.	1	2	3	4	5	N
	Specific groups of teachers provide input regarding specific decisions at my child's school.	1	2	3	4	5	N

<b>1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.</b>	Teachers at my child’s school meet together on a regular basis.	1	2	3	4	5	N
	At my child’s school, teachers who teach the same subject use the same exams, quizzes, and tests.	1	2	3	4	5	N
	Teams of teachers at my child’s school look at student achievement data to figure out how to improve students’ learning.	1	2	3	4	5	N
<b>1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.</b>	The leaders of my child’s school ask teachers for their opinions about how the school should function.	1	2	3	4	5	N
	The leaders of my child’s school collect information from teachers about their opinions.	1	2	3	4	5	N
<b>1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.</b>	The leaders of my child’s school ask for my opinion about how the school should function.	1	2	3	4	5	N
	The leaders of my child’s school have a system to save and keep track of the information they collect about my opinions.	1	2	3	4	5	N
	Reports of opinion data collected from students, parents, and the community are generated regularly.	1	2	3	4	5	N
	I understand how my opinions affect school decisions.	1	2	3	4	5	N
	My child’s school hosts an interactive website.	1	2	3	4	5	N
	I visit my child’s school’s website often.	1	2	3	4	5	N
	The leaders and teachers at my child’s school use social networking technologies (such as Twitter and Facebook) to involve students, parents, and the community.	1	2	3	4	5	N
	The leaders of my child’s school host virtual town hall meetings.	1	2	3	4	5	N
	The leaders of my child’s school conduct focus group meetings with students, parents, and the community.	1	2	3	4	5	N
	The leaders of my child’s school host or speak at community/business luncheons.	1	2	3	4	5	N

<b>1.7 The success of the whole school, as well as individuals within the school, is appropriately acknowledged.</b>	The accomplishments of my child’s school have been adequately acknowledged and celebrated.	1	2	3	4	5	N
	The accomplishments of my child’s teachers have been adequately acknowledged and celebrated.	1	2	3	4	5	N
	My child’s individual accomplishments have been adequately acknowledged and celebrated.	1	2	3	4	5	N
	The leaders of my child’s school acknowledge and celebrate individual accomplishments, teacher-team or department accomplishments, and whole-school accomplishments in a variety of ways (for example, through faculty celebrations, newsletters to parents, announcements, the school website, or social media).	1	2	3	4	5	N
<b>1.8 The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.</b>	Teachers at my child’s school have adequate materials to teach effectively.	1	2	3	4	5	N
	Teachers at my child’s school have adequate time to teach effectively.	1	2	3	4	5	N
	The leaders of my child’s school develop, submit, and implement detailed budgets.	1	2	3	4	5	N
	The leaders of my child’s school successfully access and leverage a variety of fiscal resources (such as grants or title funds).	1	2	3	4	5	N
	The leaders of my child’s school manage time to maximize a focus on instruction.	1	2	3	4	5	N
	The leaders of my child’s school direct the use of technology to improve teaching and learning.	1	2	3	4	5	N