

The Humboldt Schools.
Motivating achievement since 1906.

GOVERNING BOARD MEETING

Monday, October 21, 2013

HUSD Transportation Facility
6411 N. Robert Road (bldg. 500)
Prescott Valley, AZ

Annual Retreat @ 8:00 a.m.

(Continental Breakfast @ 7:30 a.m.)

Dr. Paul H. Stanton, Superintendent

Richard Adler, President
Carmelite Staker, Vice President
Gary Hicks, Member
Brian Letendre, Member
Suzie Roth, Member

POSTED
10-17-13
5:00 p.m.

HUMBOLDT UNIFIED SCHOOL DISTRICT #22

A Caring, Learning Community Transforming Today's Learners into Tomorrow's Successes

NOTICE OF COMBINED PUBLIC MEETING AND EXECUTIVE SESSION OF THE GOVERNING BOARD OF EDUCATION

Notice is hereby given that the Governing Board of the Humboldt Unified School District #22 will convene during a meeting open to the public on **October 21, 2013** at the **Transportation Training Facility**, located at **6411 N. Robert Road, Building 500**, in **Prescott Valley, Arizona**.

- If authorized by a majority vote of the members of the Governing Board, any matter on the Open Meeting Agenda may be discussed in executive session for the purpose of obtaining legal advice thereon, pursuant to A.R.S. 38-431.03 (A)(3). The Board may also vote to convene in executive session to review and discuss issues marked with an asterisk (*). These sessions are not open to the public; however, Board decisions will be made in open public assembly.
- Members of the HUSD Governing Board who are not able to attend in person may participate via an electronic medium.
- The Agenda may be revised up to twenty-four (24) hours prior to the meeting. Revisions will be posted at the HUSD District Office located at 6411 N. Robert Road, Prescott Valley, Arizona.
- Arrangements to accommodate disabilities may be made by contacting Mary Diaz at (928)759-4000 or mary.diaz@humboldtunified.com prior to the meeting.
- Members of the public wishing to address the Board are requested to complete a Public Participation Form provided at the entrance of the meeting area.
- Discussion by the Board is limited to items posted on the agenda.

AGENDA

7:30 AM Continental Breakfast

8:00 AM ANNUAL GOVERNING BOARD RETREAT

1. **WELCOME AND CALL TO ORDER**
2. **PLEDGE OF ALLEGIANCE/FLAG CEREMONY**
3. **ROLL CALL**
4. **AGENDA REVIEW/ACCEPT**
5. **INTRODUCTIONS**
6. **DISCUSSION ITEMS (*no action will be taken*)**
 - A. District Overview
 - B. Local Initiatives/State and Federal Mandates Update
 1. Arizona College and Career Ready Standards
 2. Move on When Reading
 3. New Teacher Evaluation
 - C. AdvancED Accreditation Update
 - D. District Sponsored Charter Schools/Signature Programs
 - E. Review of 2012-13 Board Goals

- F. Data Update
 - 1. Student Achievement (A-F Labels, Galileo, DIBELS)
 - 2. Parent/Student/Staff Surveys

- G. Plans
 - 1. Capital Plan
 - 2. Technology Plan

(Break)

- H. Community Engagement Activity (Signature Programs)
- I. Draft Board Goals 2013-14 (with Board input)
- J. Input on the Process

7. ANNOUNCEMENTS

A. Next Scheduled Board Meetings are:

November 7, 2013	6:30 p.m.	Regular Meeting	@ Granville Elementary
November 20, 2013	TBD	Special Meeting	@ Transportation Facility
November 26, 2013	6:30 p.m.	Work Study Session	@ Transportation Facility
December 10, 2013	6:30 p.m.	Regular Meeting	@ Coyote Springs Elementary

8. ADJOURNMENT

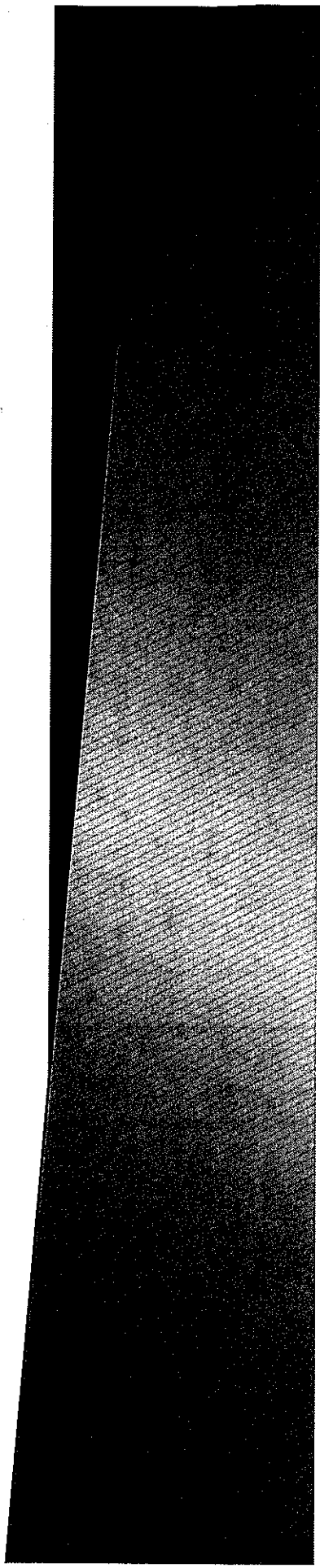
Copies of agendas and supporting documentation relative to public meetings are available on the District website (www.humboldtunified.com) and at the District Administration Office during normal work hours, 24 hours prior to a meeting and immediately preceding the meeting.

Discussion Item 6.A.

District Overview

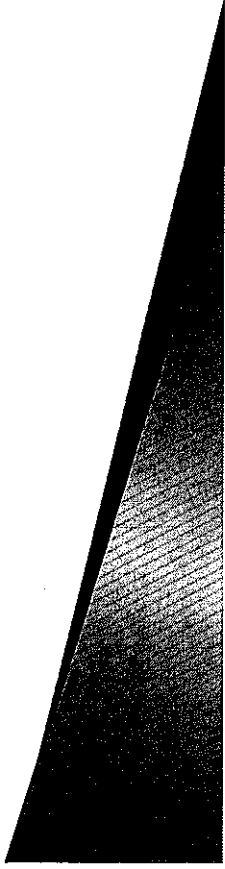
HUMBOLDT UNIFIED SCHOOL DISTRICT

2013-14
Informational Session



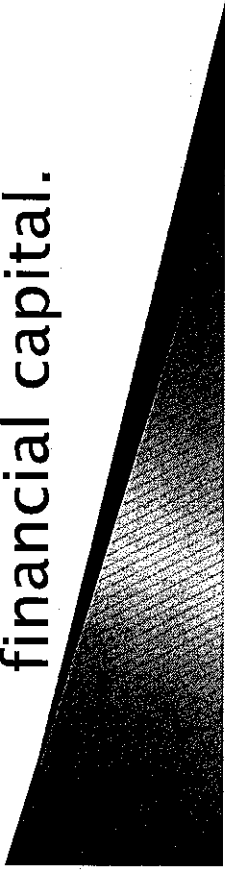
District Shared Purpose

- ▶ *To educate* our students –
 - ▶ with rigor, dedication, depth, and the
 - ▶ application of innovative technology.
- ▶ *To involve* our students –
 - ▶ along with their parents and community, in a
 - ▶ cooperative vision of education as a key to
 - ▶ responsible and productive citizenship.
- ▶ *To prepare* our students –
 - ▶ to meet the events of their lives with
 - ▶ knowledge, insight, and perseverance.
- ▶ *To inspire* our students –
 - ▶ to believe that, with hard work, they can achieve great things
 - ▶ in whatever career they choose, and thus help
 - ▶ to make a better world.



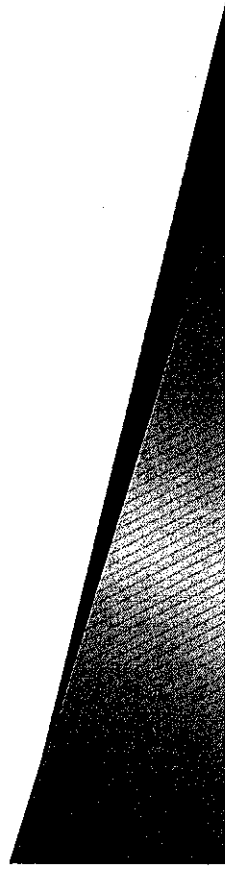
Three to Five-Year District Priorities

- ▶ **Priority – Academic Excellence for All Students;**
personalized education; student-centered learning.
- ▶ **Priority – Partnerships through Collaboration;** all stakeholders; effective communication.
- ▶ **Priority – Supporting Outstanding Staff;** high quality professional development; organizational recognition.
- ▶ **Priority – Effective Resource Management;**
responsible stewardship; maximizing human and financial capital.



Governing Board Goals

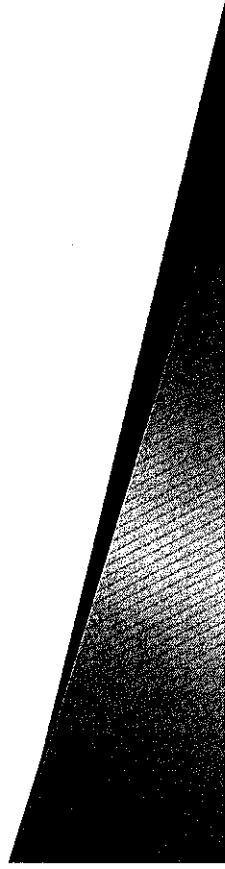
- ▶ HUSD has achieved a wide commitment by all groups of stakeholders to a Shared Purpose. The Governing Board establishes and communicates that Shared Purpose with the objective of fulfilling its four (4) Governing Board goals:
- ▶ **Board Goal #1: To Raise the Level of Student Achievement**
- ▶ **Board Goal #2: To Focus on Planning for Future Student Needs**
- ▶ **Board Goal #3: To Increase Parental and Community Involvement**
- ▶ **Board Goal #4: To Attract and Retain Highly Effective Employees**



Who is the Humboldt Unified School District?

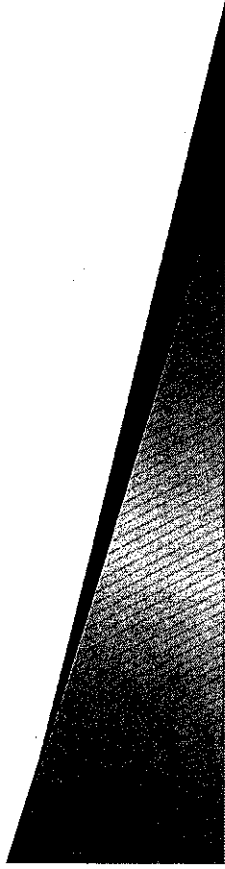
- ▶ The Humboldt Unified School District serves 5,864 PreK-12 students

- ▶ HUSD has ten schools
 - Bright Futures PreSchool
 - Humboldt Elementary School
 - Mountain View Elementary School
 - Coyote Springs Elementary School
 - Lake Valley Elementary School
 - Granville Elementary School
 - Liberty Traditional School (K-8)
 - Glassford Hill Middle School
 - Bradshaw Mountain Middle School
 - Bradshaw Mountain High School



Who is the Humboldt Unified School District?

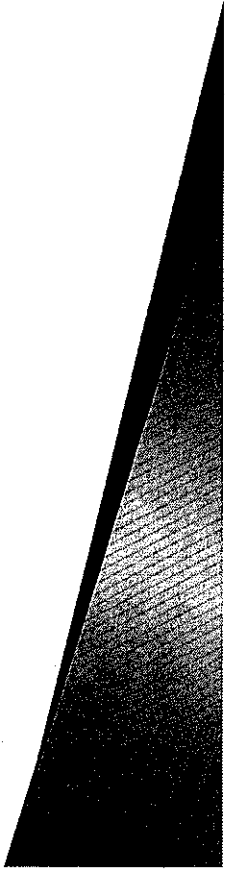
- ▶ The Humboldt Unified School District encompasses 318 square miles throughout Prescott Valley, Dewey–Humboldt, and surrounding areas
- ▶ HUSD currently supports 703 employees including 296 teachers
 - HUSD is the largest employer in the area
- ▶ 3,000 students use district transportation
- ▶ 275 students began the 2013–2014 school year designated as homeless



Who is the Humboldt Unified School District?

▶ 63.87% of the students in HUSD receive a federally funded free or reduced lunch

◦ Mountain View Elementary	83.16%
◦ Lake Valley Elementary	81.13%
◦ Humboldt Elementary	72.50%
◦ Bradshaw Mountain Middle School	69.59%
◦ Glassford Hill Middle School	67.07%
◦ Coyote Springs Elementary	65.30%
◦ Granville Elementary	58.06%
◦ Bradshaw Mountain High School	55.72%
◦ Liberty Traditional	51.70%



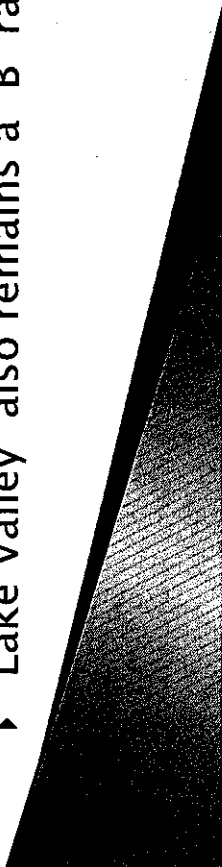
Who is the Humboldt Unified School District?

