

# Comprehensive Needs Assessment and Root Cause Analysis Report

for

James Madison Elementary School

Prepared by:

Tetra Analytix

Utah State School Turnaround

<https://utahschoolgrades.schools.utah.gov/Home/SchoolOverAllPerformance?SchoolID=185851&DistrictID=1183&SchoolNbr=151&SchoolLevel=K8&IsSplitSchool=0>

James Madison Elementary was designated as a low performing school under the provisions of the School Turnaround and Leadership Development Act, Utah Code Annotated (UCA §53E-5). Pursuant to UCA §53E-5, James Madison Elementary was identified as a low performing school because the school has, for two consecutive school years, been in the lowest performing 3% of schools statewide according to the percentage of possible points earned under the school accountability system.

This report is aligned to the steps of Continuous Improvement Cycle and the Four Domains of Rapid Improvement. Page numbers throughout refer to the Utah Systems of Support Handbook.

### Overview of Process and Roles

Task	Party Responsible (System of Support Team (consultant) or School Leadership Team (SLT))
1. Receive quantitative data from USBE	Consultant
2. Gather quantitative data at LEA level (i.e. teacher attrition, funding streams, behavior/suspension, licensing)	Consultant and SLT
3. School faculty self- assesses using the School Needs Assessment (Appendix 2-C)	SLT
4. Consultant completes the qualitative measures – surveys, interviews,	Consultant
5. Consultant triangulates data using the Needs Assessment Rubrics (Appendix 2-B) to complete the Qualitative Data Summary (Phase 2 of this document)	Consultant
6. Consultant “narrows the focus” by analyzing the qualitative and quantitative data - listing up to 12 prioritized needs for the SLT	Consultant
7. SLT and Consultant narrow the list to no more that 4 prioritized needs.	SLT and Consultant
8. Consultant conducts a root cause analysis on the 4 final prioritized needs	Consultant

### COMPREHENSIVE NEEDS ASSESSMENT & ROOT CAUSE ANALYSIS PROCESS

Tetra Analytix professional staff members conducted a thorough needs assessment and root cause analysis for James Madison Elementary School during the time period from April to May, 2019. The data collection consisted of

- Quantitative data obtained from the school’s records and from the Utah State Board of Education’s database;
- Qualitative data collected during an on-site visit and through interviews, focus groups, observations, and conversations; and
- Quantitative data using a combination of on-line assessment tools for both survey and observation reports. For this school, 222 students participated, 19 teachers and other staff members participated, and 15 parents of students responded. Additionally, 191 student reports of specific instructional events and school conditions were obtained.

Throughout the process, Tetra Analytix followed the guidelines described in the USBE document, *Utah System of Support for School Improvement* (11/28/2018), supplemented with data gathered using its proprietary tools, *Snapshot* (and its supplements, “Teacher Professional Collaboration” and “Student Peer Relations”) and *Co-Pilot*.

*Snapshot* was used to gather and summarize data from all students, all teachers and other staff members, and all parents across six focal points, three representing vertical or hierarchical relationships (e.g. student to teacher, teacher to administration, parent to school) and three describing horizontal or egalitarian relationships (e.g., student to student, teacher to teacher, parent to parent). These six focal points are named:

- Academic Skills (student, vertical)
- Interpersonal Skills (student, horizontal)
- Instructional Support (teacher, vertical)
- Collaboration (teacher, horizontal)
- Parent Involvement (parent, vertical)
- Community Support (parent, horizontal)

Additionally, students reported critical school and classroom events and conditions using the *Co-Pilot* reporting system. As many as three observation and reporting periods were encouraged over the time frame of this needs assessment. Resulting data described classroom and school practices ranging from schoolwide conditions to practices and events reported within each teacher’s classroom, or class period in secondary schools.

### **Critical Needs Schools and Root Causes**

It is important to note that “critical needs schools” (Utah State Board of Education, 2018, *Utah System of Support for School Improvement*) or “low-performing” schools may be *under-performing* or *over-performing*, given the population of students and families they serve and the conditions in which the school delivers its services. Many low-performing schools actually exceed predicted levels of achievement when community, neighborhood, family, and individual student variables are considered. Often these variables, the true “root causes” of poor performance are well outside the reach and influence of schools and teachers, and identifying them as root causes will do little to affect the factors that are within reach. Students who come from families and neighborhoods that are unable to provide support and encouragement, either for a school’s learning objectives or for the demands and expectations of a society based upon individual and personal responsibility, present significant challenges to schools. Many students arrive at school with inadequate, incomplete, or inconsistent learning histories, or may even have significant disabilities that limit certain critical capacities. While schools may not be able to change or even influence many of these factors that are largely beyond their control, a well-organized and functioning school can often compensate, at least in part, for the chaotic conditions students experience in their homes, neighborhoods, and communities. Instituting intentional instructional practices in orderly and safe classroom and school environments will do much to encourage and sustain learning. In this needs assessment, we will acknowledge the root causes that are beyond the reach of schools and their well-

intentioned teachers and support staff, but we will also identify the school-based causes of under-performance as well as approaches and practices under the control of school personnel that are likely to address them.

### **Models of School Improvement: Form and Function**

There are many conceptual models that guide schools and school systems in their efforts to improve outcomes. Most of these models emphasize the form or substance of school improvement efforts, while a few focus less on the form and more on the function of the strategies and interventions. Form-focused approaches tend to emphasize “what” must be done, and often include descriptions of “best practices” and implementation strategies. Function-focused approaches tend to be a bit more “data-based”, with an emphasis on the immediate and sustained impact of what is done rather than on the specific strategy that was used to accomplish it. The micro-assessments used in this approach come frequently and directly from the individuals whose behavior is the target of the interventions, typically the students or teachers. This approach not only permits, but requires frequent adjustments to practice to ensure acceptable impact.

Both approaches to school improvement can be successful, but often the most effective approaches are combinations of both. The Utah State Board of Education has based its *Utah System of Support for School Improvement* largely on a model developed at WestED’s Center for School Turnaround (The Center on School Turnaround, 2017; *Four domains for rapid school improvement: A systems framework*). This approach’s four domains “provide a systemic framework for school turnaround and continuous improvement, including:

1. Turnaround leadership that prioritizes improvement and communicates its urgency; monitors short- and long-term goals; and customizes and targets support to meet needs.
2. Talent development that recruits, retains, and sustains talent; provides targeted professional learning opportunities; and sets clear performance expectations.
3. Instructional transformation that diagnoses and responds to student learning needs; provides rigorous evidence-based instruction; and removes barriers and provides opportunities.
4. Culture shift that builds a culture focused on student learning and effort; solicits and acts upon stakeholder input; and engages students and families in pursuing education goals.”

This approach tends to emphasize the “what” of school improvement, organized around what best practices should look like from the perspective of the leadership of a school or school system. In a complementary fashion, we have added assessments of the impact of the school’s efforts from the perspective of the organization’s clients or patrons, including the students, teachers, and parents. The interactive processes of teaching and learning require both attention to the form of “teaching” and the assessment of the impact (function) of that form determined from those whose behavior (learning) is the target of those efforts. In short, students are the best qualified observers of teaching practice because they know if those practices were effective. Administrators and other occasional

observers often see only the form of the teaching, not the impact of specific instructional practices on the behavior of the students in the immediate context of the teaching.

