

**DEPARTMENT OF EDUCATION
AUGUST 15, 2018**

TAB	DESCRIPTION	ACTION
1	DEVELOPMENTS IN K-12 EDUCATION	Information Item
2	IDAHO SAT SCHOOL DAY 2018	Information Item
3	EDUCATOR CREDENTIAL – CONTENT, PEDAGOGY AND PERFORMANCE ASSESSMENTS AND QUALIFYING SCORES	Motion to Approve
4	IDAHO ACCOUNTABILITY FRAMEWORK SURVEY REQUIREMENTS	Motion to Approve

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SUBJECT

Developments in K-12 Education

BACKGROUND/DISCUSSION

Sherri Ybarra, Superintendent of Public Instruction, will share developments in K-12 education with the Board, including:

- New Chief Deputy Superintendent
- Spotlight: national recognition for Idaho teacher
- Reports coming in October

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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SUBJECT

Idaho SAT School Day 2018

REFERENCE

August 2013	Board approved removing the ACCUPLACER as an acceptable college entrance examination.
August 2015	Board removed the Compass exam as an acceptable college entrance examination for students graduating after 2016.
August 2017	Board approved rule language clarifying college entrance examination participation requirements for students with disabilities, exemption criteria and an application process to waive the college entrance exam in extenuating circumstances.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-105 and 33-1612, Idaho Code
Idaho Administrative code, IDAPA 08.02.03 – Section 105, College Entrance Examination

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: A Well Educated Citizenry, Objective A: Access

BACKGROUND/DISCUSSION

In accordance with IDAPA 08.02.03.105.03, students must take a college entrance exam to meet minimum graduation requirements. The State Department of Education oversees the administration of a statewide SAT on a school day established by the Department and The College Board. This informational item provides an overview of the scores from the 2018 administration.

IMPACT

The Idaho SAT School Day ensures students can meet the college entrance exam graduation requirement at no additional cost to the students.

ATTACHMENTS

Attachment 1 – Presentation

STAFF COMMENTS AND RECOMMENDATIONS

The college entrance exam requirement was added to the high school graduation requirements as part of the Board's High School Redesign Initiative in 2003. As part of the initial research the college entrance exam was identified as a barrier to students going on to postsecondary education after high school. Studies showed many students high school students from first generation families and other underserved population often did not take the a college entrance exam due to a sense of underachievement and a feeling that they would not do well on the exam while students coming from families that did not have family members that had

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gone to postsecondary education it was just not even considered. By requiring the exam to be taken as part of the high school graduation requirements students who would not have considered taking a college entrance exam and see that they could be successful at the postsecondary level or could identify areas that needed improvement so they could be successful at the postsecondary level.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.



SAT 2018 Update

SAT 2018 Update | 1

SAT Test Day 2018: Idaho Mean Score



Evidence-Based Reading and Writing	Math	Total Score
Idaho - Mean Scores		
503	486	989
SAT College and Career Readiness Benchmark Values		
480	530	NA

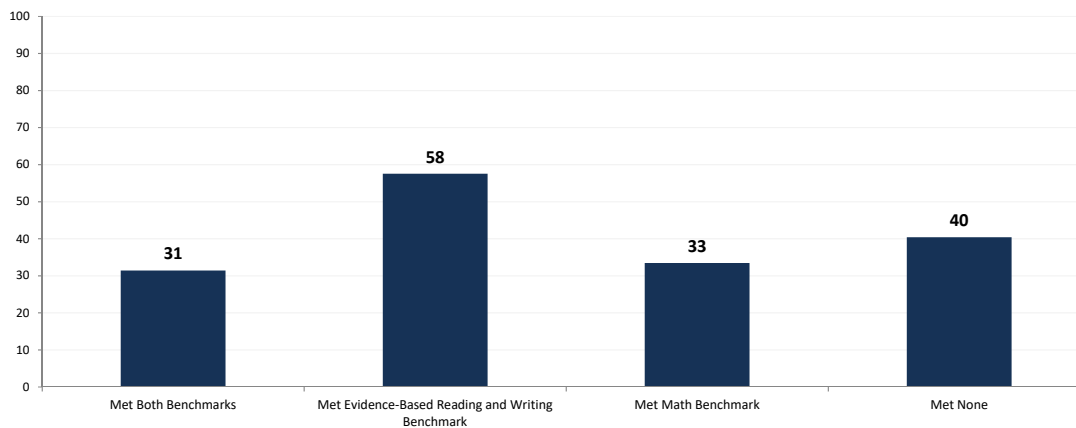
Benchmark values are not designed to be combined to create a composite benchmark.

SAT 2018 Update | 2

SAT Benchmark Attainment



SAT School Day 2018 - Benchmark Attainment (%) for 11th Graders in Idaho

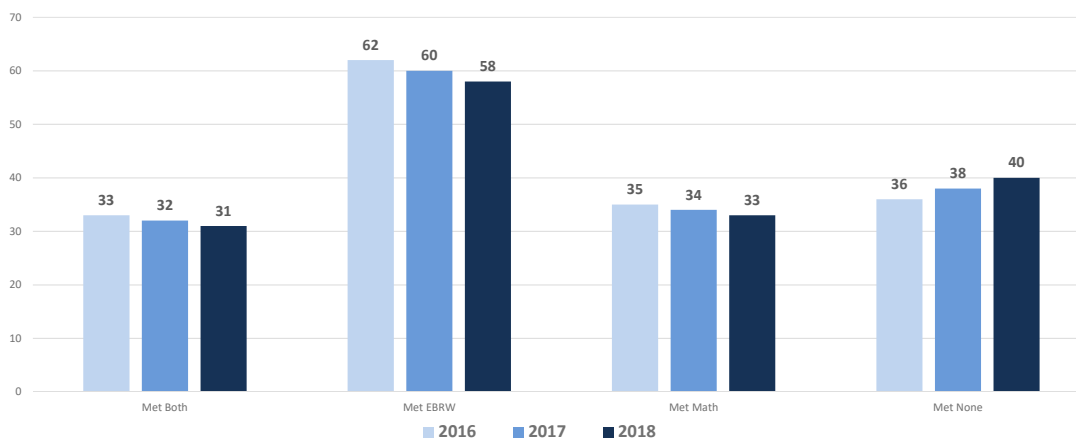


SAT 2018 Update | 3

SAT Benchmark Comparison



Benchmark Attainment 2016-2018 Comparison



SAT 2018 Update | 4

Questions



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Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

SAT 2018 Update|5

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SUBJECT

Content, Pedagogy, and Performance Assessments – Qualifying Scores

REFERENCE

October 2017	Board approved competency based assessment and rubric
February 2018	Board accepted PSC recommendation to approve current Praxis II assessments and Idaho qualifying scores

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.02.015.01.d - Standard Instructional Certificate, IDAPA 08.02.02.017.01 - Content, Pedagogy and Performance Assessment for Certification, IDAPA 08.02.02.021 – Endorsements, and IDAPA 08.02.02.042 – Alternate Routes to Certification.

ALIGNMENT WITH STRATEGIC PLAN

Goal 4: Effective and Efficient Educational System, Objective A: Quality Teaching Workforce

BACKGROUND/DISCUSSION

As per the Idaho Administrative Code listed above, one of the requirements for obtaining certification requires that proficiency be demonstrated in content, pedagogy, and performance. Currently, ETS Praxis II Subject Assessments with State Board-approved qualify scores are the only State Board-approved assessments.

During the State Board of Education's October 19, 2017 meeting, the Professional Standards Commission (PSC) was directed to evaluate and bring forward recommendations on additional state-approved assessments and qualifying scores that may be used for certification purposes.

Therefore, during its June 2018 meeting, the PSC voted to recommend approval of additional assessments for content, pedagogy, and performance (Attachment 1). Also during this June 2018 meeting, the PSC voted to recommend approval of several changes to the State Board-approved content assessments and qualifying scores (Attachment 2). The additions and changes include a new computer science subject assessment and qualifying score, new American Sign Language assessment and cut score, the inclusion of American Indian Language subject area, and the addition of Elementary Subtests equivalent to the Early Childhood Education assessment.