- ▶ The Humboldt Unified School District is a “B” district for the third year in a row

School	Composite Points	Letter Grade
Granville Elementary	155	A
Humboldt Elementary	146	A
Mountain View Elementary	143	A
Liberty Traditional	137	B
Coyote Springs Elementary	128	B
Lake Valley Elementary	121	B
Bradshaw Mountain MS	117	C
Glassford Hill MS	117	C
Bradshaw Mountain HS	136	B

Accountability Highlights

- ▶ Granville Elementary School increased by 19 points to achieve an “A” status; highest rated elementary school in Yavapai County
- ▶ Glassford Hill MS increased 11 pts.; highest middle school increase in the county; both middle schools (including Bradshaw Mt. MS) are within three points of a “B”
- ▶ Coyote Springs Elementary School and Bradshaw Mt. HS increased five points
 - BMHS is the highest performing traditional public high school in Yavapai County
- ▶ Humboldt Elementary School remains an “A” school (Third year in a row)
- ▶ Liberty Traditional School and Mt. View Elementary increased by seven and two points respectively; MVES remains an “A” school
- ▶ Lake Valley also remains a “B” rated school



HUSD's Partnerships

Town of Prescott Valley

School Resource Officer

Emergency Preparedness Plan

Focus On Success 2025

APS Foundation/AZ Science Center

Provide Professional Development for our Instructional Leaders in STEAM
NAU/Yavapai

Dual Enrollment for High School Students

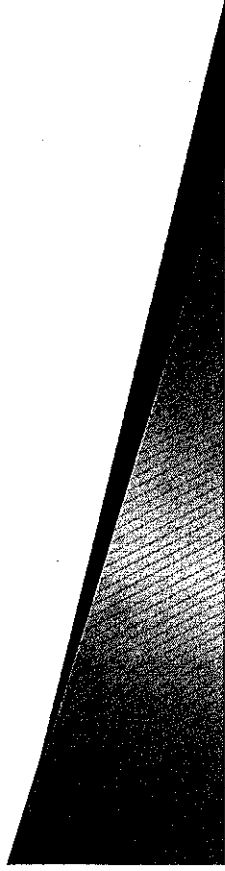
Arizona State University

Training in Inductive Math Teaching, Part of College and Career Readiness
Arizona K12 Center

Training in Response to Intervention – Individualized Learning

Yavapai County Education Service Agency

Training for New Teachers and training for Principals/Future Leaders



**Discussion
Item 6.B.3.**

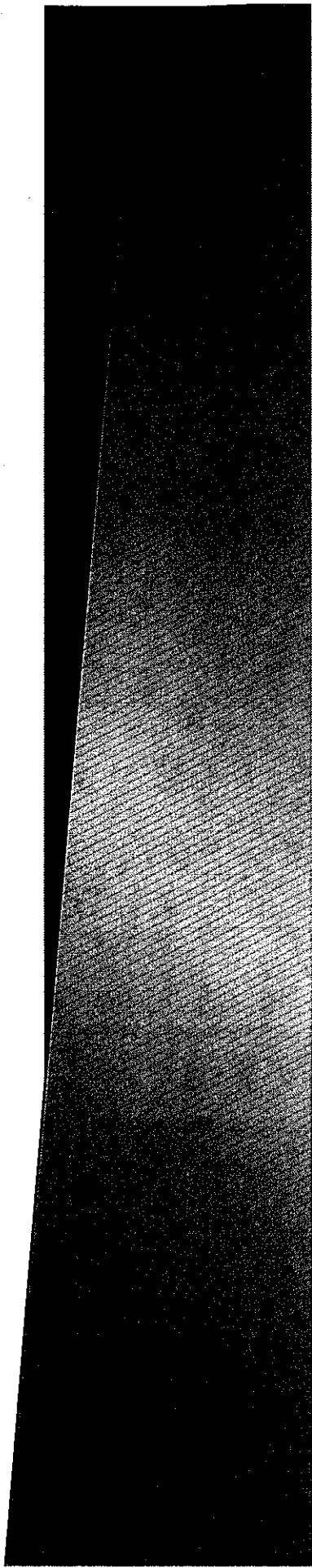
**New
Teacher Evaluation**

State / Federal Mandates

New Teacher Evaluation

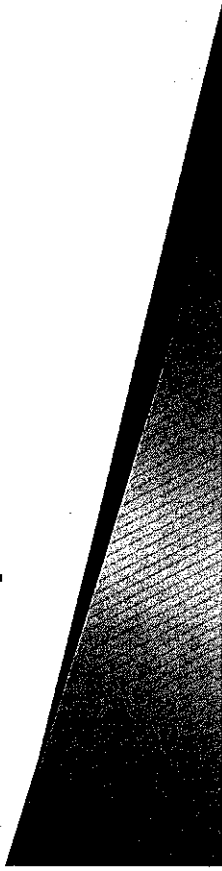
HUSD Governing Board Retreat

Monday, October 21

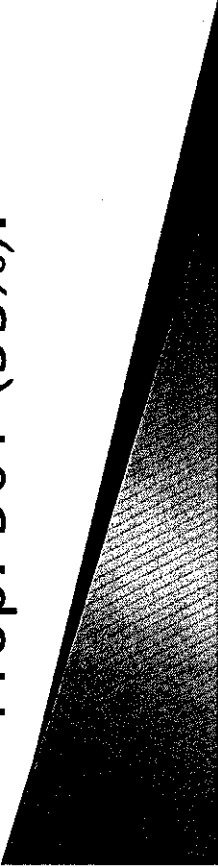


Legislative Background

- ▶ On April 25, 2011, the State Board of Education (SBE) passed an Arizona Framework for Measuring Educator Effectiveness.
- ▶ Based on the requirements of SB 1040, our District was tasked with creating a new Teacher Evaluation System that meets all of the law's provisions.
- ▶ At the June 12, 2012 HUSD Governing Board meeting, the Board approved postponing the full implementation of the new teacher evaluation requirements until school year 2013-14 base.

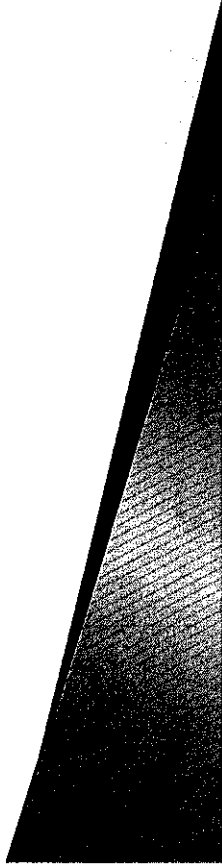


HB 2823: Schools; Teachers; Principals; Evaluation Systems

- ▶ Requires the State Board of Education to adopt four performance classifications of “highly effective,” “effective,” “developing,” and “ineffective” and associated guidelines for school districts and charters to use in developing their evaluation instruments.
 - ▶ Requires that beginning in school year 2012–2013, student performance data count for not less than 33% on the teacher’s evaluation.
 - ▶ Beginning in school year 2014–2015, requires that an individual teacher’s performance on the evaluation be a portion of the performance pay system required by Prop. 301 (33%).
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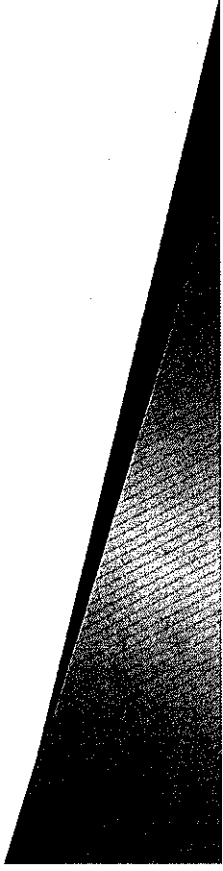
Three (3) Specific Requirements

1. New Teacher Evaluation Instrument must be designed to ensure Arizona's Professional Teaching Standards align to national expectations (InTASC).
2. Also required... between 33% and 50% of a teacher evaluation based on classroom-level data elements.
 - Multiple data elements need to be used to calculate the portion of the evaluation dedicated to student academic progress.
3. Up to 17% of the teacher evaluation be based on school-level data elements.



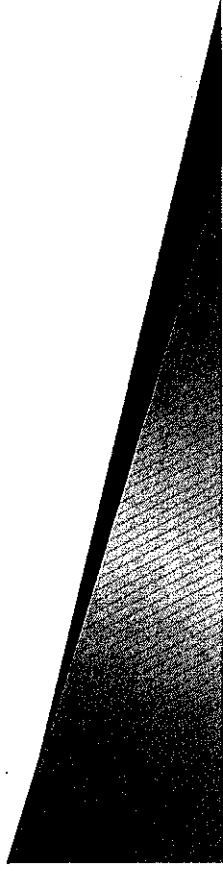
Challenges

- ▶ Valid and Reliable Classroom Data for All Areas in HUSD
- ▶ Timelines for Receiving Data (AIMS Results)
- ▶ Training Teachers and Administrators on the New System
- ▶ Specific Timelines Related to the Evaluation Process



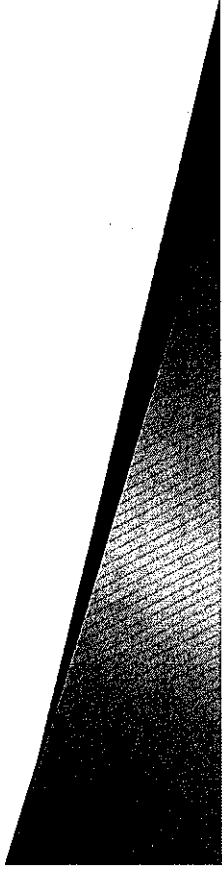
Opportunities

- ▶ Allows a More Collaborative Evaluation Process
- ▶ Data-Driven, Less Subjective
- ▶ Provides a Reflective, Continuous Improvement Tool
- ▶ Individualized Approach to the Evaluation
- ▶ Future Professional Development will be Based on Individualized Needs



So, what have we done....

- New Teacher Evaluation System Committee
 - Ten (10) teachers, Four (4) teachers representing special groups (special education, fine arts, vocational/CTE, physical education), Three (3) building administrators, and Three (3) District-level administrators
- Conducted three (3) simulations
- Piloted the New Teacher Performance Evaluation System this past Spring with 62 teachers from across the District
- Fill Implementation for the 2013–2014 school year



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**Discussion
Item 6.E.**

**Review of
2012-13 Board Goals**



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Reading

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 BOARD GOALS
 2012-13**

Goal 1. Raise the Level of Student Achievement in HUSD

Smart Goal: Reading - The Humboldt District will increase its district total points on the District A-F Letter Grade from 133 points to 140 points. AIMS Spring 2012 Total Points were 133 (85 composite + 48 growth).

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Teachers will become proficient with the Common Core	Train teachers in the Six Shifts for ELA Common Core	Completion of Professional Development	Sept. 2012 - May 2013	Director of Educational Services - 1) Implementation of Common Core began with presentation of the Six ELA Shifts (now three shifts) during the summer Institute in June, 2012. 2) This year, professional development has focused on introducing lexile levels, text complexity, close reading of complex text, text dependent questions, and citing evidence in complex text. Using Early Release Wednesdays, as part of our delivery model, a PD cadre presented to K-12 teachers on designated Wednesdays throughout the year. We also conducted a free Saturday training session on Socratic Seminar, in February. 3) Curriculum mapping and unit development (K-12) aligned to CCS EQIP Rubric is planned for Summer, 2013. ADE has asked HUSD to pilot this process.

<p>Teachers will provide individualized instruction for at risk students</p>	<p>Teachers will develop individual learning plans for all strategic and intensive students</p>	<p>CBAS (Criterion Based Assessment System) will demonstrate growth</p>	<p>October 2012 - May 2013 CBAS - Aug, Nov, Feb.</p>	<p>Classroom Teacher - Development Reading and Instructional Coaches - 1) At-risk students, identified by DIBELS, CBAS, or other assessments, are placed into Response to Intervention (RTI) groups where they receive interventions that address their deficit areas of learning. Students are monitored regularly to determine whether progress has been made or whether an additional intervention is needed. 2) Students who consistently do not make appropriate progress are placed on an Individual Learning Plan(ILP) developed by a team, made up of the student's classroom teacher, the Title I teacher, and the principal. The plan addresses each student's individual needs with appropriate intervention(s). Parents are an integral part of the plan so they can lend support at home. The ILP team monitors progress regularly with appropriate assessments. If progress is not sufficient, the ILP reconvenes to consider additional interventions.</p>
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	<p>Staff will align the HUSD Pacing Guides with Galileo</p>	<p>Completion of Alignment</p>	<p>October, November 2012</p>	<p>Director of Educational Services At the beginning of the 2011-12 school year, HUSD teachers met to align standards in reading and math with the Common Core Standards. This year, 2012-13, some of our Reading Coaches met again to include the alignment to the Galileo standards on the same document. This document is now complete in Reading for grades 3-6. Work will continue to complete reading in K-2, and next year we will begin to align the math portion.</p>
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**HUMBOLDT UNIFIED SCHOOL DISTRICT
 BOARD GOALS
 2012-13**

Goal 1. Raise the Level of Student Achievement in HUSD

Smart Goal: Writing - The Humboldt District will increase its district total points on the District A-F Letter Grade from 133 points to 140 points. AIMS Spring 2012

Total Points were 133 (85 composite + 48 growth).

2012 Prompt (Weighted 60%) District Mean Points 5th Grade 3.8/6, 6th Grade 3.6/6, 7th Grade 3.5/6, HS 4.0/6

2012 Multiple Choice (Weighted 40%) District Mean Points Strand 2: Writing Elements 5th 19.9/27, 6th 19.7/27, 7th 19.5/27, HS 19.0/27

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Students will be taught to determine the correct response in embedded writing questions	Provide teachers examples of embedded writing questions (Gr. K-6)	Training Completion, Verification of usage using Classroom Walk Throughs	November 2012 - April 2013	Director of Educational Services Printed passages with examples of embedded multiple-choice writing questions are being used for practice. Holistic rubrics remain in our repertoire of practice until new practice writing prompts are available and new rubrics for argument writing are introduced.

<p>Students will be taught to write based on the Common Core</p>	<p>Train teachers in the skills of citing evidence and argument (Gr. 7-12)</p>	<p>Training Completion, Verification of usage using Classroom Walk Through</p>	<p>January 2013 - April 2013</p>	<p>Director of Educational Services The Common Core Standards focus on argument writing. This represents another shift for our teachers and students, as we have not addressed argument writing in K-8 across the district. It has mainly been addressed in AP English. Training for argument writing is now being offered by ADE. As soon as our PD team is trained here in HUSD, argument writing for K-6 and 7-12 will be offered during Early Release Wednesday sessions. We do, however, encourage our teachers to begin teaching how to "cite evidence" in current reading lessons, as that skill will assist students when they begin argument writing.</p>
<p></p>	<p>Train teachers in the use of academic vocabulary</p>	<p>Training Completion, Verification of usage using Classroom Walk Through</p>	<p>January 2013 - April 2013</p>	<p>Director of Educational Services Marzano's (Six-Step) Vocabulary Program is currently being used as the recommended vocabulary program; however, we are looking at other programs for use in K-8 that focus and develop the impact of vocabulary on comprehension skills in reading and the development of more cohesive composition in writing.</p>

	<p>Train teachers in response to reading strategies</p>	<p>Training Completion, Verification of usage using Classroom Walk Through</p>	<p>January 2013 - April 2013</p>	<p>Director of Educational Services We will continue to train teachers in the use of effective reading strategies for comprehension, such as <i>Strategies That Work</i>. With Common Core; however, the emphasis is also on the shift regarding how to read complex text; how to conduct a Close reading; how to ask text dependent questions; and how to site evidence. That work is currently in progress.</p>
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**HUMBOLDT UNIFIED SCHOOL DISTRICT
 BOARD GOALS
 2012-13**

Goal 1. Raise the Level of Student Achievement in HUSD

Smart Goal: MATH - The Humboldt District will increase its district total points on the District A-F Letter Grade from 133 points to 140 points. AIMS Spring 2012 Total Points were 133 (85 composite + 48 growth).

