

## Self-Study Survey | Achievement and School Culture

**Rubric:** 1–Not at all 2–Partially 3–Substantially 4–Fully

<b>Do we confront the facts and identify the problems that are hampering our success?</b>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
We gather demographic and achievement data about our students.	
We understand our students' community and family structures.	
We shape instructional programs to address identified needs.	
State and local data is used to validate instructional practices.	
We move swiftly from identifying problems to taking steps that make a difference for students.	
<b>Do we build leadership across the school community?</b>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
We actively involve support staff, teachers, principals, and district officials in the essential work of the school.	
We all speak with one voice about the school's work.	
We collaborate to ensure the success of every student—academically, socially, and emotionally.	
We support and recognize leaders across the learning community.	
<b>Do we promote goal attainment?</b>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Our instructional staff have a clear understanding of the standards and outcomes expected of students.	
Staff recognize the purpose and importance of monitoring student progress and are prepared to intervene as necessary to ensure that all students are successful.	
Staff participate in professional learning communities to monitor student progress and discuss instructional issues.	
Our focus is on what's best for students and what needs to be done to reach academic goals.	
The principal is present in the classroom, offers meaningful support, and holds staff accountable for results.	

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Do we use the language of problem solving?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Key information is regularly communicated and we are encouraged to express our ideas and opinions.	
When conflicts arise, we recognize the role we play in solving problems and the importance of finding solutions.	
Our resolve to solve problems and work together for the best interests of students carries us through conflicts and difficulties.	
We follow a process of acknowledging issues, analyzing problems, hypothesizing responses, addressing issues, and monitoring results.	
We see problems and conflict as a regular part of life; we don't detach from issues and assign blame to others.	