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IMPACT

These additional assessments will ensure compliance with Idaho Administrative code and provide greater flexibility in assessing the competencies required of certified instructional staff.

ATTACHMENTS

Attachment 1 – Content, Pedagogy, and Performance Assessments

Attachment 2 – Content Area Assessments and Qualifying Scores

STAFF COMMENTS AND RECOMMENDATIONS

IDAPA 08.02.02, Rules Governing Uniformity references Board Approved assessments for content, pedagogy and performance for various purposes. IDAPA 08.02.02.17 references content, pedagogy and performance assessments as the tool for assuring qualified teachers are in Idaho Schools. Out of state waiver applicants are required to show evidence of passing an approved assessment in all three areas to qualify for a waiver. Additional endorsements can be added onto a certification by receiving qualifying score on an approved assessment and individuals under the Alternate Authorization – Content Specialist must receive a qualify score on an approved assessment prior to entering the classroom. Despite the multiple references to multiple types of assessments the only approved assessments, prior to October 2018, were content assessments in the form of the PRAXIS.

BOARD ACTION

I move to accept the recommendation of the Professional Standards Commission to approve the Content, Pedagogy, and Performance Assessments as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation of the Professional Standards Commission to approve the Content Area Assessments and Cut Scores as provided in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Content, Pedagogy, and Performance Assessments

IDAPA 08.02.02.017 CONTENT, PEDAGOGY AND PERFORMANCE ASSESSMENT FOR CERTIFICATION.

01. Assessments. State Board of Education approved content, pedagogy and performance area assessments shall be used in the state of Idaho to ensure qualified teachers are employed in Idaho's classrooms. The Professional Standards Commission shall recommend assessments and qualifying scores to the State Board of Education for approval. (4-2-08)

Content	Pedagogy	Performance
<ul style="list-style-type: none">• ETS Praxis II Subject Assessments• ETS Praxis Content Knowledge for Teaching (CKT) Assessments as they become available• American Board Subject Area Exam (ABCTE)• Out-of-state approved content area assessments• Baccalaureate degree or higher from a regionally accredited institution in the specific content area in which the candidate is seeking an endorsement	<ul style="list-style-type: none">• Idaho Standards for Model Pre-Service Student Teaching Experience – State Specific Requirement	<ul style="list-style-type: none">• Common Summative Assessment<ul style="list-style-type: none">○ Based on the Statewide Teacher Evaluation Framework○ Overall rating of basic or higher○ No components rated as unsatisfactory○ Individualized Professional Learning Plan (IPLP)

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Standard Instructional Certificate					
Endorsement Number	Endorsement	Grade Level	ETS Praxis II Subject Assessment	Idaho Cut Score	Multi State-Cut Score
7921	Agriculture Science & Technology	(6-12)	5701 Argiculture	147	147
7010	All Subjects	(K-8)	Elementary Education: 5002 Reading and Language Arts Subtest	157	157
			Elementary Education: 5003 Mathematics Subtest	157	157
			Elementary Education: 5004 Social Studies Subtest	155	155
			Elementary Education: 5005 Science Subtest	159	159
8722	American Government/Political Science	(5-9)	5931 Government/Political Science	149	149
7222		(6-12)			
7770	American Indian Language	(K-12)	-	-	-
7038	Bilingual Education	(K-12)	5362 English to Speakers of Other Languages	155	155
8421	Biological Science	(5-9)	5440 Middle School Science	150	150
7421		(6-12)	5235 Biology: Content Knowledge	139	-
7083	Blended Early Childhood Education/Early Childhood Special Education	(Birth-Grade 3)	5025 Early Childhood Education OR Elementary Subtests (see All Subjects)	156	156
			5691 Special Education: Preschool/Early Childhood	159	159
7014	Blended ElementaryEducation/Elementary Special Education	(Grade 4-Grade 6)	Elementary Education: 5002 Reading and Language Arts Subtest	157	157
			Elementary Education: 5003 Mathematics Subtest	157	157
			Elementary Education: 5004 Social Studies Subtest	155	155
			Elementary Education: 5005 Science Subtest	159	159
7093	Business Technology Education	(6-12)	5101 Business Education: Content Knowledge	148	154
8770	Chemistry	(5-9)	5440 Middle School Science	150	150
7440		(6-12)	5245 Chemistry: Content Knowledge	139	-
8144	Communication	(5-9)	5221 Speech Communication: Content Knowledge	143	-
7144		(6-12)			
8400	Computer Science	(5-9)	5651-5652 Computer Science	160 149	171 149
7400		(6-12)			
7030	Deaf/Hard of Hearing	(K-12)	5354 Special Education: Core Knowledge and Applications	145	151
			5272 Special Education: Education of Deaf and Hard of Hearing Students	160	160
7019	Early Childhood Special Education	(Pre-K-3)	5025 Early Childhood Education	156	156
			5691 Special Education: Preschool/Early Childhood	159	159
8451	Earth and Space Science	(5-9)	5440 Middle School Science	150	150
7451		(6-12)	5571 Earth and Space Sciences: Content Knowledge	144	-
8228	Economics	(5-9)	5911 Economics	150	150
7228		(6-12)			
8990	Engineering	(5-9)	5051 Technology Education	154	159
7990		(6-12)			
8120	English	(5-9)	5047 Middle School English Language Arts	164	164
7120		(6-12)	5038 English Language Arts: Cotent Knowledge	167	167
7126	English as a Second Language (ESL)	(K-12)	5362 English to Speakers of Other Languages	155	155
	Exceptional Child Generalist	(K-8)	5543 Special Education: Core Knowledge and Mild to Moderate Applications	153	158
7036			Elementary Education: 5002 Reading and Language Arts Subtest	157	157
7037			Elementary Education: 5003 Mathematics Subtest	157	157
7029			Elementary Education: 5004 Social Studies Subtest	155	155
			Elementary Education: 5005 Science Subtest	159	159
7971	Family and Consumer Sciences	(6-12)	5122 Family and Consumer Sciences	153	153

Standard Instructional Certificate					
Endorsement Number	Endorsement	Grade Level	ETS Praxis II Subject Assessment	Idaho Cut Score	Multi State-Cut Score
8226	Geography	(5-9)	5089 Middle School Social Studies	149	155
7226		(6-12)	5921 Geography	153	-
8542	Geology	(5-9)	5440 Middle School Science	150	150
7542		(6-12)	5571 Earth and Space Sciences: Content Knowledge	144	-
7028	Gifted and Talented	(K-12)	5358 Gifted Education	157	157
8520	Health	(5-9)	5551 Health Education	155	-
7520		(6-12)			
7521		(K-12)			
8221	History	(5-9)	5089 Middle School Social Studies	149	155
7221		(6-12)	5941 World and U.S. History: Content Knowledge	141	-
8133	Humanities	(5-9)	-	-	-
7133		(6-12)			
8134	Journalism	(5-9)	-	-	-
7134		(6-12)			
7080	Junior ROTC	(6-12)	-		
7139	Literacy	(K-12)	5301 Reading Specialist	164	164
7092	Marketing Technology Education	(6-12)	5561 Marketing Education	158	-
7299	Mathematics Consulting Teacher	-	-	-	-
8320	Mathematics - Basic	(5-9)	5169 Middle School Mathematics	165	165
7320		(6-12)			
8300	Mathematics	(5-9)	5161 Mathematics: Content Knowledge	160	160
7300		(6-12)			
8820	Music	(5-9)	5113 Music: Content Knowledge	148	161
7820		(6-12)			
7810		(K-12)			
8420	Natural Science	(5-9)	5440 Middle School Science	150	150
7420		(6-12)	5435 General Science: Content Knowledge	149	-
	Online-Teacher	(Pre-K-12)	-	-	-
8510	Physical Education (PE)	(5-9)	5091 Physical Education: Content Knowledge	143	-
7512		(6-12)			
7511		(K-12)			
8430	Physical Science	(5-9)	5440 Middle School Science	150	150
7430		(6-12)	5245 Chemistry: Content Knowledge OR	139	-
			5265 Physics: Content Knowledge OR	129	-
			5435 General Science: Content Knowledge	149	-
8450	Physics	(5-9)	5265 Physics: Content Knowledge	129	-
7231		(6-12)			
7231	Psychology	(5-9)	5391 Psychology	154	154
		(6-12)			
8200	Social Studies	(5-9)	5089 Middle School Social Studies	149	155
7200		(6-12)	5081 Social Studies: Content Knowledge	150	-

