

Sample Report

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Association for Supervision and Curriculum Development

WHAT WORKS IN SCHOOLS SURVEY

# Composite Report

[www.whatworksinschools.org](http://www.whatworksinschools.org)  
[www.ascd.org](http://www.ascd.org)

Generated for:

**School District XYZ**

**Total Survey Responses: 65**

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# Sample Report

## Overview

This report is an analysis of participant responses to the What Works in Schools Online Survey. You will find two sections in this report. The first section provides a report of the summaries of the 11 factor averages and a report of priorities within each factor. The second section provides an item-by-item analysis of results of participant responses and an analysis of the 10 items the results indicate as the place to begin your school improvement planning.

## Section One

This section features summaries of the 11 factor averages and a report of priorities within each factor. In the Summary of Factor Averages report, you will see the average of the means (average), modes (most common) and standard deviations (how much variation in responses) for all the items within the factor. This table lists the survey items under each factor.

Factor One	Items 1 - 5
Factor Two	Items 6 - 9
Factor Three	Items 10 - 13
Factor Four	Items 14 - 18
Factor Five	Items 19 - 21
Factor Six	Items 22 - 24
Factor Seven	Items 25 - 27
Factor Eight	Items 28 - 31
Factor Nine	Items 32 - 55
Factor Ten	Items 56 - 63
Factor Eleven	Items 64 - 68

The averages are listed for three questions:

*Question 1* - To what extent do we engage in this behavior or address this issue?

*Question 2* - How much will a change in our current practices on this item increase the academic achievement of our students?

*Question 3* - How much effort will it take to significantly change our current practices regarding this issue?

The first part of the Summary of Factor Averages is shown in a table format followed by a line graph that shows the data in a graphic format.

In the Factor Level Priorities report, you will see the items under each factor listed in rank order by their averages on Question 1, "*To what extent do we engage in this behavior or address this issue?*" Within each factor, the items are ranked from lowest to highest.

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## Section Two

This section features summaries of the 11 factor averages and responses to all 68 survey items. For each item, you will see the mean (average), mode (most common), and standard deviation (how much variation in responses) for three questions:

*Question 1* - To what extent do we engage in this behavior or address this issue?

*Question 2* - How much will a change in our current practices on this item increase the academic achievement of our students?

*Question 3* - How much effort will it take to significantly change our current practices regarding this issue?

The bar graph provided for each item is a visual representation of the mean for each of the three questions.

The statistics table reports the average or mean score for that question, the median score for that question, and the standard deviation for that question. This table is very important, and you should consider it carefully.

\* The mean score is the mathematical average or the "center of gravity," so to speak, for all scores on that particular item.

\* The mode is also a measure of the "central tendency" of the scores for a given question, but it gives a slightly different perspective than the mean. The mode is the most common score of all the responses. For this questionnaire, the mode will always be a whole number: 1, 2, 3, or 4. These statistics should give you a good perspective of the central tendency of the responses on each of the three questions for the items.

\* The standard deviation tells you how much variation exists in the way people responded. If you add and subtract the standard deviation from the mean for a question, you can assume that almost 70 percent of participants responded in this range. For example, if the mean score for a question is 2.76 and the standard deviation is .995, the range where 70 percent of responses would fall is between 1.765 and 3.755 ( $2.76 + \text{or} - .995$ ). In general, the higher the standard deviation, the greater the variation in the way people responded to a question. In other words, there was not a lot of agreement regarding the question.

Finally, this section indicates the 10 items to consider in school development for which participants' responded (1) you are not doing well, (2) changes in current practice will positively affect student achievement, and (3) the effort it will take to make these changes is not too great.

To identify the 10 items that meet all three criteria, we analyzed responses three ways:

1. We rank-ordered the 68 items on the central tendency for Question 1, "extent to which we engage."
2. We selected the bottom 20 items from Step 1 and rank-ordered them on the central tendency for Question 2, "how much increase in achievement."
3. We looked at the highest ranking items from Step 2 and rank-ordered them again on the central tendency for Question 3, "how much effort."

The 10 items with the lowest central tendency scores from Step 3 are the items that have the lowest

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perceived performance in your school, that would result in a relatively high perceived payoff, and that require relatively low effort. These 10 items are a good place to start your school improvement effort.

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## **Section One - Summary Reports**

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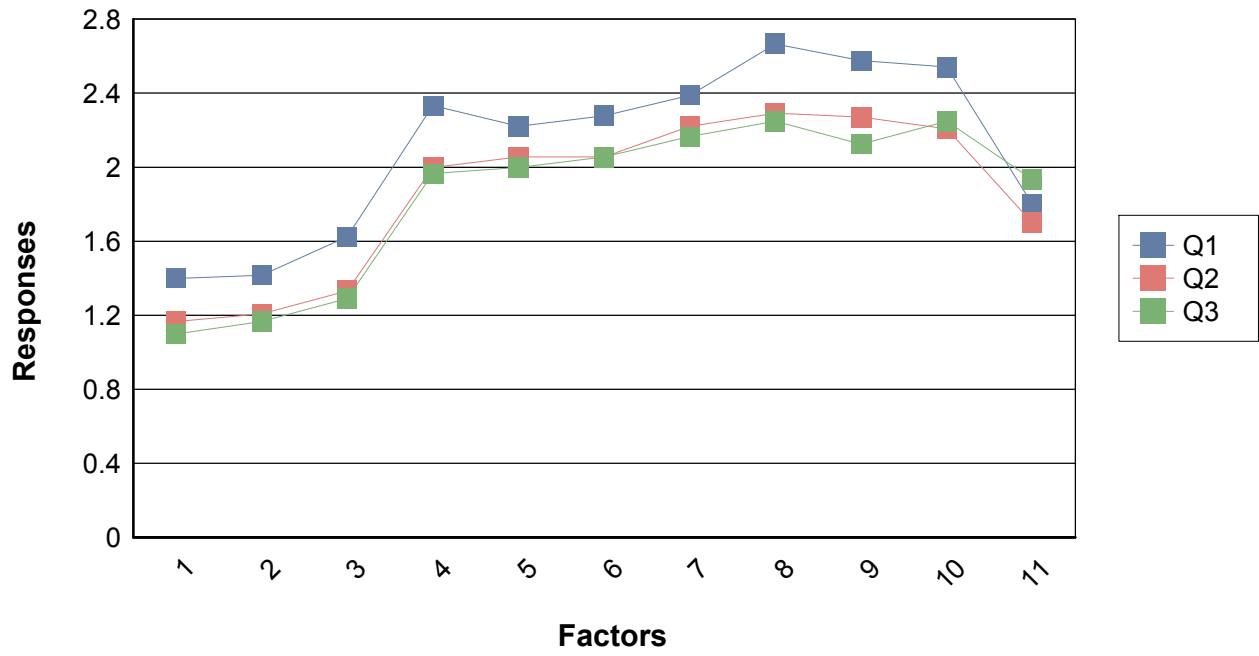
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## Summary of Factor Averages

		Extent to which we address this	Effect of change on achievement	Effort required to change
<b>Factor #1 Guaranteed and Viable Curriculum</b>	Mean	1.40	1.17	1.10
	Mode	1	1	1
	Stdev	0.86	0.46	0.31
<b>Factor #2 Challenging Goals and Effective Feedback</b>	Mean	1.42	1.21	1.17
	Mode	1	1	1
	Stdev	0.78	0.51	0.38
<b>Factor #3 Parent and Community Involvement</b>	Mean	1.63	1.33	1.29
	Mode	1	1	1
	Stdev	1.06	0.56	0.46
<b>Factor #4 Safe and Orderly Environment</b>	Mean	2.33	2.00	1.97
	Mode	2	2	2
	Stdev	0.88	0.64	0.61
<b>Factor #5 Collegiality and Professionalism</b>	Mean	2.22	2.06	2.00
	Mode	2	2	2
	Stdev	0.81	0.64	0.59
<b>Factor #6 Home Environment</b>	Mean	2.28	2.06	2.06
	Mode	2	2	2
	Stdev	0.57	0.64	0.64
<b>Factor #7 Learned Intelligence and Background Knowledge</b>	Mean	2.39	2.22	2.17
	Mode	2	2	2
	Stdev	0.92	0.88	0.86
<b>Factor #8 Student Motivation</b>	Mean	2.67	2.29	2.25
	Mode	4	2	2
	Stdev	1.17	1.04	1.03
<b>Factor #9 Instruction</b>	Mean	2.58	2.27	2.13
	Mode	1	1	1
	Stdev	1.28	1.18	1.19
<b>Factor #10 Classroom Management</b>	Mean	2.54	2.21	2.25
	Mode	1	1	1
	Stdev	1.32	1.20	1.25
<b>Factor #11 Classroom Curriculum Design</b>	Mean	1.80	1.70	1.93
	Mode	1	1	1
	Stdev	1.10	0.75	0.94

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## Factor Averages



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## Factor Level Priorities

This report shows the averages of all responses by item. Within each Factor, the items have been ranked from lowest to highest on Question 1 "to what extent do we engage in this behavior or address this issue?" Use this report to see how items within the factors compare to one another. Averages below 3.0 in the first column show items respondents believe are not practiced to a great extent in the school. The highlighted mean under Question 2 for each factor, "how much will it change increase academic achievement of our students?" indicates the item respondents believe will make the biggest gain in school achievement if implemented correctly. The highlighted mean under Question 3 for each factor, "how much effort will it take to change our current practices?" indicates the item needing the least effort to change.