### **School-Based Variables that Predict Academic Achievement: Conditions for Learning**

Researchers affiliated with Tetra Analytix, Utah State University, and other university research centers have studied more than 6,000 schools in fourteen US states and three foreign countries over the past 19 years. We have isolated more than 50 variables of interest within those schools and the neighborhoods in which they are located. We have compared the data on these variables to standardized measures of academic achievement. Applying rigorous scientific standards in this investigation has revealed relationships among variables stronger than have been found heretofore in educational research. Correlational values approaching .80 are rarely encountered in educational or social science research (Winner & Hetland, Harvard Graduate School of Education, 2001), but they are common in our research (Janzen, 2013; Moore, 2007). Our investigation has led us to some very interesting conclusions, some of which confirm what others have said about schools and achievement. For instance,

- Family and neighborhood economic and social conditions matter. Students in schools in affluent neighborhoods and from stable, supportive families tend to achieve better.
- Teacher characteristics matter. Better-trained teachers often have students who score better on standardized tests, although there seem to be other factors that contribute.

But, our most important finding to date is that what teachers do every day in the classroom, in response to specific student needs and requirements, matters most, and often can overcome the effects of variables that schools and teachers have little or no control over, such as social and economic factors. In fact, if teachers create four “conditions for learning” in their classrooms, conditions recognized and acknowledged by their students, the students will learn in spite of many other competing variables and obstacles.

Taken together, these four variables account for 67% of the variance of academic achievement; four times more than community risk variables (socioeconomics), five times more than parent support, 15 times more than teacher qualifications, 37 times more than school leadership, and 60 times more than school fiscal and programmatic resources (Janzen, 2013; Smith, Taylor, & West, 2004; Taylor, West, Charlton, & Smith, 2015; West, Smith, & Taylor, 2004). In a study of 100 Utah schools, these student reports of the presence of these four conditions were found to predict end-of-year scores on a standardized language arts test better than the DIBELS test predicted these scores, and the predictive relationship was even stronger when the contribution of socioeconomic variables was removed (Janzen, 2013). Thus, these conditions, completely under the control of teachers and schools are far more important in predicting academic success than are poverty, and various family and neighborhood variables thought previously to be impossible to overcome. Frankly, *if you create the “conditions for learning” for every student every day, students are guaranteed to learn.*

***Clear Expectations for Performance.*** Successful students require the condition of a clear understanding of high expectations for academic and behavioral performance in each subject and in each setting. Clearly communicating high expectations for performance is the first step in effective teaching. It explains the reward contingencies for acceptable behavior and clearly describes the steps to the reward. Using common language in these expectations throughout the school results in a common understanding of expectations, which leads to common success, a condition that in today's schools and society is not common at all. Consider the following questions as you reflect on the clarity of expectations in your classroom or school.

Do *all* of my students understand what is expected of them in the classroom and what are the evidences of that understanding?

Do any of my students experience frustration or confusion during instruction? If so, have they learned strategies to prevent these experiences from being discouraging?

***Fundamental Skills Performed with Fluency.*** Effective learning requires the presence of fundamental skills that give the student hope that high expectations can be achieved. The presence of fundamental skills is most likely when students are provided sufficient support and a multitude of opportunities for practice. The gap between current knowledge and abilities and the expectations for future performance has to be as Goldilocks said, "just right"; not too great, which results in discouragement and despair, nor too small, which results in boredom and disinterest. Thus, this gap is different for each student, and only the student knows if the "just right" principle has been met. Capable students who are actively involved in challenging instruction rarely engage in disruptive behavior. Careful attention should be given to strategies that provide many response opportunities in the teaching of academic skills, social skills, and self-management skills. Consider the following questions.

Do *all* of my students have sufficient opportunities to practice essential skills with the required fluency to meet current academic standards?

Do I have curriculum-based student performance data reflecting consistent growth for all students, at least weekly?

What evidence do I have that appropriate, relevant instruction is available for *all* of my students at their current performance level?

***Recognition for Efforts to Meet Expectations.*** To keep learners engaged in learning, there must be a condition of reasonable likelihood that efforts to meet the high expectations will be recognized and rewarded. Teachers must acknowledge and recognize appropriate behavior and individual efforts to improve whenever and wherever they occur throughout the school environment. The most effective recognitions will be timely and descriptive, will include a specific rationale or explanation of why the behavior is useful or valuable, and will have an enduring quality that will serve as the context for future performance, such as a praise note that can be posted and used as evidence of expectations for future performance. Consider the following questions.

Do *all* of my students feel recognized for their best efforts?



Do I have evidence that I have recognized the best efforts of every student in my class, every day?

***Relationships of Trust.*** Successful students report the presence of at least one adult in their school environment whom they trust to provide help and support, if needed. Establishing and maintaining staff-to-student relationships based upon mutual respect and positive regard heightens a student's motivation to excel and provides a firm foundation for teaching, especially the teaching of difficult skills and complicated concepts. These relationships provide a context for support to the student who may feel overwhelmed when recognizing the size of the gulf between current and expected performance.

Do *all* of my students report having trust in at least one adult at school?  
Do my students readily approach me to ask for help solving academic or social problems?  
How will I know if my students feel safe to make mistakes in my classroom?

Unfortunately, these conditions are far less likely to be found in classrooms and schools than many teachers believe. Teachers and school personnel will readily accept these four conditions as important, but they will mistakenly acknowledge that they exist in their classrooms, even before they assess the conditions from the perspective of their students. Schools where as many as 80% of the students report the presence of at least three of the four conditions are eight to ten times more likely to have academic achievement at the highest level, but these schools represent only a small minority of schools. In a study of 103 elementary schools and 46 secondary schools, only a very small percentage had as many as 80% of students reporting even three of the four conditions:

- 2% of elementary schools provided at least three of the four conditions for academic success for at least 80% of their students (mean percentage of students reporting ALL conditions: ES, 49.73%)
- 8% of elementary schools provided at least three of the four conditions for interpersonal success for at least 80% of their students
- 0% of secondary schools provided at least three of the four conditions for academic success for at least 80% of their students (mean percentage of students reporting ALL conditions: HS, 39.75%; MS/JrHS, 42.55%)
- 2% of secondary schools provided at least three of the four conditions for interpersonal success for at least 80% of their students

Clearly, there is a great deal of room for improvement in creating these conditions and realizing the associated benefits in higher levels of academic achievement and improved student relationships and behavior.

## Step 1: Set the Direction

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System of Support Team (SST) Membership (CNA/RCA Consultant)	
<b>SST Leader (SSTL):</b>	
Name	Role
<b>Dr. Richard P. West</b>	<b>SST Leader</b>
<b>Jason Benson</b>	<b>Consultant</b>
<b>Ryan West</b>	<b>Consultant</b>

School Leadership Team / School Turnaround Committee Membership	
Name	Role
<b>Julie Neilson</b>	Principal

**School Mission:**

In the table below, insert current school mission statement, describe current schoolwide student-focused goals and performance measures (pg. 21) (e.g., goals from school improvement plans, School Trust Lands, Title I Plans)

School Mission	Student-focused Goals	Performance Measures
Be our best, do our best, every minute, every day!	<i>Teachers will identify specific student deficits using WIDA Overall Score and DIBELS Initial grouping report to create appropriate intervention groups and instruction. Teachers will hold monthly DIBELS data meetings in grade level PLC's which incorporates weekly PM scores, intervention data, and PM accountability.</i>	<i>DIBELS grouping report</i> <ul style="list-style-type: none"> <li><i>Students will be listed on intervention template by targeted intervention in January</i></li> </ul> <i>Progress monitoring will be entered monthly in acadience.net and intervention template updated in February, March, and April</i>
	<i>k-6<sup>th</sup> grade ELA teachers will use ELA instructional guides with unpacked standards to plan and implement</i>	<i>Each grade level will complete a minimum of 4 completed lesson plans that include active student</i>



	<i>instruction that includes active student engagement.</i>	<i>engagement strategies in January, February, March, and April.</i>

## Step 2: Assess Needs

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### Phase 1: Quantitative Data Collection (Appendix 2-A)

#### *Domain 1: Turnaround Leadership*

Please indicate which funding sources, amounts and how the intents and purpose of the program will be met.