Standard Instructional Certificate					
Endorsement Number	Endorsement	Grade Level	ETS Praxis II Subject Assessment	Idaho Cut Score	Multi State-Cut Score
8229	Sociology	(5-9)	5952 Sociology	154	154
7229		(6-12)			
8236	Sociology/Antrhopology	(5-9)	5952 Sociology	154	154
7236		(6-12)			
7045	Special Education Consulting Teacher	-	-	-	-
7020	Teacher Librarian	(K-12)	5311 Library Media Specialist	151	-
7981	Technology Education	(6-12)	5051 Technology Education	154	159
8137	Theater Arts	(5-9)	5641 Theatre	148	-
7137		(6-12)			
8852	Visual Arts	(5-9)	5134 Art: Content Knowledge	151	158
7852		(6-12)			
7851		(K-12)			
7035	Visual Impairment	(K-12)	5354 Special Education: Core Knowledge and Applications	145	151
			5282 Special Education: Teaching Students with Visual Impairments	163	163
8700	World Language (All other languages not listed below)	(5-9)	5841 World Language Pedagogy	151	158
7700		(6-12)			
7710		(K-12)			
7701	World Language - American Sign Language	(K-12)	American Sign Language Proficiency Interview (ASLPI) by Gallaudet	3	-
7702		(5-9)			
8796	World Language - Chinese	(5-9)	5665 Chinese (Mandarin): World Language	164	164
7796		(6-12)			
7715		(K-12)			
8830	World Language - French	(5-9)	5174 French: World Language	156	162
7730		(6-12)			
7712		(K-12)			
8740	World Language - German	(5-9)	5183 German: World Language	157	163
7740		(6-12)			
7713		(K-12)			
7750	World Language - Latin	(K-12)	5601 Latin	152	-
8720	World Language - Spanish	(5-9)	5195 Spanish: World Language	163	168
7720		(6-12)			
7711		(K-12)			

Pupil Service Staff Certificate

Endorsement Number	Endorsement	Grade Level	ETS Praxis II Subject Assessment	Cut Score	Multi State-Cut Score
7018	Audiology	-	-	-	-
7022	School Counselor	(K-12)	-	-	-
7021	School Counselor - Basic	(K-12)			
7027	School Nurse	-	-	-	-
7024	School Psychologist	-	-	-	-
7026	School Social Worker	-	-	-	-
7025	Speech-Language Pathologist	-	-	-	-
9000	Occupational Therapist				
9001	Physcial Therapist				

Administrator Certificate

Endorsement Number	Endorsement	Grade Level	ETS Praxis II Subject Assessment	Cut Score	Multi State-Cut Score
7053	School Principal	(Pre-K-12)	-	-	-
7050	Superintendent	(Pre-K-12)	-	-	-
7046	Director of Special Education	(Pre-K-12)	-	-	-

**DEPARTMENT OF EDUCATION
AUGUST 15, 2018**

SUBJECT

Student Engagement Survey

REFERENCE

August 2017

Board approved Idaho's Every Student Succeeds Act Consolidated Plan and approved the Department to submit the plan to the U.S. Department of Education, including the use of a student survey in school identification for K-8 schools.

February 2018

Board approved use of AdvancED Student Engagement Surveys in grades 3-8 for the 2017-2018 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.AA. Accountability Oversight Committee

Section 33-110, Idaho Code – Agency to Negotiate, and Accept, Federal Assistance

IDAPA 08.02.03 – Section 111, Assessment in the Public Schools; IDAPA 08.02.03 – Section 112, Accountability

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: Data-Informed Decision Making, Objective A: Data Access and Transparency

BACKGROUND/DISCUSSION

The new state accountability system was established through the rulemaking process in 2016 and accepted by the Legislature in 2017, becoming effective for the 2017-2018 school year. The accountability system includes all federally required indicators, groups schools into three categories, and then divides the indicators between student achievement and school quality within each category. The majority of the federally required indicators fall under student achievement; however, states are required to have at least one non-academic school quality indicator. Idaho selected a student engagement survey to serve as a school quality indicator for all school categories and as the indicator used in the school identification system in K-8 schools.

After two survey options were presented to the Board with stakeholder feedback and input, the Board approved the use of the student engagement survey by AdvancED for the 2017-2018 school year. The Board agreed to review the results from the initial survey and feedback from stakeholders and update or change the engagement survey used in 2019 and future years if necessary.

The accountability framework includes engagement surveys for students in high schools and alternative schools and also includes engagement and satisfaction surveys for parents and teachers beginning in the 2018-2019 school year. It is the

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intention of the Department and Board staff to convene stakeholder groups to select questions for parent and teacher surveys to be administered beginning in spring 2019. The questions will be submitted for Board review and approval in October 2018.

IMPACT

In order to comply with federal requirements under ESSA and the state accountability system as described in our state's consolidated plan, Idaho must administer an engagement survey to students in grades 3-12, parents, and teachers. Changes to the survey administered to students in grades 3-8 in 2018 and used in school identification would require an amendment to the state's plan prior to implementing a change.

ATTACHMENTS

Attachment 1 – 2018 Survey Results
Attachment 2 – Elementary Survey
Attachment 3 – Middle School Survey
Attachment 4 – High School Survey
Attachment 5 – Stakeholder Feedback
Attachment 6 – Parent Survey
Attachment 7 – Staff Survey

STAFF COMMENTS AND RECOMMENDATIONS

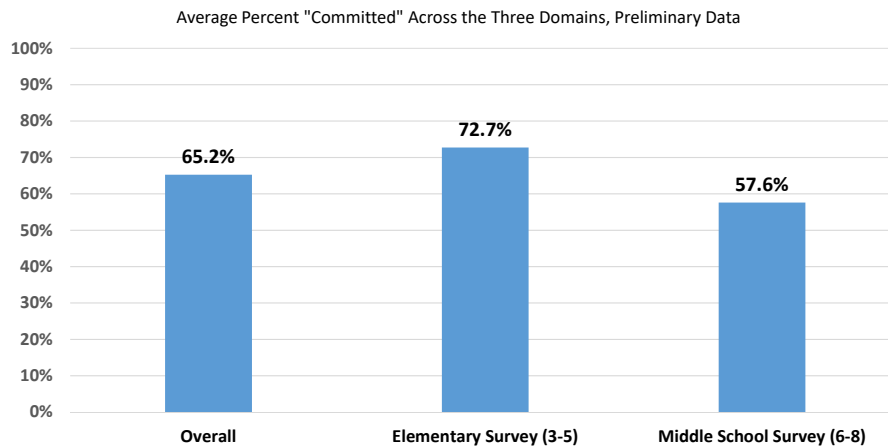
Pursuant to IDAPA 08.02.03.112, for the 2018-2019 school year parent, student and teacher satisfaction and engagement surveys will be required measures of school quality for all grade ranges as part of the state accountability system. The student satisfaction and engagement survey was partially implemented for students in grades 3 through 8 for the 2017-2018 school year. Board staff and Department staff met starting in April 2018 to develop a process for engaging stakeholders in the development of the satisfaction and engagement surveys, in June the Department received a proposal from AdvancED to conduct all of the satisfaction and engagement surveys. The Department indicated a desire to Board staff to move forward with the AdvancED surveys. At that time Board staff put on hold efforts to convene the various stakeholder groups that will be impacted by the surveys to gather feedback and work on the development of survey questions for the three groups, until such time as the Board made a determination if they would like to move forward with the AdvancED proposal, use alternative satisfaction surveys that have been developed by other vendors, or develop the surveys "in-house."

