Cincinnatus Central School District: School Performance Scan

PLC
A S S O C I A T E S, I N C.

Building People and Organizations

		Assets		Emerging Strengths		Possible Risks	
All	35	25	25.0%	56	56.0%	19	19.0%
Elementary School UPK-6	12	48	48.0%	36	36.0%	16	16.0%
Jr. Sr. High 7-12	23	18	18.0%	56	56.0%	26	26.0%

DTSDE

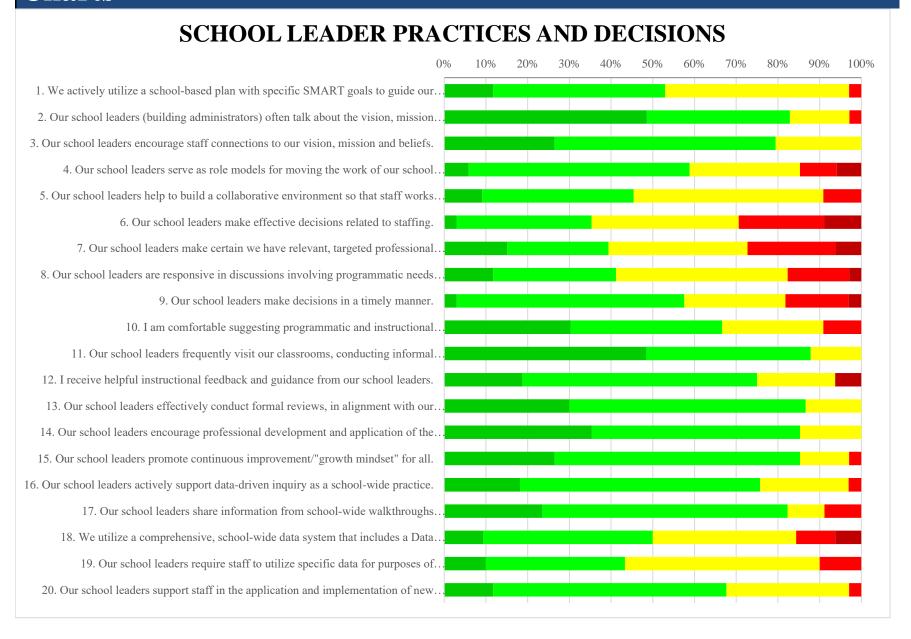| All	SA/A	SA	A	S	D	SD	SS	Res	NA
TENET 2: SCHOOL LEADER PRACTICES AND DECISIONS									
1. We actively utilize a school-based plan with specific SMART goals to guide our work.	52.9%	11.8%	41.2%	44.1%	2.9%	0.0%	3.62	34	1
2. Our school leaders (building administrators) often talk about the vision, mission and/or beliefs of our school during school events.	82.9%	48.6%	34.3%	14.3%	2.9%	0.0%	4.29	35	0
3. Our school leaders encourage staff connections to our vision, mission and beliefs.	79.4%	26.5%	52.9%	20.6%	0.0%	0.0%	4.06	34	0
4. Our school leaders serve as role models for moving the work of our school forward.	58.8%	5.9%	52.9%	26.5%	8.8%	5.9%	3.44	34	0
5. Our school leaders help to build a collaborative environment so that staff works together in achieving goals.	45.5%	9.1%	36.4%	45.5%	9.1%	0.0%	3.45	33	0
6. Our school leaders make effective decisions related to staffing.	35.3%	2.9%	32.4%	35.3%	20.6%	8.8%	3.00	34	0
7. Our school leaders make certain we have relevant, targeted professional development.	39.4%	15.2%	24.2%	33.3%	21.2%	6.1%	3.21	33	0
8. Our school leaders are responsive in discussions involving programmatic needs and changes.	41.2%	11.8%	29.4%	41.2%	14.7%	2.9%	3.32	34	0
9. Our school leaders make decisions in a timely manner.	57.6%	3.0%	54.5%	24.2%	15.2%	3.0%	3.39	33	0
10. I am comfortable suggesting programmatic and instructional ideas/modifications with my school leaders.	66.7%	30.3%	36.4%	24.2%	9.1%	0.0%	3.88	33	0
11. Our school leaders frequently visit our classrooms, conducting informal walkthroughs.	87.9%	48.5%	39.4%	12.1%	0.0%	0.0%	4.36	33	1
12. I receive helpful instructional feedback and guidance from our school leaders.	75.0%	18.8%	56.3%	18.8%	0.0%	6.3%	3.81	32	1
13. Our school leaders effectively conduct formal reviews, in alignment with our APPR guidelines.	86.7%	30.0%	56.7%	13.3%	0.0%	0.0%	4.17	30	4
14. Our school leaders encourage professional development and application of the content.	85.3%	35.3%	50.0%	14.7%	0.0%	0.0%	4.21	34	0
15. Our school leaders promote continuous improvement/"growth mindset" for all.	85.3%	26.5%	58.8%	11.8%	2.9%	0.0%	4.09	34	0
16. Our school leaders actively support data-driven inquiry as a school-wide practice.	75.8%	18.2%	57.6%	21.2%	3.0%	0.0%	3.91	33	1

DTSDE

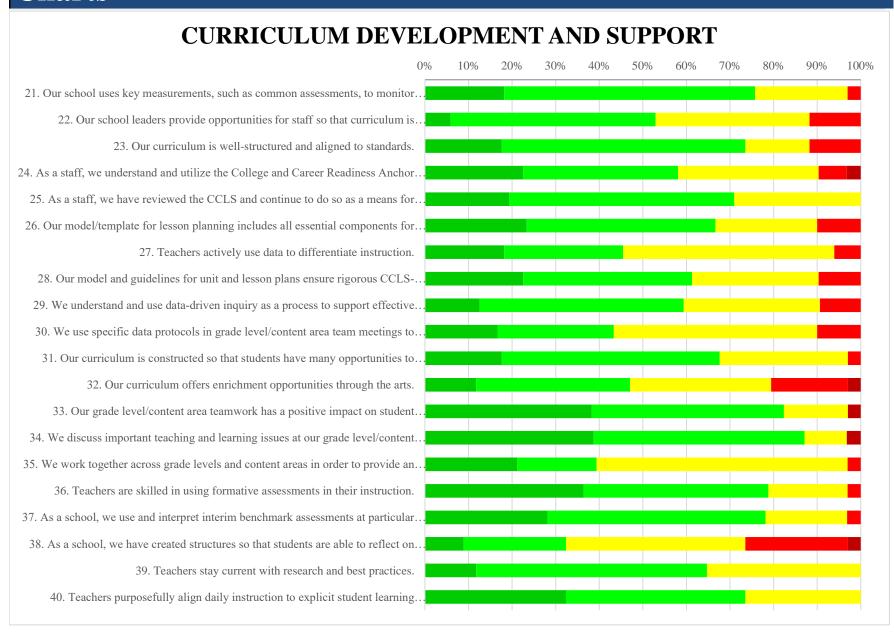| All	SA/A	SA	A	S	D	SD	SS	Res	NA
17. Our school leaders share information from school-wide walkthroughs (presence of instructional strategies) with faculty and grade level/content area teams for discussion.	82.4%	23.5%	58.8%	8.8%	8.8%	0.0%	3.97	34	0
18. We utilize a comprehensive, school-wide data system that includes a Data Dashboard for monitoring goals and progress.	50.0%	9.4%	40.6%	34.4%	9.4%	6.3%	3.38	32	2
19. Our school leaders require staff to utilize specific data for purposes of instructional planning and measuring student progress.	43.3%	10.0%	33.3%	46.7%	10.0%	0.0%	3.43	30	2
20. Our school leaders support staff in the application and implementation of new information, structures and strategies.	67.6%	11.8%	55.9%	29.4%	2.9%	0.0%	3.76	34	0
TENET 3: CURRICULUM DEVELOPMENT AND SUPPORT									
21. Our school uses key measurements, such as common assessments, to monitor student progress.	75.8%	18.2%	57.6%	21.2%	3.0%	0.0%	3.91	33	1
22. Our school leaders provide opportunities for staff so that curriculum is appropriately implemented/scaffolded to meet students' diverse needs.	52.9%	5.9%	47.1%	35.3%	11.8%	0.0%	3.47	34	0
23. Our curriculum is well-structured and aligned to standards.	73.5%	17.6%	55.9%	14.7%	11.8%	0.0%	3.79	34	0
24. As a staff, we understand and utilize the College and Career Readiness Anchor Standards.	58.1%	22.6%	35.5%	32.3%	6.5%	3.2%	3.68	31	3
25. As a staff, we have reviewed the CCLS and continue to do so as a means for improving instruction.	71.0%	19.4%	51.6%	29.0%	0.0%	0.0%	3.90	31	2
26. Our model/template for lesson planning includes all essential components for effective instruction.	66.7%	23.3%	43.3%	23.3%	10.0%	0.0%	3.80	30	4
27. Teachers actively use data to differentiate instruction.	45.5%	18.2%	27.3%	48.5%	6.1%	0.0%	3.58	33	0
28. Our model and guidelines for unit and lesson plans ensure rigorous CCLS-aligned classroom instruction.	61.3%	22.6%	38.7%	29.0%	9.7%	0.0%	3.74	31	3
29. We understand and use data-driven inquiry as a process to support effective instruction.	59.4%	12.5%	46.9%	31.3%	9.4%	0.0%	3.63	32	2
30. We use specific data protocols in grade level/content area team meetings to support our work in reviewing student work.	43.3%	16.7%	26.7%	46.7%	10.0%	0.0%	3.50	30	4
31. Our curriculum is constructed so that students have many opportunities to benefit from the integration of technology in their learning.	67.6%	17.6%	50.0%	29.4%	2.9%	0.0%	3.82	34	0