### 1# Guaranteed and Viable Curriculum

Q1	Q2	Q3	Question	Item
1.33	1.17	1.17	Essential content can be addressed in time provided	2
1.33	1.00	1.00	Essential content is organized & sequenced	3
1.33	1.17	1.17	Instructional time is protected	5
1.50	1.17	1.17	Essential & supplemental content is identified	1
1.50	1.33	1.00	Teachers are monitored for teaching essential content	4

### 2# Challenging Goals and Effective Feedback

Q1	Q2	Q3	Question	Item
1.33	1.33	1.17	Specific achievement goals are set for the school	7
1.33	1.00	1.00	Specific achievement goals are set for individual students	8
1.50	1.17	1.17	An assessment system of timely feedback to students is used	6
1.50	1.33	1.33	Performance on individual student & school goals drives planning	9

### 3# Parent and Community Involvement

Q1	Q2	Q3	Question	Item
1.50	1.33	1.33	Effective vehicles exist for communication to parents & community	10
1.67	1.50	1.33	Effective vehicles exist for communication from parents & community	11
1.67	1.33	1.33	Opportunities exist for parent & community involvement in school operations	12
1.67	1.17	1.17	Opportunities exist for parent & community involvement in school governance	13

### 4# Safe and Orderly Environment

Q1	Q2	Q3	Question	Item
2.00	2.00	2.00	A self-discipline and responsibility program is implemented	17
2.33	2.00	2.00	Clear rules & procedures for school-wide behavior are established	15
2.33	1.83	1.83	Appropriate consequences for violations are established & implemented	16
2.33	2.17	2.00	A system is implemented for early detection of students with violent & extreme behavior	18
2.67	2.00	2.00	School environment & routines prevent chaos & promote good behavior	14

### 5# Collegiality and Professionalism

Q1	Q2	Q3	Question	Item
2.17	2.17	2.00	Governance structures are established for teacher involvement in decision-making	20
2.17	2.00	2.00	Teachers are engaged in content area SD activities which allow hands-on trial	21
2.33	2.00	2.00	Norms for staff collegiality & professionalism are established	19

### 6# Home Environment

Q1	Q2	Q3	Question	Item
2.17	2.00	2.17	Training and support are provided to parents about their parenting style.	24
2.33	2.00	2.00	Training & support provided to parents about communication & supervision of children	22
2.33	2.17	2.00	Training and support are provided to parents about supervision of their children.	23

### 7# Learned Intelligence and Background Knowledge

Q1	Q2	Q3	Question	Item
2.33	2.17	2.17	Students are involved in programs to increase number & quality of experiences	25

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2.33	2.33	2.17	Students are involved in a schoolwide reading program to develop vocabulary	26
2.50	2.17	2.17	Students are involved in a schoolwide vocabulary program specific to content areas	27

## 8# Student Motivation

Q1	Q2	Q3	Question	Item
2.50	2.17	2.17	Students are provided with feedback on their knowledge gain	28
2.50	2.17	2.17	Students are involved in engaging learning games & activities	29
2.67	2.50	2.33	Students are provided with motivational training	31
3.00	2.33	2.33	Students are allowed to design and work on long-term projects	30

## 9# Instruction

Q1	Q2	Q3	Question	Item
2.00	1.67	1.83	Teachers provide specific feedback on homework	40
2.00	1.83	1.83	Teachers end units by asking students to assess themselves on learning goals	42
2.17	2.00	1.67	Teachers organize students into cooperative groups when appropriate	39
2.17	2.00	1.83	Teachers end units by providing clear feedback on learning goals	41
2.17	2.00	1.83	Teachers end units by recognizing & celebrating progress on learning goals	43
2.17	1.83	1.67	Teachers ask questions before presenting new content to help students recall knowledge	44
2.17	2.17	1.67	Prior to starting a new unit, teachers provide direct links to previous content studied	45
2.50	2.33	2.33	Teachers provide students with feedback on learning goals	34
2.50	1.83	1.67	Teachers organize students into groups based on understanding of content	38
2.67	2.17	2.17	Teachers begin lessons by presenting clear learning goals	32
2.67	2.50	2.17	Teachers begin lessons by asking students to ID personal learning goals	33
2.67	2.50	2.33	Teachers ask students to keep track of their own performance on learning goals	35
2.67	2.33	2.33	Teachers recognize & celebrate progress on learning goals	36
2.67	2.50	2.33	Teachers constantly emphasize the importance of student effort	37
2.67	2.33	2.33	Teachers ask students to take notes on new content	48
2.67	2.50	2.50	Teachers ask students to represent new content in nonlinguistic ways	49
2.83	2.67	2.33	Teachers ask students to construct verbal/written summaries of new content	47
2.83	2.50	2.33	Teachers assign tasks that require practice of important skills & procedures	50
2.83	2.33	2.17	Teachers ask students to revise and correct errors in notes for review	51
2.83	2.33	2.00	Teachers ask students to revise the errors in their nonlinguistic representations	52
2.83	2.17	2.17	Teachers assign tasks requiring comparing and contrasting skills	53
2.83	2.67	2.33	Teachers assign tasks requiring students to form and test hypotheses	55
3.00	2.67	2.50	Prior to starting a new unit, teachers provide students with organizational tools	46
3.33	2.67	2.67	Teachers assign tasks requiring metaphor and analogy construction	54

## 10# Classroom Management

Q1	Q2	Q3	Question	Item
1.67	1.50	1.67	Teachers maintain emotional objectivity in dealing with student misbehavior	63
2.33	1.83	1.83	Teachers respond to inappropriate behaviors quickly and assertively	62
2.67	2.33	2.50	Teachers use effective classroom management strategies and consequences	57
2.67	2.50	2.50	Teachers make students feel that they are receiving proper guidance	58
2.67	2.33	2.50	Teachers make students feel that their concerns are being considered	59
2.67	2.50	2.50	Teachers use different strategies with different students to create a sense of acceptance	60
2.83	2.33	2.33	Teachers have comprehensive classroom rules and procedures	56
2.83	2.33	2.17	Teachers use techniques to keep aware of potential problems in the classroom	61

## 11# Classroom Curriculum Design

Q1	Q2	Q3	Question	Item
1.50	1.83	1.67	In planning, teachers identify specific types of important knowledge for students to learn	64

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1.30	1.33	1.83	In planning, teachers ensure that student have multiple exposures in a variety of forms	65
1.83	1.50	2.33	In planning, teachers distinguish between skills to be mastered or just experienced	66
2.00	1.67	1.83	In planning, teachers ensure that students will have complex projects	68
2.17	2.17	2.00	In planning, teachers organize examples into categories	67

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## **Section Two - Item Analysis and Ten Item Resources**

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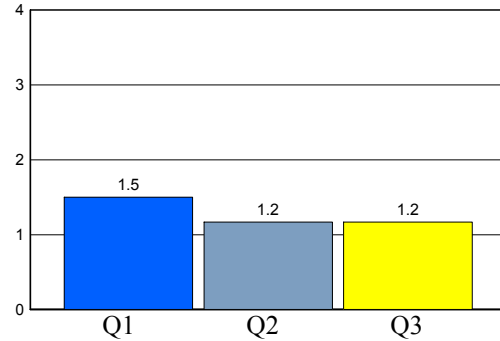
School District XYZ

## Factor #1 Guaranteed and Viable Curriculum

### Item 1 :

The content considered essential for all students to learn versus the content considered supplemental has been identified and communicated to teachers.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	1.50	1.17	1.17
Mode	1	1	1
Stdev	0.84	0.41	0.41

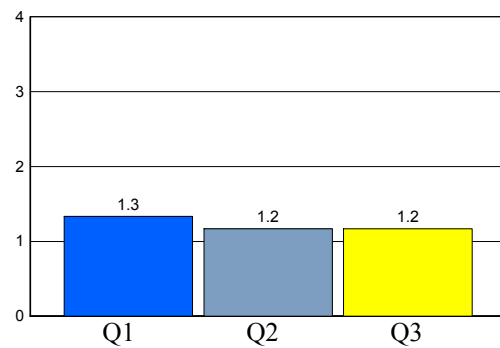


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### Item 2 :

The amount of essential content that has been identified can be addressed in the instructional time available to teachers.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	1.33	1.17	1.17
Mode	1	1	1
Stdev	0.82	0.41	0.41



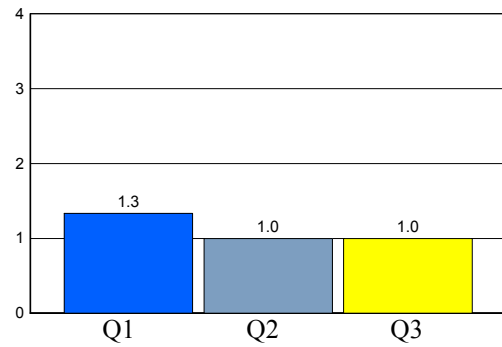
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**Item 3 :**

The essential content is organized and sequenced in a way that students have ample opportunity to learn it.