BOARD ACTION

I move to approve questions and student engagement surveys for grades 3 – 12 beginning in the 2018-2019 school year, as submitted in Attachments 2, 3, and 4.

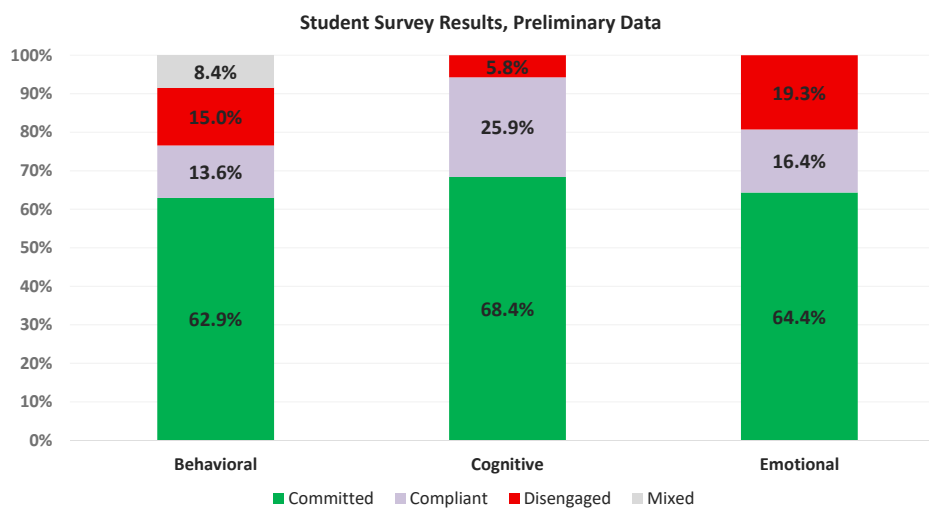
Moved by _____ Seconded by _____ Carried Yes _____ No _____

Student Engagement Survey - Overall



AOC July 2018 | 1

Student Engagement by Domain

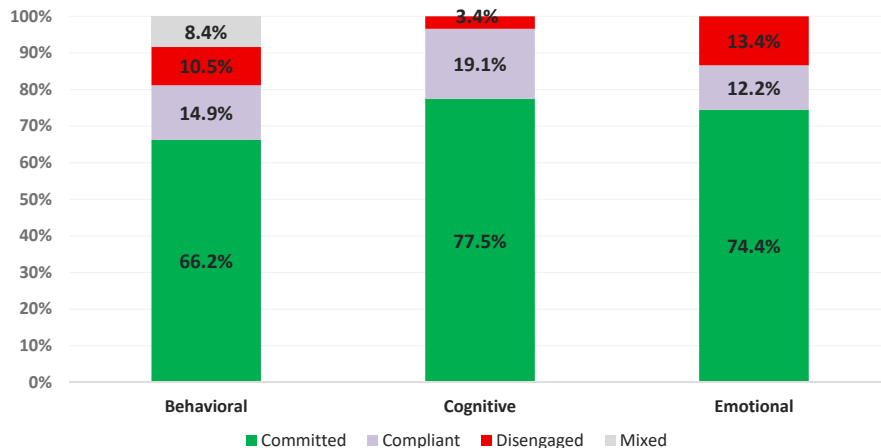


AOC July 2018 | 2

Elementary School Survey



Elementary Survey Results, Preliminary Data

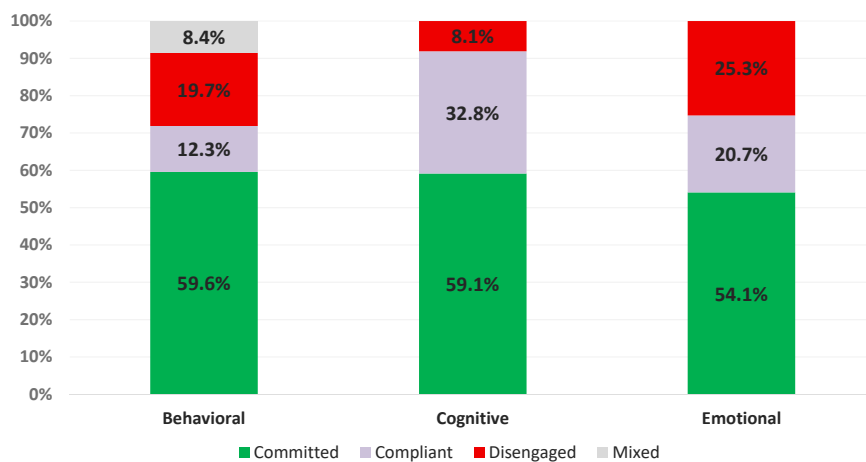


AOC July 2018 | 3

Middle School Survey



Middle School Survey Results, Preliminary Data



AOC July 2018 | 4

Elementary School Student Engagement Survey

The following statements are to find out how you feel about your school. This is not a test. There are no right or wrong answers. Choose one answer for each item.

Information About Me

I am a...

- ☐ Boy
- ☐ Girl

I am...

- ☐ Hispanic
- ☐ Not Hispanic or Latino

I am...

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White
- ☐ Two or more races

My grade in school is

- ☐ 3rd grade
- ☐ 4th grade
- ☐ 5th grade

Questions

1. When I'm in class...
 - ☐ I want to talk about what I am learning.
 - ☐ I do enough to make a good grade.
 - ☐ I get so busy with my work and forget what time it is.
 - ☐ I have a hard time doing the work.
 - ☐ I do not try my best.
2. If the classwork is hard to do, I...
 - ☐ try a little more.
 - ☐ do my very best.
 - ☐ get a little nervous.
 - ☐ put my head down on my desk.
 - ☐ need to think better.
3. Doing the same kind of work every day in class...
 - ☐ is okay with me.
 - ☐ makes me want to ask if we can do something different.
 - ☐ keeps me out of trouble.
 - ☐ does not keep my attention.
 - ☐ keeps me on task.

4. Going to an activity after school or at night...
 - makes my parents happy.
 - is something I do if I have to.
 - is something I like to do.
 - is something I do not like.
 - is fun because I see my friends and teachers.
5. When I use a computer, I...
 - am excited about learning.
 - finish my work.
 - want to do things that aren't what my teacher told me to do.
 - stay on task.
 - try to do more than what my teacher wants me to do.
6. School rules...
 - let me know what I can do.
 - make me not like school.
 - help me to be a good student.
 - are hard for me to follow.
 - help me make good choices.
7. As a student...
 - I do my best to get good grades.
 - I stay busy even when I don't like to work.
 - I learn the most when I work with other students.
 - I find ways to keep learning when I am not at school.
 - I do my work if the teacher says I have to.
8. Choose one you agree with the most.
 - I raise my hand to do things that are new or easy.
 - I use words I've learned when my teacher asks me to.
 - I finish my work so that I can help others.
 - Sometimes I do not know why I have to do the work.
 - What I learn is not something I might not use outside of school.
9. When do you use what you learn in class?
 - I talk about it at home.
 - I use it to help me learn other things.
 - I only use it to get a good grade.
 - I don't think about how to use what I learn.
 - I don't use it.
10. Before I have a test, I...
 - study a lot.
 - learn what is needed to pass.
 - think about it just before it is time to take the test.
 - read extra things to help me with the test.
 - don't study.

