

Indicators of Success

An assessment tool providing governing councils the opportunity to have a nuanced look at their strengths and weaknesses. Reviewing results provide an opportunity to act proactively to any potential signs of distress.

LEADERSHIP

1. The leadership of my school

1 2 3 4 5

Is not respected by the staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has the respect and/or trust of the staff
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2. The leadership of my school

1 2 3 4 5

Lacks the competencies needed to improve the school at least one renewal cycle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has the competencies to improve the school
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3. The leadership of my school

1 2 3 4 5

Does not allow staff to make decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Creates an environment where staff have the ability to make and buy-in to decisions
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4. The leadership of my school

1 2 3 4 5

Is new	()	()	()	()	()	Has been stable
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5. The leadership of my school

1 2 3 4 5

Struggles to make decisions	()	()	()	()	()	Is able to and makes decisions
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6. The Leadership of the school

1 2 3 4 5

Ignores feedback	()	()	()	()	()	Puts feedback from staff, parents, authorizers, board to use
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GOVERNING BOARD

7. The governing board in my school

1 2 3 4 5

Convenes irregularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Convenes regularly (monthly)
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8. The governing board at my school

1 2 3 4 5

shows that quorum is rarely met	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shows most members attend board meetings consistently
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9. The governing board at me school

1 2 3 4 5

Has ongoing open seats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has been able to recruit all its members
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10. The governing board at my school

1 2 3 4 5

Is not able to discern the strengths and weaknesses of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is knowledgeable of the strengths and weaknesses of the school
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11. The governing board at my school

1 2 3 4 5

Is not aware or capable to lead the work the school needs to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is capable to lead the school in the work the school needs to do
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12. The governing board at my school *

1 2 3 4 5

Chair refuses to meet with the authorizer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Chair is in regular communication with the authorizer
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13. The governing board at my school *

1 2 3 4 5

Does not respond to requests from the authorizer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Responds timely to requests from the authorizer
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14. The governing board at my school *

1 2 3 4 5

Does not deliberate on decisions-either ignores them or just accepts what the leader wants to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Deliberates openly on decisions
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15. The governing board at my school *

1 2 3 4 5

Does not evaluate the leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comprehensively evaluates the leader on a regular basis (annually)
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16. The governing board at my school *

1 2 3 4 5

Often manages the school by focusing on the day to day decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Stays true to its role of governance by focusing on vision and strategic leadership
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17. The governing board at my school *

1 2 3 4 5

Hardly ever engages with school staff and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Regularly engages with school and staff and community
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OPERATIONS

18. Operations at my school *

1 2 3 4 5

There is no process/procedure or staff are not following it to make operational decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There is a process and procedure for operational decision making that is clear and followed by staff
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19. Operations at my school *

1 2 3 4 5

There is only one person making operational decisions at the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There is a process wherein all operational decisions are checked by another staff member with authority to supersede the decision
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20. Operations at my school *

1 2 3 4 5

The school is not in compliance of federal, state, and local laws, rules, and regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The school is in compliance of federal, state and local laws, rules, and regulations
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21. Operations at my school *

1 2 3 4 5

The annual audit shows flaws	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The annual audit shows sound operations
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22. Operations at my school *

1 2 3 4 5

There are many errors in submitted reports; data are inconsistent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There are few errors in submitted reports; data are consistent across reports
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23. Operations at my school *

1 2 3 4 5

Reports are often late and/or missing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reports are submitted and submitted on time
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24. Operations at my school *

1 2 3 4 5

Actual student enrollment numbers are consistently below budgeted amounts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Student enrollment is consistently close to budgeted amounts
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25. Operations at my school *

1 2 3 4 5

The school does not have a student recruitment process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The school has a clear and consistent student recruitment process
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26. Operations at my school *

1 2 3 4 5

The school does not engage; engages negatively with the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The school regularly and positively engages with the community
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FINANCE

27. Finance at my school *

1 2 3 4 5

There is no process/procedure or staff are not following it to develop the budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There is a process and procedure for developing the budget that is clear and followed by staff
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28. Finance at my school *

1 2 3 4 5

The school's near-term viability is declining	()	()	()	()	()	The school's near-term viability is healthy
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29. Finance at my school *

1 2 3 4 5

The school's cash flow will not sustain	()	()	()	()	()	The school's debt to asset ratio is stable
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30. Finance at my school *

1 2 3 4 5

Financial decisions are made by one person at the school	()	()	()	()	()	All financial decisions are made with board and/or leadership approval and deliberation
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31. Finance at my school *

1 2 3 4 5

Finance decisions do not make sense; do not add up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Finance decisions are made in best interests of students
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TALENT

32. Talent at my school

1 2 3 4 5

Staff are not certified to teach their current assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff are teaching in their certified area
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33. Talent at my school

1 2 3 4 5

Staff to student ratios are increasing to higher-than-normal levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff to student ratios are appropriate to students' needs
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34. Talent at my school

1 2 3 4 5

Key personnel to meet students' needs are lacking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff qualifications match students' needs
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35. Talent at my school

1 2 3 4 5

Staff turnover is increasing; personnel leave in middle of the school year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff are stable; turnover is minimal
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36. Talent at my school

1 2 3 4 5

Staff are only evaluated once a year or not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff are regularly, comprehensively evaluated
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37. Talent at my school

1 2 3 4 5

Staff do not receive Professional Development (PD); PD is seen as meaningless or not on topics of need	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff are engaged in ongoing PD to meet their/their students' needs
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CULTURE

38. Culture at my school *

1 2 3 4 5

Student attendance is declining; chronic absence is increasing and not addressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Student attendance is stable and high; chronic absence is low and addressed
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39. Culture at my school

1 2 3 4 5

Student behavior infractions and/or consequences are increasing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Student behavior infractions and/or consequences are minimal or decreasing
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40. Culture at my school

1 2 3 4 5

Student behavior infractions and/or consequences are handled inconsistently across student subgroups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Student behavior infractions and consequences are handled consistently across student subgroups
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41. Culture at my school

1 2 3 4 5

Staff culture is diminutive: cliquish and cut throat among teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff culture is positive: welcoming, respectful and supportive among teachers
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INSTRUCTION

42. Instruction at my school

1 2 3 4 5

The school is not clear in their learning expectations of their students; the expectations are low	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The school is clear in their learning expectations of their students; the expectations are high but appropriate
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43. Instruction at my school

1 2 3 4 5

The school's curriculum and assessments lack rigor and are not aligned, nor are they aligned to grade level standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The school's curriculum and assessments are high quality and aligned to grade level standards
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44. Instruction at my school

1 2 3 4 5

Students are not engaged in their learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students are engaged in their learning
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45. Instruction at my school

1 2 3 4 5

Students are not making progress on school's mission specific goal(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students are making noted progress on school's mission specific goal(s)
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46. Instruction at my school

1 2 3 4 5

Students do not receive differentiated assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students receive targeted support based on their needs
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47. Instruction at my school

1 2 3 4 5

Students are not thriving and showing growth across student subgroups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students are thriving and showing growth across student subgroups
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A copy of your responses will be emailed to

[school will enter the name of the person to receive the survey results]