#### *Domain 2: Talent Development*

Teacher Attrition	
Academic Year	Percentage Attrition
Past school year	50%
2 years prior	100%
3 years prior	50%

Educator Licensing		
Educator License Type	State Data	School Data
ARL		
Temporary		
Provisional ( Level 1 )		
State (Level 2-3)	2 Teachers – Level 2	2 Teachers – Level 2
Educators with 3+ years	2	2
Average years' experience		22 between both teachers

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*Domain 3: Instructional Transformation*


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Utah School Accountability Data – All Schools		
Indicators	LEA (%)	State (%)
Proficiency	ELA 21.4%; Math 15.1%; Sci 10.9%	ELA 47%; Math 49%; Sci 52%
Growth	ELA 30.4%; Math 20.6%; Sci 49.5%	ELA 44%; Math 44%; Sci 52%
Growth of Lowest 25 percent	47.3%	61%
English learner progress	Adequate progress 44.5%; Reaching proficiency 4.1%	Adequate progress 44%; Reaching proficiency 4%
Additional Indicators for High Schools		
High School Graduation		
ACT- College Readiness		
Advanced Coursework		
Self-reported Indicators *optional		

By Subject Area	Percentage (%) of Students Performing at and Above Proficiency					
	School Year (3 yrs. ago – indicate year)		School Year (2 yrs. ago – indicate year)		School Year (past year- indicate year)	
	School	SEA	School	SEA	School	SEA
ALL - English/Language Arts	21%	44.1%	22%	43.6%	21%	44.8%
ALL - Mathematics	24%	45.7%	14%	45.7%	15%	46%
ALL - Science	21%	48.7%	16%	47.5%	11%	48.4%

Disaggregated Student Groups Identify groups with largest achievement gap – from Appendix 2 – A, Domain 3 (pg. 33)			
English Language Arts			
Student Group	School	LEA	SEA
EDA	21%	29%	27%
ELL	15%	14%	4%
Hispanic	21%	23%	22%
SWD	4%	7%	10%
Caucasian	24%	50%	47%
Mathematics			
EDA	15%	27%	24%
ELL	10%	14%	3%
Hispanic	14%	20%	17%
SWD	0%	6%	7%
Caucasian	22%	45%	44%
Science			
EDA	9%	28%	29%
ELL	5%	11%	6%
Hispanic	9%	20%	21%
SWD	6%	10%	18%
Caucasian	14%	49%	49%

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*Domain 4: Culture Shift*

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Attendance/Discipline/ Behavior Data			
	3 years prior	2 years prior	Prior year
Daily Attendance Rate			
Suspension Data		Out of School- 195 In School- 81	Out of School-153 In School- 93

## Phase 2: Qualitative Data Summary (Appendices 2-B, Pgs. 39-64)

**Instructions: Using the results from Appendix 2B Needs Assessment Rubrics, color the *Rating* boxes on the right according to the key below and for each *Critical Practice* listed in the left column.**

Appendix 2-B Needs Assessment Rubric Ratings Summary		
Rating		Description
Minimal		Identifies key areas that need more focused improvement Efforts
Partial		Represents areas to enhance and extend current improvement Efforts
Sufficient		Pinpoints quality practices that meet the Standards
Substantial		Demonstrates noteworthy practices producing clear results that exceed expectations
Domain 1: Turnaround Leadership		
Critical Practices		Rating
1A	Prioritize improvement and communicate its urgency	
1A1	Principal collaboratively develops a clear vision for the school’s direction and meaningfully engages the school community to support it.	
1A2	Principal intentionally distributes school leadership roles, convenes school leadership team regularly, and shares leadership responsibilities and decision-making on issues related to curriculum, instruction, and professional learning.	
1B	Monitor Short- and Long-Term Goals	
1B1	School leadership develops and regularly updates an improvement plan that includes both short- and long-term goals with milestones to gauge	
1B2	Principal monitors implementation of improvement strategies and makes swift changes to personnel, programs, and methods to keep efforts on track.	
1B3	Principal communicates progress on improvement goals and student achievement to appropriate stakeholder groups.	
1C	Customize and Target Support to Meet Needs	
1C1	The LEA grants school leaders reasonable autonomy to make decisions to address school priorities (e.g., reallocate resources including personnel, funding, scheduling.)	
1C2	Principal regularly analyzes disaggregated data to inform decision-making and allocation of school	

	resources (time, human, and fiscal) to improve student achievement.	
Domain 2: Talent Development		
Critical Practices		Rating
2A	Recruit, develop, retain and sustain talent	
2A1	Principal operates a transparent system of procedures for recruiting, placing, evaluating, retaining or replacing staff.	
2A2	Principal consistently matches candidate competencies with school priorities and needs.	
2B Target professional learning opportunities		
2B1	Professional learning is differentiated, based on needs of instructional staff and student performance data, to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy.	
2C	Set clear performance expectations	
2C1	Principal communicates clear goals for employees' performance that reflect the established evaluation system and facilitates swift exits of underperforming employees.	
Domain 3: Instructional Transformation		
Critical Practices		Rating
3A	Diagnose and respond to student learning needs	
3A1	Teachers assess student progress frequently, using a variety of assessments that are aligned with Utah Core Standards. Assessment data are used to plan for continuous improvement for each student.	
3A2	Instructional staff consistently provides additional evidence-based instruction, intervention, and enhanced learning opportunities, as needed, for continuous improvement for each student.	
3A3	Instructional staff provides specific, constructive, academic and behavioral feedback to students.	
3A4	Students regularly monitor and track their own academic progress toward clearly established benchmarks and standards.	
3B	Provide rigorous evidence-based instruction	
3B1	Curriculum and interventions are horizontally- and vertically-aligned with the Utah Core Standards and	

	are evident at all grade levels and/or departments in the school.	
3B2	Instructional staff uses effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards.	
3C	Remove barriers and provide opportunities	
3C1	The school provides each student with equitable opportunities to enroll in and complete rigorous coursework. The percentage of students participating in rigorous course work mirrors the overall school demographics.	
3C2	Teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.	
Domain 4: Culture Shift		
Critical Practices		Rating
4A	Build a strong community intensely focused on student learning	
4A1	Principal and teachers have high expectations for students and themselves.	
4A2	School leadership regularly celebrates short-term successes of students and teachers while keeping the focus on long-term achievement and growth.	
4A3	Professional learning programs for teachers promote implementation of evidence-based parent and family engagement strategies.	
4A4	The school systematically engages families in the academic success of their child, promoting a successful home/school collaborative effort.	
4A5	The school maintains a positive, encouraging classroom and school culture where students feel safe and supported.	
4A6	The school implements structures, policies, and routines for effective, focused, and collaborative work.	
4B	Solicit and act upon stakeholder input	
4B1	School leaders solicit and use a variety of stakeholder feedback to positively impact school improvement initiatives.	

### Phase 3: Data Analyses and Prioritization of Needs (Appendix 2-G)

After you have collected the quantitative data, using the Quantitative Data Collection Worksheets, (Appendix 2-A) gathered all the qualitative data and used it to assign ratings to the Needs Assessment Appraisal Rubrics (Appendix 2-B), it is time to compile and analyze the data by domain.