11. When I don't know something, I...
- ☐ talk about it with other students to get help.
 - ☐ read the directions again and try to get it right.
 - ☐ work on what I can do.
 - ☐ find something else to do.
 - ☐ ask my teacher for help.
12. The things I learn in school...
- ☐ help me think about new ways to do things.
 - ☐ help me do my homework.
 - ☐ help me make good grades.
 - ☐ I won't use when I am older.
 - ☐ I do not care about.
13. The activities I do in class...
- ☐ are ones I like.
 - ☐ are done because my teacher makes me.
 - ☐ are not fun.
 - ☐ are not fun, but I do them anyway.
 - ☐ are not fun, so I pretend that I am sick so that I don't have to do them.
14. How do you feel when you say something in front of the class?
- ☐ Good, if my teacher likes it.
 - ☐ Okay, if it is the same as what other students say.
 - ☐ Special, like my words are important.
 - ☐ Not special, because no one cares what I say.
 - ☐ I don't often talk in front of the class.
15. At the end of the school day, I feel...
- ☐ that going to school is something I have to do.
 - ☐ excited about tomorrow's school day.
 - ☐ very happy that I learned something.
 - ☐ like the day was very long.
 - ☐ that I wish I could stay home tomorrow.
16. How do you feel about most of your teachers?
- ☐ I feel that they help me to learn.
 - ☐ I feel that they care about me.
 - ☐ I feel that they do not want me to bother them.
 - ☐ I do not know if they care about me.
 - ☐ I feel that they only want me to do my work and be quiet.
17. What do you like most about your school?
- ☐ I like using technology.
 - ☐ I do not like very much about school.
 - ☐ I like fun times, like lunch and recess.
 - ☐ I like not having to work very hard to get good grades.
 - ☐ I like seeing my friends.



18. I feel my school work is...

- ☐ important.
- ☐ something that makes me proud.
- ☐ something I have to do to please my parents.
- ☐ boring.
- ☐ something that makes me feel like I am not smart.

19. Learning goals...

- ☐ help me to stay interested in learning new things.
- ☐ are something I have to use.
- ☐ do not help me at all.
- ☐ keep me on task.
- ☐ make me want to do better work.

20. What makes you feel good as a student?

- ☐ I feel good when I finish my work.
- ☐ I feel good when my teacher says nice things to me.
- ☐ I do not feel good very often.
- ☐ I feel good when I do extra work because I want to.
- ☐ I feel good when I do not give up.

Middle School Student Engagement Survey

The following statements are to find out how you feel about your school. This is not a test. There are no right or wrong answers. Choose one answer for each item.

Information About Me

I am a...

- ☐ Boy
- ☐ Girl

I am...

- ☐ Hispanic
- ☐ Not Hispanic or Latino

I am...

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White
- ☐ Two or more races

My grade in school is

- ☐ 6th grade
- ☐ 7th grade
- ☐ 8th grade

Questions

1. When I'm in class...
 - ☐ I work as hard as I can.
 - ☐ I just act like I'm working.
 - ☐ I get excited about what I'll learn next.
 - ☐ my mind wanders.
 - ☐ I don't do my work.
2. If the classwork is hard to do, I...
 - ☐ work harder.
 - ☐ try my very best.
 - ☐ get nervous and scared.
 - ☐ don't do the work.
 - ☐ realize I need to be a better thinker and not just memorize the information.
3. Doing the same type of activity every day...
 - ☐ lets me know what to expect.
 - ☐ does not give me opportunities to be a leader.
 - ☐ keeps me out of trouble.
 - ☐ is boring.
 - ☐ keeps me on task.

4. Participating in before or after school clubs is...
 - something I do because my teacher, parents, or friends expect me to do so.
 - something I do when it is strongly encouraged.
 - something I look forward to doing.
 - not interesting to me, so I do not participate.
 - another way I feel connected to the school.
5. When I use a technology to learn, I...
 - am very focused on the activity.
 - finish the activity.
 - easily get distracted.
 - am somewhat focused on the activity.
 - try harder to exceed my teacher's expectations.
6. The rules at my school...
 - let me know what I can do.
 - make me want to stay home.
 - help me to be a better student.
 - are ones that I do not follow.
 - keep me from making bad choices.
7. Which response best describes how you see yourself as a student?
 - I participate in activities to get good grades.
 - The activities don't really interest me, but I keep myself busy during class.
 - I enjoy learning with my peers and from my teachers.
 - I work outside of the classroom to help me learn more about my lessons.
 - I only participate if my teacher makes me.
8. Which statement do you agree with the most?
 - I seek learning activities that make me think.
 - I use vocabulary words in class when it is required.
 - I complete the activities so I can help others.
 - Sometimes I don't know why I have to do the activity.
 - I don't think what I'm learning connects to real life.
9. How do you use the information you learn in class?
 - I talk with friends and family about what I learn in class.
 - I use information from some classes to help in other classes.
 - I use information when I am trying to impress the teacher.
 - I never use the information we go over in class.
 - The information we go over in class is not important to me.
10. How do you study for a test?
 - I participate in study groups outside of school.
 - I memorize only the facts and information I need for a test.
 - I look over my notes right before the test.
 - I study my notes after class every day.
 - I don't study for a test.

11. When I don't understand something...
- ☐ I talk with other students outside of class so they can help me.
 - ☐ I try to figure it out on my own.
 - ☐ I move on to what I do understand.
 - ☐ I don't worry about it.
 - ☐ I ask my teacher for help during class.
12. My classes are teaching me skills that...
- ☐ help me think about things differently.
 - ☐ help me do my homework.
 - ☐ I need to know to get a good grade.
 - ☐ I will never use in real life.
 - ☐ I do not want to learn.
13. The activities I do in class...
- ☐ connect to what interest me.
 - ☐ are hard for me to finish, but my teachers expect me to.
 - ☐ are not always fun, but I have to participate.
 - ☐ are boring and do not apply to me.
 - ☐ are things I wish we did not have to do.
14. How do you feel when you say something in front of the class?
- ☐ I feel good if my teacher likes it.
 - ☐ I feel comfortable if my opinion is the same as my friends.
 - ☐ I feel like my opinion matters.
 - ☐ No one cares if I talk.
 - ☐ I've learned that it is better to be quiet.
15. Which response best describes how you feel at the end of the school day?
- ☐ I feel like it is another day that I went to school.
 - ☐ I can't wait to be at school tomorrow.
 - ☐ I want to talk about what I learned.
 - ☐ I feel like I want the day to go faster.
 - ☐ I count the days until the year is over.
16. Which of the following statements best describes your relationship with your teachers?
- ☐ I know I can talk to my teachers about anything.
 - ☐ It's obvious my teachers care about me.
 - ☐ I don't think my teachers care if I learn.
 - ☐ I don't talk to my teachers very much.
 - ☐ I only talk to my teachers when I have questions about my work.
17. What do you enjoy most about your school?
- ☐ When I use technology.
 - ☐ There's not much I enjoy.
 - ☐ I enjoy lunch and PE.
 - ☐ I don't have to work very hard.
 - ☐ Being with friends.



18. When I think about my school work...

- ☐ I feel that it has meaning and purpose.
- ☐ I am proud of the work I do.
- ☐ I do it to please others.
- ☐ I think about how boring it is.
- ☐ I think I am going to fail.

19. Having personal learning goals...

- ☐ motivates me to do my best
- ☐ is something I have to have.
- ☐ is not something I am interested in right now.
- ☐ keeps me on task.
- ☐ makes me want to achieve more than what is required.

20. Success to me is...

- ☐ when I have met the requirements of the class.
- ☐ when I haven't disappointed my teacher.
- ☐ a feeling I don't have very often.
- ☐ when I exceed my teacher's expectations.
- ☐ never giving up.

High School Student Engagement Survey

The following statements are to find out how you feel about your school. This is not a test. There are no right or wrong answers. Choose one answer for each item.

Information About Me

I am a...

- ☐ Boy
- ☐ Girl

I am...

- ☐ Hispanic
- ☐ Not Hispanic or Latino

I am...

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White
- ☐ Two or more races

My grade in school is

- ☐ 9th grade
- ☐ 10th grade
- ☐ 11th grade
- ☐ 12th grade

Questions

1. Complete this sentence: When I'm in class...
 - ☐ I ask questions and contribute to discussions.
 - ☐ I do just enough to make a good grade.
 - ☐ I get so involved in my work I lose track of time.
 - ☐ I struggle to do the work.
 - ☐ I do not try hard at all.
2. Challenging learning activities make me...
 - ☐ work a little harder than I normally do.
 - ☐ strive to do my very best.
 - ☐ feel nervous and scared.
 - ☐ stop doing the work assigned.
 - ☐ realize I need to be a better thinker and not just memorize the information.
3. When teachers change their method of instruction...
 - ☐ I give them just enough to get by.
 - ☐ I am more interested and deeply involved in the lesson.
 - ☐ I do not complete readings and assignments.
 - ☐ I don't get as bored.
 - ☐ I have to work harder to get a good grade.