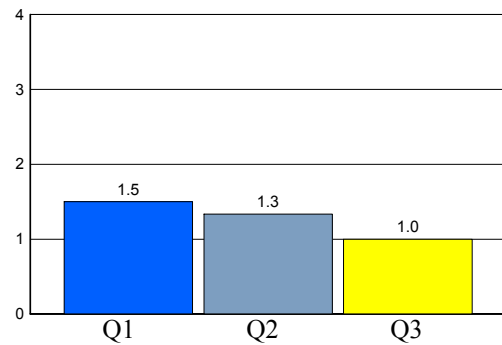
	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	1.33	1.00	1.00
Mode	1	1	1
Stdev	0.82	0.00	0.00



**Item 4 :**

Someone checks to ensure that teachers address the essential content.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	1.50	1.33	1.00
Mode	1	1	1
Stdev	1.22	0.82	0.00



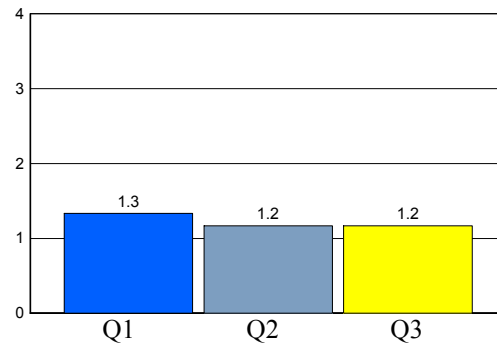
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**Item 5 :**

The instructional time available to teachers is protected by minimizing interruptions and scheduled noninstructional activities.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	1.33	1.17	1.17
Mode	1	1	1
Stdev	0.82	0.41	0.41

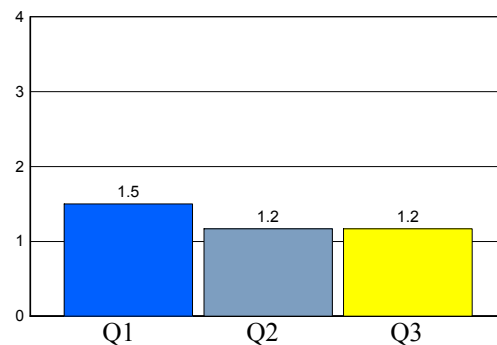


## Factor #2 Challenging Goals and Effective Feedback

**Item 6 :**

An assessment system is used that provides for timely feedback (e.g., at least every nine weeks) on specific knowledge and skills for individual students.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	1.50	1.17	1.17
Mode	1	1	1
Stdev	0.84	0.41	0.41



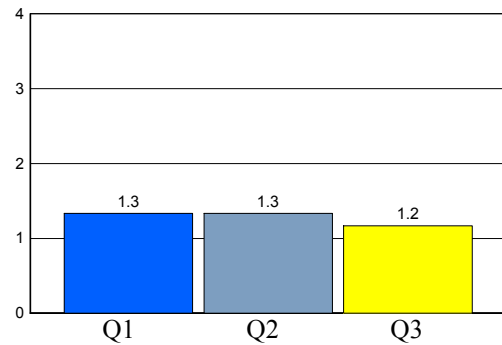
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## Item 7 :

Specific achievement goals are set for the school as a whole.

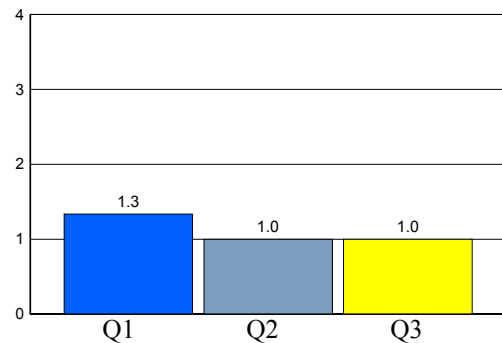
	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	1.33	1.33	1.17
Mode	1	1	1
Stdev	0.82	0.82	0.41



## Item 8 :

Specific achievement goals are set for individual students.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	1.33	1.00	1.00
Mode	1	1	1
Stdev	0.82	0.00	0.00



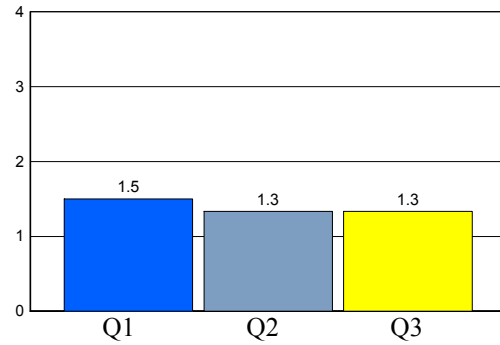
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## Item 9 :

Performance on schoolwide and individual student goals is used to plan for future actions.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	1.50	1.33	1.33
Mode	1	1	1
Stdev	0.84	0.52	0.52

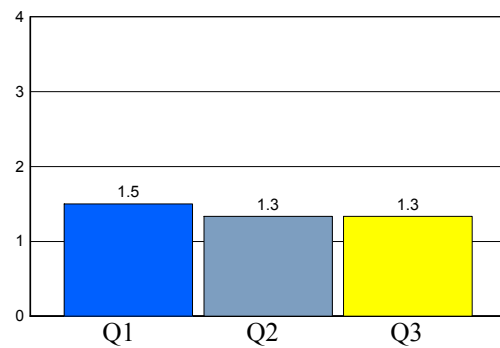


## Factor #3 Parent and Community Involvement

### Item 10 :

Effective vehicles are in place to communicate to parents and community.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	1.50	1.33	1.33
Mode	1	1	1
Stdev	0.84	0.52	0.52



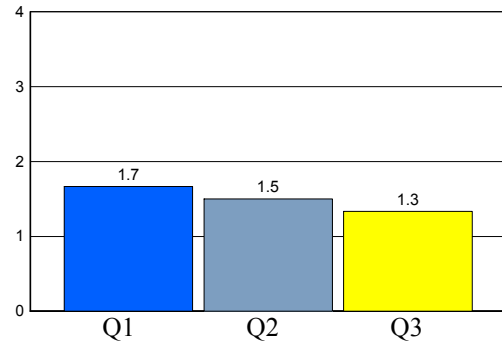
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**Item 11 :**

Effective vehicles are in place for parents and community to communicate to the school.

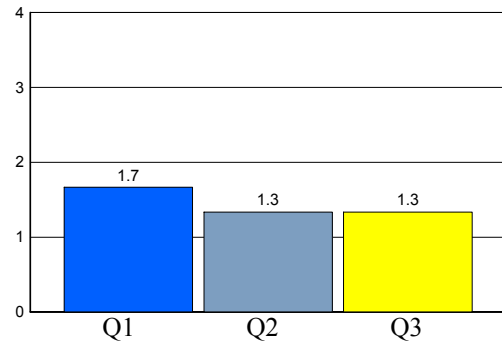
	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	1.67	1.50	1.33
Mode	1	1	1
Stdev	1.21	0.84	0.52



**Item 12 :**

Opportunities are provided for parents and community to be involved in the day-to-day operations of the school.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	1.67	1.33	1.33
Mode	1	1	1
Stdev	1.21	0.52	0.52



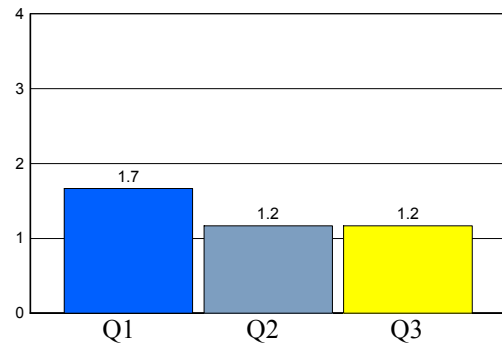
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**Item 13 :**

Vehicles are in place for parents and community to be involved in the governance of the school.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	1.67	1.17	1.17
Mode	1	1	1
Stdev	1.21	0.41	0.41



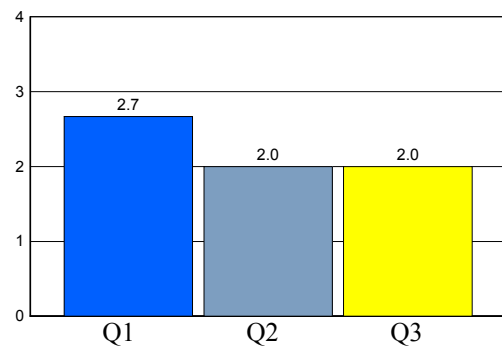
**Factor #4 Safe and Orderly Environment**

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**Item 14 :**

The physical environment and school routines have been structured in such a way as to avoid chaos and promote good behavior.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.67	2.00	2.00
Mode	2	2	2
Stdev	0.82	0.63	0.63



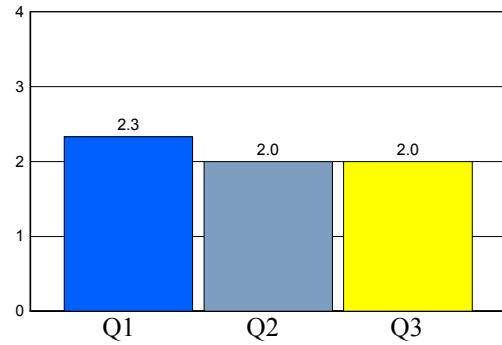
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**Item 15 :**

Clear rules and procedures pertaining to schoolwide behavior have been established.