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Students will be taught Math inductively to meet the Common Core Standards.	Train teachers in inductive teaching (Gr. K-3, 7-8)	Training - Sign In Sheets, Implementation - Classroom Walk Throughs	Training - August 2012 - December 2013, Walk throughs - August 2012 - April 2012	Training - Director of Educational Services, Classroom Walk throughs - Principal Our math consultant, Sue Larson, delivered seven inductive math lessons to second and third grade teachers this year, from September - December, 2012. Kindergarten and first grade teachers, who were trained last year, attended sessions during Early Release Wednesdays, to develop a bank of lessons based on their math training from 2011-12. We have already scheduled inductive math training for fourth and fifth and sixth grade teachers for next year.

	<p>Alignment of Saxon with the Common Core Standards (Gr. 4-6)</p>	<p>Development of Saxon/Common Core Alignment Document</p>	<p>August 2012 - September 2012</p>	<p>Director of Educational Services Last year, Saxon Math publishers provided a Common Core alignment chart supplement with their materials. Using the chart, our teams of elementary grade level teachers have created pacing guides from K-6 aligned to Common Core, and updated this year to align, also, to Galileo.</p>
	<p>Staff will align the HUSD Pacing Guides with Galileo</p>	<p>Completion of Alignment</p>	<p>October, November 2012</p>	<p>Director of Educational Services Most HUSD Pacing Guides are now aligned to existing AZ Math Standards, Common Core math standards, and with Galileo standards. The middle schools also have aligned pacing guides to the Common Core. Our next step is to post the pacing guides online for the teachers and continue to adjust alignment as needed.</p>



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Future Needs

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 BOARD GOALS
 2012-13**

Goal 2. Focus on Planning for the Future Student Needs

Smart Goal: The Humboldt Unified School District will prepare students for College and Career Readiness as demonstrated by increasing the four year graduation rate from 82% to 85%. Evidence - 2012 Graduation Rate = 82%, 2011 Graduation Rate = 83%

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Students will receive individualized instruction based on their needs, especially at the K-3 levels (Move on When Reading)	Train teachers in effective RTI Tier I (direct instruction) and Tier II (intervention) strategies (K-12)	Training Completion, Classroom Walk Throughs	Aug. 2012 - April 2013	Training - Director of Educational Services, Classroom Walk Throughs - Principals ADE Specialists have conducted training over the last two years for all HUSD teachers in Response to Intervention (RTI). This training focused on how to develop and sustain an RTI program in all our schools. Each school has an RTI model they have developed, based on the Tier I and Tier II model of instruction and interventions.

<p>Train teachers in the effective use of assessment data to intervene with students</p>	<p>Training Completion, Classroom Walk Throughs, Galileo Risk Assessment Report</p>	<p>October 2012, December 2012, February 2013</p>	<p>Training - Director of Educational Services, Classroom Walk Throughs - Principals</p> <p>Each school has created a data wall that is displayed in the school that displays a history of assessment data from the beginning of the year. Growth, or lack of growth, since the beginning of the year is more obvious when displayed. The charts provide a picture of the ongoing progress. In addition, the Galileo assessments give immediate feedback to teachers who can immediately determine which students have made progress. It also provides information on students (Risk Assessment Report), who have not progressed, so teachers can immediately intervene with small group instruction (RTI). In addition, we now have walk-through data that address our strengths on common criteria, such as engagement or rigor, across the district. The data keeps us focused on areas that still need improvement.</p>
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Parent/Community

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 BOARD GOALS
 2012-13**

Goal 3. Increase Parental/Community Involvement

Smart Goal: The Humboldt Unified School District will engage the Community in the decision making process.
Evidence: During the Spring Parental Survey, parents responded "strongly disagree or disagree" to the following question:
All my child's teachers meet his/her learning needs by individualizing instruction (10 of 10 Schools, range 10.43% to 32.74%)
All of my child's teachers help me to understand my child's progress (6 of 10 Schools, range 7.59% to 23.96%)
All of my child's teachers keep me informed regularly of how my child is being graded (6 of 10 Schools, range 10.17% to 32.00%)

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Engage the Community in the decision making process	The district will establish a Strategic Planning Committee	Monthly Meetings	January 2013 - On Going	Superintendent Steering Committee has been meeting since January. Created three to five-year priorities for the district.
	The district will present the Vision and Budget to the community	PTO, Site Council, Community Organizations	October 2012 - On Going	Superintendent has met with PTOs and Site Councils. Administration has met with HOAs, churches, Prescott Valley Town Council.
	The district will administer the AdvancEd Surveys to gain parental input	Survey Results	Winter 2013	District has administered the parent survey and determined top five and bottom five survey results. Results are being used to set new goals.

<p>Provide regular updates related to areas from the survey results</p>	<p>The district and schools will provide regular communication on Individualized Instruction, students' progress, and grading.</p>	<p>Emails, Phone Calls, Presentations</p>	<p>October 2012 - On Going</p>	<p>Principals have provided regular communication regarding individualize instruction, student progress and grading. Focus has been to let parents know this is in response to last year's survey .</p>
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**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2012-13**

Goal 4. Attract and Retain Highly Effective Employees

Smart Goal: *The Humboldt Unified School District will attract and retain highly effective employees through fair and equitable practices that meet their needs to ensure student success.*

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Attract highly effective employees to the district	<ul style="list-style-type: none"> -Participate in statewide job fairs -Develop recruiting materials for future employees -Establish staffing and recruiting timelines to enhance the applicant pool 	<ul style="list-style-type: none"> -Number of highly effective employees gained -Future Employee Packet -Creation of staffing and recruiting timelines and critical work activities (CWAs) 	<ul style="list-style-type: none"> Spring 2013 February 2013 December 2012 	<ul style="list-style-type: none"> -Director of HR -Principals Not Completed -Director of HR -PR Director HUSD Brochures are completed -Director of HR -Personnel Coordinator -Principals -Staffing/Recruiting timelines are completed -Transfer policies are completed
Retain highly effective employees in the organization	<ul style="list-style-type: none"> -Conduct a market analysis to compare salaries and benefits packages 	<ul style="list-style-type: none"> -Board Report 	<ul style="list-style-type: none"> May 2013 	<ul style="list-style-type: none"> -Director of HR -Finance Director -PR Director Pushed to SY 1314

<p>-Identify potential future administrators and teacher leaders within HUSD</p> <p>-Enhance New Employee Orientation to promote benefits, mission, district goals, achievement, and policies and procedures</p> <p>-Compute and analyze exit surveys for employees</p>	<p>-Identify future leaders through preliminary staffing evaluations</p> <p>-Establish Leadership Institute Objectives</p> <p>-New Employee Orientation Agendas and Surveys</p> <p>-Survey data</p>	<p>October 2012/March 2013/Ongoing</p> <p>Fall 2013</p> <p>-June 2013</p>	<p>-Director of HR</p> <p>-Principals</p> <p>-Superintendent</p> <p>-YCESA-McREL Leadership Academy will serve as a Pilot.</p> <p>-Update required in SY 1314</p> <p>-Director of HR</p> <p>-Curriculum Director</p> <p>-Instructional Specialists</p> <p>-Monthly Orientation Meetings are in place</p> <p>-New Teacher Induction goal for SY 1314</p> <p>-Director of HR</p> <p>-Personnel Coordinator</p> <p>-Principals</p> <p>-Not Completed</p> <p>-Anecdotal Information is available as it relates to salaries and benefits</p>
<p>To identify and increase the ways in which we can support our employees</p>	<p>-Provide training for administrators on current legal topics and policies and procedures</p> <p>-Identify training materials utilizing a variety of multimedia options</p> <p>-Review current ESI procedures to ensure maximum benefit to both parties</p>	<p>-Ongoing</p> <p>Fall 2013</p> <p>February 2013</p>	<p>-Cabinet Leadership Team</p> <p>-YCEF Consultant</p> <p>-ASA/ASCD</p> <p>-YCESA Trainings</p> <p>-Director of HR</p> <p>-IT Coordinator</p> <p>TBD</p> <p>-Director of HR</p> <p>-Finance Director</p> <p>Board presentation on 2/28/13</p>

**Discussion
Item 6.F.1.**

**Data Update
Student Achievement**

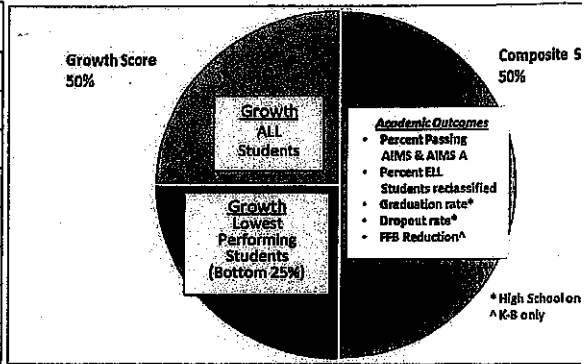
**A – F
LABELS**

Humboldt Unified School District
A-F Accountability Point Totals
3 Year Comparison

School	Point Total 2011	Point Total 2012	Point Total 2013
BMHS	125	131	136
BMMS	121	118	117
CSES	124	123	131
GES	150	136	155
GHMS	112	106	117
HES	141	151	146
LVES	127	130	121
LTS	146	130	137
MVES	142	141	143
HUSD	137	133	135

District A-F Letter Grade = B

2013 Percent Passing of FAY Students AIMS and AIMS A		View Passing Data
Grade	Reading	Mathematics
3	86 %	74 %
4	83 %	69 %
5	90 %	73 %
6	91 %	78 %
7	92 %	71 %
8	76 %	59 %
10	91 %	74 %
11	76 %	46 %
12	57 %	45 %
Percent Passing -- All Students ¹		78 %



Growth Score + Composite Score = A-F Letter Grade
 (100 points possible) + (100 + 3 + 3 + 3 points possible) = 200+ points possible

Median Percentile Rank		View Percentile Rank Data
Grade	Reading	Mathematics
3	52	48
4	45	54
5	53	48
6	53	57
7	40	35
8	40.5	40
10	61	57.5
All Students(Across grades)		48
Median Percentile Rank -- All Students ²		48.5
Median Percentile Rank -- Bottom 25%		51.5
Total Growth Points		50

Composite Score Components	Points
Percent Passing AIMS and AIMS A	78
ELL Reclassification Additional Points	0
Graduation Rate Additional Points	3
Drop Out Rate Additional Points ³	3
FFB Rate Additional Points ⁴	
Total Composite Points	84

95% PERCENT TESTED		
Percent Tested	Eligible Grade	Max Eligible Point
>= 95%	A	200
85% - 94%	B	139
75% - 84%	C	119
<75%	D	99

Total Score			
A	B	C	D
140-200	120-139	100-119	0-99

Total Scores	
Composite Score	84
Growth Score (+ 1 point)	51
Total Points (Composite + Growth Scores)	135
Percent Tested (FAY + Non-FAY students)	100 %
Final A-F Letter Grade	B

School A-F Letter Grade = B

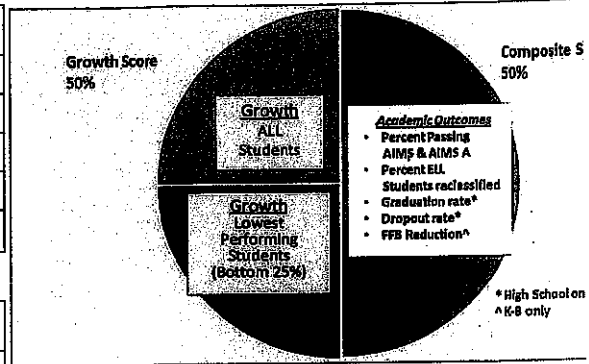
2013 Percent Passing of FAY Students AIMS and AIMS A (1 - Year)			<i>View Passing Data</i>
Grade	Reading	Mathematics	
10	91 %	74 %	
11	76 %	47 %	
12	57 %	45 %	
Percent Passing -- All Students ¹		74 %	

Median Percentile Rank of FAY Students AIMS Only (1 - Year)			<i>View Percentile Rank Data</i>
Grade	Reading	Mathematics	
10	60.5	57.5	
All Students(Across grades)		60.5	57.5

Median Growth Percentile -- All Students ²	59
Median Growth Percentile -- Bottom 25% ³	50
Overall Growth ⁴	55

Composite Score Components	Points
Percent Passing AIMS and AIMS A	74
ELL Reclassification Additional Points	0
Graduation Rate Additional Points	3
Drop Out Rate Additional points ⁵	3
FFB Rate Additional Points ⁶	
Total Composite Points	80

All Points	
Composite Points	80
Growth Points (+ 1 point)	56
Total Points (Composite + Growth Scores)	136
Percent Tested (FAY + Non-FAY students)	100 %
Final A-F Letter Grade	B



Growth Score + Composite Score = A - F Letter Grade
 (100 points possible) + (100 + 3 + 3 + 3 points possible) = 200+ points possible

95% PERCENT TESTED			
Percent Tested	Eligible Grade	Max Eligible Poin	
>= 95%	A	200	
85% - 94%	B	139	
75% - 84%	C	119	
<75%	D	99	
Total Score			
A	B	C	D
140-200	120-139	100-119	0-99

¹ Percent Passing (Average across grades and content areas)
² Median Growth Percentile -- All Students (Average across content areas)
³ Median Growth Percentile -- Bottom 25% (Average across content areas)
⁴ Overall Growth (Average of median growth percentile - All students + Bottom 25%)
⁵ High school only
⁶ K-8 only

School A-F Letter Grade = C

2013 Percent Passing of FAY Students AIMS and AIMS A (1 - Year)		View Passing Data
Grade	Reading	Mathematics
7	91 %	70 %
8	78 %	58 %
Percent Passing -- All Students ¹		74 %

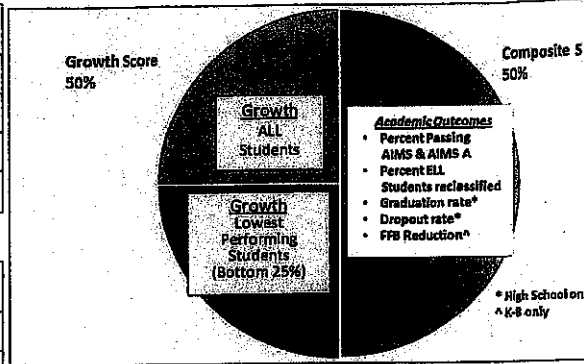
Median Percentile Rank of FAY Students AIMS Only (1 - Year)		View Percentile Rank Data
Grade	Reading	Mathematics
7	37.5	30
8	36	40
All Students(Across grades)		36

Median Growth Percentile -- All Students ²	36
Median Growth Percentile -- Bottom 25% ³	41.25
Overall Growth ⁴	39

Composite Score Components	Points
Percent Passing AIMS and AIMS A	74
ELL Reclassification Additional Points	0
Graduation Rate Additional Points	N/A
Drop Out Rate Additional points ⁵	N/A
FFB Rate Additional Points ⁶	3
Total Composite Points	77

