

# Short-Form Leading Indicator Survey

		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	N/A or don't know
<b>1.1</b>	The faculty and staff perceive the school environment as safe and orderly.	1	2	3	4	5	N
<b>1.2</b>	Students, parents, and the community perceive the school environment as safe and orderly.	1	2	3	4	5	N
<b>1.3</b>	Teachers have formal roles in the decision-making process regarding school initiatives.	1	2	3	4	5	N
<b>1.4</b>	Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.	1	2	3	4	5	N
<b>1.5</b>	Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.	1	2	3	4	5	N
<b>1.6</b>	Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.	1	2	3	4	5	N
<b>1.7</b>	The success of the whole school, as well as individuals within the school, is appropriately acknowledged.	1	2	3	4	5	N
<b>1.8</b>	The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.	1	2	3	4	5	N
<b>2.1</b>	The school leader communicates a clear vision as to how instruction should be addressed in the school.	1	2	3	4	5	N
<b>2.2</b>	Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.	1	2	3	4	5	N
<b>2.3</b>	Predominant instructional practices throughout the school are known and monitored.	1	2	3	4	5	N
<b>2.4</b>	Teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.	1	2	3	4	5	N
<b>2.5</b>	Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.	1	2	3	4	5	N
<b>2.6</b>	Teachers have opportunities to observe and discuss effective teaching.	1	2	3	4	5	N

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		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	N/A or don't know
<b>3.1</b>	The school curriculum and accompanying assessments adhere to state and district standards.	1	2	3	4	5	N
<b>3.2</b>	The school curriculum is focused enough that it can be adequately addressed in the time available to teachers.	1	2	3	4	5	N
<b>3.3</b>	All students have the opportunity to learn the critical content of the curriculum.	1	2	3	4	5	N
<b>3.4</b>	Clear and measureable goals are established and focused on critical needs regarding improving overall student achievement at the school level.	1	2	3	4	5	N
<b>3.5</b>	Data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.	1	2	3	4	5	N
<b>3.6</b>	Appropriate school- and classroom-level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed.	1	2	3	4	5	N
<b>4.1</b>	Clear and measureable goals are established and are focused on critical needs regarding achievement of individual students within the school.	1	2	3	4	5	N
<b>4.2</b>	Data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.	1	2	3	4	5	N
<b>5.1</b>	Students move on to the next level of the curriculum for any subject area only after they have demonstrated competence at the previous level.	1	2	3	4	5	N
<b>5.2</b>	The school schedule is designed to accommodate students moving at a pace appropriate to their background and needs.	1	2	3	4	5	N
<b>5.3</b>	Students who have demonstrated competency levels greater than those articulated in the system are afforded immediate opportunities to begin work on advanced content and/or career paths of interest.	1	2	3	4	5	N