DTSDE

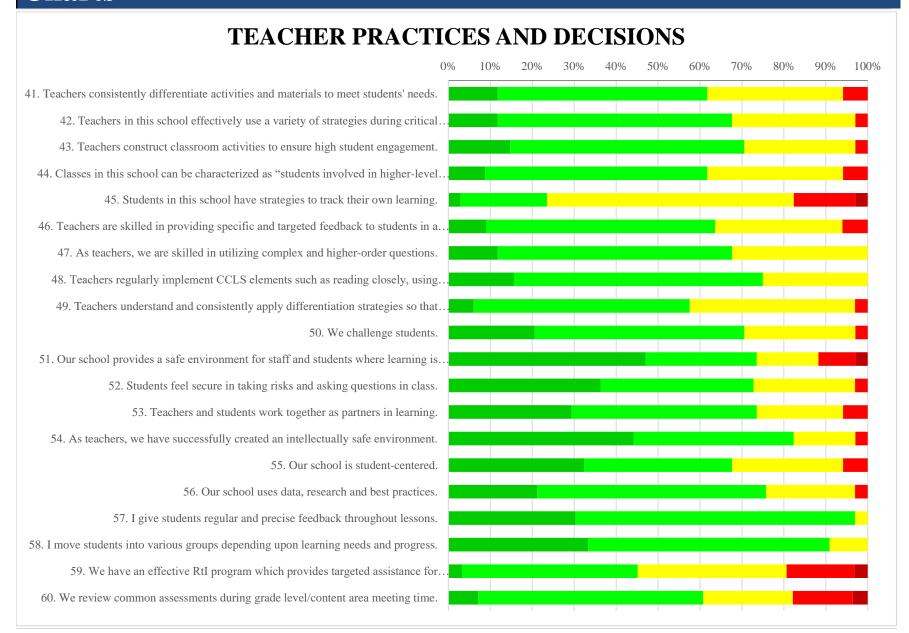| All	SA/A	SA	A	S	D	SD	SS	Res	NA
32. Our curriculum offers enrichment opportunities through the arts.	47.1%	11.8%	35.3%	32.4%	17.6%	2.9%	3.35	34	0
33. Our grade level/content area teamwork has a positive impact on student outcomes and learning.	82.4%	38.2%	44.1%	14.7%	0.0%	2.9%	4.15	34	0
34. We discuss important teaching and learning issues at our grade level/content area team meetings.	87.1%	38.7%	48.4%	9.7%	0.0%	3.2%	4.19	31	3
35. We work together across grade levels and content areas in order to provide an integrated approach to student learning.	39.4%	21.2%	18.2%	57.6%	3.0%	0.0%	3.58	33	1
36. Teachers are skilled in using formative assessments in their instruction.	78.8%	36.4%	42.4%	18.2%	3.0%	0.0%	4.12	33	1
37. As a school, we use and interpret interim benchmark assessments at particular points during the academic year.	78.1%	28.1%	50.0%	18.8%	3.1%	0.0%	4.03	32	2
38. As a school, we have created structures so that students are able to reflect on their learning and keep track of their own progress.	32.4%	8.8%	23.5%	41.2%	23.5%	2.9%	3.12	34	0
39. Teachers stay current with research and best practices.	64.7%	11.8%	52.9%	35.3%	0.0%	0.0%	3.76	34	0
40. Teachers purposefully align daily instruction to explicit student learning targets/goals ("I can...").	73.5%	32.4%	41.2%	26.5%	0.0%	0.0%	4.06	34	0
TENET 4: TEACHER PRACTICES AND DECISIONS									
41. Teachers consistently differentiate activities and materials to meet students' needs.	61.8%	11.8%	50.0%	32.4%	5.9%	0.0%	3.68	34	0
42. Teachers in this school effectively use a variety of strategies during critical input to meet learners' diverse needs.	67.6%	11.8%	55.9%	29.4%	2.9%	0.0%	3.76	34	0
43. Teachers construct classroom activities to ensure high student engagement.	70.6%	14.7%	55.9%	26.5%	2.9%	0.0%	3.82	34	0
44. Classes in this school can be characterized as "students involved in higher-level thinking."	61.8%	8.8%	52.9%	32.4%	5.9%	0.0%	3.65	34	0
45. Students in this school have strategies to track their own learning.	23.5%	2.9%	20.6%	58.8%	14.7%	2.9%	3.06	34	0
46. Teachers are skilled in providing specific and targeted feedback to students in a way that impacts their learning.	63.6%	9.1%	54.5%	30.3%	6.1%	0.0%	3.67	33	1
47. As teachers, we are skilled in utilizing complex and higher-order questions.	67.6%	11.8%	55.9%	32.4%	0.0%	0.0%	3.79	34	0