All Points	
Composite Points	77
Growth Points (+ 1 point)	40
Total Points (Composite + Growth Scores)	117
Percent Tested (FAY + Non-FAY students)	100 %
Final A-F Letter Grade	C

- ¹ Percent Passing (Average across grades and content areas)
- ² Median Growth Percentile -- All Students (Average across content areas)
- ³ Median Growth Percentile -- Bottom 25% (Average across content areas)
- ⁴ Overall Growth (Average of median growth percentile - All students + Bottom 25%)
- ⁵ High school only
- ⁶ K-8 only



Growth Score + Composite Score = A-F Letter Grade
 (100 points possible) + (100 + 3 + 3 + 3 points possible) = 200+ points possible

95% PERCENT TESTED		
Percent Tested	Eligible Grade	Max Eligible Point
>= 95%	A	200
85% - 94%	B	139
75% - 84%	C	119
<75%	D	99

Total Score	A	B	C	D
	140-200	120-139	100-119	0-99

School A-F Letter Grade = C

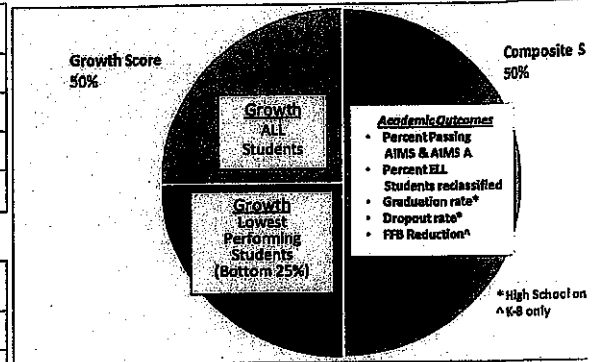
2013 Percent Passing of FAY Students AIMS and AIMS A (1 - Year)			View Passing Data
Grade	Reading	Mathematics	
7	91 %	69 %	
8	72 %	56 %	
Percent Passing -- All Students ¹		72 %	

Median Percentile Rank of FAY Students AIMS Only (1 - Year)			View Percentile Rank Data
Grade	Reading	Mathematics	
7	40	34	
8	39	33	
All Students(Across grades)		39.5	34

Median Growth Percentile -- All Students ²	36.75
Median Growth Percentile -- Bottom 25% ³	45.25
Overall Growth ⁴	41

Composite Score Components	Points
Percent Passing AIMS and AIMS A	72
ELL Reclassification Additional Points	0
Graduation Rate Additional Points	N/A
Drop Out Rate Additional points ⁵	N/A
FFB Rate Additional Points ⁶	3
Total Composite Points	75

All Points	
Composite Points	75
Growth Points (+ 1 point)	42
Total Points (Composite + Growth Scores)	117
Percent Tested (FAY + Non-FAY students)	99 %
Final A-F Letter Grade	C



Growth Score + Composite Score = A-F Letter Grade
 (100 points possible) + (100 + 3 + 3 + 3 points possible) = 200+ points possible

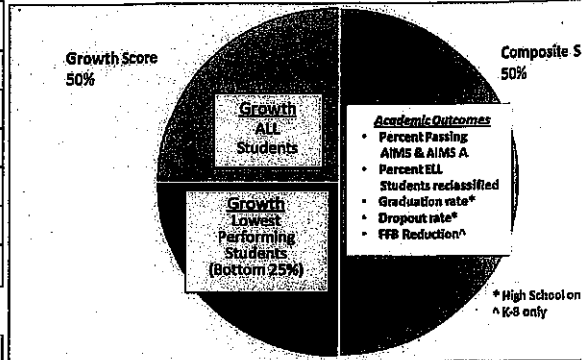
95% PERCENT TESTED		
Percent Tested	Eligible Grade	Max Eligible Point
>= 95%	A	200
85% - 94%	B	139
75% - 84%	C	119
< 75%	D	99

Total Score			
A	B	C	D
140-200	120-139	100-119	0-99

¹ Percent Passing (Average across grades and content areas)
² Median Growth Percentile -- All Students (Average across content areas)
³ Median Growth Percentile -- Bottom 25% (Average across content areas)
⁴ Overall Growth (Average of median growth percentile - All students + Bottom 25%)
⁵ High school only
⁶ K-8 only

School A-F Letter Grade = B

2013 Percent Passing of FAY Students AIMS and AIMS A (1 - Year)			View Passing Data
Grade	Reading	Mathematics	
3	82 %	60 %	
4	77 %	62 %	
5	87 %	59 %	
6	89 %	76 %	
Percent Passing -- All Students ¹		74 %	



Growth Score + Composite Score = A-F Letter Grade
 (100 points possible) + (100 + 3 + 3 + 3 points possible) = 200+ points possible

Median Percentile Rank of FAY Students AIMS Only (1 - Year)			View Percentile Rank Data
Grade	Reading	Mathematics	
3	42	41	
4	41	42.5	
5	62	35.5	
6	50	60	
All Students(Across grades)		43	

Median Growth Percentile -- All Students ²	46.5
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Median Growth Percentile -- Bottom 25% ³	53.5
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Overall Growth ⁴	50
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Composite Score Components	Points
Percent Passing AIMS and AIMS A	74
ELL Reclassification Additional Points	0
Graduation Rate Additional Points	N/A
Drop Out Rate Additional points ⁵	N/A
FFB Rate Additional Points ⁶	3
Total Composite Points	77

95% PERCENT TESTED		
Percent Tested	Eligible Grade	Max Eligible Poin
>= 95%	A	200
85% - 94%	B	139
75% - 84%	C	119
<75%	D	99

Total Score			
A	B	C	D
140-200	120-139	100-119	0-99

All Points	
Composite Points	77
Growth Points (+ 1 point)	51
Total Points (Composite + Growth Scores)	128

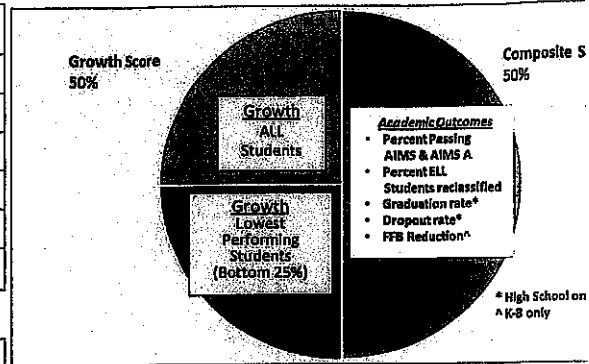
Percent Tested (FAY + Non-FAY students)	100 %
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Final A-F Letter Grade	B
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¹ Percent Passing (Average across grades and content areas)
² Median Growth Percentile -- All Students (Average across content areas)
³ Median Growth Percentile -- Bottom 25% (Average across content areas)
⁴ Overall Growth (Average of median growth percentile - All students + Bottom 25%)
⁵ High school only
⁶ K-8 only

School A-F Letter Grade = A

2013 Percent Passing of FAY Students AIMS and AIMS A (1 - Year)			View Passing Data
Grade	Reading	Mathematics	
3	94 %	86 %	
4	86 %	77 %	
5	96 %	89 %	
6	96 %	79 %	
Percent Passing -- All Students ¹		88 %	



Median Percentile Rank of FAY Students AIMS Only (1 - Year)			View Percentile Rank Data
Grade	Reading	Mathematics	
3	60	59.5	
4	52.5	63.5	
5	54.5	48	
6	62	69	
All Students(Across grades)		56	60
Median Growth Percentile -- All Students ²		58	
Median Growth Percentile -- Bottom 25% ³		62.5	
Overall Growth ⁴		60	

Growth Score + Composite Score = A-F Letter Grade
 (100 points possible) + (100+3+3+3 points possible) = 200+ points possible

Composite Score Components	Points
Percent Passing AIMS and AIMS A	88
ELL Reclassification Additional Points	3
Graduation Rate Additional Points	N/A
Drop Out Rate Additional points ⁵	N/A
FFB Rate Additional Points ⁶	3
Total Composite Points	94

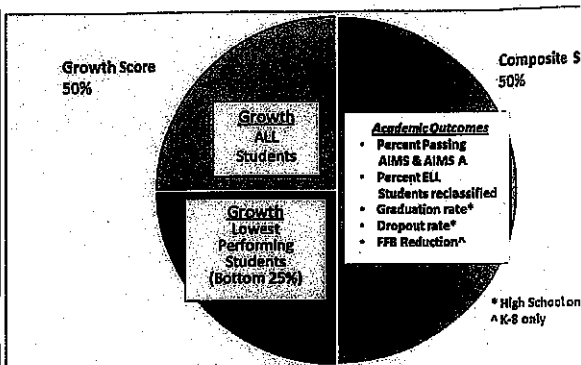
95% PERCENT TESTED			
Percent Tested	Eligible Grade	Max Eligible Poin	
>= 95%	A	200	
85% - 94%	B	139	
75% - 84%	C	119	
<75%	D	99	
Total Score			
A	B	C	D
140-200	120-139	100-119	0-99

All Points	
Composite Points	94
Growth Points (+ 1 point)	61
Total Points (Composite + Growth Scores)	155
Percent Tested (FAY + Non-FAY students)	100 %
Final A-F Letter Grade	A

¹ Percent Passing (Average across grades and content areas)
² Median Growth Percentile -- All Students (Average across content areas)
³ Median Growth Percentile -- Bottom 25% (Average across content areas)
⁴ Overall Growth (Average of median growth percentile - All students + Bottom 25%)
⁵ High school only
⁶ K-8 only

School A-F Letter Grade = A

2013 Percent Passing of FAY Students AIMS and AIMS A (1 - Year)			View Passing Data
Grade	Reading	Mathematics	
3	92 %	84 %	
4	94 %	75 %	
5	98 %	88 %	
6	88 %	73 %	
Percent Passing -- All Students ¹		86 %	



Median Percentile Rank of FAY Students AIMS Only (1 - Year)			View Percentile Rank Data
Grade	Reading	Mathematics	
3	64	69	
4	48	53	
5	57.5	69.5	
6	47	35	
All Students(Across grades)		53	57
Median Growth Percentile -- All Students ²		55	
Median Growth Percentile -- Bottom 25% ³		56	
Overall Growth ⁴		56	

Growth Score + Composite Score = A-F Letter Grade
 (100 points possible) + (100 + 3 + 3 + 3 points possible) = 200+ points possible

Composite Score Components	Points
Percent Passing AIMS and AIMS A	86
ELL Reclassification Additional Points	0
Graduation Rate Additional Points	N/A
Drop Out Rate Additional points ⁵	N/A
FFB Rate Additional Points ⁶	3
Total Composite Points	89

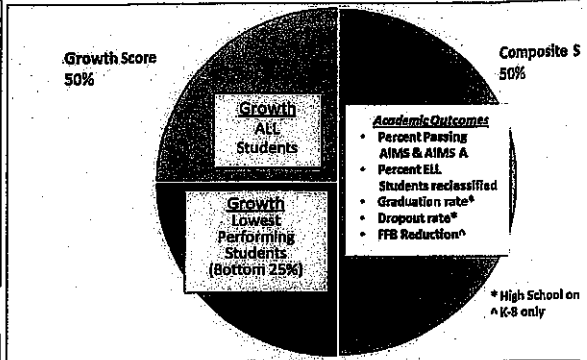
95% PERCENT TESTED			
Percent Tested	Eligible Grade	Max Eligible Point	
>= 95%	A	200	
85% - 94%	B	139	
75% - 84%	C	119	
<75%	D	99	
Total Score			
A	B	C	D
140-200	120-139	100-119	0-99

All Points	
Composite Points	89
Growth Points (+ 1 point)	57
Total Points (Composite + Growth Scores)	146
Percent Tested (FAY + Non-FAY students)	100 %
Final A-F Letter Grade	A

¹ Percent Passing (Average across grades and content areas)
² Median Growth Percentile -- All Students (Average across content areas)
³ Median Growth Percentile -- Bottom 25% (Average across content areas)
⁴ Overall Growth (Average of median growth percentile - All students + Bottom 25%)
⁵ High school only
⁶ K-8 only

School A-F Letter Grade = B

2013 Percent Passing of FAY Students AIMS and AIMS A (1 - Year)			View Passing Data
Grade	Reading	Mathematics	
3	84 %	67 %	
4	76 %	61 %	
5	80 %	57 %	
6	88 %	73 %	
Percent Passing -- All Students ¹		73 %	



Growth Score + Composite Score = A - F Letter Grade
 (100 points possible) + (100 + 3 + 3 + 3 points possible) = 200+ points possible

Median Percentile Rank of FAY Students AIMS Only (1 - Year)			View Percentile Rank Data
Grade	Reading	Mathematics	
3	42	32	
4	38	47	
5	37	34	
6	43	53	
All Students(Across grades)		39	41

Median Growth Percentile -- All Students ²	40
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Median Growth Percentile -- Bottom 25% ³	48.5
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Overall Growth ⁴	44
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Composite Score Components	Points
Percent Passing AIMS and AIMS A	73
ELL Reclassification Additional Points	0
Graduation Rate Additional Points	N/A
Drop Out Rate Additional points ⁵	N/A
FFB Rate Additional Points ⁶	3
Total Composite Points	76

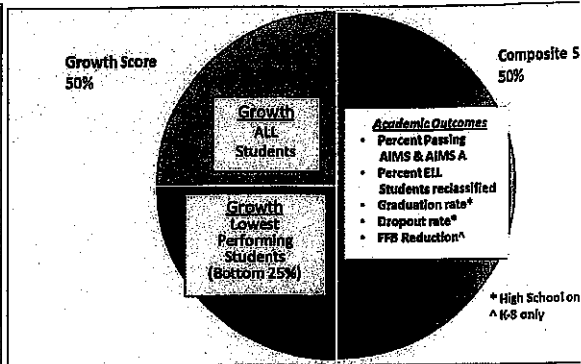
95% PERCENT TESTED			
Percent Tested	Eligible Grade	Max Eligible Poin	
>= 95%	A	200	
85% - 94%	B	139	
75% - 84%	C	119	
<75%	D	99	
Total Score			
A	B	C	D
140-200	120-139	100-119	0-99

All Points	
Composite Points	76
Growth Points (+ 1 point)	45
Total Points (Composite + Growth Scores)	121
Percent Tested (FAY + Non-FAY students)	100 %
Final A-F Letter Grade	B

¹ Percent Passing (Average across grades and content areas)
² Median Growth Percentile -- All Students (Average across content areas)
³ Median Growth Percentile -- Bottom 25% (Average across content areas)
⁴ Overall Growth (Average of median growth percentile - All students + Bottom 25%)
⁵ High school only
⁶ K-8 only

School A-F Letter Grade = B

2013 Percent Passing of FAY Students AIMS and AIMS A (1 - Year)			View Passing Data
Grade	Reading	Mathematics	
3	91 %	78 %	
4	84 %	61 %	
5	95 %	77 %	
6	97 %	96 %	
7	95 %	79 %	
8	83 %	67 %	
Percent Passing -- All Students ¹		84 %	