4. Participating in extracurricular activities is...
 - ☐ something I do when my teacher gives me a grade for participating.
 - ☐ something I do when there is an art exhibit or play.
 - ☐ something I do when it is important to my future success.
 - ☐ not interesting to me, so I do not participate.
 - ☐ a way for me to feel connected to the school.
5. The use of technology...
 - ☐ helps me stay focused and better understand the lesson.
 - ☐ makes me want to complete the assigned task.
 - ☐ distracts me from the assigned task.
 - ☐ keeps my attention long enough to get some work done.
 - ☐ raises my level of interest and makes me feel challenged.
6. School rules...
 - ☐ are established for a good reason.
 - ☐ are hard for me to follow.
 - ☐ are established for maximum student success.
 - ☐ do not apply to me.
 - ☐ help me monitor my actions.
7. Which response best describes how you see yourself as a student?
 - ☐ My level of participation depends on what grade I want.
 - ☐ I only participate in the activities that interest me.
 - ☐ The input I get from my teachers and peers is rewarding.
 - ☐ I engage in work outside the classroom to develop a better understanding of my lessons.
 - ☐ My teacher has to make me participate.
8. Which statement do you agree with the most?
 - ☐ I look for learning activities that challenge me.
 - ☐ I use academic vocabulary to impress my peers.
 - ☐ My classes prepare me for success in the work force.
 - ☐ Most activities I participate in do not relate to my life.
 - ☐ I do not try because the work is not important to me.
9. In what ways do you use the information you learn in class?
 - ☐ I apply what I learn to everyday problems or new situations.
 - ☐ I often use the information to help me in other classes.
 - ☐ I use the information when I am trying to get a good grade.
 - ☐ I've never thought about it.
 - ☐ I don't use it.
10. The way I prepare for a test is by...
 - ☐ leading study groups after school.
 - ☐ memorizing only the facts and information I need for a good grade.
 - ☐ studying right before the test.
 - ☐ setting aside time daily for reviewing homework and notes.
 - ☐ I rarely prepare for tests.

11. When I struggle with a lesson...
- I discuss the concept with teachers and peers outside of class.
 - I review the lesson to gain a better understanding.
 - I work on what I do understand.
 - I ask my teacher for help during class.
 - I forget about it.
12. The skills I am learning in class...
- change the way I think about things.
 - make my homework easier.
 - help me pass the course.
 - will not help me in the future.
 - make no sense to me.
13. Classroom activities...
- make it easier for me to relate to current issues.
 - are difficult, but I know my teachers want me to participate in them.
 - are not fun, but I participate anyway.
 - are boring and have no value to me.
 - are things I wish we did not have to do.
14. How do you feel when you are voicing your opinion in class?
- I feel like it's what my teacher wants to hear.
 - I feel comfortable if my opinion is the same as others in the class.
 - I feel like it may influence the opinions of others.
 - I feel like no one is listening to me.
 - I never voice my opinion.
15. Which response best describes how you feel at the end of the school day?
- It is another day at school.
 - I never want to miss school.
 - I want to talk about what I learned.
 - I am glad the day is over.
 - I am tempted not to go to school.
16. Which of the following statements best describes your relationship with most of your teachers?
- I know I can go to my teachers about anything.
 - My teachers make sure I do my best at all times.
 - I don't think my teachers care if I learn.
 - I do not try to have a relationship with my teachers.
 - My teachers work with me on difficult content when I ask them to.
17. What do you enjoy most about your school?
- I enjoy the use of technology in our classrooms.
 - I do not enjoy much about school.
 - I enjoy the extracurricular activities that are offered.
 - I enjoy not having to work very hard at passing my classes.
 - I enjoy being with my friends.



18. When thinking about my school work...

- I recognize the meaning and purpose it has for my future.
- I think of how proud I am of the work I do.
- I think how much I need to do to make a passing grade.
- I come up with excuses not to do it.
- I get frustrated and give up.

19. Developing personal learning goals...

- helps me plan for life after graduation.
- is something I think about doing eventually.
- is not something I'm interested in right now.
- keeps me focused and on task.
- is necessary to achieve the level of success I desire.

20. School success to me is...

- when I have completed class requirements.
- when my teacher rewards me for my hard work.
- something I do not feel very often.
- when my work exceeds my teacher's expectations.
- when I can answer difficult questions on the test.

June 13, 2018

Trustees:
Kim Johnson
Jim Hermann
Alan Krick
Jennifer Parkins
Susan Rigg

Superintendent:
Wendy J. Moore

Principal:
Kelly Caldwell

Counselor:
Jon Scriptor

Clerk:
Lezah Shinkle

To: Dale Kleinert, AdvancEd
Re: AdvancEd Surveys

Dear Mr. Kleinert,

I just want to let you know how much we appreciate being able to use the AdvancEd surveys this past year to survey our students to meet the new SBOE requirements.

We utilized our time in keyboarding classes to survey elementary students in grades 3-6 and the process was seamless. We did not have to find extra time that took away from core instruction and felt the process was well rolled out and a seamless process for our staff and students. Students in 7th and 8th grade were able to take the survey during their first hour classes on their 1:1 devices. This took minimal time to complete and once again we felt that the process was well designed and easy to implement.

As a school district that is accredited through AdvancEd. The survey process was one our students were familiar with and the data provided our district with useful information that we believe presents a more accurate picture of our district than what we would get with other surveys.

I hope that SBOE continues to use Advance Ed surveys to meet this requirement, as it aligns with our district practices and we believe the data to be a fair representation of our district.

If you have any questions, please feel free to contact me.

Sincerely,



Wendy J. Moore, PhD
Superintendent

Dale Kleinert

From: Anita Wilson <aswilson@caldwellschools.org>
Sent: Thursday, June 14, 2018 10:42 AM
To: Dale Kleinert
Subject: Surveys for Accreditation

Good Morning,

I am sending this email in support of using the Advanc-Ed surveys for the accreditation process as well as all accountability processes.

The quality, consistency, reliability, and validity of all Advanc-Ed programs and procedures is second to none. Thank-you for your time.

--

Anita Wilson
Principal,
Caldwell High School
208-455-3304

Go Cougars!

Follow us on Social Media

Facebook: Caldwell High School www.facebook.com/Caldwellhighschool

Instagram: @caldwell_hs_cougs

Twitter: @Caldwell_Cougs

Dale Kleinert

From: Eric Lords <elords@shelleyschools.org>
Sent: Thursday, June 14, 2018 10:43 AM
To: Dale Kleinert
Subject: Surveys

Good morning Dale,

Shelley High School would like to use eProve surveys for our SDE and our accreditation this year. This will eliminate our school from duplicating surveys to our stakeholders.

Thank You

--

Eric Lords
Principal
Shelley High School
208-357-7400

Dale Kleinert

Subject: FW: Survey update

From: Marc Gee [<mailto:marc.gee@psd201.org>]

Sent: Monday, June 18, 2018 9:31 AM

To: Christy Anderson

Subject: Re: Survey update

RE: Advanc-Ed Surveys to Meet ESSA reporting requirements

To Whom It May Concern:

As a superintendent in Idaho, I would like to express my support for continuing to utilize the Advanc-Ed surveys to meet the ESSA reporting requirements because of the ease of administration and what we potentially can receive from the report in usable information.

We used these surveys in two of our schools this past spring (2018) and met with minimal disruptions to the school day. Because of our past use of Advanc-Ed in the accreditation process, the survey format was familiar for students and they did not report any problems as we moved through the process.

As to the content, I have used the surveys in multiple school districts and in multiple grade levels and have always come away with actionable data. In addition, the wording of the surveys is such that it leads towards school improvement and analysis.

I would encourage using the surveys on a continual basis for the coming years to meet the ESSA reporting requirements.

Thank you.