DTSDE

All	SA/A	SA	A	S	D	SD	SS	Res	NA
48. Teachers regularly implement CCLS elements such as reading closely, using text-based evidence and writing from sources in instruction.	75.0%	15.6%	59.4%	25.0%	0.0%	0.0%	3.91	32	2
49. Teachers understand and consistently apply differentiation strategies so that both "reteach and rigor" are present.	57.6%	6.1%	51.5%	39.4%	3.0%	0.0%	3.61	33	1
50. We challenge students.	70.6%	20.6%	50.0%	26.5%	2.9%	0.0%	3.88	34	0
51. Our school provides a safe environment for staff and students where learning is valued.	73.5%	47.1%	26.5%	14.7%	8.8%	2.9%	4.06	34	0
52. Students feel secure in taking risks and asking questions in class.	72.7%	36.4%	36.4%	24.2%	3.0%	0.0%	4.06	33	0
53. Teachers and students work together as partners in learning.	73.5%	29.4%	44.1%	20.6%	5.9%	0.0%	3.97	34	0
54. As teachers, we have successfully created an intellectually safe environment.	82.4%	44.1%	38.2%	14.7%	2.9%	0.0%	4.24	34	0
55. Our school is student-centered.	67.6%	32.4%	35.3%	26.5%	5.9%	0.0%	3.94	34	0
56. Our school uses data, research and best practices.	75.8%	21.2%	54.5%	21.2%	3.0%	0.0%	3.94	33	1
57. I give students regular and precise feedback throughout lessons.	97.0%	30.3%	66.7%	3.0%	0.0%	0.0%	4.27	33	1
58. I move students into various groups depending upon learning needs and progress.	90.9%	33.3%	57.6%	9.1%	0.0%	0.0%	4.24	33	1
59. We have an effective RtI program which provides targeted assistance for students in need.	45.2%	3.2%	41.9%	35.5%	16.1%	3.2%	3.26	31	3
60. We review common assessments during grade level/content area meeting time.	60.7%	7.1%	53.6%	21.4%	14.3%	3.6%	3.46	28	6
TENET 5: STUDENT SOCIAL EMOTIONAL AND DEVELOPMENTAL HEALTH									
61. We have an effective system for developing and building student social-emotional health.	55.9%	17.6%	38.2%	26.5%	8.8%	8.8%	3.47	34	0
62. Our students have people to "go to" for discussing problems and concerns.	82.4%	32.4%	50.0%	5.9%	8.8%	2.9%	4.00	34	0
63. As a school, we proactively reach out to students who may be having difficulties, socially, emotionally and academically.	82.4%	29.4%	52.9%	11.8%	2.9%	2.9%	4.03	34	0
64. Our students have access to counselors.	79.4%	41.2%	38.2%	11.8%	5.9%	2.9%	4.09	34	0
65. Procedures are in place to prevent and deal with bullying.	58.8%	17.6%	41.2%	29.4%	8.8%	2.9%	3.62	34	0
66. School rules are posted, reviewed and understood.	61.8%	23.5%	38.2%	35.3%	0.0%	2.9%	3.79	34	0

DTSDE

All	SA/A	SA	A	S	D	SD	SS	Res	NA
67. Our students accept corrective feedback.	58.8%	8.8%	50.0%	35.3%	2.9%	2.9%	3.59	34	0
68. Our school purposefully encourages student/family/teacher relationships.	64.7%	20.6%	44.1%	17.6%	14.7%	2.9%	3.65	34	0
69. Student behavior does not interfere with instruction.	35.3%	5.9%	29.4%	26.5%	17.6%	20.6%	2.82	34	0
70. As a school, we talk about and reinforce the role of productive teacher/student/family cooperative relationships.	52.9%	14.7%	38.2%	35.3%	8.8%	2.9%	3.53	34	0
71. Our staff works together to support student social-emotional well-being.	73.5%	23.5%	50.0%	17.6%	8.8%	0.0%	3.88	34	0
72. Our Student Services Team (guidance, social workers, psychologist, etc.) provides key supports to our students.	64.7%	26.5%	38.2%	26.5%	8.8%	0.0%	3.82	34	0
73. We have components of our curriculum that ensure conversations about safe and healthy living.	75.8%	15.2%	60.6%	18.2%	3.0%	3.0%	3.82	33	1
74. Non-instructional staff (cafeteria, aides, transportation, etc.) understands and assists in building a safe and nurturing environment for our students.	80.6%	16.1%	64.5%	12.9%	6.5%	0.0%	3.90	31	3
75. Our school has a positive and upbeat school culture.	67.6%	14.7%	52.9%	20.6%	11.8%	0.0%	3.71	34	0
76. As a school, we track and monitor student behaviors so that improvements may be made.	47.1%	8.8%	38.2%	41.2%	5.9%	5.9%	3.38	34	0
77. Our school has definitive procedures in place for students who are chronic offenders and/or experiencing ongoing difficulties.	26.5%	5.9%	20.6%	38.2%	17.6%	17.6%	2.79	34	0
78. We have support groups for students.	29.4%	8.8%	20.6%	44.1%	26.5%	0.0%	3.12	34	0
79. As a school, we report out and celebrate gains from the student database.	53.3%	13.3%	40.0%	40.0%	6.7%	0.0%	3.60	30	4
80. Our school has sufficient clubs, activities and events to help students become engaged and connected to school.	64.7%	5.9%	58.8%	20.6%	14.7%	0.0%	3.56	34	0
TENET 6: FAMILY AND COMMUNITY ENGAGEMENT									
81. We actively engage families in conversations around students' needs/progress.	64.7%	5.9%	58.8%	26.5%	8.8%	0.0%	3.62	34	0
82. As a school, we are effective in maintaining the home connections.	58.8%	8.8%	50.0%	26.5%	14.7%	0.0%	3.53	34	0
83. Our quality/frequency of communication with families is sufficient.	64.7%	8.8%	55.9%	26.5%	8.8%	0.0%	3.65	34	0

DTSDE

All	SA/A	SA	A	S	D	SD	SS	Res	NA
84. We are able to help families to set high expectations for their children.	41.2%	8.8%	32.4%	41.2%	11.8%	5.9%	3.26	34	0
85. We help families prepare students for life challenges, including thinking about being College and Career Ready.	54.5%	12.1%	42.4%	30.3%	15.2%	0.0%	3.52	33	1
86. As a school, we invite families to offer input on the direction of our school.	64.7%	8.8%	55.9%	14.7%	17.6%	2.9%	3.50	34	0
87. We contact families on a routine basis, not just in times of concern.	58.8%	11.8%	47.1%	32.4%	8.8%	0.0%	3.62	34	0
88. We help families identify student strengths and needs.	64.7%	11.8%	52.9%	32.4%	0.0%	2.9%	3.71	34	0
89. We discuss specific learning needs, issues and accomplishments with families.	63.6%	12.1%	51.5%	33.3%	0.0%	3.0%	3.70	33	0
90. We provide programs so that families can help their children at home.	50.0%	5.9%	44.1%	23.5%	11.8%	14.7%	3.15	34	0
91. Our school partners with community agencies to bring services and/or enrichment to our students.	51.5%	12.1%	39.4%	21.2%	18.2%	9.1%	3.27	33	1
92. We have events for families, encouraging a partnership for learning.	50.0%	11.8%	38.2%	35.3%	11.8%	2.9%	3.44	34	0
93. We conduct needs assessments with families so that we understand their interests and concerns.	41.9%	3.2%	38.7%	32.3%	22.6%	3.2%	3.16	31	2
94. Our families have had introductions, through school-sponsored programs, to our curriculum.	38.2%	8.8%	29.4%	26.5%	26.5%	8.8%	3.03	34	0
95. Our school and family organizations such as PTA, work well together.	54.5%	6.1%	48.5%	30.3%	12.1%	3.0%	3.42	33	1
96. Our school report cards provide families with clear information on student progress.	67.6%	23.5%	44.1%	26.5%	5.9%	0.0%	3.85	34	0
97. Our school shares data with families.	60.6%	21.2%	39.4%	36.4%	3.0%	0.0%	3.79	33	1
98. During family conferences, teachers explain specific data about progress.	81.8%	30.3%	51.5%	12.1%	6.1%	0.0%	4.06	33	1
99. Our school/family connection has resulted in student gains.	72.7%	9.1%	63.6%	21.2%	6.1%	0.0%	3.76	33	1
100. Our families are provided with sufficient information to understand their child's progress and become partners in learning.	61.8%	5.9%	55.9%	32.4%	5.9%	0.0%	3.62	34	0

Charts

SCHOOL LEADER PRACTICES AND DECISIONS

Horizontal axis scale: 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

1. We actively utilize a school-based plan with specific SMART goals to guide our…
2. Our school leaders (building administrators) often talk about the vision, mission…
3. Our school leaders encourage staff connections to our vision, mission and beliefs.
4. Our school leaders serve as role models for moving the work of our school…
5. Our school leaders help to build a collaborative environment so that staff works…
6. Our school leaders make effective decisions related to staffing.
7. Our school leaders make certain we have relevant, targeted professional…
8. Our school leaders are responsive in discussions involving programmatic needs…
9. Our school leaders make decisions in a timely manner.
10. I am comfortable suggesting programmatic and instructional…
11. Our school leaders frequently visit our classrooms, conducting informal…
12. I receive helpful instructional feedback and guidance from our school leaders.
13. Our school leaders effectively conduct formal reviews, in alignment with our…
14. Our school leaders encourage professional development and application of the…
15. Our school leaders promote continuous improvement/"growth mindset" for all.
16. Our school leaders actively support data-driven inquiry as a school-wide practice.
17. Our school leaders share information from school-wide walkthroughs…
18. We utilize a comprehensive, school-wide data system that includes a Data…
19. Our school leaders require staff to utilize specific data for purposes of…
20. Our school leaders support staff in the application and implementation of new…

