Twin Falls School District
10/19/2016
Sample Size: N= 199

EDUCATIONAL EFFECTIVENESS SURVEY™

Staff edition - Idaho
v10.1

9 Characteristics of High-Performing Schools and Idaho Framework for Teaching and Learning

Note: This report includes Certificated vs Other Staff Comparison.
The Center for Educational Effectiveness (CEE) is a service, consulting, and research organization dedicated to the mission of partnering with K-12 schools to improve student learning.

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Introduction

EES Staff Survey Research Framework
The Center for Educational Effectiveness brings together leading research to create the Educational Effectiveness Survey™ (EES)—a formative and diagnostic tool designed to stimulate and inform conversations for improvement within your organization. The research framework includes:

- Effective organizations
- Organizational trust
- Culturally responsive teaching
- District support for improvement
- Attributes of effective instructional practice

Structure of the EES Staff Report
This results document contains your data results from the survey you recently administered.

Readiness for Change
This is the starting point for interpreting your EES Staff data. CEE's research into over 100,000 staff survey responses has shown these items or attributes to be foundational to organizational change. This section, with your unique charted data, is the first section in the report.

9 Characteristics of High-Performing Schools
While there is no single solution for all schools, research on effective schools identified common characteristics of high-performing schools. Successful schools engaged in improvement activities focus on these characteristics to create and improve the system(s) that ultimately increase student learning and achievement.

Comparison between certificated staff and non-certificated staff
This section allows the reader to understand the difference in perceptions between those responsible at the classroom level (certificated) for student learning and those responsible for the support mechanisms of the school (non-certificated).

Idaho Framework for Teaching
The data in this report is a measure of the system of support within the school and district for development of effective instructional skills, as defined by the “Idaho Framework for Teaching.”

The EES Handbook
The EES Handbook contains information and strategies for the interpretation and use of EES data with your staff. The EES Handbook is found in the EES results binder. If you cannot find your EES Handbook, you can access it on CEE's website: www.effectiveness.org/files/EES-Handbook-Idaho.pdf. CEE's primary concern is that this report be useful and informative in stimulating conversation. If you require any additional assistance with using your report, please contact us at info@effectiveness.org.
Demographic Charts—Who Took the Survey?

**Position**
- Admin: 4%
- Para-professional / Instr. Aide: 10%
- Classified Support Staff: 6%
- Certificated Support Staff: 14%
- Certificated Teacher: 66%

**Years of Service This School**
- 11+ Years: 18%
- 8 to 11 Years: 16%
- 4 to 7 Years: 22%
- 1 to 3 Years: 24%
- < 1 Year: 20%

**Primary Department**
- Other: 42%
- Generalist or Elem Staff: 32%
- Electives: 8%
- Lang. Arts / Social Studies: 11%
- Math / Science: 8%

**Gender**
- Female: 87%
- Male: 13%

**Years of Service In Education**
- 11+ Years: 50%
- 8 to 11 Years: 13%
- 4 to 7 Years: 20%
- 1 to 3 Years: 11%
- < 1 Year: 6%

**Primary Assignment**
- Other: 6%
- K-12: 30%
- High School: 61%
- Middle School or Jr. High: 61%
- Elementary: 61%
Increasing Capacity for Improvement

The Context defines the current reality of the student population, the school, and community.

The Readiness for Change defines the current capacity for change amongst the systems and adult culture of the school and district.

The 9 Characteristics define the strength and capacity of the adult systems and culture to have the difficult conversations, make decisions, and implement those changes necessary for improvement to happen.

The Idaho Framework for Teaching defines the skills essential for effective teaching and learning.

All four components impact the ability of the organization (school) to increase student learning and achievement.
The three charts below are data about your school staff, who must define, embrace, implement, and sustain change. If your professional staff believes there is a weakness in the problem-solving ability or in the ability to resolve conflict within this building, or does not see the urgency to improve, you must address those issues to successfully navigate and sustain change. The data contained within the EES will allow conversations about those and other issues to begin by using “the staff voice.”

You will find these data and the rest of the “readiness for change” data in the following report section.
Readiness for Change — “I” vs. “They” Perspectives

Willingness to Work At Change

All Staff

<table>
<thead>
<tr>
<th>Willingness to Work at Change</th>
<th>GAP: “I” vs. &quot;They&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am willing to work at changing my school for the better</td>
<td>79% 17% 11%</td>
</tr>
<tr>
<td>My colleagues are willing to work at changing this school for the better</td>
<td>51% 34% 16%</td>
</tr>
</tbody>
</table>

Certificated Staff

<table>
<thead>
<tr>
<th>Willingness to Work at Change</th>
<th>GAP: “I” vs. &quot;They&quot;</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>My colleagues are willing to work at changing this school for the better</td>
<td>47% 36% 14%</td>
</tr>
</tbody>
</table>

