

## Reproducible 3.2: Level 3 Long-Form Leading Indicator Survey for Administrators

1: Strongly disagree      2: Disagree      3: Neither disagree nor agree  
 4: Agree      5: Strongly agree      N: N/A or don't know

<b>3.1 The school curriculum and accompanying assessments adhere to state and district standards.</b>	Our school's written curriculum has been analyzed to ensure that it correlates with state and district standards (for example, the Common Core State Standards [CCSS]).	1	2	3	4	5	N
	Our school's curriculum adequately addresses important 21st century skills (for example, college and career readiness anchor standards and Mathematical Practices from the CCSS).	1	2	3	4	5	N
	Our school's taught curriculum (that is, what is taught in classrooms) has been analyzed to ensure that it correlates with the written curriculum.	1	2	3	4	5	N
	Our school's assessments have been analyzed to ensure that they accurately measure the written and taught curriculum.	1	2	3	4	5	N
	School teams meet regularly to analyze the relationship between our school's written curriculum, our school's taught curriculum, and our school's assessments.	1	2	3	4	5	N
	Teachers can describe the essential content and standards for the subject areas and grade levels that they teach.	1	2	3	4	5	N
<b>3.2 The school curriculum is focused enough that it can be adequately addressed in the time available to teachers.</b>	The essential elements of the content taught in our school have been identified.	1	2	3	4	5	N
	The amount of time needed to adequately address the essential elements of the content taught in our school has been examined.	1	2	3	4	5	N
	School teams meet regularly to discuss and revise (as necessary) documents that articulate essential content and the time needed to teach that content (for example, pacing guides and curriculum maps).	1	2	3	4	5	N
	Essential vocabulary has been identified for Tiers 1, 2, and 3.	1	2	3	4	5	N
<b>3.3 All students have the opportunity to learn the critical content of the curriculum.</b>	Tracking systems at our school are used to examine each student's access to the essential elements of the curriculum.	1	2	3	4	5	N
	Parents at our school are aware of their child's current access to the essential elements of the curriculum.	1	2	3	4	5	N
	All students at our school have access to advanced placement courses.	1	2	3	4	5	N
	The extent to which all students have access to necessary courses has been analyzed.	1	2	3	4	5	N
	I ensure that teachers have completed appropriate content training in their subject-area courses.	1	2	3	4	5	N
	Direct vocabulary instruction for Tier 1 terms is provided to those students who need it.	1	2	3	4	5	N
	Direct vocabulary instruction for Tier 2 terms is provided to all students as a regular part of English language arts instruction.	1	2	3	4	5	N
	Direct vocabulary instruction for Tier 3 terms is provided in all subject-area classes.	1	2	3	4	5	N

<b>3.4 Clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.</b>	Our school has set goals regarding the percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments.	1	2	3	4	5	N
	Our school has set goals to eliminate the achievement gap for all students.	1	2	3	4	5	N
	Our school has set goals to eliminate differences in achievement for students at various socioeconomic levels.	1	2	3	4	5	N
	Our school has set goals to eliminate differences in achievement for students of various ethnicities.	1	2	3	4	5	N
	Our school has set goals to eliminate differences in achievement for English learners.	1	2	3	4	5	N
	Our school has set goals to eliminate differences in achievement for students with special needs.	1	2	3	4	5	N
	Our school's goals for student achievement are posted where teachers see them regularly.	1	2	3	4	5	N
	Our school's goals for student achievement are discussed regularly at faculty meetings.	1	2	3	4	5	N
	I can explain how our school's goals eliminate differences in achievement for students at various socioeconomic levels.	1	2	3	4	5	N
	I can explain how our school's goals eliminate differences in achievement for students of various ethnicities.	1	2	3	4	5	N
	I can explain how our school's goals eliminate differences in achievement for English learners.	1	2	3	4	5	N
	I can explain how our school's goals eliminate differences in achievement for students with special needs.	1	2	3	4	5	N
	Various departments and faculty members are responsible for specific improvement goals.	1	2	3	4	5	N
	Our school's goals address our school's most critical and severe deficiencies.	1	2	3	4	5	N
<b>3.5 Data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.</b>	Overall student achievement is analyzed regularly at our school.	1	2	3	4	5	N
	Student achievement data are regularly examined from a value-added results perspective.	1	2	3	4	5	N
	Teachers at our school regularly report and use results from multiple types of assessments (for example, benchmark assessments and common assessments).	1	2	3	4	5	N
	Teachers at our school can describe the different types of student data reports available to them.	1	2	3	4	5	N
	Student data reports (including graphs and charts) are updated regularly to track growth in student achievement.	1	2	3	4	5	N
	Our school's leadership team regularly analyzes student growth data.	1	2	3	4	5	N
	Data briefings are conducted regularly at faculty meetings.	1	2	3	4	5	N

<b>3.6 Appropriate school- and classroom-level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed.</b>	Our school has extended school day programs in place.	1	2	3	4	5	N
	Our school has extended school week programs in place.	1	2	3	4	5	N
	Our school has extended school year programs in place.	1	2	3	4	5	N
	Our school has after-school programs in place.	1	2	3	4	5	N
	Our school has tutorial programs in place.	1	2	3	4	5	N
	Our school schedule is designed to allow students to receive academic help while in school.	1	2	3	4	5	N
	Students' completion of programs designed to improve their academic achievement (such as gifted and talented education; advanced placement; and science, technology, engineering, and mathematics [STEM]) is monitored.	1	2	3	4	5	N
	Our school has response to intervention measures and programs in place.	1	2	3	4	5	N
	Our school has enrichment programs in place.	1	2	3	4	5	N