CURRICULUM DEVELOPMENT AND SUPPORT

	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

21. Our school uses key measurements, such as common assessments, to monitor…

22. Our school leaders provide opportunities for staff so that curriculum is…

23. Our curriculum is well-structured and aligned to standards.

24. As a staff, we understand and utilize the College and Career Readiness Anchor…

25. As a staff, we have reviewed the CCLS and continue to do so as a means for…

26. Our model/template for lesson planning includes all essential components for…

27. Teachers actively use data to differentiate instruction.

28. Our model and guidelines for unit and lesson plans ensure rigorous CCLS-…

29. We understand and use data-driven inquiry as a process to support effective…

30. We use specific data protocols in grade level/content area team meetings to…

31. Our curriculum is constructed so that students have many opportunities to…

32. Our curriculum offers enrichment opportunities through the arts.

33. Our grade level/content area teamwork has a positive impact on student…

34. We discuss important teaching and learning issues at our grade level/content…

35. We work together across grade levels and content areas in order to provide an…

36. Teachers are skilled in using formative assessments in their instruction.

37. As a school, we use and interpret interim benchmark assessments at particular…

38. As a school, we have created structures so that students are able to reflect on…

39. Teachers stay current with research and best practices.

40. Teachers purposefully align daily instruction to explicit student learning…

Charts

TEACHER PRACTICES AND DECISIONS

Horizontal stacked bar chart showing survey results (0% to 100%) for the following items:

41. Teachers consistently differentiate activities and materials to meet students' needs.
42. Teachers in this school effectively use a variety of strategies during critical…
43. Teachers construct classroom activities to ensure high student engagement.
44. Classes in this school can be characterized as "students involved in higher-level…
45. Students in this school have strategies to track their own learning.
46. Teachers are skilled in providing specific and targeted feedback to students in a…
47. As teachers, we are skilled in utilizing complex and higher-order questions.
48. Teachers regularly implement CCLS elements such as reading closely, using…
49. Teachers understand and consistently apply differentiation strategies so that…
50. We challenge students.
51. Our school provides a safe environment for staff and students where learning is…
52. Students feel secure in taking risks and asking questions in class.
53. Teachers and students work together as partners in learning.
54. As teachers, we have successfully created an intellectually safe environment.
55. Our school is student-centered.
56. Our school uses data, research and best practices.
57. I give students regular and precise feedback throughout lessons.
58. I move students into various groups depending upon learning needs and progress.
59. We have an effective RtI program which provides targeted assistance for…
60. We review common assessments during grade level/content area meeting time.

STUDENT SOCIAL/EMOTIONAL DEVELOPMENTAL HEALTH

| | 0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100% |

61. We have an effective system for developing and building student social-…

62. Our students have people to "go to" for discussing problems and concerns.

63. As a school, we proactively reach out to students who may be having…

64. Our students have access to counselors.

65. Procedures are in place to prevent and deal with bullying.

66. School rules are posted, reviewed and understood.

67. Our students accept corrective feedback.

68. Our school purposefully encourages student/family/teacher relationships.

69. Student behavior does not interfere with instruction.

70. As a school, we talk about and reinforce the role of productive…

71. Our staff works together to support student social-emotional well-being.

72. Our Student Services Team (guidance, social workers, psychologist, etc.)…

73. We have components of our curriculum that ensure conversations about safe…

74. Non-instructional staff (cafeteria, aides, transportation, etc.) understands and…

75. Our school has a positive and upbeat school culture.

76. As a school, we track and monitor student behaviors so that improvements may…

77. Our school has definitive procedures in place for students who are chronic…

78. We have support groups for students.

79. As a school, we report out and celebrate gains from the student database.

80. Our school has sufficient clubs, activities and events to help students become…

Charts

FAMILY AND COMMUNITY ENGAGEMENT

81. We actively engage families in conversations around students' needs/progress.

82. As a school, we are effective in maintaining the home connections.

83. Our quality/frequency of communication with families is sufficient.

84. We are able to help families to set high expectations for their children.

85. We help families prepare students for life challenges, including thinking about…

86. As a school, we invite families to offer input on the direction of our school.

87. We contact families on a routine basis, not just in times of concern.

88. We help families identify student strengths and needs.

89. We discuss specific learning needs, issues and accomplishments with families.

90. We provide programs so that families can help their children at home.

91. Our school partners with community agencies to bring services and/or…

92. We have events for families, encouraging a partnership for learning.

93. We conduct needs assessments with families so that we understand their…

94. Our families have had introductions, through school-sponsored programs, to…

95. Our school and family organizations such as PTA, work well together.

96. Our school report cards provide families with clear information on student…

97. Our school shares data with families.

98. During family conferences, teachers explain specific data about progress.

99. Our school/family connection has resulted in student gains.

100. Our families are provided with sufficient information to understand their…

DTSDE

Elementary School UPK-6	SA/A	SA	A	S	D	SD	SS	Res	NA
TENET 2: SCHOOL LEADER PRACTICES AND DECISIONS									
1. We actively utilize a school-based plan with specific SMART goals to guide our work.	72.7%	27.3%	45.5%	27.3%	0.0%	0.0%	4.00	11	1
2. Our school leaders (building administrators) often talk about the vision, mission and/or beliefs of our school during school events.	75.0%	58.3%	16.7%	16.7%	8.3%	0.0%	4.25	12	0
3. Our school leaders encourage staff connections to our vision, mission and beliefs.	91.7%	25.0%	66.7%	8.3%	0.0%	0.0%	4.17	12	0
4. Our school leaders serve as role models for moving the work of our school forward.	75.0%	16.7%	58.3%	16.7%	8.3%	0.0%	3.83	12	0
5. Our school leaders help to build a collaborative environment so that staff works together in achieving goals.	45.5%	18.2%	27.3%	54.5%	0.0%	0.0%	3.64	11	0
6. Our school leaders make effective decisions related to staffing.	41.7%	0.0%	41.7%	25.0%	25.0%	8.3%	3.00	12	0
7. Our school leaders make certain we have relevant, targeted professional development.	45.5%	18.2%	27.3%	27.3%	18.2%	9.1%	3.27	11	0
8. Our school leaders are responsive in discussions involving programmatic needs and changes.	50.0%	0.0%	50.0%	25.0%	25.0%	0.0%	3.25	12	0
9. Our school leaders make decisions in a timely manner.	72.7%	0.0%	72.7%	27.3%	0.0%	0.0%	3.73	11	0
10. I am comfortable suggesting programmatic and instructional ideas/modifications with my school leaders.	72.7%	36.4%	36.4%	18.2%	9.1%	0.0%	4.00	11	0
11. Our school leaders frequently visit our classrooms, conducting informal walkthroughs.	91.7%	58.3%	33.3%	8.3%	0.0%	0.0%	4.50	12	0
12. I receive helpful instructional feedback and guidance from our school leaders.	83.3%	33.3%	50.0%	16.7%	0.0%	0.0%	4.17	12	0
13. Our school leaders effectively conduct formal reviews, in alignment with our APPR guidelines.	100.0%	60.0%	40.0%	0.0%	0.0%	0.0%	4.60	10	2
14. Our school leaders encourage professional development and application of the content.	91.7%	33.3%	58.3%	8.3%	0.0%	0.0%	4.25	12	0
15. Our school leaders promote continuous improvement/"growth mindset" for all.	91.7%	25.0%	66.7%	8.3%	0.0%	0.0%	4.17	12	0
16. Our school leaders actively support data-driven inquiry as a school-wide practice.	91.7%	25.0%	66.7%	8.3%	0.0%	0.0%	4.17	12	0