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#### *Domain 1: Turnaround Leadership*

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<b><i>Narrowing the Focus: Qualitative Data/Needs Assessment Rubrics (Appendix 2-A)</i></b>
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List the <b>turnaround leadership</b> indicators that were rated “Minimal” or “Partial.”
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|--|
| 1) 1C2- Principal regularly analyzes disaggregated data to inform decision-making and allocation of school resources (time, human, and fiscal) to improve student achievement. |
| 2) 1A1- Principal collaboratively develops a clear vision for the school’s direction and meaningfully engages the school community to support it.                              |
| 3) 1B2- Principal monitors implementation of improvement strategies and makes swift changes to personnel, programs, and methods to keep efforts on track.                      |

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#### *Domain 2: Talent Development*

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##### **A. Quantitative Data on Teacher Attrition**

1. Areas of licensure with the highest three-year attrition rate at your school:
2. Areas of licensure with the highest three-year attrition rate at your LEA:
3. Areas of licensure with the biggest gaps between school and LEA three-year attrition rates:
4. Based on your analyses of these data, where do you need to focus your teacher recruitment, retention, and support efforts?
5. What strategies could you use to recruit, retain, and support highly effective teachers?

##### **Recruit**

- Look for the “right fit” for your school- knowledge, skills, and dispositions
- Teachers, faculty and staff become advocates for your school
- Brand your school
- Develop a clear mission, vision, values, and goals for your school



### Retain

- Promote collaboration with all stakeholders that focuses on building relationships
- Provide coaching and mentoring opportunities
- Create a mentoring and new teacher induction program

### Support

- Provide data driven and standards based professional development
- Select teacher mentors based on effective teaching practices, peer respect, and strong inter-personal skills.
- Provide a scheduled weekly meeting time for mentors/teachers

### ***B. Quantitative Data on Teaching Observations***

1. On which instructional sections/standards does your school have the highest percentage of teachers rated not effective and emerging/minimally effective?
  - 1) High expectations for students who are struggling in math and reading
  - 2) Providing specific recognition and praise
  - 3) Focusing on academic skill acquisition by allowing more time to complete coursework and helping student complete more homework
2. What professional learning opportunities do/will you offer to strengthen your teachers' performance based on students' needs?

Professional development should be content focused, incorporate active learning, support teacher collaboration, model effective practices, provide coaching and mentoring support, offer opportunities for feedback and time for reflection.

#### ***Narrowing the Focus: Needs Assessment Rubrics (Appendix 2 – A)***

Based on these quantitative and qualitative analyses, what are the top three (3) priorities that need to be addressed in the **talent development domain**?

- 1) 2B1- Professional learning is differentiated, based on needs of instructional staff and student performance data, to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy.
- 2) 2C1- Principal communicates clear goals for employees' performance that reflect the established evaluation system and facilitates swift exits of underperforming employees.
- 3) 2A1- Principal operates a transparent system of procedures for recruiting, placing, evaluating, retaining or replacing staff.

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*Domain 3: Instructional Transformation*

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**A. Quantitative Data: State Assessment Results**

- 1) In which subject have all students at the LEA-level made the smallest gains (or decline) in proficiency in the past three years? Science (+0.7) Math (+1.6) LA (+2.1).
- 2) In which subject have all students at the school-level made the smallest gains (or decline) in proficiency in the past three years? Science (-9%) Math (-8.6%) LA (-0.2%).
- 3) Based last year's data, in which subject is the gap in performance between students at your school and the SEA the greatest? Science.
- 4) Based on last year's data, in which subject is the gap in performance between students at your school and the LEA the greatest? (\*Not applicable to single campus charter schools.) Science.
- 5) Based on last year's data, in which subject does your school's EL group perform most poorly? Science.
- 6) Based on last year's data, in which subject does your school's SWD group perform most poorly? Math.
- 7) Based on last year's data, for which disaggregated student group is the gap in performance between students at your school and the SEA the greatest? ELL.
- 8) Based on last year's data, for which disaggregated student group is the gap in performance between students at your school and the LEA the greatest? (\*Not applicable to single campus charters.) EDA.
- 9) Have significant school boundary changes occurred that have affected performance? Yes- In 2017-18, New Bridge Elementary opened and close to 100 James Madison students and a number of James Madison faculty and staff went to the school. There are some on the faculty, staff, and community that feel that this had a significant impact on their school culture and performance.
- 10) Have recalibrations of assessments resulted in changes to performance? No.

**B. Optional: Quantitative Data: School/LEA Formative Assessments**

Ask and answer questions 1, 2, \*4, 5, 6, \*8 based on the school/LEA formative assessment you collected.

**B.1 Optional: High School Graduation Data and Opportunities for Advanced Course Work**

Which disaggregated student group has the lowest percentage of students graduating with a standard or advanced diploma?

Are there any gaps in the school's Advanced Course Work class offerings?

<b>Narrowing the Focus – Instructional Transformation Domain</b>	
1)	Based on the analyses of LEA and school assessment results on state assessments, on which subject should improvement efforts focus in the next year? <b>Science, then Math, followed by language Arts.</b>
2)	Based on the analyses of LEA and school assessment results, on which disaggregated student group(s) should improvement efforts focus in the next year? <b>ELL and Caucasian.</b>
3)	Based on the analyses of the Appraisal Rubrics, on which Instructional Transformation indicators should improvement efforts focus next year?  <b>3A2-</b> Instructional staff consistently provides additional evidence-based instruction, intervention, and enhanced learning opportunities, as needed, for continuous improvement for each student.  <b>3A3-</b> Instructional staff provides specific, constructive, academic and behavioral feedback to students.  <b>3C2-</b> Teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.
<b>Qualitative Data: Needs Assessment Rubrics (Appendix 2 – A)</b>	
List the <b>instructional transformation</b> indicators that were rated “Minimal” or “Partial.”	
1)	<b>3A2-</b> Instructional staff consistently provides additional evidence-based instruction, intervention, and enhanced learning opportunities, as needed, for continuous improvement for each student.
2)	<b>3A3-</b> Instructional staff provides specific, constructive, academic and behavioral feedback to students.
3)	<b>3C2-</b> Teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.

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*Domain 4: Culture Shift*

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**Culture Survey Data (Appendix 2-D)**

**1) Based on the results of the School Culture Survey, what are three areas of greatest strength?**

- A) Committed and experienced teachers
- B) Strong staff and paraprofessionals that are committed to the students
- C) Students have strong relationships with their teachers

**2) Based on the results of the School Culture Survey, what are three areas for improvement?**

- A) Lack of community support
- B) More efficient use of time in classroom to focus on basic skills
- C) Low expectations for academic and behavior performance

**Attendance Rates**

- 1) Has your school's average daily attendance rate increased or decreased in the last three years? **Decreased.**
- 2) What is the gap between your school's and the LEA's average daily attendance rate? 6%  
**29%. James Madison's average is 73% and Ogden School District's is 79%.**
- 3) What is the gap between your school's and the state's average daily attendance rate? **15% (73% - 88%)**

**Discipline/Behavior Incidents**

- 1) Has your school's annual number of reported discipline/behavior incidents per 100 students increased or decreased in the last three years? **Office referrals and minor incidents have increased. Days lost to Out of School Suspension (OSS) have decreased dramatically (153 in 2018 to 53 in 2019), while days lost to In School Suspensions (ISS) have minimally decreased (93 in 2018 to 90 in 2019).**
- 2) Based on last year's data, what is the gap between your school's and the LEA's number of reported discipline/behavior incidents per 100 students? **No Data.**
- 3) Based on last year's data, what is the gap between your school's and the SEA's number of reported discipline/behavior incidents per 100 students? **No Data.**

***Narrowing the Focus – Needs Assessment Rubrics (Appendix 2 – A)***

Based on these quantitative and qualitative analyses, what are the top 3 priorities that need to be addressed in the **culture shift domain**?

- 1) 4A1 – Principal and teachers have high expectations for students and themselves.
- 2) 4A4- The school systematically engages families in the academic success of their child, promoting a successful home/school collaborative effort.