Growth Score + Composite Score = A-F Letter Grade
 (100 points possible) + (100 + 3 + 3 + 3 points possible) = 200+ points possible

Median Percentile Rank of FAY Students AIMS Only (1 - Year)			View Percentile Rank Data
Grade	Reading	Mathematics	
3	50.5	29.5	
4	37	42	
5	59	45	
6	61	62	
7	43.5	48.5	
8	53.5	49	
All Students(Across grades)		50	46

Median Growth Percentile -- All Students ²	48
Median Growth Percentile -- Bottom 25% ³	50.5
Overall Growth ⁴	49

Composite Score Components	Points
Percent Passing AIMS and AIMS A	84
ELL Reclassification Additional Points	0
Graduation Rate Additional Points	N/A
Drop Out Rate Additional points ⁵	N/A
FFB Rate Additional Points ⁶	3
Total Composite Points	87

95% PERCENT TESTED		
Percent Tested	Eligible Grade	Max Eligible Point
>= 95%	A	200
85% - 94%	B	139
75% - 84%	C	119
<75%	D	99

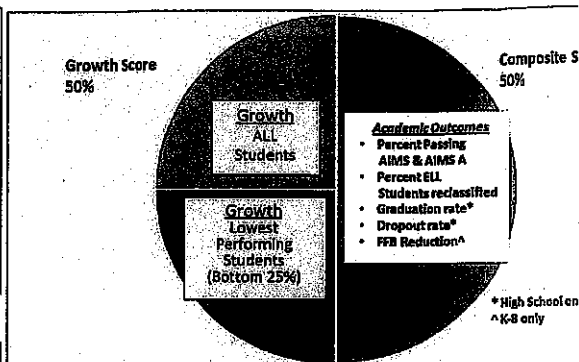
Total Score			
A	B	C	D
140-200	120-139	100-119	0-99

All Points	
Composite Points	87
Growth Points (+ 1 point)	50
Total Points (Composite + Growth Scores)	137
Percent Tested (FAY + Non-FAY students)	100 %
Final A-F Letter Grade	B

¹ Percent Passing (Average across grades and content areas)
² Median Growth Percentile -- All Students (Average across content areas)
³ Median Growth Percentile -- Bottom 25% (Average across content areas)
⁴ Overall Growth (Average of median growth percentile - All students + Bottom 25%)
⁵ High school only

School A-F Letter Grade = A

2013 Percent Passing of FAY Students AIMS and AIMS A (1 - Year)			View Passing Data
Grade	Reading	Mathematics	
3	76 %	70 %	
4	88 %	83 %	
5	85 %	71 %	
6	85 %	69 %	
Percent Passing -- All Students ¹		78 %	



Median Percentile Rank of FAY Students AIMS Only (1 - Year)			View Percentile Rank Data
Grade	Reading	Mathematics	
3	57	59	
4	62	75	
5	45	63	
6	56	61	
All Students(Across grades)		54	62.5

Growth Score + Composite Score = A-F Letter Grade
 (100 points possible) + (100 + 3 + 3 + 3 points possible) = 200+ points possible

Median Growth Percentile -- All Students ²	58.25
Median Growth Percentile -- Bottom 25% ³	63.5
Overall Growth ⁴	61

Composite Score Components	Points
Percent Passing AIMS and AIMS A	78
ELL Reclassification Additional Points	0
Graduation Rate Additional Points	N/A
Drop Out Rate Additional points ⁵	N/A
FFB Rate Additional Points ⁶	3
Total Composite Points	81

95% PERCENT TESTED		
Percent Tested	Eligible Grade	Max Eligible Poin
>= 95%	A	200
85% - 94%	B	139
75% - 84%	C	119
<75%	D	99

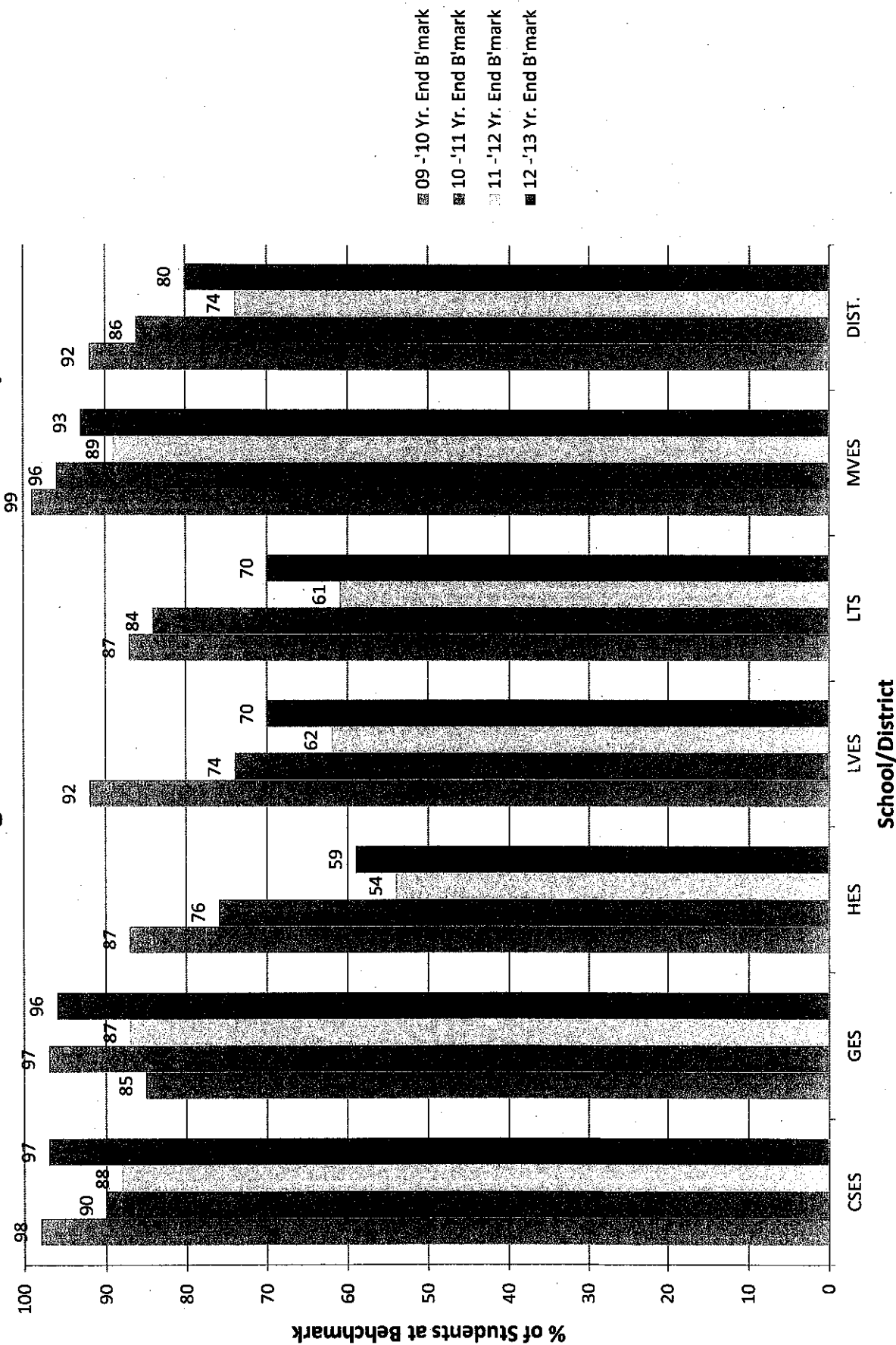
Total Score			
A	B	C	D
140-200	120-139	100-119	0-99

All Points	
Composite Points	81
Growth Points (+ 1 point)	62
Total Points (Composite + Growth Scores)	143
Percent Tested (FAY + Non-FAY students)	100 %
Final A-F Letter Grade	A

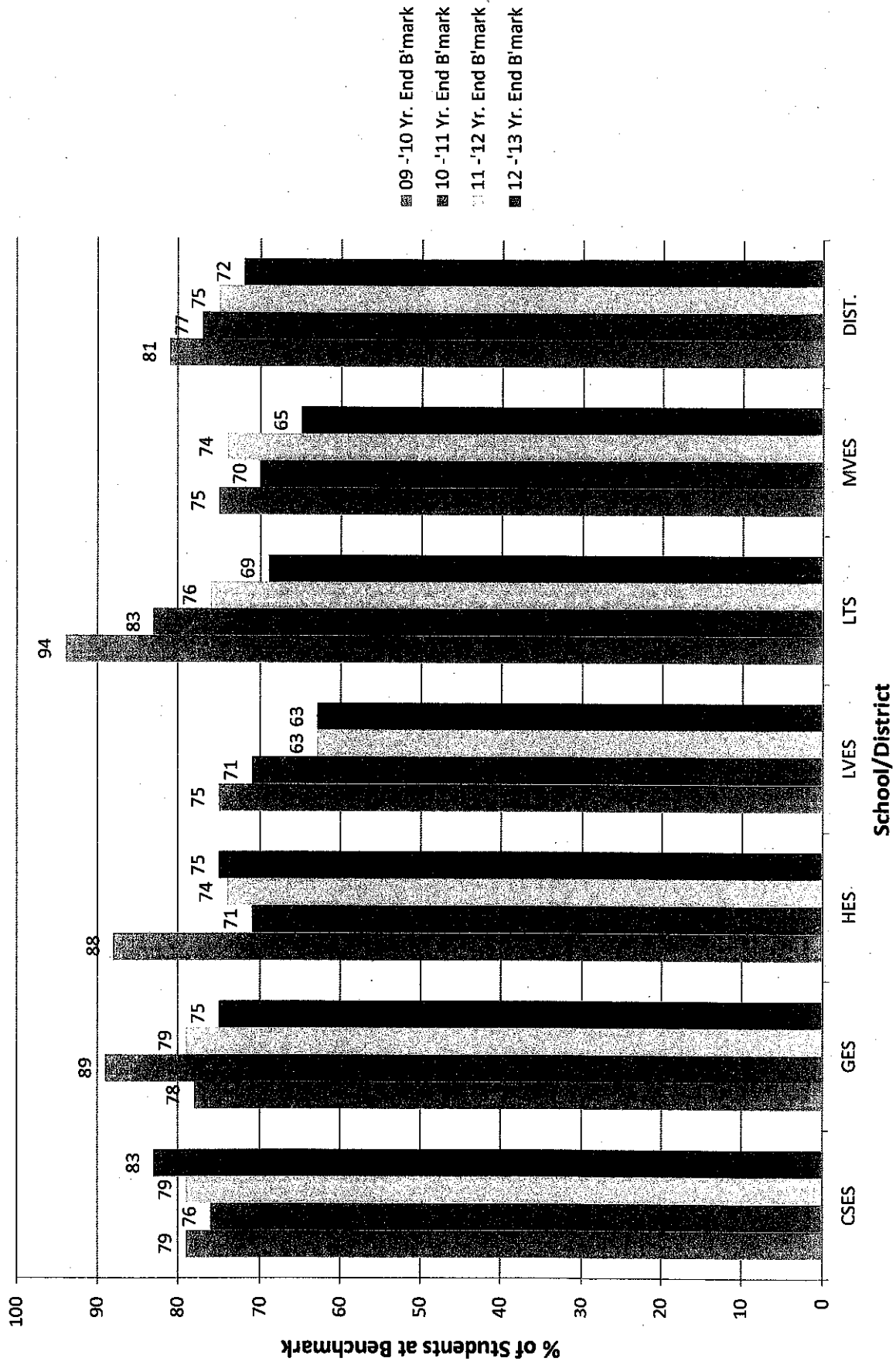
- ¹ Percent Passing (Average across grades and content areas)
- ² Median Growth Percentile -- All Students (Average across content areas)
- ³ Median Growth Percentile -- Bottom 25% (Average across content areas)
- ⁴ Overall Growth (Average of median growth percentile - All students + Bottom 25%)
- ⁵ High school only
- ⁶ K-8 only

DIBELS

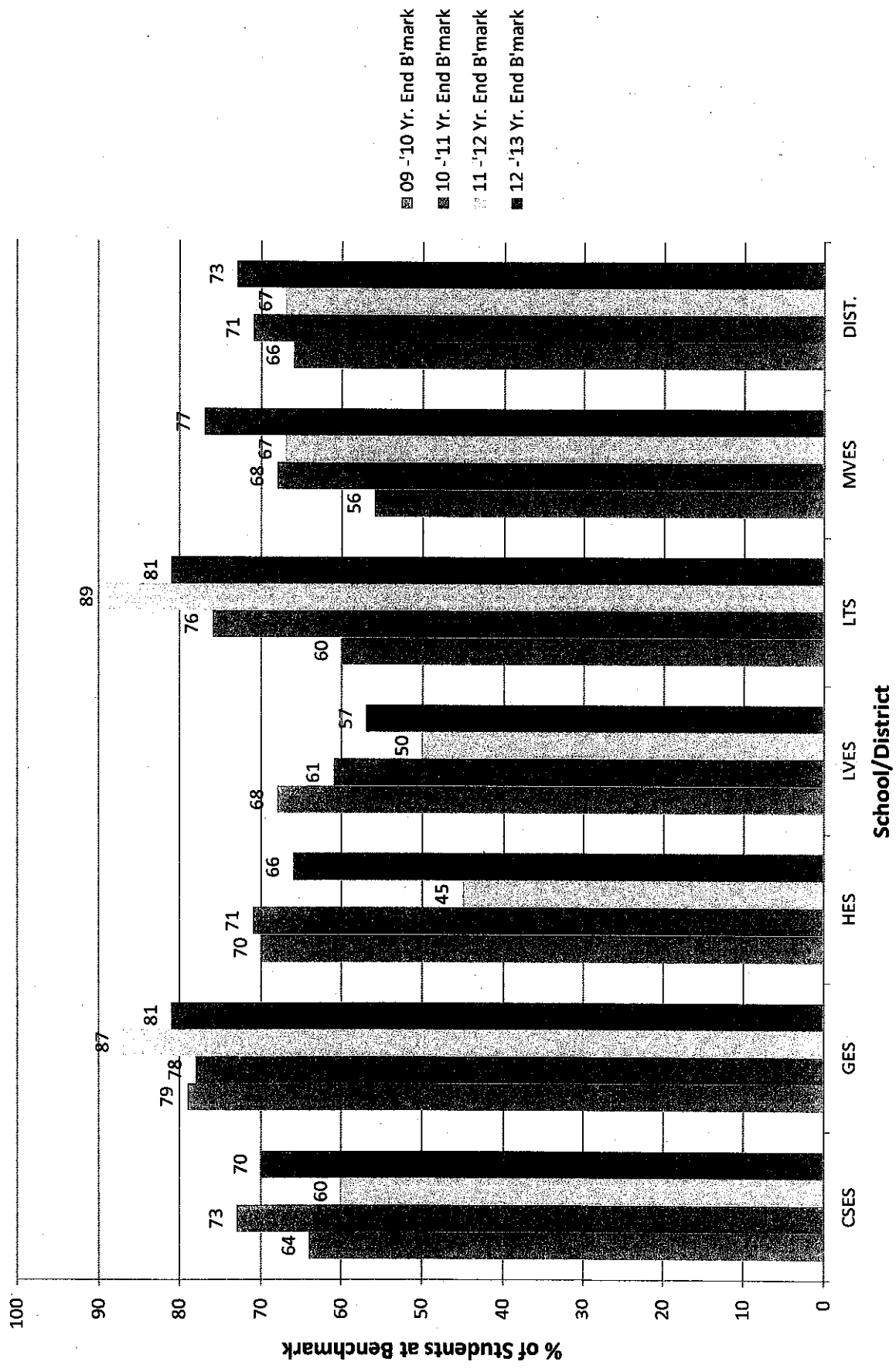
DIBELS Kindergarten Year-End Benchmark Analysis



