

## Reproducible 4.2: Level 4 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>4.1 Clear and measurable goals are established and are focused on critical needs regarding improving achievement of individual students within the school.</b>	Our school has articulated the essential elements for each subject area in the form of clear learning goals.	1	2	3	4	5	N
	Our school has created a proficiency scale for each essential element for each subject area.	1	2	3	4	5	N
	Our school has set goals for each student's achievement on state assessments, benchmark assessments, or common assessments.	1	2	3	4	5	N
	Our school has set goals for each student's knowledge gain on each proficiency scale.	1	2	3	4	5	N
	Each student in our school knows his or her status on each of his or her achievement goals.	1	2	3	4	5	N
	Each student in our school knows his or her status on each of his or her knowledge gain goals.	1	2	3	4	5	N
	Each student in our school uses a data notebook to track his or her progress on individual goals.	1	2	3	4	5	N
	The parents of each student in our school are aware of their child's individual goals.	1	2	3	4	5	N
	During student-led conferences, students, teachers, and parents focus on the student's individual goals.	1	2	3	4	5	N
	During parent-teacher conferences, teachers and parents focus on the student's individual goals.	1	2	3	4	5	N
All of the students in our school perceive that their individual goals are academically challenging.	1	2	3	4	5	N	
<b>4.2 Data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.</b>	Each teacher in our school regularly analyzes the status and growth of each of his or her students.	1	2	3	4	5	N
	Each student in our school and his or her parents can describe the student's achievement status and growth status for each of the student's goals.	1	2	3	4	5	N
	I examine the individual achievement of students in our school from a value-added perspective.	1	2	3	4	5	N
	Each teacher in our school reports his or her students' results from multiple types of assessments to me (for example, benchmark assessments or common assessments).	1	2	3	4	5	N
	Each teacher in our school can describe the different types of individual student reports that are available to him or her.	1	2	3	4	5	N
	Someone in our school regularly updates student reports, graphs, and charts to track student achievement growth.	1	2	3	4	5	N
	Our school's leadership team regularly analyzes individual students' performance.	1	2	3	4	5	N