



Short-Form Leading Indicator Survey

		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	N/A or don't know
1.1	The faculty and staff perceive the school environment as safe and orderly.	1	2	3	4	5	N
1.2	Students, parents, and the community perceive the school environment as safe and orderly.	1	2	3	4	5	N
1.3	Teachers have formal roles in the decision-making process regarding school initiatives.	1	2	3	4	5	N
1.4	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
1.5	Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.	1	2	3	4	5	N
1.6	Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.	1	2	3	4	5	N
1.7	The success of the whole school, as well as individuals within the school, is appropriately acknowledged.	1	2	3	4	5	N
1.8	The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.	1	2	3	4	5	N
2.1	The school leader communicates a clear vision as to how instruction should be addressed in the school.	1	2	3	4	5	N
2.2	Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.	1	2	3	4	5	N
2.3	Predominant instructional practices throughout the school are known and monitored.	1	2	3	4	5	N
2.4	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
2.5	Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.	1	2	3	4	5	N
2.6	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
3.1	The school curriculum and accompanying assessments adhere to state and district standards.	1	2	3	4	5	N
3.2	The school curriculum is focused enough that it can be adequately addressed in the time available to teachers.	1	2	3	4	5	N
3.3	All students have the opportunity to learn the critical content of the curriculum.	1	2	3	4	5	N
3.4	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
3.5	Data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.	1	2	3	4	5	N
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.	1	2	3	4	5	N
4.1	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
4.2	Data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.	1	2	3	4	5	N
5.1	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
5.2	The school schedule is designed to accommodate students moving at a pace appropriate to their background and needs.	1	2	3	4	5	N
5.3	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