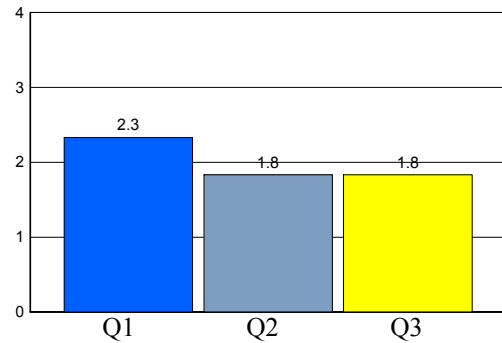
	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.33	2.00	2.00
Mode	2	2	2
Stdev	1.03	0.63	0.63



**Item 16 :**

Appropriate consequences for violations of schoolwide rules and procedures have been established and implemented.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.33	1.83	1.83
Mode	2	2	2
Stdev	1.03	0.75	0.75



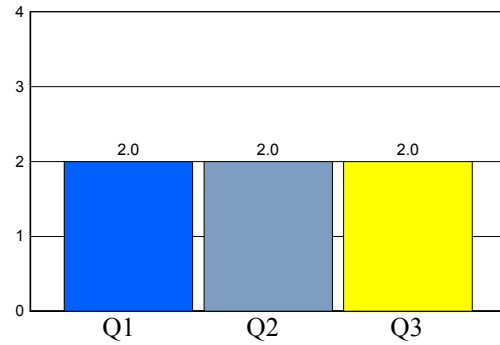
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## Item 17 :

A program that teaches and reinforces student self-discipline and responsibility has been implemented.

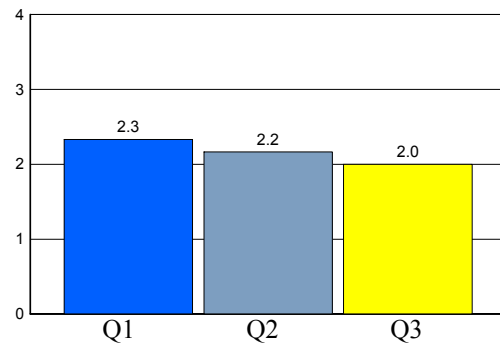
	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.00	2.00	2.00
Mode	2	2	2
Stdev	0.63	0.63	0.63



## Item 18 :

A system for early detection of students who are prone to violence and extreme behavior has been implemented.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.33	2.17	2.00
Mode	2	2	2
Stdev	1.03	0.75	0.63



## Factor #5 Collegiality and Professionalism

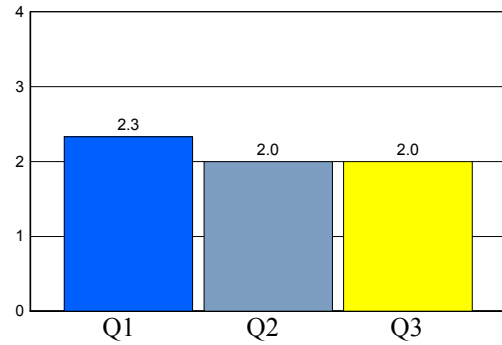
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## Item 19 :

Norms for conduct among professional staff and administrators that foster collegiality and professionalism have been established.

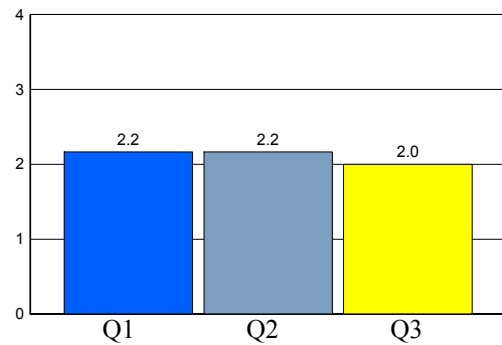
	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.33	2.00	2.00
Mode	2	2	2
Stdev	1.03	0.63	0.63



## Item 20 :

Governance structures that allow for teacher involvement in schoolwide decisions and policies have been established.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.17	2.17	2.00
Mode	2	2	2
Stdev	0.75	0.75	0.63



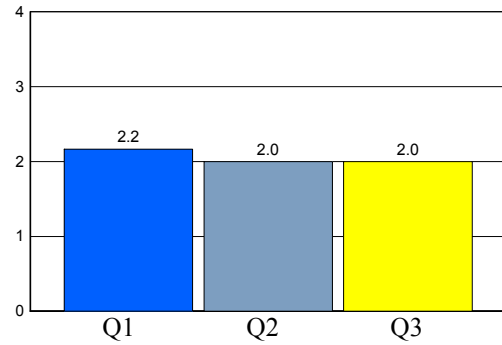
# Sample Report

School District XYZ

## Item 21 :

Teachers are engaged in staff development activities that address specific content area issues and allow for "hands-on" trial and evaluation of specific techniques.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.17	2.00	2.00
Mode	2	2	2
Stdev	0.75	0.63	0.63



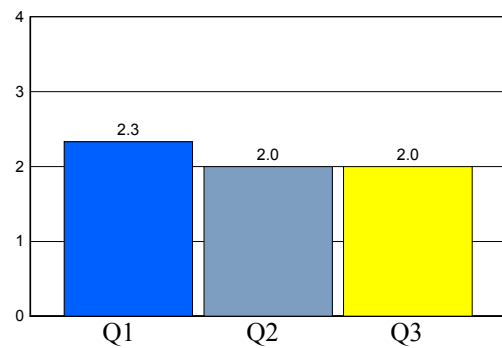
## Factor #6 Home Environment

SAMPLE

## Item 22 :

Training and support are provided to parents to enhance their communication with their children.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.33	2.00	2.00
Mode	2	2	2
Stdev	0.52	0.63	0.63



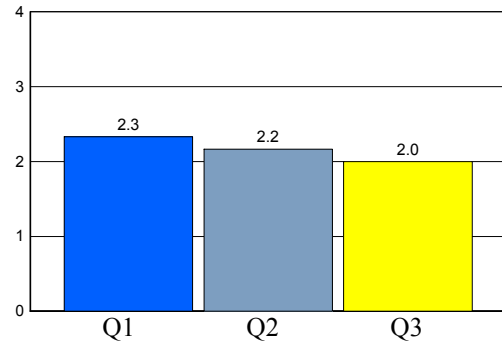
# Sample Report

School District XYZ

**Item 23 :**

Training and support are provided to parents to enhance their supervision of their children.

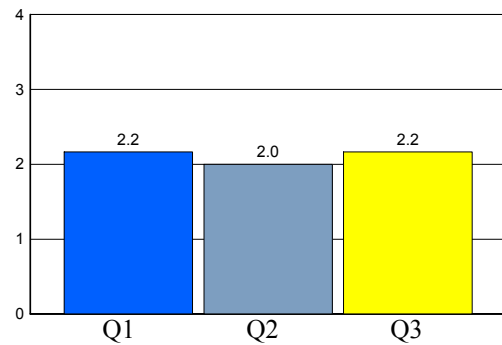
	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.33	2.17	2.00
Mode	2	2	2
Stdev	0.52	0.75	0.63



**Item 24 :**

Training and support are provided to parents to enhance their parenting style.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.17	2.00	2.17
Mode	2	2	2
Stdev	0.75	0.63	0.75



**Factor #7 Learned Intelligence and Background Knowledge**

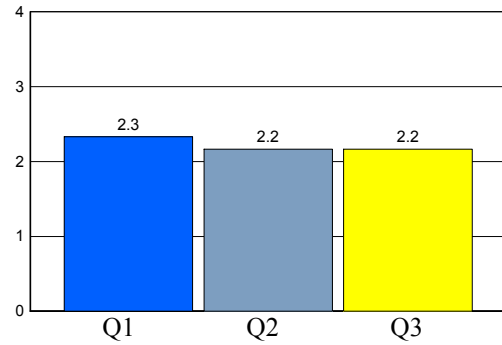
# Sample Report

School District XYZ

**Item 25 :**

Students are involved in schoolwide programs that directly increase the number and quality of life experiences they have.