Marc Gee
Superintendent
Preston School District

Dale Kleinert

From: Steve Kirkland <steve.kirkland@dist283.org>
Sent: Wednesday, June 13, 2018 10:33 AM
To: Dale Kleinert
Subject: AdvancED Surveys

Dale,

Thanks again for the use of the AdvancED surveys this school year. Administering the surveys was seamless and got to the heart of what we need to know about our students and school. We were hesitant when we found out we were going to be giving yet another survey! This, however, was able to be incorporated easily as we are already using the AdvancED surveys annually.

Thanks again,

Steve Kirkland | Principal
Kendrick Jr./Sr. High School
Phone: (208) 289-4202 | Fax: (208)289-4213
<http://www.dist283.org>

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Dale Kleinert

From: Elisabeth G Fenter <EFenter@lewistonschools.net>
Sent: Tuesday, June 12, 2018 3:38 PM
To: Dale Kleinert
Subject: Advanc-Ed Surveys

Good afternoon, Dale,

I just wanted to say thank you for the assistance with the student feedback surveys! These were extremely easy to set up and give to students, and the process took a relatively short amount of time. We look forward to being able to offer these surveys to all of our stakeholders--parent, teachers, and students--next year.

Best regards,

Lisa
Lisa Fenter
Director of Curriculum and Assessment
Lewiston Independent School District #1
3317 12th Street Lewiston, ID 83501
efenter@lewistonschools.net

Dale Kleinert

From: Paula Gordon <gordonp@mudlake.net>
Sent: Thursday, June 07, 2018 12:15 PM
To: Dale Kleinert
Subject: Letter of Recommendation

To Whom It May Concern,

I am writing this letter in hopes that it is able to provide the State Board of Education with the confidence and assurance they need to move forward with utilizing Advanced Ed's surveys in correlation with the required surveys necessary to fulfill ESSA requirements. As the superintendent of Clark County, I can attest to how important useful surveys are and the data that is retrieved from them. Equally as important to me is the ease in which these surveys were able to be conducted and might I add with no technical issues.

Again, I am a strong proponent of utilizing these same surveys that are necessary for Accreditation to be used for ESSA requirements as well. Should you have any questions or concerns, please do not hesitate to contact me.

Warmest Regards,

Paula L. Gordon

Superintendent
Clark County SD #161
208-374-5215

Dale Kleinert

Subject: Student Surveys

Dale,
I would like to highly recommend that the state board uses AdvancED to do the surveys required though Essa. I gave my 3-8 grade students these surveys and had no problems. As a school who will be going through the accreditation process this year, it will take less instructional time out of the year to just do surveys once a year rather than have to give all our students multiple surveys. It is my recommendation that the state board continue to use AdvancED in creating the student surveys going forward through next school year.

Stefanie Shaw
Dietrich Schools
Superintendent/Elementary Principal
208-544-2158
Cell 208-539-9381
Fax 208-544-2832
stefanies@dietrichschools.org
Perseverance, Integrity, Respect

Parent Survey



Survey Code: 94906280000101

Instructions

The purpose of this survey is to find out your opinions about your child's school. Read each statement and choose the response that most closely matches your opinion. Record your response on the answer sheet provided. Open-ended responses should be recorded on this survey document. Please answer each item honestly. Your responses will be completely confidential. Please return both this survey and the answer sheet.

Information About Me

1. Gender

1 = Male

2 = Female

2. Race

1 = American Indian or Alaska Native

2 = Asian

3 = Black or African American

4 = Native Hawaiian or Other Pacific Islander

5 = White

6 = Two or more races

3. Ethnicity

1 = Hispanic

2 = Not Hispanic or Latino

4. Oldest Child's Grade in this School

99 = Pre-K

0 = K

1 = 1st grade

2 = 2nd grade

3 = 3rd grade

4 = 4th grade

5 = 5th grade

6 = 6th grade

7 = 7th grade

8 = 8th grade

9 = 9th grade

10 = 10th grade

11 = 11th grade

12 = 12th grade

Purpose and Direction

5 = Strongly Agree

4 = Agree

3 = Neutral

2 = Disagree

1 = Strongly Disagree null = Not Applicable

1. Our school's purpose statement is clearly focused on student success.
2. Our school's purpose statement is formally reviewed and revised with involvement from parents.
3. Our school has established goals and a plan for improving student learning.

Governance and Leadership

5 = Strongly Agree

4 = Agree

3 = Neutral

2 = Disagree

1 = Strongly Disagree null = Not Applicable

4. Our school's governing body operates responsibly and functions effectively.
5. Our school's governing body does not interfere with the operation or leadership of our school.

Parent Survey



Survey Code: 94906280000101

- 6. Our school has high expectations for students in all classes.
- 7. Our school shares responsibility for student learning with its stakeholders.
- 8. Our school communicates effectively about the school's goals and activities.
- 9. Our school provides opportunities for stakeholders to be involved in the school.

Teaching and Assessing for Learning

- 5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree null = Not Applicable
- 10. All of my child's teachers provide an equitable curriculum that meets his/her learning needs.
 - 11. All of my child's teachers give work that challenges my child.
 - 12. All of my child's teachers use a variety of teaching strategies and learning activities.
 - 13. All of my child's teachers meet his/her learning needs by individualizing instruction.
 - 14. All of my child's teachers work as a team to help my child learn.
 - 15. All of my child's teachers help me to understand my child's progress.
 - 16. All of my child's teachers keep me informed regularly of how my child is being graded.
 - 17. All of my child's teachers report on my child's progress in easy to understand language.
 - 18. My child sees a relationship between what is being taught and his/her everyday life.
 - 19. My child knows the expectations for learning in all classes.
 - 20. My child has at least one adult advocate in the school.
 - 21. My child is given multiple assessments to measure his/her understanding of what was taught.
 - 22. My child has up-to-date computers and other technology to learn.
 - 23. My child has access to support services based on his/her identified needs.

Resources and Support Systems

- 5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree null = Not Applicable
- 24. Our school provides qualified staff members to support student learning.
 - 25. Our school provides an adequate supply of learning resources that are current and in good condition.
 - 26. Our school provides a safe learning environment.
 - 27. Our school provides students with access to a variety of information resources to support their learning.
 - 28. Our school provides excellent support services (e.g., counseling, and/or career planning).
 - 29. Our school provides opportunities for students to participate in activities that interest them.
 - 30. Our school ensures that the facilities support student learning.

Parent Survey



Survey Code: 94906280000101

- 31. Our school ensures the effective use of financial resources.
- 32. Our school ensures that instructional time is protected and interruptions are minimized.

Using Results for Continuous Improvement

5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree null = Not Applicable

- 33. Our school ensures that all staff members monitor and report the achievement of school goals.
- 34. My child is prepared for success in the next school year.
- 35. My child has administrators and teachers that monitor and inform me of his/her learning progress.

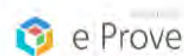
Open-Ended Questions

Please write your responses below.

1. What do you like best about our school?

2. What do you like least about our school?

3. What is one suggestion you would like to offer to improve our school?



Staff Survey for Schools

Gender

- ☐ Male
- ☐ Female

Race

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White
- ☐ Two or more races

Ethnicity

- ☐ Hispanic
- ☐ Not Hispanic or Latino

Role

- ☐ Support Staff
- ☐ Teacher
- ☐ Administrator
- ☐ Other

Experience Level

- ☐ Less than 1 year
- ☐ 1-3 years
- ☐ 4-10 years
- ☐ 11-20 years
- ☐ More than 20 years

1. Our school's purpose statement is clearly focused on student success.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not Applicable

2. Our school's purpose statement is formerly reviewed and revised with involvement from stakeholders.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not Applicable

3. Our school's purpose statement is based on shared values and beliefs that guide decision-making.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not Applicable

4. Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.

- | | | |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree | <input type="radio"/> Neutral |
| <input type="radio"/> Disagree | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

5. Our school has a continuous improvement process based on data, goals, actions, and measures for growth.

- | | | |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree | <input type="radio"/> Neutral |
| <input type="radio"/> Disagree | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

6. Our school's governing body or school board complies with all policies, procedures, laws, and regulations.

- | | | |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree | <input type="radio"/> Neutral |
| <input type="radio"/> Disagree | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

7. Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.