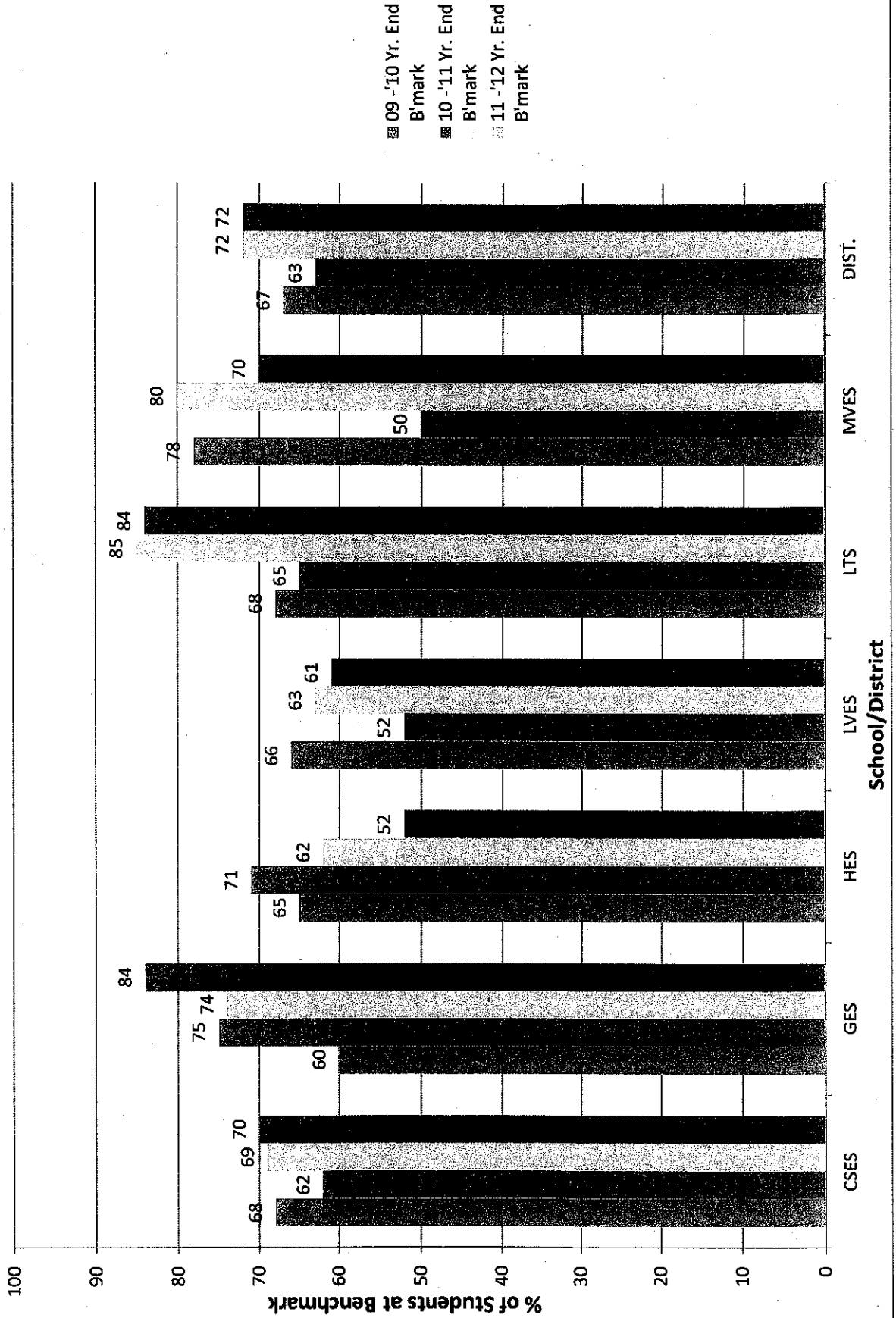
DIBELS First Grade Year-End Benchmark Analysis



DIBELS Second Grade Year-End Benchmark Analysis



DIBELS Third Grade Year-End Benchmark Analysis



Discussion Item 6.F.2.

Data Update Parent/Staff/Student Surveys

Humboldt Unified School District

AdvancEd Survey Data Top Five/Bottom Five Trend Analysis 2013-'13 Spring Administration

The Top Five/Bottom Five Trend Analysis was determined using the AdvancEd student, parent and staff surveys, which were based on a 6 point Likert Scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, Not Applicable). The survey is based on the five AdvancEd standards. Percentages for each school were calculated by averaging strongly agree and agree to determine the highest rated scores for each school, while averaging strongly disagree and disagree for the bottom rated scores.

The actual data included gives the top five rated areas for each school for each of the surveys and also the bottom five areas (district office is also included). The highlights in this document represent a trend of at least 5 schools where the area was within the top or bottom five. For 3-5th grade student data we looked at 4 of 6 schools with the same top or bottom five rankings.

Top Five Trends

Parents:

- #1 Our school's purpose statement is clearly focused on student success.
- #6 Our school has high expectations for students in all classes.
- #19 My child knows the expectations for learning in all classes.
- #24 Our school provides qualified staff members to support student learning.
- #26 Our school provides a safe learning environment.
- #30 Our school ensures that the facilities support student learning.

Staff:

- #5 Our school has a continuous improvement process based on data, goals, actions, and measures for growth.
- #9 Our school's leaders expect staff members to hold all students to high academic standards
- #36 Our school provides qualified staff members to support student learning.
- #52 Our school leaders monitor data related to student achievement.

Students (grades 3-5):

- #1 In my school my principal and teachers want every student to learn.
- #5 In my school my teachers want me to do my best work.
- #15 My school has many places where I can learn, such as the library.

Students (cont'd.):

- #16 My school has computers to help me learn.
- #20 My principal and teachers help me to be ready for the next grade.

Students (grades 6-12)

- #8 In my school, the principal and teachers have high expectations of me.
- #19 All of my teachers explain their expectations for learning and behavior so I can be successful.
- #32 My school prepares me for success in the next school year.

Bottom Five Trends

Parents:

- #13 All of my child's teachers meet his/her learning needs by individualizing instruction.
- #15 All of my child's teachers help me to understand my child's progress.
- #16 All of my child's teachers keep me informed regularly of how my child is being graded.
- #35 My child has administrators and teachers that monitor and inform me of his/her learning progress.

Staff:

- #31 In our school, a formal process is in place to support new staff members in their professional practice.
- #38 Our school provides sufficient material resources to meet student needs.
- #41 Our school provides a plan for the acquisition and support of technology to support student learning.
- #43 Our school provides high quality student support services (e.g. counseling, referrals, educational, and career planning).

Students (grades 3-5):

- #3 In my school, I am treated fairly.
- #4 In my school students treat adults with respect.
- #10 My teachers ask my family to come to school activities.
- #14 My school is safe and clean.
- #18 My principal and teachers ask me what I think about school.

Students (grades 6-12):

- #4 In my school, all students are treated with respect.
- #7 In my school, students treat adults (6-8) with respect.
- #24 In my school, students respect the property of others.
- #27 In my school, students help each other even if they are not friends.

Note: The five AdancEd standards are listed below. There are a number of indicators listed within each standard.

Standard 1: Purpose and Direction

Standard 2: Governance and Leadership

Standard 3: Teaching and Assessing for Learning

Standard 4: Resources and Support Systems

Standard 5: Using Results for Continuous Improvement

**TOP FIVE
(staff)**

**2012-2013 Advanced Staff Satisfaction Surveys
Five Top-Rated Areas ("Agree" & "Strongly Agree" Categories Aggregated)**

Staff Survey Results		BMHS (N=79)	BMIMS (N=22)	GHMS (N=38)	CSES (N=29)	GES (N=41)	HES (N=18)	LVES (N=39)	LTS (N=43)	MVES (N=49)	BEPS (N=17)	DO (N=39)
1. Purpose and Direction	1. Our school's purpose statement is clearly focused on student success.	94.93%		89.48%					88.37%	95.92%		74.36%
	2. Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.											
	3. Our school's purpose statement is based on shared values and beliefs that guide decision-making.											
	4. Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.			84.21%								
	5. Our school has a continuous improvement process based on data, goals, actions, and measures for growth.			92.11%		95.12%	100.00%	89.75%			100.00%	

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Staff Survey Results		BMHS (N=79)	BMMS (N=22)	GHMS (N=38)	CSES (N=29)	GES (N=41)	HES (N=18)	LVES (N=39)	LTS (N=43)	MVES (N=49)	BHPS (N=17)	DO (N=39)	
2. Governance and Leadership	6. Our school's governing body or school board complies with all policies, procedures, laws, and regulations.												
	7. Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.												
	8. Our school's leaders support an innovative and collaborative culture.												
	9. Our school's leaders expect staff members to hold all students to high academic standards.			86.84%		92.69%	100.00%	89.75%	95.12%				80.00%
	10. Our school's leaders hold themselves accountable for student learning.						100.00%					100.00%	
	11. Our school's leaders hold all staff members accountable for student learning.			84.21%			100.00%				93.88%		77.14%

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Staff Survey Results		BMHS (N=79)	BMMS (N=22)	GHMS (N=38)	CSES (N=29)	GES (N=41)	HES (N=18)	LVES (N=39)	LTS (N=43)	MVES (N=49)	SPDS (N=17)	DO (N=39)
2. Governance and Leadership	12. Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.						100.00%			91.84%	100.00%	74.29%
	13. Our school's leaders ensure all staff members use supervisory feedback to improve student learning.											
	14. Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.											
3. Teaching and Assessing for Learning	15. Our school's leaders provide opportunities for stakeholders to be involved in the school.											
	16. All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.						100.00%					

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Staff Survey Results		BMHS (N=79)	BMMS (N=22)	GHMS (N=38)	CSES (N=29)	GES (N=41)	HES (N=18)	LVES (N=39)	LTS (N=43)	MVES (N=49)	BTFS (N=17)	DO (N=39)
3. Teaching and Assessing for Learning	17. All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.						100.00%					
	18. All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.											
	19. All teachers in our school use a variety of technologies as instructional resources.											
	20. All teachers in our school use a process to inform students of their learning expectations and standards of performance.											
	21. All teachers in our school provide students with specific and timely feedback about their learning.											

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Staff Survey Results	BMHS (N=79)	BMMS (N=22)	GHMS (N=38)	CSES (N=29)	GES (N=41)	HES (N=18)	LVES (N=39)	LTS (N=43)	MVES (N=49)	BEPs (N=17)	DO (N=39)
22. All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.											
23. All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.											
24. All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.											
25. All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).											

3. Teaching and Assessing for Learning

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Staff Survey Results		BMHS (N=79)	BMMS (N=22)	GHMS (N=38)	CSES (N=29)	GES (N=41)	HES (N=18)	LVES (N=39)	LTS (N=43)	MVES (N=49)	BRPS (N=107)	DO (N=39)	
3. Teaching and Assessing for Learning	26. In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.												
	27. In our school, related learning support services are provided for all students based on their needs.		80.00%							91.84%	100.00%		
	28. In our school, a formal structure exists so that each student is well known by at least one adult who supports that student's educational experience.												
	29. In our school, all staff members use student data to address the unique learning needs of all students.												
	30. In our school, staff members provide peer coaching to teachers.												

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Staff Survey Results		BMHS (N=79)	BMMS (N=22)	GHMS (N=38)	CSES (N=29)	GES (N=41)	HES (N=18)	LVES (N=39)	LTS (N=43)	MVES (N=49)	BRPS (N=17)	DO (N=39)
3. Teaching and Assessing for Learning	31. In our school, a formal process is in place to support new staff members in their professional practice.											
	32. In our school, all staff members participate in continuous professional learning based on identified needs of the school.											
	33. In our school, a professional learning program is designed to build capacity among all professional and support staff members.											
	34. In our school, all school personnel regularly engage families in their children's learning progress.											
	35. In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.											
4. Resources and Support Systems	36. Our school provides qualified staff members to support student learning.	89.04%	85.00%		86.36%	97.43%	100.00%		88.89%	91.84%		

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Staff Survey Results		BMHS (N=79)	BMMS (N=22)	GHMS (N=38)	CSES (N=29)	GES (N=41)	HES (N=18)	LVES (N=39)	LTS (N=43)	MVES (N=49)	BRPS (N=17)	DO (N=39)
4. Resources and Support Systems	37. Our school provides instructional time and resources to support our school's goals and priorities.										100.00%	
	38. Our school provides sufficient material resources to meet student needs.											
	39. Our school provides protected instructional time.										100.00%	
	40. Our school provides a variety of information resources to support student learning.											
	41. Our school provides a plan for the acquisition and support of technology to support student learning.											82.26%
	42. Our school provides a plan for the acquisition and support of technology to support the school's operational needs.											
	43. Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	87.67%										

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Staff Survey Results		BMHS (N=79)	BMMS (N=22)	GHMS (N=38)	CSES (N=29)	GES (N=11)	HES (N=18)	LVES (N=39)	LTS (N=43)	MVES (N=49)	BFPSS (N=57)	DO (N=39)
4. Resources and Support Systems	44. Our school provides opportunities for students to participate in activities that interest them.	91.79%										
	45. Our school maintains facilities that support student learning.							91.89%				
	46. Our school maintains facilities that contribute to a safe environment.							94.60%		91.84%		
	47. Our school uses multiple assessment measures to determine student learning and school performance.				90.91%					86.11%		
	48. Our school employs consistent assessment measures across classrooms and courses.				86.36%			100.00%				100.00%
5. Using Results for Continuous Improvement	49. Our school has a systematic process for collecting, analyzing, and using data.				90.91%		94.87%	100.00%				
	50. Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.				86.36%							

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Staff Survey Results		BMHS (N=79)	BMMS (N=22)	GHMS (N=38)	CSES (N=29)	GES (N=41)	HES (N=18)	LVES (N=39)	LTS (N=43)	MVES (N=49)	BTIPS (N=17)	DO (N=39)
5. Using Results for Continuous Improvement	51. Our school uses data to monitor student readiness and success at the next level.		85.00%		86.36%		100.00%		86.11%			
	52. Our school leaders monitor data related to student achievement.	86.30%	95.00%		90.91%	94.87%	100.00%	91.90%			100.00%	
	53. Our school leaders monitor data related to school continuous improvement goals.		85.00%		86.36%		100.00%				100.00%	

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

TOP FIVE
(students / grades 3-5)

2012-2013 Advanced Student Satisfaction Surveys (Grades 3-5)

Five Top-Rated Areas ("I Agree" Category Aggregated)

Student Survey Results (3-5)		CSES (N=274)	GES (N=252)	HES (N=160)	LVES (N=161)	LTS (N=248)	MVES (N=211)
1. Purpose and Direction	1. In my school my principal and teachers want every student to learn.	90.51%	92.46%	95.62%	86.96%	90.73%	94.31%
	2. In my school I am learning new things that will help me.				86.96%		
	3. In my school I am treated fairly.						
	4. In my school students treat adults with respect.						
2. Governance and Leadership	5. In my school my teachers want me to do my best work.	96.72%	98.79%	98.74%	94.38%	95.14%	96.67%
	6. My teachers help me learn things I will need in the future.	91.21%					
3. Teaching and Assessing for Learning	7. My teachers use different activities to help me learn.						