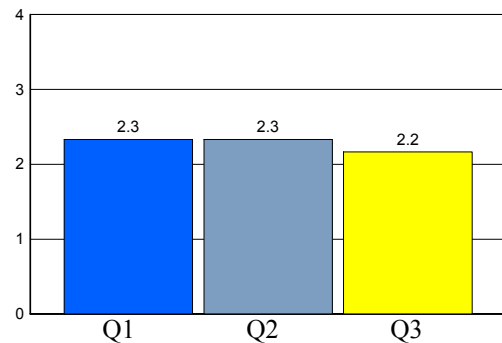
	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.33	2.17	2.17
Mode	2	2	2
Stdev	0.52	0.75	0.75



**Item 26 :**

Students are involved in a schoolwide program of wide reading that emphasizes vocabulary development.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.33	2.33	2.17
Mode	2	2	2
Stdev	1.03	1.03	0.98



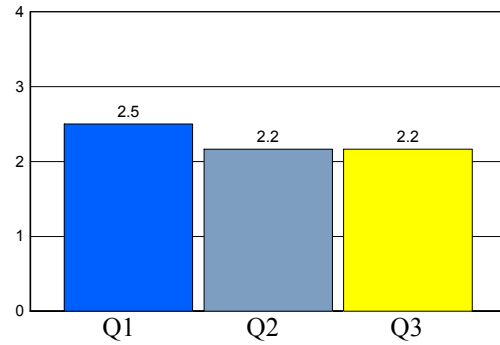
# Sample Report

School District XYZ

## Item 27 :

Students are involved in a schoolwide program of direct instruction in vocabulary terms and phrases that are important to specific subject matter content.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.50	2.17	2.17
Mode	2	2	2
Stdev	1.22	0.98	0.98



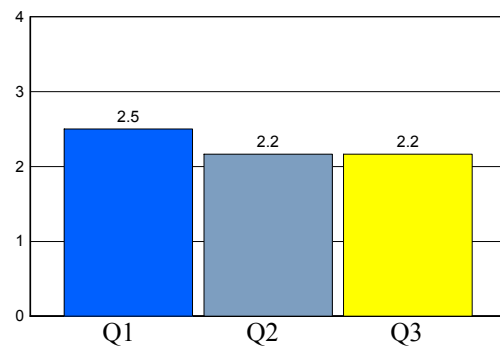
## Factor #8 Student Motivation

SAMPLE

## Item 28 :

Students are provided with feedback on their knowledge gain.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.50	2.17	2.17
Mode	2	2	2
Stdev	1.22	0.98	0.98



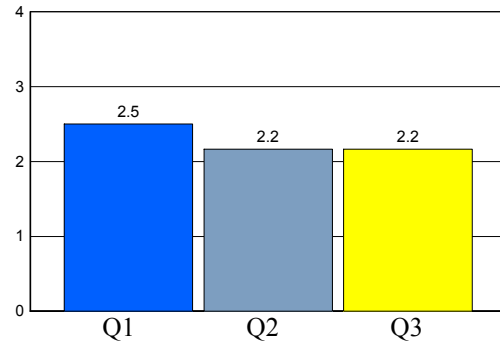
# Sample Report

School District XYZ

## Item 29 :

Students are involved in simulation games and activities that are inherently engaging.

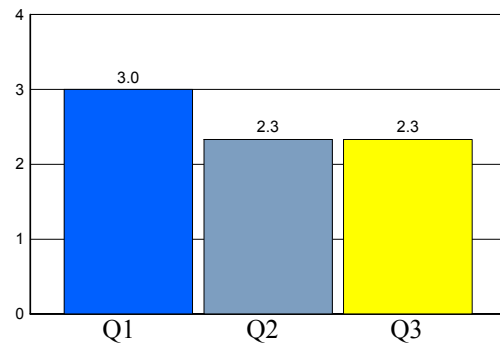
	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.50	2.17	2.17
Mode	2	2	2
Stdev	1.22	0.98	0.98



## Item 30 :

Students are provided with opportunities to construct and work on long-term projects of their own design.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	3.00	2.33	2.33
Mode	3	1	1
Stdev	1.10	1.21	1.21



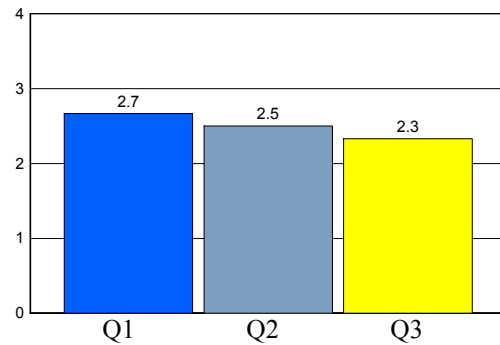
# Sample Report

School District XYZ

## Item 31 :

Students are provided with training regarding the dynamics of motivation and how those dynamics affect them.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.67	2.50	2.33
Mode	1	3	1
Stdev	1.37	1.22	1.21



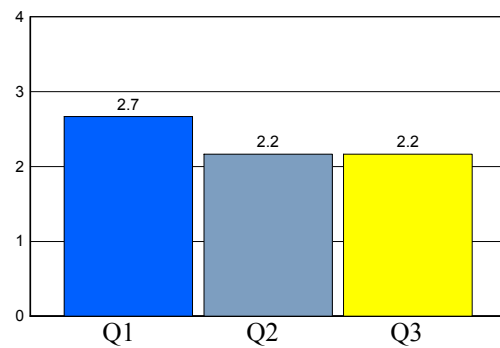
## Factor #9 Instruction

# SAMPLE

## Item 32 :

Begin their instructional units by presenting students with clear learning goals.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.67	2.17	2.17
Mode	1	1	1
Stdev	1.37	1.33	1.33



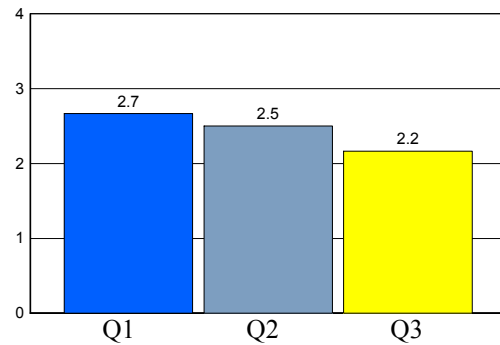
# Sample Report

School District XYZ

## Item 33 :

Begin their instructional units by asking students to identify personal learning goals that fit within the learning goals presented by the teacher.

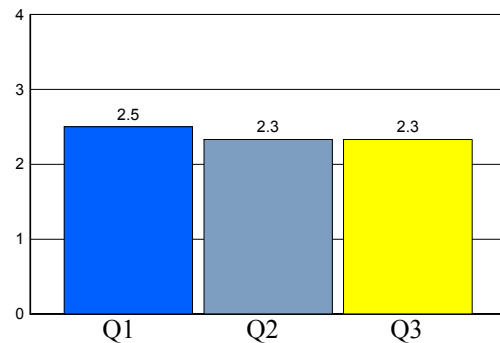
	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.67	2.50	2.17
Mode	1	3	1
Stdev	1.37	1.22	1.33



## Item 34 :

Systematically provide students with specific feedback on the extent to which they are accomplishing the learning goals.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.50	2.33	2.33
Mode	3	1	1
Stdev	1.22	1.21	1.21



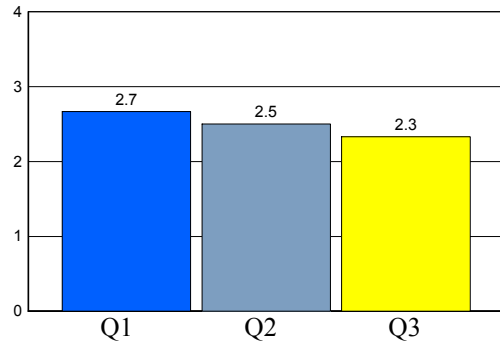
# Sample Report

School District XYZ

**Item 35 :**

Systematically ask student to keep track of their own performance on the learning goals.

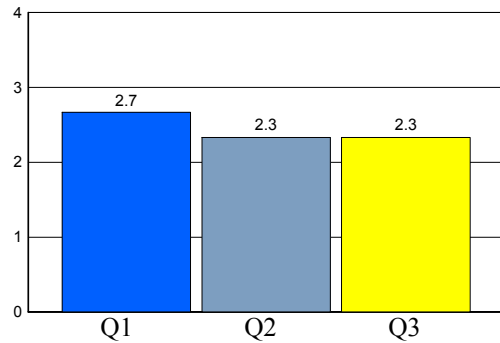
	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.67	2.50	2.33
Mode	1	3	1
Stdev	1.37	1.22	1.21



**Item 36 :**

Systematically recognize students who are making observable progress toward the learning goals.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.67	2.33	2.33
Mode	1	1	1
Stdev	1.37	1.21	1.21



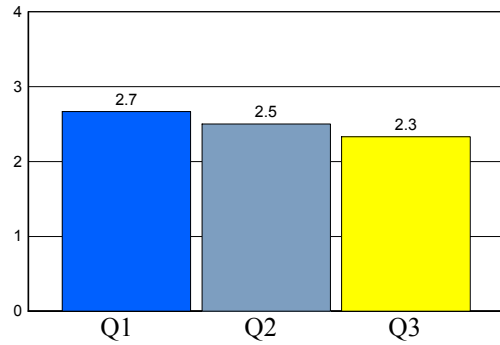
# Sample Report

School District XYZ

**Item 37 :**

Systematically emphasize the importance of effort with students.