DTSDE

Elementary School UPK-6	SA/A	SA	A	S	D	SD	SS	Res	NA
17. Our school leaders share information from school-wide walkthroughs (presence of instructional strategies) with faculty and grade level/content area teams for discussion.	83.3%	33.3%	50.0%	16.7%	0.0%	0.0%	4.17	12	0
18. We utilize a comprehensive, school-wide data system that includes a Data Dashboard for monitoring goals and progress.	45.5%	18.2%	27.3%	45.5%	0.0%	9.1%	3.45	11	1
19. Our school leaders require staff to utilize specific data for purposes of instructional planning and measuring student progress.	50.0%	10.0%	40.0%	50.0%	0.0%	0.0%	3.60	10	1
20. Our school leaders support staff in the application and implementation of new information, structures and strategies.	83.3%	16.7%	66.7%	8.3%	8.3%	0.0%	3.92	12	0
TENET 3: CURRICULUM DEVELOPMENT AND SUPPORT									
21. Our school uses key measurements, such as common assessments, to monitor student progress.	100.0%	18.2%	81.8%	0.0%	0.0%	0.0%	4.18	11	1
22. Our school leaders provide opportunities for staff so that curriculum is appropriately implemented/scaffolded to meet students' diverse needs.	66.7%	8.3%	58.3%	33.3%	0.0%	0.0%	3.75	12	0
23. Our curriculum is well-structured and aligned to standards.	66.7%	8.3%	58.3%	16.7%	16.7%	0.0%	3.58	12	0
24. As a staff, we understand and utilize the College and Career Readiness Anchor Standards.	50.0%	20.0%	30.0%	40.0%	10.0%	0.0%	3.60	10	2
25. As a staff, we have reviewed the CCLS and continue to do so as a means for improving instruction.	60.0%	30.0%	30.0%	40.0%	0.0%	0.0%	3.90	10	1
26. Our model/template for lesson planning includes all essential components for effective instruction.	72.7%	27.3%	45.5%	18.2%	9.1%	0.0%	3.91	11	1
27. Teachers actively use data to differentiate instruction.	41.7%	25.0%	16.7%	58.3%	0.0%	0.0%	3.67	12	0
28. Our model and guidelines for unit and lesson plans ensure rigorous CCLS-aligned classroom instruction.	70.0%	20.0%	50.0%	20.0%	10.0%	0.0%	3.80	10	2
29. We understand and use data-driven inquiry as a process to support effective instruction.	72.7%	9.1%	63.6%	27.3%	0.0%	0.0%	3.82	11	1
30. We use specific data protocols in grade level/content area team meetings to support our work in reviewing student work.	40.0%	20.0%	20.0%	50.0%	10.0%	0.0%	3.50	10	2
31. Our curriculum is constructed so that students have many opportunities to benefit from the integration of technology in their learning.	83.3%	8.3%	75.0%	16.7%	0.0%	0.0%	3.92	12	0

DTSDE

Elementary School UPK-6	SA/A	SA	A	S	D	SD	SS	Res	NA
32. Our curriculum offers enrichment opportunities through the arts.	41.7%	8.3%	33.3%	41.7%	16.7%	0.0%	3.33	12	0
33. Our grade level/content area teamwork has a positive impact on student outcomes and learning.	83.3%	25.0%	58.3%	8.3%	0.0%	8.3%	3.92	12	0
34. We discuss important teaching and learning issues at our grade level/content area team meetings.	80.0%	30.0%	50.0%	10.0%	0.0%	10.0%	3.90	10	2
35. We work together across grade levels and content areas in order to provide an integrated approach to student learning.	36.4%	18.2%	18.2%	63.6%	0.0%	0.0%	3.55	11	1
36. Teachers are skilled in using formative assessments in their instruction.	63.6%	45.5%	18.2%	36.4%	0.0%	0.0%	4.09	11	1
37. As a school, we use and interpret interim benchmark assessments at particular points during the academic year.	90.9%	45.5%	45.5%	9.1%	0.0%	0.0%	4.36	11	1
38. As a school, we have created structures so that students are able to reflect on their learning and keep track of their own progress.	41.7%	8.3%	33.3%	50.0%	8.3%	0.0%	3.42	12	0
39. Teachers stay current with research and best practices.	66.7%	8.3%	58.3%	33.3%	0.0%	0.0%	3.75	12	0
40. Teachers purposefully align daily instruction to explicit student learning targets/goals ("I can...").	75.0%	16.7%	58.3%	25.0%	0.0%	0.0%	3.92	12	0
TENET 4: TEACHER PRACTICES AND DECISIONS									
41. Teachers consistently differentiate activities and materials to meet students' needs.	66.7%	0.0%	66.7%	33.3%	0.0%	0.0%	3.67	12	0
42. Teachers in this school effectively use a variety of strategies during critical input to meet learners' diverse needs.	75.0%	0.0%	75.0%	25.0%	0.0%	0.0%	3.75	12	0
43. Teachers construct classroom activities to ensure high student engagement.	83.3%	16.7%	66.7%	16.7%	0.0%	0.0%	4.00	12	0
44. Classes in this school can be characterized as "students involved in higher-level thinking."	66.7%	8.3%	58.3%	33.3%	0.0%	0.0%	3.75	12	0
45. Students in this school have strategies to track their own learning.	25.0%	0.0%	25.0%	58.3%	16.7%	0.0%	3.08	12	0
46. Teachers are skilled in providing specific and targeted feedback to students in a way that impacts their learning.	72.7%	0.0%	72.7%	27.3%	0.0%	0.0%	3.73	11	1
47. As teachers, we are skilled in utilizing complex and higher-order questions.	58.3%	8.3%	50.0%	41.7%	0.0%	0.0%	3.67	12	0

DTSDE

Elementary School UPK-6	SA/A	SA	A	S	D	SD	SS	Res	NA
48. Teachers regularly implement CCLS elements such as reading closely, using text-based evidence and writing from sources in instruction.	63.6%	18.2%	45.5%	36.4%	0.0%	0.0%	3.82	11	1
49. Teachers understand and consistently apply differentiation strategies so that both "reteach and rigor" are present.	50.0%	0.0%	50.0%	50.0%	0.0%	0.0%	3.50	12	0
50. We challenge students.	83.3%	8.3%	75.0%	16.7%	0.0%	0.0%	3.92	12	0
51. Our school provides a safe environment for staff and students where learning is valued.	91.7%	58.3%	33.3%	8.3%	0.0%	0.0%	4.50	12	0
52. Students feel secure in taking risks and asking questions in class.	83.3%	33.3%	50.0%	16.7%	0.0%	0.0%	4.17	12	0
53. Teachers and students work together as partners in learning.	83.3%	33.3%	50.0%	16.7%	0.0%	0.0%	4.17	12	0
54. As teachers, we have successfully created an intellectually safe environment.	83.3%	50.0%	33.3%	16.7%	0.0%	0.0%	4.33	12	0
55. Our school is student-centered.	66.7%	41.7%	25.0%	25.0%	8.3%	0.0%	4.00	12	0
56. Our school uses data, research and best practices.	90.9%	27.3%	63.6%	0.0%	9.1%	0.0%	4.09	11	1
57. I give students regular and precise feedback throughout lessons.	100.0%	54.5%	45.5%	0.0%	0.0%	0.0%	4.55	11	1
58. I move students into various groups depending upon learning needs and progress.	90.9%	45.5%	45.5%	9.1%	0.0%	0.0%	4.36	11	1
59. We have an effective RtI program which provides targeted assistance for students in need.	58.3%	0.0%	58.3%	33.3%	8.3%	0.0%	3.50	12	0
60. We review common assessments during grade level/content area meeting time.	90.0%	10.0%	80.0%	0.0%	0.0%	10.0%	3.80	10	2
TENET 5: STUDENT SOCIAL EMOTIONAL AND DEVELOPMENTAL HEALTH									
61. We have an effective system for developing and building student social-emotional health.	66.7%	16.7%	50.0%	33.3%	0.0%	0.0%	3.83	12	0
62. Our students have people to "go to" for discussing problems and concerns.	83.3%	25.0%	58.3%	8.3%	0.0%	8.3%	3.92	12	0
63. As a school, we proactively reach out to students who may be having difficulties, socially, emotionally and academically.	83.3%	8.3%	75.0%	16.7%	0.0%	0.0%	3.92	12	0
64. Our students have access to counselors.	75.0%	50.0%	25.0%	8.3%	8.3%	8.3%	4.00	12	0
65. Procedures are in place to prevent and deal with bullying.	58.3%	16.7%	41.7%	41.7%	0.0%	0.0%	3.75	12	0
66. School rules are posted, reviewed and understood.	75.0%	25.0%	50.0%	25.0%	0.0%	0.0%	4.00	12	0

