

In November 2003, the CSDC surveyed district faculty and administrators using the "Snapshot Survey of School Effectiveness Factors" from: What Works in Schools: Translating Research into Action, Robert Marzano, ASCD, 2003. The survey features 66 items based on 11 factors that research studies report are associated with the largest student achievement gains. For each item, respondents answered the three questions using a scale from one to four:

- To what extent do we engage in this behavior or address this issue? Scale: Not at all < > to a great extent
- How much will a change in our current practices on this item increase the academic achievement of our students? Scale: Not at all < > to a great extent
- How much effort will it take to significantly change our current practices regarding this issue? Scale: Not much < > too much to do

Two hundred and fifty four administrators and teachers responded to the survey. Their responses to these three questions were averaged and ranked. The table below shows the top ten items / next ten items for each building that respondents believe we could do more of AND would result in the greatest increase in student performance AND would require the least effort to implement. Detailed results for each building are also available. The CSDC will use the results to help identify our district's strengths and weaknesses, prioritize our options, and implement plans for improvement.

Key to Rankings by School					
Items that ranked in school's top 10					
Items that ranked in school's next 10					

SCHOOL AND DISTRICT - LEVEL FACTORS: "In my school ..."		HR	IG	LP	DE	MS	HS
Guaranteed and Viable Curriculum	01. The content considered essential for all students to learn versus the content considered supplemental has been identified and communicated to teachers.						
	02. The amount of essential content that this been identified can be addressed in the instructional time available to teachers.						
	03. The essential content is organized and sequenced in a way that students have ample opportunity to learn it.						
	04. Someone checks to ensure that teachers address essential content.						
	05. The instructional time available to teachers is protected by minimizing interruptions and scheduled noninstructional activities.						
Challenging Goals and Effective Feedback	06. 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.						
	07. Specific achievement goals are set for the school as a whole.						
	08. Specific achievement goals are set for individual students.						
	09. Performance on school wide and individual student goals is used to plan for future actions.						
Parent and Community Involvement	10. Effective vehicles are in place to communicate to parents and community.						
	11. Effective vehicles are in place for parents and community to communicate to the school.						
	12. Opportunities are provided for parents and community to be involved in the day-to-day operations of the school.						
	13. Vehicles are in place for parents and community to be involved in the governance of the school.						
Safe and Orderly Environment	14. The physical environment and school routines have been structured to avoid chaos and promote good behavior.						
	15. Clear rules and procedures pertaining to school wide behavior have been established.						
	16. Appropriate consequences for violations of school wide rules and procedures have been established and implemented.						
	17. A program that teaches and reinforces student self-discipline and responsibility have been implemented.						
Collegiality and Professionalism.	18. A system for early detection of students who are prone to violence and extreme behavior has been implemented.						
	19. Norms for conduct that foster collegiality and professionalism among professional staff and administrators have been established.						
	20. Governance structures that allow for teacher involvement in school wide decisions and policies have been established.						
	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.						
STUDENT - LEVEL FACTORS: "In my school ..."		HR	IG	LP	DE	MS	HS
Home Env	22. Training and support are provided to parents to enhance their communication with their children, their supervision of the their children, and their parenting style.						
Learned Intelligence and Background Knowledge	23. Students are involved in school wide programs that directly increase the number and quality of life experiences they have.						
	24. Students are involved in a school wide programs of wide reading that emphasizes vocabulary development.						
	25. Students are involved in a school wide program of direct instruction in vocabulary terms and phrases that are important to specific subject matter content.						
Student Motivation	26. Students are provided with feedback on their knowledge gain.						
	27. Students are involved in simulation games and activities that are inherently engaging.						
	28. Students are provided with opportunities to construct and work on long-term projects of their own design.						
	29. Students are provided with training regarding the dynamics of motivation and how those dynamics affect them.						

TEACHERS - LEVEL FACTORS: "Teachers in my school ..."		HR	IG	LP	DE	MS	HS
Instruction	30. Begin their instructional units by presenting students with clear learning goals.						
	31. Begin their instructional units by asking students to identify personal learning goals that fit within the learning goals and presented by the teacher.						
	32. Systematically provide students with specific feedback on the extent to which they are accomplishing the learning goals.						
	33. Systematically ask students to keep track of their own performance learning goals						
	34. Systematically recognize students who are making observable progress toward learning goals.						
	35. Systematically emphasize the importance of effort with students.						
	36. Organize students into groups based on their understanding of the content when appropriate.						
	37. Organize students into groups based on their understanding of the content when appropriate.						
	38. Systematically provide specific feedback on the homework assigned to students.						
	39. End their units by providing students with clear feedback on the learning goals.						
	40. End their units by asking students to assess themselves relative to the learning goals.						
	41. End their units by recognizing and celebrating progress on the learning goals.						
	42. Prior to presenting new content, ask students questions that help them recall what they might already know about the content.						
	43. Prior to presenting new content, provide students with direct links with previous knowledge or studies.						
	44. Prior to presenting new content, provide ways for students to organize or think about the content (e.g., use advance organizers).						
	45. Ask students to construct verbal or written summaries of new content.						
	46. Ask students to take notes on new content.						
	47. Ask students to represent new content in nonlinguistic ways (e.g., mental image, picture, pictograph, graphic organizer, physical model, enactment).						
	48. Assign in-class and homework tasks that require students to practice important skills and procedures.						
	49. Ask students to revise and correct errors in their notes as a way of reviewing and revising content.						
50. Ask students to revise and correct errors in their nonlinguistic representations as a way of reviewing and revising content.							
51. Prescribe in-class and homework assignments that require students to compare and classify content.							
52. Prescribe in-class and homework assignments and require students to construct metaphors and analogies.							
53. Prescribe in-class activities and homework assignments that require students to generate and test hypotheses regarding content.							
Classroom Management	54. 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.						
	55. Use specific disciplinary strategies that reinforce appropriate behavior and provide consequences for inappropriate behavior.						
	56. Use specific strategies that instill a sense of confidence in students that they are receiving proper guidance and direction.						
	57. Use specific strategies that instill a sense of confidence in students that their concerns and wishes are being considered.						
	58. Use different strategies with different types of students to pride them with a sense of acceptance by the teacher.						
	59. Use specific techniques to keep aware of problems or potential problems in their classrooms.						
	60. Respond to inappropriate behaviors quickly and assertively.						
	61. Use specific techniques to maintain a healthy emotional objectivity when dealing with student misbehavior.						
Classroom-level Curriculum Planning	62. 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 . . .)						
	63. When planning units of instruction, ensure that students 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. . .)						
	64. 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.						
	65. When planning units of instruction, organize examples into categories or groups that demonstrate the essential features of the content.						
	66. When planning units of instruction, ensure that students will be involved in complex projects that require them to address content in unique ways.						