- |   |
|---|
| 3) 4A3- Professional learning programs for teachers promote implementation of evidence-based parent and family engagement strategies. |
|---|

Phase 4: Root Cause Analysis Pg. 29 (Appendix 2- H, pg. 102)

Using the list of needs indicated in the “Narrowing the Focus” boxes from each Domain above, list the four prioritized needs.

These prioritized needs should, once systematically addressed, be likely to leverage the greatest positive impact on student achievement.

These needs will form the base of the School Improvement Plan created in Step 3 of the Handbook. The root causes identified for each need become the strategies used to accomplish the goals.

Below is a chart listing the four most important priorities for James Madison Elementary School, beginning with what we believe to be the most important priority. Consistent with the USBE requirements set forth in this report and in the Utah System of Support for School Improvement Handbook, Tetra Analytix has identified those priorities within the four WestEd turnaround domains: Turnaround Leadership, Talent Development, Instructional Transformation, and Culture Shift.

## Prioritized Needs – Focused on Student Outcomes

Priority 1	<b>Critical Practice</b> <b>4A1:</b> Principal and teachers have high expectations for students and themselves.
	<b>Root Cause(s): Too many students are confused about what is expected of them in class each day.</b>  Clearly communicating high expectations for performance is the first step in effective teaching. Conversely, low or unclear expectations and a lack of clarity in rules contribute to confusion and poor performance. Expectations that are below the abilities of the students communicate a lack of importance of those expectations, and fail to produce interest in expending the effort to achieve more.
Priority 2	<b>Critical Practice</b> <b>1C2:</b> Principal regularly analyzes disaggregated data to inform decision-making and allocation of school resources (time, human, and fiscal) to improve student achievement.
	<b>Root Cause(s): The school must collect and respond to the right kinds of data in order to make effective, data-based decisions.</b>  All data is not created equal. And, more importantly, although school leaders like to believe they are collecting and responding to data, too often the data collected is ineffective, and the time between collecting such data and responding to it is too great. Reviewing data a couple of times a year, even every quarter or every month is too remote. That data becomes “autopsy” data. Regularly collecting, reviewing, and responding to the right kinds of data (obtained directly from the students) is one of the most important functions of a school leader.
Priority 3	<b>Critical Practice</b> <b>3A2:</b> Instructional staff consistently provides additional evidence-based instruction, intervention, and enhanced learning opportunities, as needed, for continuous improvement for each student.
	<b>Root Cause(s): Teachers’ classrooms are too chaotic and unstructured to provide consistent, evidence-based instruction, interventions, and learning opportunities.</b>  Disorder within the instructional environment communicates to students a lack of importance, attention to detail, and an attitude of casualness about learning and meeting expectations. When teachers’ classrooms are too chaotic and unstructured, it removes opportunities for the students to be actively engaged in systematic, explicit, and intentional learning experiences..

<b>Priority 4</b>	<b>Critical Practice</b> <b>2B1:</b> Professional learning is differentiated, based on needs of instructional staff and student performance data, to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy.
	<b>Root Cause(s): Teachers lack the skills, knowledge, and professional learning opportunities to deal with disruptive students.</b>  Disruptive students negatively affect their own and other students' ability to learn. The behavior of a student with absent or poorly developed social skills may be characterized by inappropriate social interactions with other students and teachers. These students interrupt learning opportunities for the rest of the class and it's imperative that teachers receive the training and professional development to effectively with students who are persistently disrupting class.

### Step 3: Create the Plan

Using the Prioritized Critical Practices and Root Cause Analysis results from above, create a School Improvement Plan (Appendix 3-A in The Utah System of Support for School Improvement Handbook)



## APPENDIX A

As noted in the introductory language of this report (pages 2-3), the report is a compilation of many important data points, including quantitative data received from the state and the school as well as qualitative data obtained from a site visit and other avenues. A thorough review and evaluation of those data led to the color-coded Needs Assessment Rubric (pages 12-14 of the report), as well as our ultimate conclusions set forth in the prioritized needs chart above.

Additionally, your school participated in Tetra Analytix's proprietary online data collection tools, Snapshot and Co-Pilot. Attached to this report is your school's Snapshot report, reflecting the presence or absence of critical conditions necessary for learning at James Madison Elementary. Importantly, the Snapshot report was not the sole basis for any of the information presented in this report, but was only one of the data points considered. It is presented here for informational purposes and as another tool you can refer to when creating your School Improvement Plan.

Summary

Structure

Conditions for Learning

Conditions for Teaching

Conditions for Community

Academic Skills

Interpersonal Skills

Instructional Support

Collaboration

Parent Involvement

Community Support

Safety, Instructional Quality, &  
Leadership

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Text Responses

# James Madison Elementary

Kindergarten - 6th Grade

## Snapshot Executive Summary Report

**TETRA**  
ANALYTIX

Below is a summary of your Snapshot results from:

**May 29, 2019**

The top row of numbers displays the count of students, teachers, and parents who responded to the survey. The color shading indicates representativeness of the respondents: green is good, yellow is sufficient, and red is insufficient.

Response Adequacy

**Students**

**Teachers**

**Parents**

Good

Sufficient

Insufficient

**222**

**19**

**15**

The other numbers in the table are the percentages of respondents who agreed or strongly agreed with the presence of that condition for their focal point. Further clarification of focal points, conditions, and contexts is available on page 2. Student data are used to summarize the conditions for learning academic and interpersonal skills; teacher data are used to summarize the conditions for instructional support and collaboration; and, parent data are used to summarize the conditions for parent involvement and community support. In each case, higher is better. Percentages above 80 indicate strong and effective school practice, while numbers below 60 need immediate attention.

Academic Skills

Instruction

Parent Involvement

**Expectations**

**41%**

**79%**

**64%**

**Skills**

**45%**

**0%**

**53%**

**Recognition**

**61%**

**79%**

**60%**

**Relationships**

**81%**

**63%**

**60%**

Interpersonal Skills

Collaboration

Community Support

**Expectations**

**63%**

**37%**

**50%**

**Skills**

**55%**

**42%**

**53%**

**Recognition**

**49%**

**63%**

**53%**

**Relationships**

**73%**

**58%**

**53%**

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# James Madison Elementary

Kindergarten - 6th Grade

## Snapshot Report Structure

TETRA  
ANALYTIX

### Conditions for Community Support

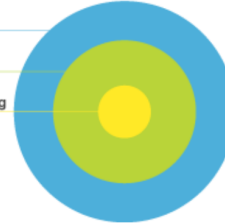
- Parent Involvement
- Community Support

### Conditions for Teaching

- Instructional Support
- Collaboration

### Conditions for Learning

- Academic Skills
- Interpersonal Skills



Snapshot examines critical conditions in three distinct contexts: the classroom (Conditions for Learning), the school (Conditions for Teaching), and the home or community (Conditions for Community Support). These three contexts are each subdivided into two focal points (i.e., Academic Skills & Interpersonal Skills, Instructional Support & Collaboration, Parental Involvement & Community Support) to provide greater depth and insight into the functions of these contexts. Each focal point is examined using the following four essential conditions:

**Expectations.** Clearly communicating high expectations for performance is the first step in effective teaching, coaching, and support. It defines acceptable performance and clearly indicates the necessary actions, intended outcomes, and rationale for each action. Using common language throughout the school results in a common understanding of expectations, which leads to common success.

**Skills.** An emphasis upon building and strengthening new skills results in substantial increases in productivity and learning. Providing ample opportunities to respond is the most effective approach to building skills. Students, teachers, and community partners actively participate in learning activities where skills are repeated successfully within a system of progressively rising performance expectations.

**Recognition.** Individual efforts to meet high expectations and goals should be recognized whenever and wherever they occur throughout the school. The most effective recognitions are timely, descriptive, include a specific explanation of why meeting this expectation or goal is important, and may have an enduring quality (e.g., written praise or acclaim that can be posted and used as evidence of expectations for future performance).