DTSDE

Elementary School UPK-6	SA/A	SA	A	S	D	SD	SS	Res	NA
67. Our students accept corrective feedback.	100.0%	8.3%	91.7%	0.0%	0.0%	0.0%	4.08	12	0
68. Our school purposefully encourages student/family/teacher relationships.	75.0%	25.0%	50.0%	25.0%	0.0%	0.0%	4.00	12	0
69. Student behavior does not interfere with instruction.	25.0%	8.3%	16.7%	41.7%	25.0%	8.3%	2.92	12	0
70. As a school, we talk about and reinforce the role of productive teacher/student/family cooperative relationships.	58.3%	16.7%	41.7%	33.3%	8.3%	0.0%	3.67	12	0
71. Our staff works together to support student social-emotional well-being.	83.3%	25.0%	58.3%	8.3%	8.3%	0.0%	4.00	12	0
72. Our Student Services Team (guidance, social workers, psychologist, etc.) provides key supports to our students.	66.7%	41.7%	25.0%	25.0%	8.3%	0.0%	4.00	12	0
73. We have components of our curriculum that ensure conversations about safe and healthy living.	91.7%	16.7%	75.0%	0.0%	8.3%	0.0%	4.00	12	0
74. Non-instructional staff (cafeteria, aides, transportation, etc.) understands and assists in building a safe and nurturing environment for our students.	91.7%	16.7%	75.0%	0.0%	8.3%	0.0%	4.00	12	0
75. Our school has a positive and upbeat school culture.	66.7%	8.3%	58.3%	8.3%	25.0%	0.0%	3.50	12	0
76. As a school, we track and monitor student behaviors so that improvements may be made.	58.3%	8.3%	50.0%	33.3%	8.3%	0.0%	3.58	12	0
77. Our school has definitive procedures in place for students who are chronic offenders and/or experiencing ongoing difficulties.	25.0%	0.0%	25.0%	41.7%	33.3%	0.0%	2.92	12	0
78. We have support groups for students.	33.3%	8.3%	25.0%	41.7%	25.0%	0.0%	3.17	12	0
79. As a school, we report out and celebrate gains from the student database.	40.0%	10.0%	30.0%	50.0%	10.0%	0.0%	3.40	10	2
80. Our school has sufficient clubs, activities and events to help students become engaged and connected to school.	75.0%	8.3%	66.7%	8.3%	16.7%	0.0%	3.67	12	0
TENET 6: FAMILY AND COMMUNITY ENGAGEMENT									
81. We actively engage families in conversations around students' needs/progress.	75.0%	8.3%	66.7%	8.3%	16.7%	0.0%	3.67	12	0
82. As a school, we are effective in maintaining the home connections.	66.7%	16.7%	50.0%	16.7%	16.7%	0.0%	3.67	12	0
83. Our quality/frequency of communication with families is sufficient.	58.3%	8.3%	50.0%	33.3%	8.3%	0.0%	3.58	12	0

DTSDE

Elementary School UPK-6	SA/A	SA	A	S	D	SD	SS	Res	NA
84. We are able to help families to set high expectations for their children.	41.7%	8.3%	33.3%	50.0%	8.3%	0.0%	3.42	12	0
85. We help families prepare students for life challenges, including thinking about being College and Career Ready.	54.5%	9.1%	45.5%	45.5%	0.0%	0.0%	3.64	11	1
86. As a school, we invite families to offer input on the direction of our school.	83.3%	8.3%	75.0%	8.3%	8.3%	0.0%	3.83	12	0
87. We contact families on a routine basis, not just in times of concern.	75.0%	16.7%	58.3%	25.0%	0.0%	0.0%	3.92	12	0
88. We help families identify student strengths and needs.	75.0%	16.7%	58.3%	25.0%	0.0%	0.0%	3.92	12	0
89. We discuss specific learning needs, issues and accomplishments with families.	75.0%	16.7%	58.3%	25.0%	0.0%	0.0%	3.92	12	0
90. We provide programs so that families can help their children at home.	58.3%	0.0%	58.3%	25.0%	16.7%	0.0%	3.42	12	0
91. Our school partners with community agencies to bring services and/or enrichment to our students.	58.3%	8.3%	50.0%	33.3%	8.3%	0.0%	3.58	12	0
92. We have events for families, encouraging a partnership for learning.	66.7%	8.3%	58.3%	25.0%	8.3%	0.0%	3.67	12	0
93. We conduct needs assessments with families so that we understand their interests and concerns.	41.7%	8.3%	33.3%	33.3%	25.0%	0.0%	3.25	12	0
94. Our families have had introductions, through school-sponsored programs, to our curriculum.	50.0%	16.7%	33.3%	33.3%	16.7%	0.0%	3.50	12	0
95. Our school and family organizations such as PTA, work well together.	58.3%	16.7%	41.7%	41.7%	0.0%	0.0%	3.75	12	0
96. Our school report cards provide families with clear information on student progress.	75.0%	33.3%	41.7%	16.7%	8.3%	0.0%	4.00	12	0
97. Our school shares data with families.	90.9%	36.4%	54.5%	9.1%	0.0%	0.0%	4.27	11	1
98. During family conferences, teachers explain specific data about progress.	100.0%	41.7%	58.3%	0.0%	0.0%	0.0%	4.42	12	0
99. Our school/family connection has resulted in student gains.	91.7%	25.0%	66.7%	8.3%	0.0%	0.0%	4.17	12	0
100. Our families are provided with sufficient information to understand their child's progress and become partners in learning.	83.3%	8.3%	75.0%	16.7%	0.0%	0.0%	3.92	12	0