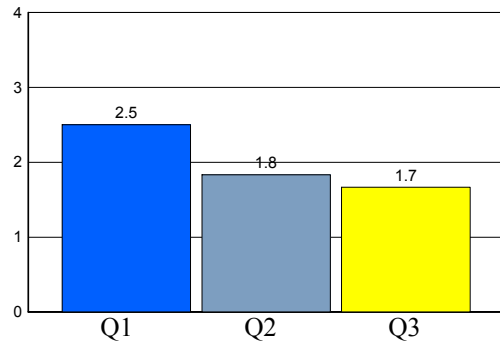
	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.67	2.50	2.33
Mode	1	3	1
Stdev	1.37	1.22	1.21



**Item 38 :**

Organize students into groups based on their understanding of the content when appropriate.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.50	1.83	1.67
Mode	3	1	1
Stdev	1.22	0.98	1.03



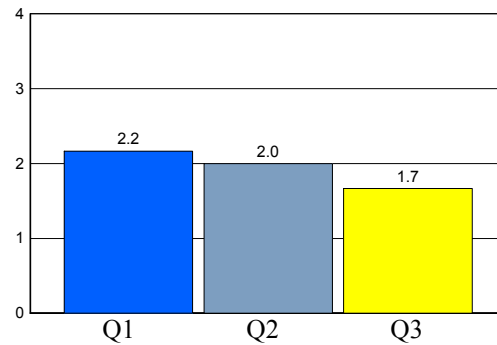
# Sample Report

School District XYZ

**Item 39 :**

Organize students into cooperative groups when appropriate.

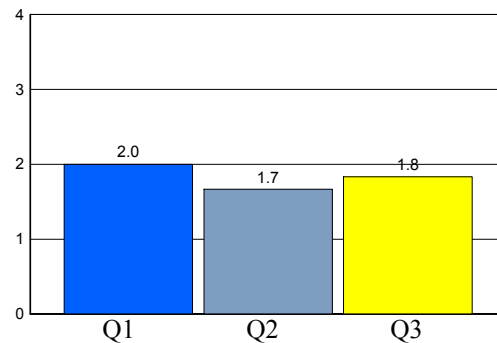
	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.17	2.00	1.67
Mode	1	1	1
Stdev	1.33	1.10	1.03



**Item 40 :**

Systematically provide specific feedback on the homework assigned to students.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.00	1.67	1.83
Mode	1	1	1
Stdev	1.10	1.03	0.98



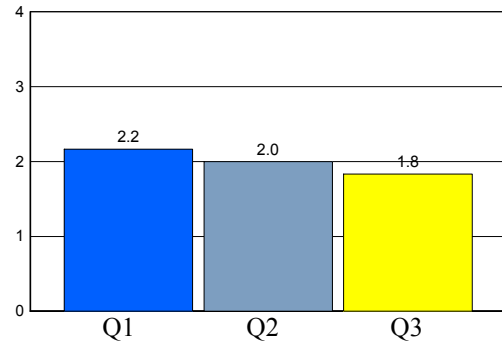
# Sample Report

School District XYZ

**Item 41 :**

End their units by providing students with clear feedback on the learning goals.

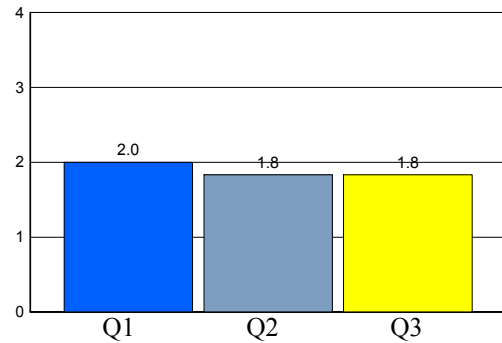
	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.17	2.00	1.83
Mode	1	1	1
Stdev	1.33	1.10	0.98



**Item 42 :**

End their units by asking students to assess themselves relative to the learning goals.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.00	1.83	1.83
Mode	1	1	1
Stdev	1.10	0.98	0.98



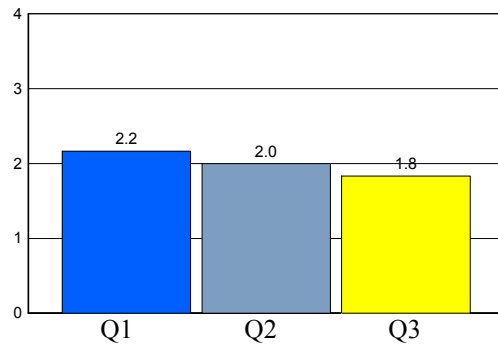
# Sample Report

School District XYZ

## Item 43 :

End their units by recognizing and celebrating progress on the learning goals.

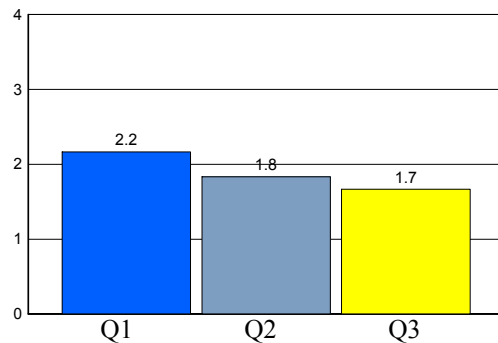
	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.17	2.00	1.83
Mode	1	1	1
Stdev	1.33	1.10	0.98



## Item 44 :

Prior to presenting new content, ask questions of students that help them recall what they might already know about the content.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.17	1.83	1.67
Mode	1	1	1
Stdev	1.33	0.98	1.03



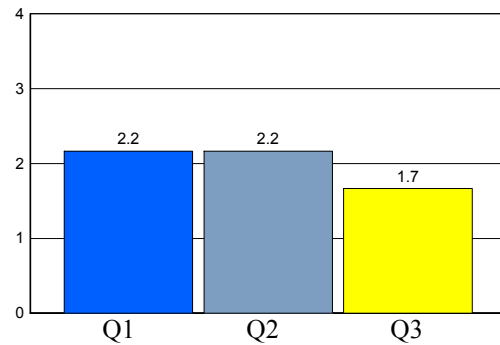
# Sample Report

School District XYZ

## Item 45 :

Prior to presenting new content, provide students with direct links with what they have studied before.

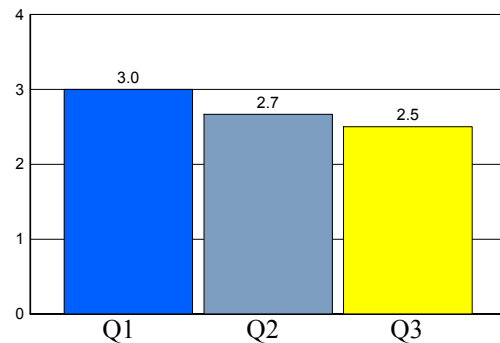
	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.17	2.17	1.67
Mode	1	3	1
Stdev	1.33	0.98	1.03



## Item 46 :

Prior to presenting new content, provide ways for students to organize or think about the content (e.g., use advance organizers).

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	3.00	2.67	2.50
Mode	4	1	1
Stdev	1.26	1.37	1.38



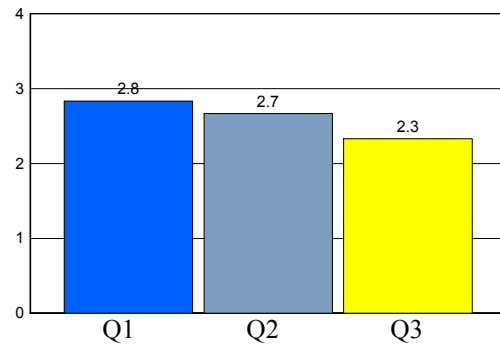
# Sample Report

School District XYZ

## Item 47 :

Ask students to construct verbal or written summaries of new content.