**Relationships.** Establishing and maintaining meaningful relationships based upon trust, respect, esteem, and positive regard heightens motivation to excel and provides a firm foundation for teaching, especially the teaching of difficult skills and complicated concepts. These relationships provide a context for support for all stakeholders who may at times feel overwhelmed.

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# James Madison Elementary

Kindergarten - 6th Grade

## Conditions For Learning

Student Responses

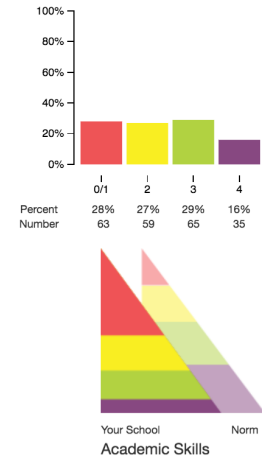
TETRA  
ANALYTIX



### Academic Skills

The Academic Skills focal point represents the strategies teachers and other staff use to clarify academic expectations, provide opportunities to build academic skills, recognize students' best efforts to meet high expectations, and the availability of trusting relationships in school. These items were developed to examine the interactions between teachers and students.

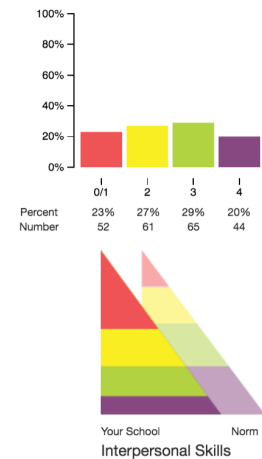
To the right are two summaries of students' reports of the four conditions experienced while learning academic skills. The histogram indicates the percent of students who reported experiencing 0 or 1, 2, 3, or all 4 conditions. The triangle presents the same data in a different format. It displays the relative percentage of students reporting 0 or 1 condition who may require individualized, intensive supports (i.e., Tier III - red), 2 conditions who may require systematic, group supports (i.e., Tier II - yellow), and 3-4 conditions who will likely benefit from universal prevention programming (Tier I - green \* purple).



### Interpersonal Skills

The Interpersonal Skills focal point represents the conditions in place at school that establish and promote appropriate interpersonal or social behavior. These indicators address social expectations, systematic efforts to build social skills, students' efforts to recognize and encourage one another, and appropriate, positive relationships among students.

To the right are two summaries of students' reports of the four conditions experienced while learning interpersonal skills. The histogram indicates the percent of students who reported experiencing 0 or 1, 2, 3, or all 4 conditions. The triangle presents the same data in a different format. It displays the relative percentage of students reporting 0 or 1 condition who may require individualized, intensive supports (i.e., Tier III - red), 2 conditions who may require systematic, group supports (i.e., Tier II - yellow), and 3-4 conditions who will likely benefit from universal prevention programming (Tier I - green \* purple).



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# James Madison Elementary

Kindergarten - 6th Grade

## Conditions for Teaching

Teacher Responses

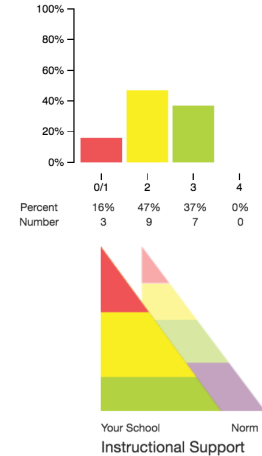
TETRA  
ANALYTIX



### Instructional Support

The Instructional Support focal point represents the working conditions in place to support effective instructional practices. Teachers report their experiences related to clear professional expectations, the availability of training to develop instructional skills, the quality of professional recognition, and the presence of productive collegial relationships centered on developing classroom practice.

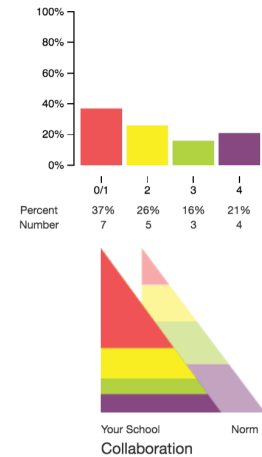
To the right are two summaries of teachers' reports of the four conditions experienced while teaching. The histogram indicates the percent of teachers who reported experiencing 0 or 1, 2, 3, or all 4 conditions. The triangle presents the same data in a different format. It displays the relative percentage of teachers reporting 0 or 1 condition who may require individualized coaching (i.e., Tier III - red), 2 conditions who may require targeted coaching (i.e., Tier II - yellow), and 3-4 conditions who will likely thrive with universal staff development (Tier I - green \* purple).



### Collaboration

The Collaboration focal point represents the conditions in place to support productive collaborative work. Collaboration is more productive when expectations for collaboration are clear, systematic training of collaborative processes are in place, multiple opportunities for professional recognition among colleagues is present, and collegial relationships are most often characterized as relationships of trust and esteem?

To the right are two summaries of teachers' reports of the four conditions experienced while collaborating with other teachers. The histogram indicates the percent of teachers who reported experiencing 0 or 1, 2, 3, or all 4 conditions. The triangle presents the same data in a different format. It displays the relative percentage of teachers reporting 0 or 1 condition who may require individualized coaching (i.e., Tier III - red), 2 conditions who may require targeted coaching (i.e., Tier II - yellow), and 3-4 conditions who will likely thrive with universal staff development (Tier I - green \* purple).



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# James Madison Elementary

Kindergarten - 6th Grade

## Conditions for Community Support

Parent Responses

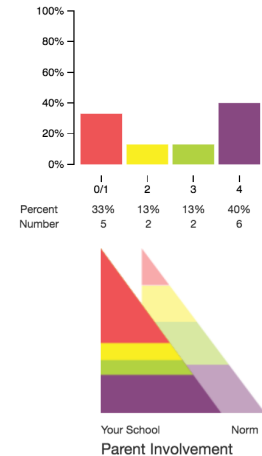
TETRA  
ANALYTIX



### Parent Involvement

The Parent Involvement focal point represents the conditions in place to encourage parent involvement and participation in their child's schooling. Parents need to understand teacher's expectations for involvement in the classroom, have access to resources to develop the skill necessary to support their child, be recognized for their efforts to assist teachers, and develop supportive relationships with school faculty and staff.

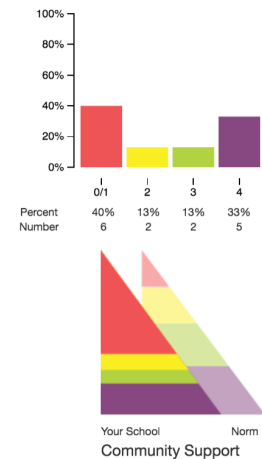
To the right are two summaries of parents' reports of the four conditions experienced while interacting with school personnel. The histogram indicates the percent of parents who reported experiencing 0 or 1, 2, 3, or all 4 conditions. The triangle presents the same data in a different format. It displays the relative percentage of parents reporting 0 or 1 condition who may require individualized services (i.e., Tier III - red), 2 conditions who may require targeted services (i.e., Tier II - yellow), and 3-4 conditions who will likely thrive with minimal support (Tier I - green \* purple).



### Community Support

The Community Support focal point represents the conditions in place to encourage active community support and participation. Parents report the presence of high expectations for education quality, proactive development of community resources, recognition for community support, and meaningful relationships among community stakeholders.

