

Reproducible 4.3: Level 4 Long-Form Leading Indicator Survey for Students

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

4.1 Clear and measurable goals are established and are focused on critical needs regarding improving achievement of individual students within the school.	There are clear learning goals I am expected to meet in each subject area.	1	2	3	4	5	N
	There is a proficiency scale for each goal I am expected to meet.	1	2	3	4	5	N
	I have goals for my performance on state assessments, benchmark assessments, or common assessments.	1	2	3	4	5	N
	I have goals for my knowledge gain on each proficiency scale.	1	2	3	4	5	N
	I know my current status on each of my achievement goals.	1	2	3	4	5	N
	I know my current status on each of my knowledge gain goals.	1	2	3	4	5	N
	I use a data notebook to track my progress on my goals.	1	2	3	4	5	N
	My parents know what my goals are.	1	2	3	4	5	N
	During student-led conferences, I talk about my goals.	1	2	3	4	5	N
	During parent-teacher conferences, my teacher and my parents talk about my goals.	1	2	3	4	5	N
My goals are academically challenging.	1	2	3	4	5	N	
4.2 Data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.	My teachers know my current status and growth on each of my goals.	1	2	3	4	5	N
	I can describe my achievement status and growth status for each of my goals.	1	2	3	4	5	N
	My teachers know how much I've grown as a result of their being my teachers.	1	2	3	4	5	N
	My teachers report my scores on exams, quizzes, and tests to my school's leaders.	1	2	3	4	5	N
	My teachers have reports that show how I am doing on my goals.	1	2	3	4	5	N
	When I make progress toward my goals, reports about me are updated.	1	2	3	4	5	N
	My teachers keep track of my progress toward my goals and help me move ahead if I'm not making progress.	1	2	3	4	5	N