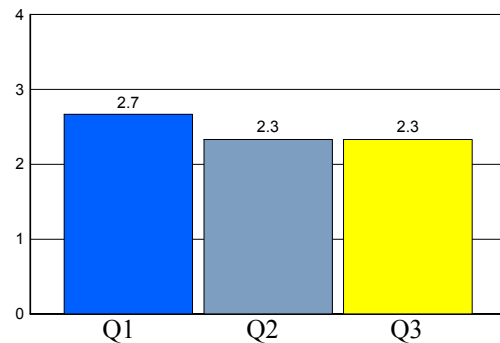
	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.83	2.67	2.33
Mode	4	1	1
Stdev	1.47	1.37	1.37



## Item 48 :

Ask students to take notes on new content.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.67	2.33	2.33
Mode	4	1	1
Stdev	1.51	1.37	1.37



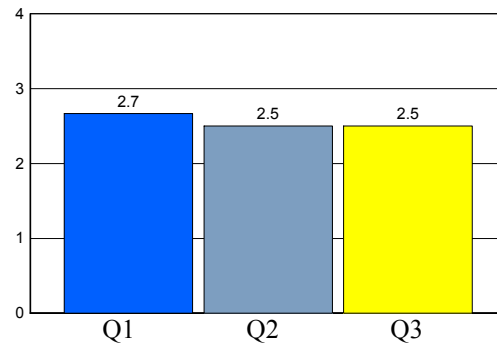
# Sample Report

School District XYZ

**Item 49 :**

Ask students to represent new content in nonlinguistic ways (e.g., mental image, picture, pictograph, graphic organizer, physical model, enactment).

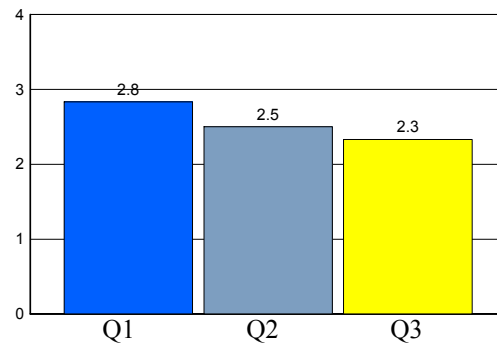
	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.67	2.50	2.50
Mode	1	1	1
Stdev	1.37	1.38	1.38



**Item 50 :**

Assign in-class and homework tasks that require students to practice important skills and procedures.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.83	2.50	2.33
Mode	4	1	1
Stdev	1.47	1.38	1.37



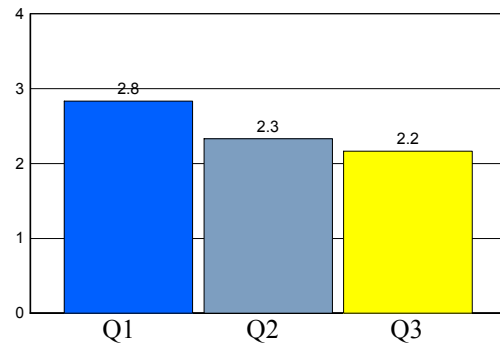
# Sample Report

School District XYZ

## Item 51 :

Ask students to revise and correct errors in their notes as a way of reviewing and revising content.

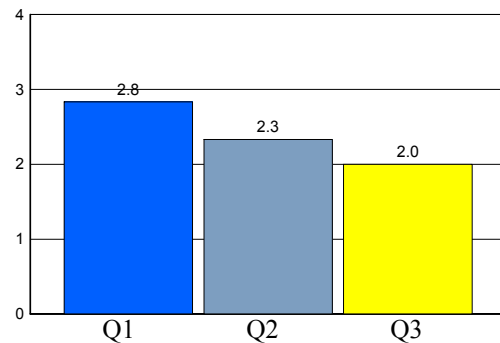
	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.83	2.33	2.17
Mode	4	1	1
Stdev	1.47	1.51	1.47



## Item 52 :

Ask students to revise and correct errors in their nonlinguistic representations as a way of reviewing and revising content.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.83	2.33	2.00
Mode	4	1	1
Stdev	1.47	1.37	1.55



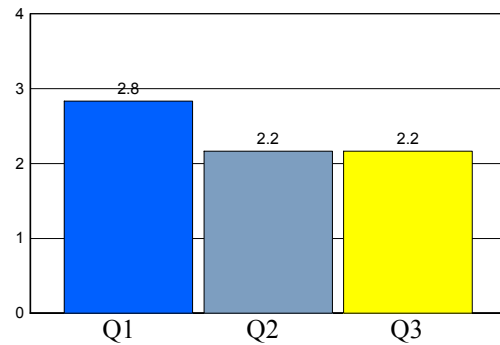
# Sample Report

School District XYZ

## Item 53 :

Prescribe in-class and homework assignments that require students to compare and classify content.

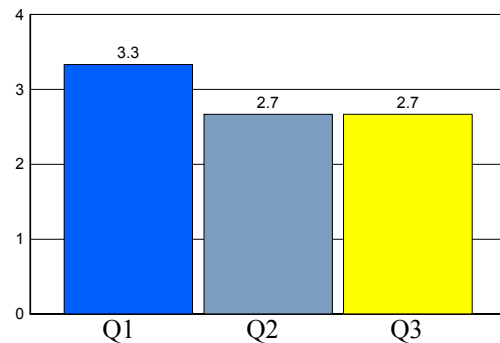
	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.83	2.17	2.17
Mode	4	1	1
Stdev	1.47	1.47	1.47



## Item 54 :

Prescribe in-class and homework assignments that require students to construct metaphors and analogies.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	3.33	2.67	2.67
Mode	4	4	4
Stdev	1.21	1.51	1.51



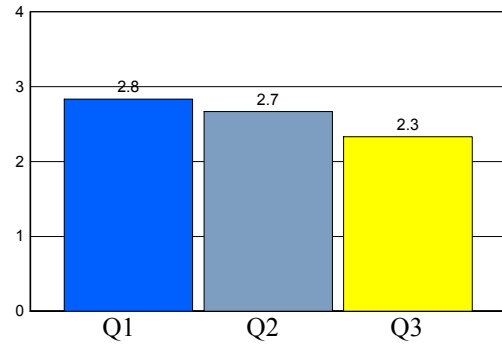
# Sample Report

School District XYZ

**Item 55 :**

Prescribe in-class activities and homework assignments that require students to generate and test hypotheses regarding content.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.83	2.67	2.33
Mode	4	1	1
Stdev	1.47	1.37	1.37



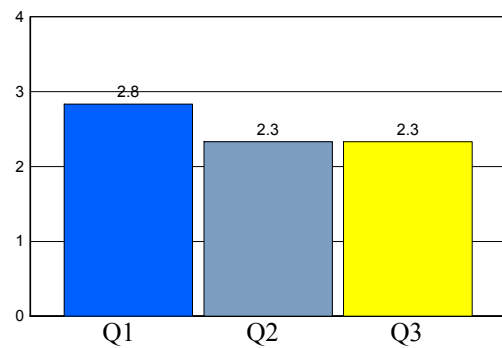
**Factor #10 Classroom Management**

SAMPLE

**Item 56 :**

Have comprehensive and well-articulated rules and procedures for general classroom behavior, beginning and ending the period or day, transitions and interruptions, use of materials and equipment, group work, and seatwork.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.83	2.33	2.33
Mode	4	1	1
Stdev	1.47	1.37	1.37



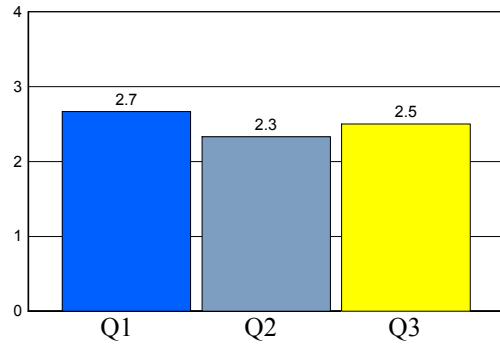
# Sample Report

School District XYZ

**Item 57 :**

Utilize specific disciplinary strategies that reinforce appropriate behavior and provide consequences for inappropriate behavior.

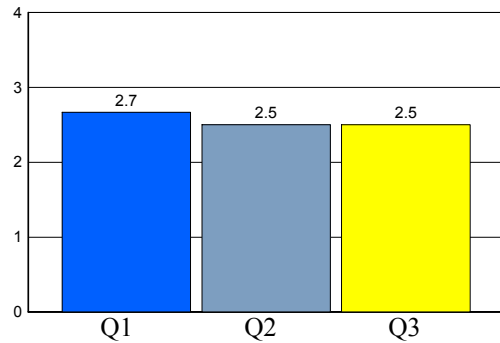
	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.67	2.33	2.50
Mode	1	1	1
Stdev	1.37	1.37	1.38



**Item 58 :**

Utilize specific strategies that instill a sense of confidence in students that they are receiving proper guidance and direction.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.67	2.50	2.50
Mode	1	1	1
Stdev	1.37	1.38	1.38



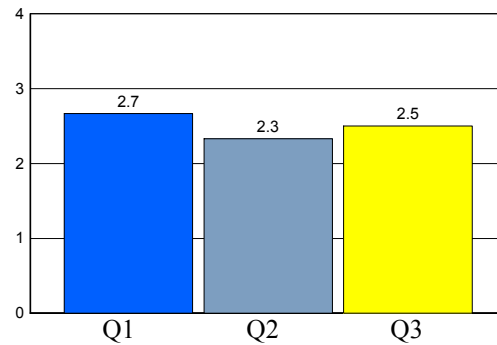
# Sample Report

School District XYZ

**Item 59 :**

Utilize specific strategies that instill a sense of confidence in students that their concerns and wishes are being considered.