To the right are two summaries of parents' reports of the four conditions experienced while interacting with other community members about school. The histogram indicates the percent of parents who reported experiencing 0 or 1, 2, 3, or all 4 conditions. The triangle presents the same data in a different format. It displays the relative percentage of parents reporting 0 or 1 condition who may require individualized services (i.e., Tier III - red), 2 conditions who may require targeted services (i.e., Tier II - yellow), and 3-4 conditions who will likely thrive with minimal support (Tier I - green \* purple).



## James Madison Elementary

Kindergarten - 6th Grade

## Academic Skills

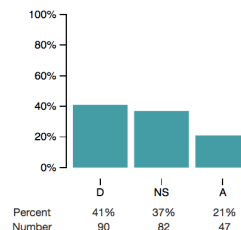
## Student Responses

TETRA  
ANALYTIX

## Expectations

I am often confused about what to do in class

Clear expectations set the stage for developing academic skills. When students report confusion, they often avoid or become disengaged with activities or assignments. Make sure students have the background knowledge and a clear understanding of spoken or written instructions.



## Skills

I read often at school

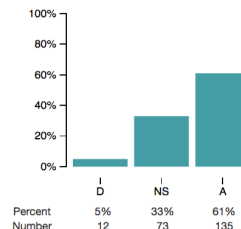
Providing students with many opportunities to practice skills with specific and timely feedback build academic skills. Because literacy skills are universally applicable across content areas, reading at school is a good indicator of all academic skills.



## Recognition

My teacher notices each day when I do my best work

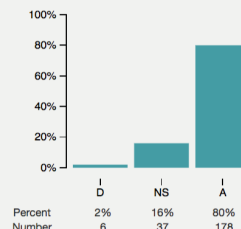
Noticing students' best efforts to meet academic expectations is essential to help students achieve consistent growth and maintain high levels of performance. Teachers who personally acknowledge students' best efforts and create systems to recognize growth are more likely to have engaged students and productive classrooms.



## Relationships

My teacher cares about me

Student-teacher relationships built on trust and esteem help clarify expectations, give value to recognition, and encourage high levels of student engagement.



Each Status Bar converts response distributions into a color grade value that predicts valued school outcomes.





## James Madison Elementary

Kindergarten - 6th Grade

## Interpersonal Skills

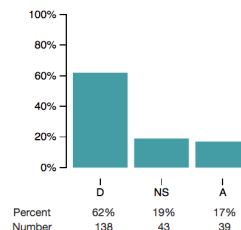
## Student Responses

TETRA  
ANALYTIX

## Expectations

I am often confused about how to act at school

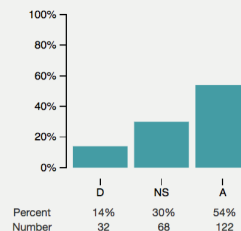
Clear behavioral expectations set the stage for developing appropriate interpersonal skills. When students report confusion at school, they often lack the necessary skills to readily create and sustain meaningful relationships with their peers.



## Skills

I make new friends at school

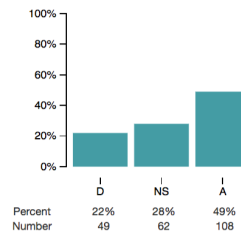
Most kids have lots of friends, but some students need more support and guidance to develop the necessary skills to sustain appropriate friendships. Don't assume these skills come naturally for all students. Teachers may consider providing structured opportunities for students to engage with their peers.



## Recognition

I have lots of friends at school

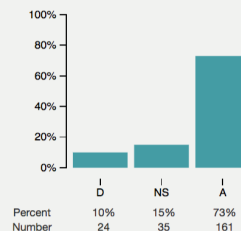
Most students enjoy coming to school. Some students find it unpleasant, but even those students can look forward to school when teachers create opportunities for students to encourage one another.



## Relationships

I feel safe at school

Relationships between students built on trust and respect provides a sense of safety for each student. When these quality relationships are absent or weak, students may feel unsafe at school.



Each Status Bar converts response distributions into a color grade value that predicts valued school outcomes.



## James Madison Elementary

Kindergarten - 6th Grade

## Instructional Support

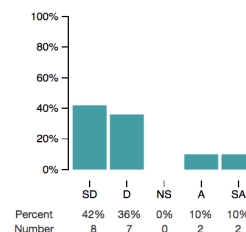
## Teacher Responses

TETRA  
ANALYTIX

## Expectations

I have students who cannot learn

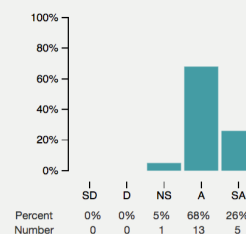
Under certain conditions, teachers feel powerless to provide their students with the support they need to be successful. Administrators should work to clarify the expectation that learning is a shared responsibility between students and teachers.



## Skills

This school has too many students who persistently disrupt class

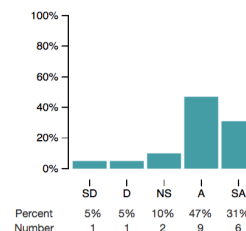
This item provides administrators with a sense of how much support teachers need to minimize student disruptions in class. Teachers who are able to keep students interested and engaged are better able to provide effective learning opportunities and meet professional expectations.



## Recognition

My interactions with my principal are nearly always positive

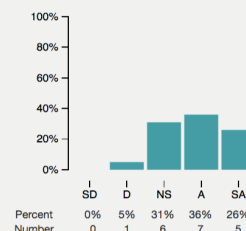
This item is an indicator of the ratio of positive to negative interactions between principals and teachers. Frequent positive interactions between teachers and administrators create a context for productive coaching and instructional leadership.



## Relationships

My principal is invested in the success of this school

Meaningful personal connections are essential to a supportive learning community. Recognizing staff members' contributions to the school and finding avenues for all staff to succeed is an essential function of school administration.



Each Status Bar converts response distributions into a color grade value that predicts valued school outcomes.



# James Madison Elementary

Kindergarten - 6th Grade

## Collaboration

### Teacher Responses

**TETRA**  
ANALYTIX

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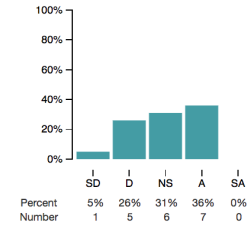
Text Responses



## Expectations

### School administrators clearly communicate expectations for collaboration

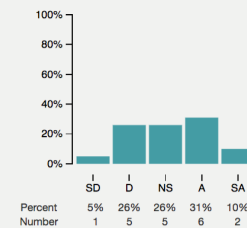
Establishing collaborative teams is not enough. Often times, expectations and rules about collaboration are not explicit. Administration should provide specific guidelines and recommendations for both the collaborative process as well as outcomes. This will help teachers translate collaboration into measurable improvements in their work with students.



## Skills

### Teachers at this school work well together to achieve goals

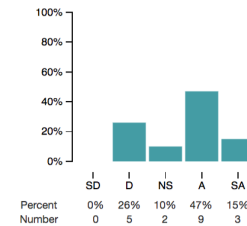
Effective collaboration must be fostered. We should not assume teachers will develop collaborative skills and relationships in isolation. Administrators should provide protected time and the necessary instruction for collaboration to contribute to meeting school goals.



## Recognition

### My interactions with colleagues are nearly always positive

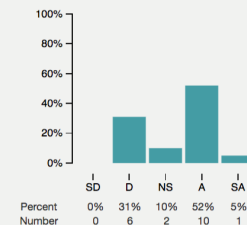
This item is an indicator of the ratio of positive to negative interactions between teachers. Frequent positive interactions between teachers create a context for productive collaboration and mentorship.



## Relationships

### Teachers at this school are rarely absent from class

When teachers are able to create quality friendships with colleagues at school, they look forward to coming to work. This item is an indicator of the quality of these relationships.



Each Status Bar converts response distributions into a color grade value that predicts valued school outcomes.