DTSDE

Jr. Sr. High 7-12	SA/A	SA	A	S	D	SD	SS	Res	NA
TENET 2: SCHOOL LEADER PRACTICES AND DECISIONS									
1. We actively utilize a school-based plan with specific SMART goals to guide our work.	43.5%	4.3%	39.1%	52.2%	4.3%	0.0%	3.43	23	0
2. Our school leaders (building administrators) often talk about the vision, mission and/or beliefs of our school during school events.	87.0%	43.5%	43.5%	13.0%	0.0%	0.0%	4.30	23	0
3. Our school leaders encourage staff connections to our vision, mission and beliefs.	72.7%	27.3%	45.5%	27.3%	0.0%	0.0%	4.00	22	0
4. Our school leaders serve as role models for moving the work of our school forward.	50.0%	0.0%	50.0%	31.8%	9.1%	9.1%	3.23	22	0
5. Our school leaders help to build a collaborative environment so that staff works together in achieving goals.	45.5%	4.5%	40.9%	40.9%	13.6%	0.0%	3.36	22	0
6. Our school leaders make effective decisions related to staffing.	31.8%	4.5%	27.3%	40.9%	18.2%	9.1%	3.00	22	0
7. Our school leaders make certain we have relevant, targeted professional development.	36.4%	13.6%	22.7%	36.4%	22.7%	4.5%	3.18	22	0
8. Our school leaders are responsive in discussions involving programmatic needs and changes.	36.4%	18.2%	18.2%	50.0%	9.1%	4.5%	3.36	22	0
9. Our school leaders make decisions in a timely manner.	50.0%	4.5%	45.5%	22.7%	22.7%	4.5%	3.23	22	0
10. I am comfortable suggesting programmatic and instructional ideas/modifications with my school leaders.	63.6%	27.3%	36.4%	27.3%	9.1%	0.0%	3.82	22	0
11. Our school leaders frequently visit our classrooms, conducting informal walkthroughs.	85.7%	42.9%	42.9%	14.3%	0.0%	0.0%	4.29	21	1
12. I receive helpful instructional feedback and guidance from our school leaders.	70.0%	10.0%	60.0%	20.0%	0.0%	10.0%	3.60	20	1
13. Our school leaders effectively conduct formal reviews, in alignment with our APPR guidelines.	80.0%	15.0%	65.0%	20.0%	0.0%	0.0%	3.95	20	2
14. Our school leaders encourage professional development and application of the content.	81.8%	36.4%	45.5%	18.2%	0.0%	0.0%	4.18	22	0
15. Our school leaders promote continuous improvement/"growth mindset" for all.	81.8%	27.3%	54.5%	13.6%	4.5%	0.0%	4.05	22	0
16. Our school leaders actively support data-driven inquiry as a school-wide practice.	66.7%	14.3%	52.4%	28.6%	4.8%	0.0%	3.76	21	1

DTSDE

Jr. Sr. High 7-12	SA/A	SA	A	S	D	SD	SS	Res	NA
17. Our school leaders share information from school-wide walkthroughs (presence of instructional strategies) with faculty and grade level/content area teams for discussion.	81.8%	18.2%	63.6%	4.5%	13.6%	0.0%	3.86	22	0
18. We utilize a comprehensive, school-wide data system that includes a Data Dashboard for monitoring goals and progress.	52.4%	4.8%	47.6%	28.6%	14.3%	4.8%	3.33	21	1
19. Our school leaders require staff to utilize specific data for purposes of instructional planning and measuring student progress.	40.0%	10.0%	30.0%	45.0%	15.0%	0.0%	3.35	20	1
20. Our school leaders support staff in the application and implementation of new information, structures and strategies.	59.1%	9.1%	50.0%	40.9%	0.0%	0.0%	3.68	22	0
TENET 3: CURRICULUM DEVELOPMENT AND SUPPORT									
21. Our school uses key measurements, such as common assessments, to monitor student progress.	63.6%	18.2%	45.5%	31.8%	4.5%	0.0%	3.77	22	0
22. Our school leaders provide opportunities for staff so that curriculum is appropriately implemented/scaffolded to meet students' diverse needs.	45.5%	4.5%	40.9%	36.4%	18.2%	0.0%	3.32	22	0
23. Our curriculum is well-structured and aligned to standards.	77.3%	22.7%	54.5%	13.6%	9.1%	0.0%	3.91	22	0
24. As a staff, we understand and utilize the College and Career Readiness Anchor Standards.	61.9%	23.8%	38.1%	28.6%	4.8%	4.8%	3.71	21	1
25. As a staff, we have reviewed the CCLS and continue to do so as a means for improving instruction.	76.2%	14.3%	61.9%	23.8%	0.0%	0.0%	3.90	21	1
26. Our model/template for lesson planning includes all essential components for effective instruction.	63.2%	21.1%	42.1%	26.3%	10.5%	0.0%	3.74	19	3
27. Teachers actively use data to differentiate instruction.	47.6%	14.3%	33.3%	42.9%	9.5%	0.0%	3.52	21	0
28. Our model and guidelines for unit and lesson plans ensure rigorous CCLS-aligned classroom instruction.	57.1%	23.8%	33.3%	33.3%	9.5%	0.0%	3.71	21	1
29. We understand and use data-driven inquiry as a process to support effective instruction.	52.4%	14.3%	38.1%	33.3%	14.3%	0.0%	3.52	21	1
30. We use specific data protocols in grade level/content area team meetings to support our work in reviewing student work.	45.0%	15.0%	30.0%	45.0%	10.0%	0.0%	3.50	20	2
31. Our curriculum is constructed so that students have many opportunities to benefit from the integration of technology in their learning.	59.1%	22.7%	36.4%	36.4%	4.5%	0.0%	3.77	22	0

DTSDE

Jr. Sr. High 7-12	SA/A	SA	A	S	D	SD	SS	Res	NA
32. Our curriculum offers enrichment opportunities through the arts.	50.0%	13.6%	36.4%	27.3%	18.2%	4.5%	3.36	22	0
33. Our grade level/content area teamwork has a positive impact on student outcomes and learning.	81.8%	45.5%	36.4%	18.2%	0.0%	0.0%	4.27	22	0
34. We discuss important teaching and learning issues at our grade level/content area team meetings.	90.5%	42.9%	47.6%	9.5%	0.0%	0.0%	4.33	21	1
35. We work together across grade levels and content areas in order to provide an integrated approach to student learning.	40.9%	22.7%	18.2%	54.5%	4.5%	0.0%	3.59	22	0
36. Teachers are skilled in using formative assessments in their instruction.	86.4%	31.8%	54.5%	9.1%	4.5%	0.0%	4.14	22	0
37. As a school, we use and interpret interim benchmark assessments at particular points during the academic year.	71.4%	19.0%	52.4%	23.8%	4.8%	0.0%	3.86	21	1
38. As a school, we have created structures so that students are able to reflect on their learning and keep track of their own progress.	27.3%	9.1%	18.2%	36.4%	31.8%	4.5%	2.95	22	0
39. Teachers stay current with research and best practices.	63.6%	13.6%	50.0%	36.4%	0.0%	0.0%	3.77	22	0
40. Teachers purposefully align daily instruction to explicit student learning targets/goals ("I can...").	72.7%	40.9%	31.8%	27.3%	0.0%	0.0%	4.14	22	0
TENET 4: TEACHER PRACTICES AND DECISIONS									
41. Teachers consistently differentiate activities and materials to meet students' needs.	59.1%	18.2%	40.9%	31.8%	9.1%	0.0%	3.68	22	0
42. Teachers in this school effectively use a variety of strategies during critical input to meet learners' diverse needs.	63.6%	18.2%	45.5%	31.8%	4.5%	0.0%	3.77	22	0
43. Teachers construct classroom activities to ensure high student engagement.	63.6%	13.6%	50.0%	31.8%	4.5%	0.0%	3.73	22	0
44. Classes in this school can be characterized as "students involved in higher-level thinking."	59.1%	9.1%	50.0%	31.8%	9.1%	0.0%	3.59	22	0
45. Students in this school have strategies to track their own learning.	22.7%	4.5%	18.2%	59.1%	13.6%	4.5%	3.05	22	0
46. Teachers are skilled in providing specific and targeted feedback to students in a way that impacts their learning.	59.1%	13.6%	45.5%	31.8%	9.1%	0.0%	3.64	22	0
47. As teachers, we are skilled in utilizing complex and higher-order questions.	72.7%	13.6%	59.1%	27.3%	0.0%	0.0%	3.86	22	0