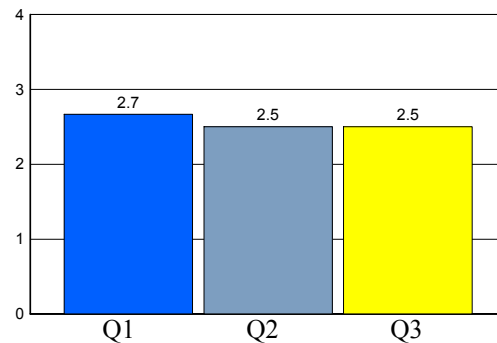
	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.67	2.33	2.50
Mode	1	1	1
Stdev	1.37	1.37	1.38



**Item 60 :**

Use different strategies with different types of students to provide them with a sense of acceptance by the teacher.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.67	2.50	2.50
Mode	1	1	1
Stdev	1.37	1.38	1.38



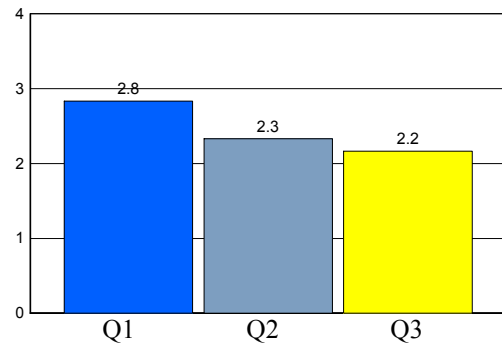
# Sample Report

School District XYZ

## Item 61 :

Use specific techniques to keep aware of problems or potential problems in their classrooms.

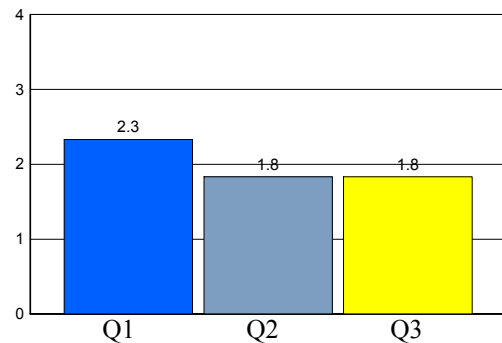
	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.83	2.33	2.17
Mode	4	1	1
Stdev	1.47	1.51	1.47



## Item 62 :

Respond to inappropriate behaviors quickly and assertively.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.33	1.83	1.83
Mode	1	2	1
Stdev	1.51	0.75	0.98



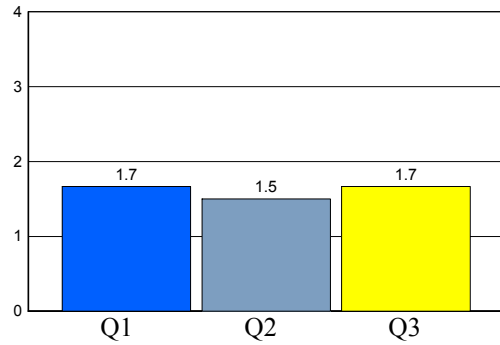
# Sample Report

School District XYZ

**Item 63 :**

Use specific techniques to maintain a healthy emotional objectivity when dealing with student misbehavior.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	1.67	1.50	1.67
Mode	1	1	1
Stdev	1.03	0.55	1.03

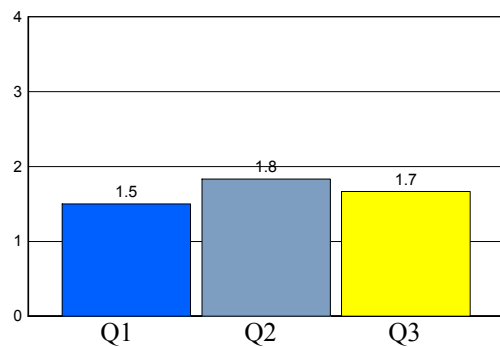


## Factor #11 Classroom Curriculum Design

**Item 64 :**

When planning units of instruction, identify specific types of knowledge that are important for students to learn (e.g., important categories of knowledge, examples, sequences, comparisons, cause-and-effect relationships, correlational relationships, facts, incidents, episodes, terms, skills, processes).

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	1.50	1.83	1.67
Mode	1	2	1
Stdev	1.22	0.75	1.03



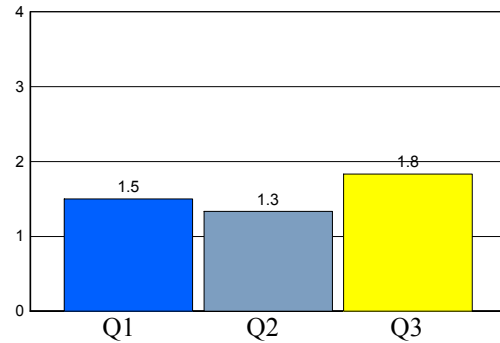
# Sample Report

School District XYZ

## Item 65 :

When planning units of instruction, ensure that students will have multiple exposures to new content presented in a variety of forms (e.g., stories, descriptions) using a variety of media (e.g., read about the content, watch a demonstration, listen to a presentation).

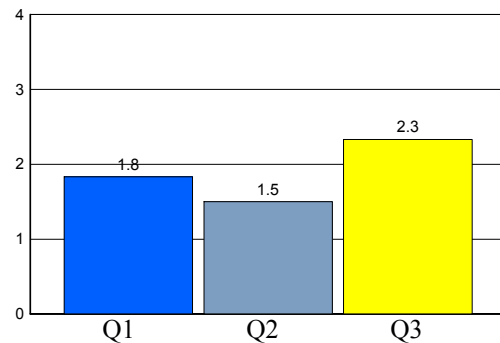
	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	1.50	1.33	1.83
Mode	1	1	1
Stdev	1.22	0.52	0.98



## Item 66 :

When planning units of instruction, make a clear distinction between skills and processes that are to be mastered versus skills and processes that are to be experienced but not mastered.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	1.83	1.50	2.33
Mode	1	1	1
Stdev	1.33	0.55	1.21



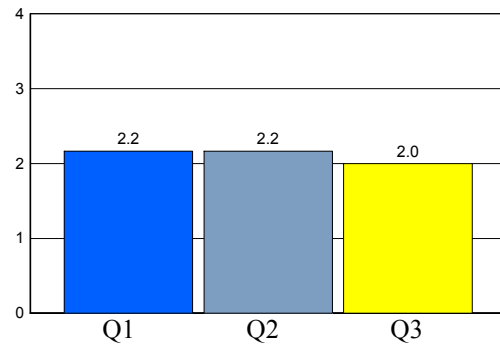
# Sample Report

School District XYZ

## Item 67 :

When planning units of instruction, organize examples into categories or groups that demonstrate the essential features of the content.

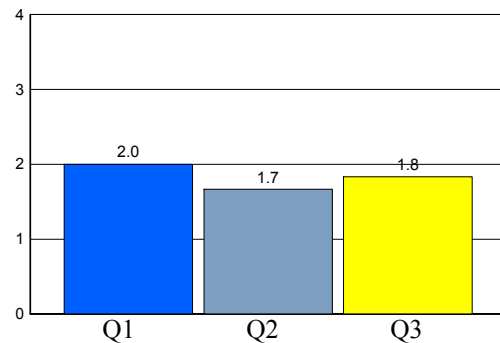
	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.17	2.17	2.00
Mode	2	2	2
Stdev	0.75	0.75	0.63



## Item 68 :

When planning units of instruction, ensure that students will be involved in complex projects that require them to address content in unique ways.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.00	1.67	1.83
Mode	1	1	1
Stdev	1.10	1.03	0.98



# Sample Report

School District XYZ

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## Top 10 Items:

Item	Text	Mean	Mean	Mean
4	Someone checks to ensure that teachers address the essential content.	1.50	1.33	1.00
7	Specific achievement goals are set for the school as a whole.	1.33	1.33	1.17
11	Effective vehicles are in place for parents and community to communicate to the school.	1.67	1.50	1.33
9	Performance on schoolwide and individual student goals is used to plan for future actions.	1.50	1.33	1.33
64	When planning units of instruction, identify specific types of knowledge that are important for students to learn (e.g., important categories of knowledge, examples, sequences, comparisons, cause-and-effect relationships, correlational relationships, facts, incidents, episodes, terms, skills, processes).	1.50	1.83	1.67
63	Use specific techniques to maintain a healthy emotional objectivity when dealing with student misbehavior.	1.67	1.50	1.67
42	End their units by asking students to assess themselves relative to the learning goals.	2.00	1.83	1.83
40	Systematically provide specific feedback on the homework assigned to students.	2.00	1.67	1.83
17	A program that teaches and reinforces student self-discipline and responsibility has been implemented.	2.00	2.00	2.00
66	When planning units of instruction, make a clear distinction between skills and processes that are to be mastered versus skills and processes that are to be experienced but not mastered.	1.83	1.50	2.33