- | | | |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree | <input type="radio"/> Neutral |
| <input type="radio"/> Disagree | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

8. Our school's leaders support an innovative and collaborative culture.

- | | | |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree | <input type="radio"/> Neutral |
| <input type="radio"/> Disagree | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

9. Our school's leaders expect staff members to hold all students to high academic standards.

- | | | |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree | <input type="radio"/> Neutral |
| <input type="radio"/> Disagree | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

10. Our school's leaders hold themselves accountable for student learning.

- | | | |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree | <input type="radio"/> Neutral |
| <input type="radio"/> Disagree | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

11. Our school's leaders hold all staff members accountable for student learning.

- | | | |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree | <input type="radio"/> Neutral |
| <input type="radio"/> Disagree | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

12. Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.

- ☐ Strongly Agree ☐ Agree ☐ Neutral
☐ Disagree ☐ Strongly Disagree ☐ Not Applicable

13. Our school's leaders ensure all staff members use supervisory feedback to improve student learning.

- ☐ Strongly Agree ☐ Agree ☐ Neutral
☐ Disagree ☐ Strongly Disagree ☐ Not Applicable

14. Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.

- ☐ Strongly Agree ☐ Agree ☐ Neutral
☐ Disagree ☐ Strongly Disagree ☐ Not Applicable

15. Our school's leaders provide opportunities for stakeholders to be involved in the school.

- ☐ Strongly Agree ☐ Agree ☐ Neutral
☐ Disagree ☐ Strongly Disagree ☐ Not Applicable

16. All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from formative assessments and examination of professional practice.

- ☐ Strongly Agree ☐ Agree ☐ Neutral
☐ Disagree ☐ Strongly Disagree ☐ Not Applicable

17. All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.

- ☐ Strongly Agree ☐ Agree ☐ Neutral
☐ Disagree ☐ Strongly Disagree ☐ Not Applicable

18. All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.

- ☐ Strongly Agree ☐ Agree ☐ Neutral
☐ Disagree ☐ Strongly Disagree ☐ Not Applicable

19. All teachers in our school use a variety of technologies as instructional resources.

- ☐ Strongly Agree ☐ Agree ☐ Neutral
☐ Disagree ☐ Strongly Disagree ☐ Not Applicable

20. All teachers in our school use a process to inform students of their learning expectations and standards of performance.

- | | | |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree | <input type="radio"/> Neutral |
| <input type="radio"/> Disagree | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

21. All teachers in our school provide students with specific and timely feedback about their learning.

- | | | |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree | <input type="radio"/> Neutral |
| <input type="radio"/> Disagree | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

22. All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.

- | | | |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree | <input type="radio"/> Neutral |
| <input type="radio"/> Disagree | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

23. All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.

- | | | |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree | <input type="radio"/> Neutral |
| <input type="radio"/> Disagree | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

24. All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.

- | | | |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree | <input type="radio"/> Neutral |
| <input type="radio"/> Disagree | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

25. All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).

- | | | |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree | <input type="radio"/> Neutral |
| <input type="radio"/> Disagree | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

26. In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.

- | | | |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree | <input type="radio"/> Neutral |
| <input type="radio"/> Disagree | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

27. In our school, related learning support services are provided for all students based on their needs.

- | | | |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree | <input type="radio"/> Neutral |
| <input type="radio"/> Disagree | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

28. In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.

- ☐ Strongly Agree ☐ Agree ☐ Neutral
- ☐ Disagree ☐ Strongly Disagree ☐ Not Applicable

29. In our school, all staff members use student data to address the unique learning needs of all students.

- ☐ Strongly Agree ☐ Agree ☐ Neutral
- ☐ Disagree ☐ Strongly Disagree ☐ Not Applicable

30. In our school, staff members provide peer coaching to teachers.

- ☐ Strongly Agree ☐ Agree ☐ Neutral
- ☐ Disagree ☐ Strongly Disagree ☐ Not Applicable

31. In our school, a formal process is in place to support new staff members in their professional practice.

- ☐ Strongly Agree ☐ Agree ☐ Neutral
- ☐ Disagree ☐ Strongly Disagree ☐ Not Applicable

32. In our school, all staff members participate in continuous professional learning based on identified needs of the school.

- ☐ Strongly Agree ☐ Agree ☐ Neutral
- ☐ Disagree ☐ Strongly Disagree ☐ Not Applicable

33. In our school, a professional learning program is designed to build capacity among all professional and support staff members.

- ☐ Strongly Agree ☐ Agree ☐ Neutral
- ☐ Disagree ☐ Strongly Disagree ☐ Not Applicable

34. In our school, all school personnel regularly engage families in their children's learning progress.

- ☐ Strongly Agree ☐ Agree ☐ Neutral
- ☐ Disagree ☐ Strongly Disagree ☐ Not Applicable

35. In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.

- ☐ Strongly Agree ☐ Agree ☐ Neutral
- ☐ Disagree ☐ Strongly Disagree ☐ Not Applicable

36. Our school provides qualified staff members to support student learning.

- | | | |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree | <input type="radio"/> Neutral |
| <input type="radio"/> Disagree | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

37. Our school provides instructional time and resources to support our school's goals and priorities.

- | | | |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree | <input type="radio"/> Neutral |
| <input type="radio"/> Disagree | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

38. Our school provides sufficient material resources to meet student needs.

- | | | |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree | <input type="radio"/> Neutral |
| <input type="radio"/> Disagree | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

39. Our school provides protected instructional time.

- | | | |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree | <input type="radio"/> Neutral |
| <input type="radio"/> Disagree | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

40. Our school provides a variety of information resources to support student learning.

- | | | |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree | <input type="radio"/> Neutral |
| <input type="radio"/> Disagree | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

41. Our school provides a plan for the acquisition and support of technology to support student learning.

- | | | |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree | <input type="radio"/> Neutral |
| <input type="radio"/> Disagree | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

42. Our school provides a plan for the acquisition and support of technology to support the school's operational needs.

- | | | |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree | <input type="radio"/> Neutral |
| <input type="radio"/> Disagree | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

43. Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).

- | | | |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree | <input type="radio"/> Neutral |
| <input type="radio"/> Disagree | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

44. Our school provides opportunities for students to participate in activities that interest them.

- | | | |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree | <input type="radio"/> Neutral |
| <input type="radio"/> Disagree | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

45. Our school maintains facilities that support student learning.

- | | | |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree | <input type="radio"/> Neutral |
| <input type="radio"/> Disagree | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

46. Our school maintains facilities that contribute to a safe environment.

- | | | |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree | <input type="radio"/> Neutral |
| <input type="radio"/> Disagree | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

47. Our school uses multiple assessment measures to determine student learning and school performance.

- | | | |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree | <input type="radio"/> Neutral |
| <input type="radio"/> Disagree | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

48. Our school employs consistent assessment measures across classrooms and courses.

- | | | |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree | <input type="radio"/> Neutral |
| <input type="radio"/> Disagree | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

49. Our school has a systemic process for collecting, analyzing, and using data.

- | | | |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree | <input type="radio"/> Neutral |
| <input type="radio"/> Disagree | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

50. Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.

- | | | |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree | <input type="radio"/> Neutral |
| <input type="radio"/> Disagree | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

51. Our school uses data to monitor student readiness and success at the next level.

- | | | |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree | <input type="radio"/> Neutral |
| <input type="radio"/> Disagree | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

52. Our school leaders monitor data related to student achievement.

- | | | |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree | <input type="radio"/> Neutral |
| <input type="radio"/> Disagree | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

53. Our school leaders monitor data related to school continuous improvement goals.

- | | | |
|--------------------------------------|---|--------------------------------------|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree | <input type="radio"/> Neutral |
| <input type="radio"/> Disagree | <input type="radio"/> Strongly Disagree | <input type="radio"/> Not Applicable |

Open-ended questions:

54. What do you like best about our school?

55. What do you like least about our school?

56. What is one suggestion you would like to offer to improve our school?