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Student Survey Results (3-5)		CSES (N=274)	GES (N=252)	HES (N=160)	LVES (N=161)	LTS (N=248)	MVES (N=211)
3. Teaching and Assessing for Learning	8. My teachers listen to me.						
	9. My teachers tell me how I should behave and do my work.					90.24%	94.74%
	10. My teachers ask my family to come to school activities.						
	11. My teachers always help me when I need them.						
	12. My teachers tell my family how I am doing in school.						
	13. My teachers care about students.						
4. Resources and Support Systems	14. My school is safe and clean.						
	15. My school has many places where I can learn, such as the library.		91.29%	94.94%	89.38%		93.78%
	16. My school has computers to help me learn.		94.51%	98.10%	93.75%	91.02%	93.90%

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Student Survey Results (3-5)		CSES (N=274)	GES (N=252)	HES (N=160)	LVES (N=161)	LTS (N=248)	MVES (N=211)	
5. Using Results for Continuous Improvement		17. My school wants children in our school to help each other even if we are not friends.						
		18. My principal and teachers ask me what I think about school.						
		19. My principal and teachers tell children when they do a good job.						
		20. My principal and teachers help me to be ready for the next grade.	93.41%	93.25%	96.20%	88.13%	92.65%	

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

TOP FIVE
(students / grades 6–12)

**2012-2013 Advanced Student Satisfaction Surveys (Grades 6-12)
Five Top-Rated Areas ("Agree" & "Strongly Agree" Categories Aggregated)**

Student Survey Results		BMHS (9-12)	BMMS (7-8)	GHMS (7-8)	CSES (6)	GES (6)	HES (6)	LVES (6)	LTS (6-8)	MVES (6)
1. Purpose and Direction	1. In my school, programs and services are available to help me succeed.	60.13%	72.09%							
	2. In my school, the purpose and expectations are clearly explained to me and my family.									
	3. In my school, a high quality education is offered.					83.33%			69.69%	
	4. In my school, all students are treated with respect.									
	5. In my school, teachers work together to improve student learning.		70.32%		92.77%	90.00%		88.00%		
	6. In my school, rules are applied equally to all students.									
2. Governance and Leadership										

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Student Survey Results		BMHS (9-12)	BMMS (7-8)	GHMS (7-8)	CSES (6)	GES (6)	HES (6)	LVES (6)	LTS (6-8)	MVES (6)
2. Governance and Leadership	7. In my school, students treat adults (6-8) with respect.									
	8. In my school, the principal and teachers have high expectations of me.	64.41%		66.13%			81.36%	92.00%	75.25%	87.68%
3. Teaching and Assessing for Learning	9. My school gives me multiple assessments to check my understanding of what was taught.				91.36%					94.53%
	10. My school provides me with challenging curriculum and learning experiences.								76.77%	
	11. My school prepares me to deal with issues I may face in the future.									
	12. My school motivates me to learn new things.						84.48%			87.67%

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Student Survey Results		BMHS (9-12)	BMMS (7-8)	GHMS (7-8)	CSES (6)	GES (6)	HES (6)	LVES (6)	LTS (6-8)	MVES (6)
3. Teaching and Assessing for Learning		13. My school offers opportunities for my family to become involved in school activities and my learning.								
		14. My school makes sure there is at least one adult who knows me well and shows interest in my education and future.								
		15. My school provides learning services for me according to my needs.								
		16. All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed.			66.12%		83.33%		81.03%	

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Student Survey Results		BMHS (9-12)	BMMS (7-8)	GHMS (7-8)	CSES (6)	GES (6)	HES (6)	LVES (6)	LTS (6-8)	MVES (6)
3. Teaching and Assessing for Learning	17. All of my teachers change their teaching to meet my learning needs.									
	18. All of my teachers explain their expectations for learning and behavior so I can be successful.		70.29%		83.34%					86.31%
	19. All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught.	62.84%	72.00%	63.92%		84.61%	81.03%	87.50%	72.96%	
	20. All of my teachers provide me with information about my learning and grades.						89.66%			83.57%
	21. All of my teachers keep my family informed of my academic progress.									

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Student Survey Results		BMHS (9-12)	BMMS (7-8)	GHMS (7-8)	CSES (6)	GES (6)	HES (6)	LVES (6)	LTS (6-8)	MVES (6)
3. Teaching and Assessing for Learning	22. All of my teachers fairly grade and evaluate my work.				87.66%			87.50%		
	23. In my school, the building and grounds are safe, clean, and provide a healthy place for learning.									
	24. In my school, students respect the property of others.									
4. Resources and Support Systems	25. In my school, a variety of resources are available to help me succeed (e.g., teaching staff, technology, media center).				87.65%					
	26. In my school, computers are up-to-date and used by teachers to help me learn.									

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Student Survey Results		BMHS (9-12)	BMMS (7-8)	GHMS (7-8)	CSES (6)	GES (6)	HES (6)	LVES (6)	LTS (6-8)	MVES (6)
4. Resources and Support Systems	27. In my school, students help each other even if they are not friends.									
	28. In my school, I can participate in activities that interest me.	60.52%								
	29. In my school, I have access to counseling, career planning, and other programs to help me in school.	65.04%								
5. Using RESULTS (6-8) for Continuous Improvement	30. My school shares information about school success with my family and community members.									
	31. My school considers students' opinions when planning ways to improve the school.									

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Student Survey Results		BMHS (9-12)	BMMS (7-8)	GHMS (7-8)	CSES (6)	GES (6)	HES (6)	LVES (6)	LTS (6-8)	MVES (6)
5. Using Results (6-8) for Continuous Improvement	32. My school prepares me for success in the next school year.		73.16%	70.38%		84.75%		89.58%	70.56%	83.57%

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

TOP FIVE (parents)

**2012-2013 Advanced PARENT SATISFACTION SURVEYS
Five Top-Rated Areas ("Agree" & "Strongly Agree" Categories Aggregated)**

Parent Survey Results		BMHS (N=206)	BMMS (N=51)	GHMS (N=80)	CSES (N=200)	GES (N=180)	HES (N=131)	LVES (N=120)	LTS (N=218)	MVES (N=163)	BPPS (N=53)
1. Purpose and Direction	1. Our school's purpose statement is clearly focused on student success.	79.02%	76.36%	67.47%			88.23%		84.05%	82.03%	98.15%
	2. Our school's purpose statement is formally reviewed and revised with involvement from parents.										
	3. Our school has established goals and a plan for improving student learning.										
	4. Our school's governing body operates responsibly and functions effectively.										
	5. Our school's governing body does not interfere with the operation or leadership of our school.										
2. Governance and Leadership											

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Parent Survey Results		BMHS (N=206)	BMMS (N=51)	GHMS (N=80)	CSES (N=200)	GES (N=180)	HES (N=131)	LVES (N=120)	LTS (N=218)	MVES (N=163)	BPPS (N=53)
2. Governance and Leadership	6. Our school has high expectations for students in all classes.		77.77%	68.29%			91.30%		92.11%	81.47%	
	7. Our school shares responsibility for student learning with its stakeholders.										
	8. Our school communicates effectively about the school's goals and activities.										
3. Teaching and Assessing for Learning	9. Our school provides opportunities for stakeholders to be involved in the school.										
	10. All of my child's teachers provide an equitable curriculum that meets his/her learning needs.										
	11. All of my child's teachers give work that challenges my child.				83.65%			78.86%		84.18%	

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Parent Survey Results		BMHS (N=206)	BMMS (N=51)	GHMS (N=80)	CSES (N=200)	GES (N=180)	HES (N=131)	LVES (N=120)	LTS (N=218)	MVES (N=163)	BFPS (N=53)		
3. Teaching and Assessing for Learning		12. All of my child's teachers use a variety of teaching strategies and learning activities.			82.04%			79.03%			98.11%		
		13. All of my child's teachers meet his/her learning needs by individualizing instruction.											
		14. All of my child's teachers work as a team to help my child learn.										98.02%	
		15. All of my child's teachers help me to understand my child's progress.											
		16. All of my child's teachers keep me informed regularly of how my child is being graded.											
		17. All of my child's teachers report on my child's progress in easy to understand language.		76.92%					85.41%	79.20%			

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Parent Survey Results		BMHS (N=206)	BMMS (N=51)	GHMS (N=80)	CSES (N=200)	GES (N=180)	HES (N=131)	LVES (N=120)	LTS (N=218)	MVES (N=163)	BRPS (N=59)
3. Teaching and Assessing for Learning	18. My child sees a relationship between what is being taught and his/her everyday life.										
	19. My child knows the expectations for learning in all classes.	78.04%	78.43%	73.17%	85.37%	89.64%	86.03%	83.07%			
	20. My child has at least one adult advocate in the school.										
	21. My child is given multiple assessments to measure his/her understanding of what was taught.	82.11%				90.21%					
4. Resources and Support Systems	22. My child has up-to-date computers and other technology to learn.										
	23. My child has access to support services based on his/her identified needs.										
	24. Our school provides qualified staff members to support student learning.		76.86%	67.07%	83.49%	89.58%			84.07%		98.11%

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Parent Survey Results		BMHS (N=206)	BMMS (N=51)	GHMS (N=80)	CSES (N=200)	GES (N=180)	HES (N=131)	LVES (N=120)	LTS (N=218)	MVES (N=163)	BRPS (N=53)
4. Resources and Support Systems	25. Our school provides an adequate supply of learning resources that are current and in good condition.										
	26. Our school provides a safe learning environment.	76.66%			83.98%	93.23%	83.83%	80.64%	88.89%		
	27. Our school provides students with access to a variety of information resources to support their learning.										
	28. Our school provides excellent support services (e.g., counseling, and/or career planning).										
	29. Our school provides opportunities for students to participate in activities that interest them.	80.00%									
	30. Our school ensures that the facilities support student learning.			99.63%			91.15%			84.95%	82.95%

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Parent Survey Results		BMHS (N=206)	BMMS (N=51)	GHMS (N=80)	CSES (N=200)	GES (N=180)	HES (N=131)	LVES (N=120)	LTS (N=218)	MVES (N=163)	BFPS (N=53)
4. Resources and Support Systems	31. Our school ensures the effective use of financial resources.										
	32. Our school ensures that instructional time is protected and interruptions are minimized.										
	33. Our school ensures that all staff members monitor and report the achievement of school goals.										
5. Using Results for Continuous Improvement	34. My child is prepared for success in the next school year.									80.70%	
	35. My child has administrators and teachers that monitor and inform me of his/her learning progress.										

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

BOTTOM FIVE

(staff)

2012-2013 Advanced STAFF SATISFACTION SURVEYS
Five Lowest-Rated Areas ("Disagree" & "Strongly Disagree" Categories Aggregated)

Staff Survey Results		BMHS (N=79)	BMMS (N=22)	GHMS (N=38)	CSES (N=29)	GES (N=41)	HES (N=18)	LVES (N=39)	LTS (N=43)	MVES (N=49)	BFPS (N=17)	DO (N=39)
1. Purpose and Direction	1. Our school's purpose statement is clearly focused on student success.											
	2. Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.									4.08%		
	3. Our school's purpose statement is based on shared values and beliefs that guide decision-making.											
	4. Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.											
	5. Our school has a continuous improvement process based on data, goals, actions, and measures for growth.											

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Staff Survey Results		BMHS (N=79)	BMMS (N=22)	GHMS (N=38)	CSES (N=29)	GES (N=41)	HES (N=18)	LVES (N=39)	LTS (N=43)	MVES (N=49)	BEPS (N=17)	DO (N=39)
2. Governance and Leadership	6. Our school's governing body or school board complies with all policies, procedures, laws, and regulations.											
	7. Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.										11.76%	
	8. Our school's leaders support an innovative and collaborative culture.									4.08%		20.00%
	9. Our school's leaders expect staff members to hold all students to high academic standards.											
	10. Our school's leaders hold themselves accountable for student learning.											
	11. Our school's leaders hold all staff members accountable for student learning.											

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Staff Survey Results		BMHS (N=79)	BMMS (N=22)	GHMS (N=38)	CSES (N=29)	GES (N=41)	HES (N=18)	LVES (N=39)	LTS (N=43)	MVES (N=49)	BFPS (N=17)	DO (N=39)
2. Governance and Leadership	12. Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.											
	13. Our school's leaders ensure all staff members use supervisory feedback to improve student learning.											
	14. Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.								26.83%	4.08%		
	15. Our school's leaders provide opportunities for stakeholders to be involved in the school.											
	16. All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	23.29%										
3. Teaching and Assessing for Learning												

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Staff Survey Results		BMHS (N=79)	BMMS (N=22)	GHMS (N=38)	CSES (N=29)	GES (N=41)	HES (N=18)	LVES (N=39)	LTS (N=43)	MVES (N=49)	BEPS (N=17)	DO (N=39)
3. Teaching and Assessing for Learning	17. All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	28.77%		21.62%								
	18. All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	20.55%								17.65%		
	19. All teachers in our school use a variety of technologies as instructional resources.	23.29%										
	20. All teachers in our school use a process to inform students of their learning expectations and standards of performance.											
	21. All teachers in our school provide students with specific and timely feedback about their learning.	20.55%										

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Staff Survey Results		BMHS (N=79)	BMMS (N=22)	GHMS (N=38)	CSES (N=29)	GES (N=41)	HES (N=18)	LVES (N=39)	LTS (N=43)	MVES (N=49)	REPS (N=17)	DO (N=39)
3. Teaching and Assessing for Learning	22. All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.											
	23. All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	20.55%	35.00%									
	24. All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.											
	25. All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).											