DTSDE

Jr. Sr. High 7-12	SA/A	SA	A	S	D	SD	SS	Res	NA
48. Teachers regularly implement CCLS elements such as reading closely, using text-based evidence and writing from sources in instruction.	81.0%	14.3%	66.7%	19.0%	0.0%	0.0%	3.95	21	1
49. Teachers understand and consistently apply differentiation strategies so that both "reteach and rigor" are present.	61.9%	9.5%	52.4%	33.3%	4.8%	0.0%	3.67	21	1
50. We challenge students.	63.6%	27.3%	36.4%	31.8%	4.5%	0.0%	3.86	22	0
51. Our school provides a safe environment for staff and students where learning is valued.	63.6%	40.9%	22.7%	18.2%	13.6%	4.5%	3.82	22	0
52. Students feel secure in taking risks and asking questions in class.	66.7%	38.1%	28.6%	28.6%	4.8%	0.0%	4.00	21	0
53. Teachers and students work together as partners in learning.	68.2%	27.3%	40.9%	22.7%	9.1%	0.0%	3.86	22	0
54. As teachers, we have successfully created an intellectually safe environment.	81.8%	40.9%	40.9%	13.6%	4.5%	0.0%	4.18	22	0
55. Our school is student-centered.	68.2%	27.3%	40.9%	27.3%	4.5%	0.0%	3.91	22	0
56. Our school uses data, research and best practices.	68.2%	18.2%	50.0%	31.8%	0.0%	0.0%	3.86	22	0
57. I give students regular and precise feedback throughout lessons.	95.5%	18.2%	77.3%	4.5%	0.0%	0.0%	4.14	22	0
58. I move students into various groups depending upon learning needs and progress.	90.9%	27.3%	63.6%	9.1%	0.0%	0.0%	4.18	22	0
59. We have an effective RtI program which provides targeted assistance for students in need.	36.8%	5.3%	31.6%	36.8%	21.1%	5.3%	3.11	19	3
60. We review common assessments during grade level/content area meeting time.	44.4%	5.6%	38.9%	33.3%	22.2%	0.0%	3.28	18	4
TENET 5: STUDENT SOCIAL EMOTIONAL AND DEVELOPMENTAL HEALTH									
61. We have an effective system for developing and building student social-emotional health.	50.0%	18.2%	31.8%	22.7%	13.6%	13.6%	3.27	22	0
62. Our students have people to "go to" for discussing problems and concerns.	81.8%	36.4%	45.5%	4.5%	13.6%	0.0%	4.05	22	0
63. As a school, we proactively reach out to students who may be having difficulties, socially, emotionally and academically.	81.8%	40.9%	40.9%	9.1%	4.5%	4.5%	4.09	22	0
64. Our students have access to counselors.	81.8%	36.4%	45.5%	13.6%	4.5%	0.0%	4.14	22	0
65. Procedures are in place to prevent and deal with bullying.	59.1%	18.2%	40.9%	22.7%	13.6%	4.5%	3.55	22	0
66. School rules are posted, reviewed and understood.	54.5%	22.7%	31.8%	40.9%	0.0%	4.5%	3.68	22	0

DTSDE

Jr. Sr. High 7-12	SA/A	SA	A	S	D	SD	SS	Res	NA
67. Our students accept corrective feedback.	36.4%	9.1%	27.3%	54.5%	4.5%	4.5%	3.32	22	0
68. Our school purposefully encourages student/family/teacher relationships.	59.1%	18.2%	40.9%	13.6%	22.7%	4.5%	3.45	22	0
69. Student behavior does not interfere with instruction.	40.9%	4.5%	36.4%	18.2%	13.6%	27.3%	2.77	22	0
70. As a school, we talk about and reinforce the role of productive teacher/student/family cooperative relationships.	50.0%	13.6%	36.4%	36.4%	9.1%	4.5%	3.45	22	0
71. Our staff works together to support student social-emotional well-being.	68.2%	22.7%	45.5%	22.7%	9.1%	0.0%	3.82	22	0
72. Our Student Services Team (guidance, social workers, psychologist, etc.) provides key supports to our students.	63.6%	18.2%	45.5%	27.3%	9.1%	0.0%	3.73	22	0
73. We have components of our curriculum that ensure conversations about safe and healthy living.	66.7%	14.3%	52.4%	28.6%	0.0%	4.8%	3.71	21	1
74. Non-instructional staff (cafeteria, aides, transportation, etc.) understands and assists in building a safe and nurturing environment for our students.	73.7%	15.8%	57.9%	21.1%	5.3%	0.0%	3.84	19	3
75. Our school has a positive and upbeat school culture.	68.2%	18.2%	50.0%	27.3%	4.5%	0.0%	3.82	22	0
76. As a school, we track and monitor student behaviors so that improvements may be made.	40.9%	9.1%	31.8%	45.5%	4.5%	9.1%	3.27	22	0
77. Our school has definitive procedures in place for students who are chronic offenders and/or experiencing ongoing difficulties.	27.3%	9.1%	18.2%	36.4%	9.1%	27.3%	2.73	22	0
78. We have support groups for students.	27.3%	9.1%	18.2%	45.5%	27.3%	0.0%	3.09	22	0
79. As a school, we report out and celebrate gains from the student database.	60.0%	15.0%	45.0%	35.0%	5.0%	0.0%	3.70	20	2
80. Our school has sufficient clubs, activities and events to help students become engaged and connected to school.	59.1%	4.5%	54.5%	27.3%	13.6%	0.0%	3.50	22	0
TENET 6: FAMILY AND COMMUNITY ENGAGEMENT									
81. We actively engage families in conversations around students' needs/progress.	59.1%	4.5%	54.5%	36.4%	4.5%	0.0%	3.59	22	0
82. As a school, we are effective in maintaining the home connections.	54.5%	4.5%	50.0%	31.8%	13.6%	0.0%	3.45	22	0
83. Our quality/frequency of communication with families is sufficient.	68.2%	9.1%	59.1%	22.7%	9.1%	0.0%	3.68	22	0

DTSDE

Jr. Sr. High 7-12	SA/A	SA	A	S	D	SD	SS	Res	NA
84. We are able to help families to set high expectations for their children.	40.9%	9.1%	31.8%	36.4%	13.6%	9.1%	3.18	22	0
85. We help families prepare students for life challenges, including thinking about being College and Career Ready.	54.5%	13.6%	40.9%	22.7%	22.7%	0.0%	3.45	22	0
86. As a school, we invite families to offer input on the direction of our school.	54.5%	9.1%	45.5%	18.2%	22.7%	4.5%	3.32	22	0
87. We contact families on a routine basis, not just in times of concern.	50.0%	9.1%	40.9%	36.4%	13.6%	0.0%	3.45	22	0
88. We help families identify student strengths and needs.	59.1%	9.1%	50.0%	36.4%	0.0%	4.5%	3.59	22	0
89. We discuss specific learning needs, issues and accomplishments with families.	57.1%	9.5%	47.6%	38.1%	0.0%	4.8%	3.57	21	0
90. We provide programs so that families can help their children at home.	45.5%	9.1%	36.4%	22.7%	9.1%	22.7%	3.00	22	0
91. Our school partners with community agencies to bring services and/or enrichment to our students.	47.6%	14.3%	33.3%	14.3%	23.8%	14.3%	3.10	21	1
92. We have events for families, encouraging a partnership for learning.	40.9%	13.6%	27.3%	40.9%	13.6%	4.5%	3.32	22	0
93. We conduct needs assessments with families so that we understand their interests and concerns.	42.1%	0.0%	42.1%	31.6%	21.1%	5.3%	3.11	19	2
94. Our families have had introductions, through school-sponsored programs, to our curriculum.	31.8%	4.5%	27.3%	22.7%	31.8%	13.6%	2.77	22	0
95. Our school and family organizations such as PTA, work well together.	52.4%	0.0%	52.4%	23.8%	19.0%	4.8%	3.24	21	1
96. Our school report cards provide families with clear information on student progress.	63.6%	18.2%	45.5%	31.8%	4.5%	0.0%	3.77	22	0
97. Our school shares data with families.	45.5%	13.6%	31.8%	50.0%	4.5%	0.0%	3.55	22	0
98. During family conferences, teachers explain specific data about progress.	71.4%	23.8%	47.6%	19.0%	9.5%	0.0%	3.86	21	1
99. Our school/family connection has resulted in student gains.	61.9%	0.0%	61.9%	28.6%	9.5%	0.0%	3.52	21	1
100. Our families are provided with sufficient information to understand their child's progress and become partners in learning.	50.0%	4.5%	45.5%	40.9%	9.1%	0.0%	3.45	22	0