## James Madison Elementary

Kindergarten - 6th Grade

## Parent Involvement

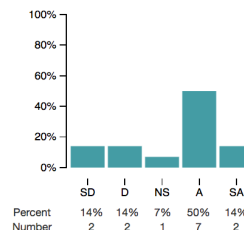
## Parent Responses

TETRA  
ANALYTIX

## Expectations

I know what the school expects of me as a partner in my child's education

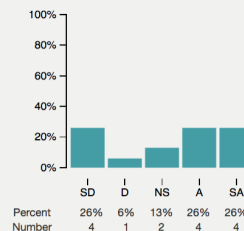
Parents want what is best for their children, but they often don't understand how to best work with the school to achieve common goals. When parents understand the school's expectations for their participation, parent involvement has greater purpose and meaning for students.



## Skills

I am provided with helpful feedback on my child's schoolwork

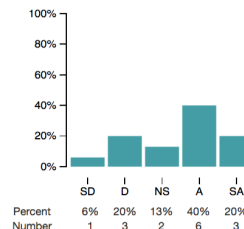
All skill building requires specific and timely feedback. Parents need adequate information about their child's performance at school to act as partners in providing this important feedback.



## Recognition

My interactions with teachers at this school are nearly always positive

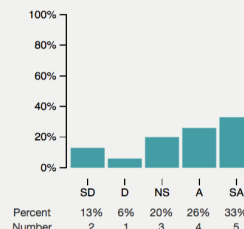
This item is an indicator of the ratio of positive to negative interactions between parents and teachers. Frequent positive interactions with parents create a context for productive parent involvement.



## Relationships

I feel welcome whenever I am at this school

Successful parent involvement requires frequent, meaningful interactions with the school. This can be fostered when parents receive communications from the school, seek information on the web or by phone, and visit the school or attend school sponsored activities.



Each Status Bar converts response distributions into a color grade value that predicts valued school outcomes.



# James Madison Elementary

Kindergarten - 6th Grade

## Community Support

Parent Responses

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ANALYTIX

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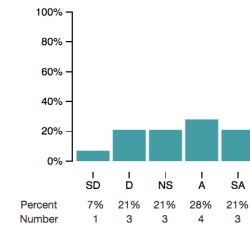
Text Responses



### Expectations

I agree with my school's priorities

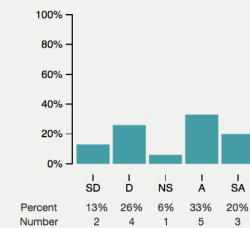
A common understanding leads to clear expectations. One way to achieve a common understanding is to seek agreement with school policies and priorities by meeting with school stakeholders and providing ongoing opportunities for collaborative decision-making.



### Skills

School administrators include the community in meaningful ways

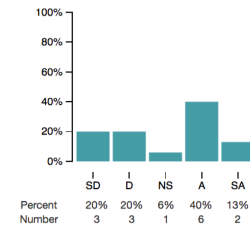
Community support is indicated by active involvement. Parents and family members contribute to the success of the school by being actively involved with other stakeholders in planning, promoting, coordinating, and assisting with school initiatives.



### Recognition

My interactions with other parents about this school are nearly always positive

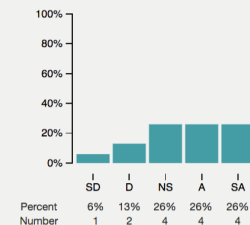
This item is an indicator of the ratio of positive to negative interactions between parents. Frequent positive interactions between parents create a context for community support.



### Relationships

School activities are well attended

Community support of school organized activities such as parent/teacher meetings, back-to-school nights, athletic events, and club events is an accurate assessment of how well the school has integrated into the community it serves. Attendance at school activities is an appropriate indicator of the quality of relationships between the community and the school.



Each Status Bar converts response distributions into a color grade value that predicts valued school outcomes.



Summary

Structure

Conditions for Learning

Conditions for Teaching

Conditions for Community

Academic Skills

Interpersonal Skills

Instructional Support

Collaboration

Parent Involvement

Community Support

Safety, Instructional Quality, & Leadership

Demographics

Text Responses

# James Madison Elementary

Kindergarten - 6th Grade

## Safety, Instructional Quality, & Leadership

Student, Teacher, Parent Responses

TETRA  
ANALYTIX



### Safety

To the right are three summaries of data describing school safety. This analysis allows for a comparison of perceptions from each responding group.

Student perception of safety is vital. When students feel unsafe, other considerations must be tabled. However, students feeling safe might not be enough. When adult audiences perceive a less safe environment than the students, these concerns must be addressed. Teachers might be more aware of in-school issues like building safety or common area supervision. Parents might be more aware of community issues like crime or unsafe travel routes. When students perceive less safe conditions than the adults, bullying may be going on undetected.

#### Safety



### Instructional Quality

To the right are three summaries of data describing instructional quality. This analysis allows for a comparison of perceptions from each responding group.

Student perception of instructional quality indicates potential levels of frustration with instructional place or delivery. It might also indicate their satisfaction with their teachers. The parent perceptions indicate the degree with which parents are familiar with what goes on in the classrooms. Noticeable differences with students indicate poor communication from the school. The teacher perceptions indicate their sense of instructional success. When they differ from the students, they may be unaware of issues limiting their effectiveness.

#### Instructional Quality

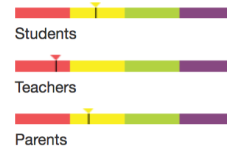


### Leadership

To the right are three summaries of data describing instructional leadership. This analysis allows for a comparison of perceptions from each responding group.

Teacher perceptions of instructional leadership indicate the confidence teachers have in their leaders to support successful practices around school and in the classrooms. When the other audiences perceive instructional leadership less favorably than the teachers, the evidence of leadership does not reach them. When the other audiences perceive instructional leadership more favorably than the teachers, they may be unaware of problems teachers have with their leaders. It is important for leaders to gain the trust of their faculty, but eventually do so in a way that other audiences can see its evidences.

#### Instructional Leadership



To the right are three summaries of data describing facilitative leadership. This analysis allows for a comparison of perceptions from each responding group.

Teacher perceptions of facilitative leadership indicate the degree to which effective teacher collaboration is supported by school leaders. When the other audiences perceive facilitative leadership less favorably than the teachers, the evidence of collaboration does not reach them. When the other audiences perceive facilitative leadership more favorably than the teachers, they may be unaware of problems teachers have with each other. It is important for leaders to create the conditions for collaboration with trust in mind and an eye toward reaching school goals. And again, this needs to be done in a way that other audiences can see its evidences.

#### Facilitative Leadership



Summary

Structure

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Conditions for Community

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Interpersonal Skills

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Community Support

Safety, Instructional Quality, &  
Leadership

Demographics

Text Responses

# James Madison Elementary

Kindergarten - 6th Grade

## Demographics

Student, Teacher, Parent Responses

**TETRA**  
ANALYTIX

Below is a summary of the demographic characteristics of the respondents. All numbers represent percentages. Students are asked to pick one grade and one gender. All other variables allow for selecting more than one response, and thus they may add to more than 100 percent.

Grade(%)	Students	Teachers	Parents
Kindergarten	0%	26%	26%
1st Grade	0%	31%	20%
2nd Grade	0%	36%	46%
3rd Grade	26%	63%	13%
4th Grade	27%	26%	20%
5th Grade	24%	31%	6%
6th Grade	21%	21%	13%

Ethnicity(%)	Students	Teachers	Parents
Asian	4%		0%
Pacific Islander/Native Hawaiian	5%		6%
Black/African American	7%		6%
American Indian/Alaskan Native	11%		0%
White	36%		60%
Hispanic/Latino	57%		53%
Other	19%		6%

Gender (% male)	50%		
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