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Staff Survey Results		BMHS (N=79)	BMMS (N=22)	GHMS (N=38)	CSES (N=29)	GES (N=41)	HES (N=18)	LVES (N=39)	LTS (N=43)	MVES (N=49)	BFPS (N=107)	DO (N=39)	
3. Teaching and Assessing for Learning	26. In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.												
	27. In our school, related learning support services are provided for all students based on their needs.												
	28. In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.			29.73%									
	29. In our school, all staff members use student data to address the unique learning needs of all students.												
	30. In our school, staff members provide peer coaching to teachers.						14.29%				4.08%		

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Staff Survey Results		BMHS (N=79)	BMMS (N=22)	GHMS (N=38)	CSES (N=29)	GES (N=41)	HES (N=18)	LVES (N=39)	LTS (N=43)	MVES (N=49)	BFPS (N=17)	DO (N=39)
3. Teaching and Assessing for Learning	31. In our school, a formal process is in place to support new staff members in their professional practice.			21.62%	34.78%	27.50%	28.58%			6.12%	11.76%	
	32. In our school, all staff members participate in continuous professional learning based on identified needs of the school.					25.00%	14.29%					
	33. In our school, a professional learning program is designed to build capacity among all professional and support staff members.		35.00%					14.29%		4.08%		
	34. In our school, all school personnel regularly engage families in their children's learning progress.			21.62%								
	35. In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.											
	36. Our school provides qualified staff members to support student learning.											
4. Resources and Support Systems												

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Staff Survey Results		BMHS (N=79)	BMMS (N=22)	GHMS (N=38)	CSES (N=29)	GES (N=41)	HES (N=18)	LVES (N=39)	LTS (N=43)	MVES (N=49)	BRPS (N=17)	DO (N=39)	
4. Resources and Support Systems	37. Our school provides instructional time and resources to support our school's goals and priorities.				50.00%	23.08%							
	38. Our school provides sufficient material resources to meet student needs.	24.66%	45.00%	25.00%	50.00%	43.59%	42.86%	29.73%	30.56%	14.28%		29.03%	
	39. Our school provides protected instructional time.									4.08%		19.35%	
	40. Our school provides a variety of information resources to support student learning.												
	41. Our school provides a plan for the acquisition and support of technology to support student learning.		40.00%		40.91%		28.57%	16.21%	36.12%	12.24%			25.81%
	42. Our school provides a plan for the acquisition and support of technology to support the school's operational needs.		45.00%				21.43%		33.34%	10.20%			22.58%
	43. Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).		75.00%	36.11%	31.82%	35.90%		16.22%	33.33%	4.08%		11.76%	

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Staff Survey Results		BMHS (N=79)	BMMS (N=22)	GHMS (N=38)	CSES (N=29)	GES (N=41)	HES (N=18)	LVES (N=39)	LTS (N=43)	MVES (N=49)	BHPS (N=17)	DO (N=39)
4. Resources and Support Systems	44. Our school provides opportunities for students to participate in activities that interest them.						14.29%					
	45. Our school maintains facilities that support student learning.											
	46. Our school maintains facilities that contribute to a safe environment.						14.29%				11.76%	
5. Using Results for Continuous Improvement	47. Our school uses multiple assessment measures to determine student learning and school performance.											
	48. Our school employs consistent assessment measures across classrooms and courses.											
	49. Our school has a systematic process for collecting, analyzing, and using data.											
	50. Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.							21.63%				

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Staff Survey Results		BMHS (N=79)	BMMS (N=22)	GHMS (N=38)	CSES (N=29)	GES (N=41)	HES (N=18)	LVES (N=39)	LTS (N=43)	MVES (N=49)	BFPS (N=17)	DO (N=39)
5. Using Results for Continuous Improvement	51. Our school uses data to monitor student readiness and success at the next level.											
	52. Our school leaders monitor data related to student achievement.											
	53. Our school leaders monitor data related to school continuous improvement goals.											

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

BOTTOM FIVE
(students / grades 3-5)

**2012-2013 Advanced Student Satisfaction Surveys (Grades 3-5)
Five Lowest-Rated Areas ("I Disagree" Category Aggregated)**

Student Survey Results (3-5)		CSES (N=274)	GES (N=252)	HES (N=160)	LVES (N=161)	LTS (N=248)	MVES (N=211)
1. Purpose and Direction	1. In my school my principal and teachers want every student to learn.						
	2. In my school I am learning new things that will help me.						
	3. In my school I am treated fairly.	15.33%	15.32%	9.43%	13.13%	14.98%	12.38%
2. Governance and Leadership	4. In my school students treat adults with respect.	11.68%	10.48%		16.88%		16.67%
	5. In my school my teachers want me to do my best work.						
3. Teaching and Assessing for Learning	6. My teachers help me learn things I will need in the future.						
	7. My teachers use different activities to help me learn.						

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Student Survey Results (3-5)		CSES (N=274)	GES (N=252)	HES (N=160)	LVES (N=161)	LTS (N=248)	MVES (N=211)
3. Teaching and Assessing for Learning	8. My teachers listen to me.	11.36%		6.96%		10.98%	13.40%
	9. My teachers tell me how I should behave and do my work.						
	10. My teachers ask my family to come to school activities.	18.32%	17.14%	17.09%	15.00%	16.26%	11.96%
	11. My teachers always help me when I need them.						11.96%
	12. My teachers tell my family how I am doing in school.						
	13. My teachers care about students.						
4. Resources and Support Systems	14. My school is safe and clean.		9.54%	10.76%	12.50%	9.39%	
	15. My school has many places where I can learn, such as the library.						
	16. My school has computers to help me learn.						

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

BOTTOM FIVE
(students / grades 6 – 12)

2012-2013 Advanced Student Satisfaction Surveys (Grades 6-12)

Five Lowest-Rated Areas ("Disagree" & "Strongly Disagree" Categories Aggregated)

Student Survey Results		BMHS (9-12)	BMMS (7-8)	GHMS (7-8)	CSES (6)	GES (6)	HES (6)	LVES (6)	LTS (6-8)	MVES (6)
1. Purpose and Direction	1. In my school, programs and services are available to help me succeed.									
	2. In my school, the purpose and expectations are clearly explained to me and my family.							16.00%		
	3. In my school, a high quality education is offered.									
	4. In my school, all students are treated with respect.	43.29%	30.03%	39.94%	19.28%	30.00%	39.34%	34.00%	32.33%	27.40%
	5. In my school, teachers work together to improve student learning.									
	6. In my school, rules are applied equally to all students.									
2. Governance and Leadership										

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Student Survey Results		BMHS (9-12)	BMMS (7-8)	GHMS (7-8)	CSES (6)	GES (6)	HES (6)	LVES (6)	LTS (6-8)	MVES (6)
2. Governance and Leadership	7. In my school, students treat adults (6-8) with respect.		26.60%	38.40%		30.00%		22.00%		26.03%
	8. In my school, the principal and teachers have high expectations of me.									
	9. My school gives me multiple assessments to check my understanding of what was taught.									
3. Teaching and Assessing for Learning	10. My school provides me with challenging curriculum and learning experiences.									
	11. My school prepares me to deal with issues I may face in the future.									
	12. My school motivates me to learn new things.									

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Student Survey Results		BMHS (9-12)	BMMS (7-8)	GHMS (7-8)	CSES (6)	GES (6)	HES (6)	LVES (6)	LTS (6-8)	MVES (6)	
3. Teaching and Assessing for Learning		13. My school offers opportunities for my family to become involved in school activities and my learning.									
		14. My school makes sure there is at least one adult who knows me well and shows interest in my education and future.				29.31%					
		15. My school provides learning services for me according to my needs.									
		16. All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed.									

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Student Survey Results		BMHS (9-12)	BMMS (7-8)	GHMS (7-8)	CSES (6)	GES (6)	HES (6)	LVES (6)	LTS (6-8)	MVES (6)
3. Teaching and Assessing for Learning	17. All of my teachers change their teaching to meet my learning needs.	46.79%		30.89%					43.44%	28.77%
	18. All of my teachers explain their expectations for learning and behavior so I can be successful.									
	19. All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught.									
	20. All of my teachers provide me with information about my learning and grades.									
	21. All of my teachers keep my family informed of my academic progress.									

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Student Survey Results		BMHS (9-12)	BMMS (7-8)	GHMS (7-8)	CSES (6)	GES (6)	HES (6)	LVES (6)	LTS (6-8)	MVES (6)
3. Teaching and Assessing for Learning	22. All of my teachers fairly grade and evaluate my work.									
	23. In my school, the building and grounds are safe, clean, and provide a healthy place for learning.									
	24. In my school, students respect the property of others.	52.54%	43.75%	49.18%	23.46%	30.00%	41.38%	22.91%	34.01%	36.99%
4. Resources and Support Systems	25. In my school, a variety of resources are available to help me succeed (e.g., teaching staff, technology, media center).									
	26. In my school, computers are up-to-date and used by teachers to help me learn.	45.30%	34.19%		12.35%					

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Student Survey Results		BMHS (9-12)	BMMS (7-8)	GHMS (7-8)	CSES (6)	GES (6)	HES (6)	LVES (6)	LTS (6-8)	MVES (6)
4. Resources and Support Systems	27. In my school, students help each other even if they are not friends.	46.99%	38.97%	49.19%	14.82%	35.00%	44.83%		34.01%	47.95%
	28. In my school, I can participate in activities that interest me.									
	29. In my school, I have access to counseling, career planning, and other programs to help me in school.				16.04%		29.31%			
5. Using Results (6-8) for Continuous Improvement	30. My school shares information about school success with my family and community members.							14.58%		
	31. My school considers students' opinions when planning ways to improve the school.				12.35%	22.03%			31.47%	

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Student Survey Results		BMHS (9-12)	BMMS (7-8)	GHMS (7-8)	CSES (6)	GES (6)	HES (6)	LVES (6)	LTS (6-8)	MVES (6)
5. Using Results (6-8) for Continuous Improvement	32. My school prepares me for success in the next school year.									

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

BOTTOM FIVE

(parents)

**2012-2013 Advanced PARENT SATISFACTION SURVEYS
Five Lowest-Rated Areas ("Disagree" & "Strongly Disagree" Categories Aggregated)**

Parent Survey Results		BMHS (N=206)	BMMS (N=51)	GHMS (N=80)	CSES (N=200)	GES (N=180)	HES (N=131)	LVES (N=120)	LTS (N=218)	MVES (N=163)	BFPS (N=53)
1. Purpose and Direction	1. Our school's purpose statement is clearly focused on student success.										
	2. Our school's purpose statement is formally reviewed and revised with involvement from parents.										
	3. Our school has established goals and a plan for improving student learning.										
	4. Our school's governing body operates responsibly and functions effectively.										
	5. Our school's governing body does not interfere with the operation or leadership of our school.										
2. Governance and Leadership											

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Parent Survey Results		BMHS (N=206)	BMMS (N=51)	GHMS (N=80)	CSES (N=200)	GES (N=180)	HES (N=131)	LVES (N=120)	LTS (N=218)	MVES (N=163)	BFPS (N=53)
2. Governance and Leadership	6. Our school has high expectations for students in all classes.										
	7. Our school shares responsibility for student learning with its stakeholders.										
	8. Our school communicates effectively about the school's goals and activities.										5.55%
3. Teaching and Assessing for Learning	9. Our school provides opportunities for stakeholders to be involved in the school.										
	10. All of my child's teachers provide an equitable curriculum that meets his/her learning needs.		19.23%				11.59%				
	11. All of my child's teachers give work that challenges my child.		19.23%								5.77%

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Parent Survey Results		BMHS (N=206)	BMMS (N=51)	GHMS (N=80)	CSES (N=200)	GES (N=180)	HES (N=131)	LVES (N=120)	LTS (N=218)	MVES (N=163)	BFPS (N=53)	
3. Teaching and Assessing for Learning	12. All of my child's teachers use a variety of teaching strategies and learning activities.											
	13. All of my child's teachers meet his/her learning needs by individualizing instruction.	33.17%	30.77%	29.27%	15.05%	7.22%	16.06%	14.51%	28.44%	13.55%	5.66%	
	14. All of my child's teachers work as a team to help my child learn.	28.64%		28.05%					17.78%			
	15. All of my child's teachers help me to understand my child's progress.	31.77%		30.48%	12.63%	4.64%		15.32%	19.12%	12.43%		
	16. All of my child's teachers keep me informed regularly of how my child is being graded.	38.97%	25.00%	35.37%	14.21%	11.85%	12.32%	17.60%	25.78%	17.04%	9.44%	
	17. All of my child's teachers report on my child's progress in easy to understand language.											

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Parent Survey Results		BMHS (N=206)	BMMS (N=51)	GHMS (N=80)	CSES (N=200)	GES (N=180)	HES (N=131)	LVES (N=120)	LTS (N=218)	MVES (N=163)	BFPS (N=53)
3. Teaching and Assessing for Learning	18. My child sees a relationship between what is being taught and his/her everyday life.	28.04%									3.78%
	19. My child knows the expectations for learning in all classes.										
	20. My child has at least one adult advocate in the school.									10.80%	
	21. My child is given multiple assessments to measure his/her understanding of what was taught.										
4. Resources and Support Systems	22. My child has up-to-date computers and other technology to learn.				18.93%	8.33%					
	23. My child has access to support services based on his/her identified needs.						12.50%				
	24. Our school provides qualified staff members to support student learning.										

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Parent Survey Results		BMHS (N=206)	BMMS (N=51)	GHMS (N=80)	CSES (N=200)	GES (N=180)	HES (N=131)	LVES (N=120)	LTS (N=218)	MVES (N=163)	BFPS (N=53)
4. Resources and Support Systems	25. Our school provides an adequate supply of learning resources that are current and in good condition.										
	26. Our school provides a safe learning environment.										
	27. Our school provides students with access to a variety of information resources to support their learning.										
	28. Our school provides excellent support services (e.g., counseling, and/or career planning).				16.09%		11.85%			10.85%	
	29. Our school provides opportunities for students to participate in activities that interest them.										
	30. Our school ensures that the facilities support student learning.										

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Parent Survey Results		BMHS (N=206)	BMMS (N=51)	GHMS (N=80)	CSES (N=200)	GES (N=180)	HES (N=131)	LVES (N=120)	LTS (N=218)	MVES (N=163)	BFPS (N=53)
4. Resources and Support Systems	31. Our school ensures the effective use of financial resources.										
	32. Our school ensures that instructional time is protected and interruptions are minimized.										
	33. Our school ensures that all staff members monitor and report the achievement of school goals.										
5. Using Results for Continuous Improvement	34. My child is prepared for success in the next school year.							13.71%			35.78%
	35. My child has administrators and teachers that monitor and inform me of his/her learning progress.		17.65%	22.50%		6.67%		14.17%	17.43%		

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.