Other Staff

<table>
<thead>
<tr>
<th>Willingness to Work at Change</th>
<th>GAP: “I” vs. &quot;They&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am willing to work at changing my school for the better</td>
<td>82% 14% 4%</td>
</tr>
<tr>
<td>My colleagues are willing to work at changing this school for the better</td>
<td>61% 37% 2%</td>
</tr>
</tbody>
</table>

Openness to New Ideas

All Staff

<table>
<thead>
<tr>
<th>Openness to New Ideas</th>
<th>GAP: “I” vs. &quot;They&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>I welcome new ideas and change</td>
<td>55% 31% 7%</td>
</tr>
<tr>
<td>My colleagues welcome new ideas and change</td>
<td>28% 40% 26%</td>
</tr>
</tbody>
</table>

Certificated Staff

<table>
<thead>
<tr>
<th>Openness to New Ideas</th>
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<tbody>
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<td>53% 40% 7%</td>
</tr>
<tr>
<td>My colleagues welcome new ideas and change</td>
<td>26% 41% 27%</td>
</tr>
</tbody>
</table>

Other Staff

<table>
<thead>
<tr>
<th>Openness to New Ideas</th>
<th>GAP: “I” vs. &quot;They&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>I welcome new ideas and change</td>
<td>81% 29% 6%</td>
</tr>
<tr>
<td>My colleagues welcome new ideas and change</td>
<td>33% 36% 23%</td>
</tr>
</tbody>
</table>
Readiness for Change — “I” vs. “They” Perspectives, continued

Willingness to Be Held Accountable

**All Staff**

- **I am willing to be held accountable for student learning**
  - Almost Always: 60%
  - Often True: 27%
  - Sometimes True: 7%
  - Seldom True: 3%
  - Almost Never True: 3%

- **My colleagues are willing to be held accountable for student learning**
  - Almost Always: 40%
  - Often True: 37%
  - Sometimes True: 14%
  - Seldom True: 9%
  - Almost Never True: 1%

**Certificated Staff**

- **I am willing to be held accountable for student learning**
  - Almost Always: 56%
  - Often True: 34%
  - Sometimes True: 15%
  - Seldom True: 4%

- **My colleagues are willing to be held accountable for student learning**
  - Almost Always: 40%
  - Often True: 38%
  - Sometimes True: 16%
  - Seldom True: 3%

**Other Staff**

- **I am willing to be held accountable for student learning**
  - Almost Always: 68%
  - Often True: 15%
  - Sometimes True: 15%
  - Seldom True: 1%

- **My colleagues are willing to be held accountable for student learning**
  - Almost Always: 39%
  - Often True: 33%
  - Sometimes True: 11%
  - Seldom True: 11%

**Leveraging Individual Professionals**

**All Staff**

- **I welcome new ideas and change**
  - Almost Always: 61%
  - Often True: 29%
  - Sometimes True: 8%

- **I am willing to work at changing my school for the better**
  - Almost Always: 82%
  - Often True: 14%

**Certificated Staff**

- **I welcome new ideas and change**
  - Almost Always: 56%
  - Often True: 34%
  - Sometimes True: 1%

- **I am willing to work at changing my school for the better**
  - Almost Always: 60%
  - Often True: 27%

**Other Staff**

- **I welcome new ideas and change**
  - Almost Always: 61%
  - Often True: 29%
  - Sometimes True: 8%

- **I am willing to work at changing my school for the better**
  - Almost Always: 82%
  - Often True: 14%
Organizational Trust and the “Resistance Gap”

Organizational Trust: Summary View

- **Trust: Integrity**
  - Certificated Staff: 39% Almost Always True, 36% Often True, 13% Sometimes True, 2% Seldom True, 1% Almost Never True
  - Other Staff: 39% Almost Always True, 28% Often True, 12% Sometimes True, 4% Seldom True, 19% Almost Never True

- **Trust: Openness**
  - Certificated Staff: 41% Almost Always True, 37% Often True, 15% Sometimes True, 16% Seldom True
  - Other Staff: 41% Almost Always True, 27% Often True, 10% Sometimes True, 17% Seldom True

- **Trust: Reliability**
  - Certificated Staff: 44% Almost Always True, 40% Often True, 11% Sometimes True, 10% Seldom True
  - Other Staff: 43% Almost Always True, 33% Often True, 9% Sometimes True, 12% Seldom True

- **Trust: Benevolence / Caring**
  - Certificated Staff: 44% Almost Always True, 32% Often True, 15% Sometimes True, 20% Seldom True
  - Other Staff: 46% Almost Always True, 27% Often True, 12% Sometimes True, 11% Seldom True

- **Trust: Competence**
  - Certificated Staff: 41% Almost Always True, 39% Often True, 13% Sometimes True, 20% Seldom True
  - Other Staff: 41% Almost Always True, 31% Often True, 8% Sometimes True, 18% Seldom True

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### 9 Characteristics of High-Performing Schools

#### Collaboration and Communication
- Almost Always True: 38%
- Often True: 35%
- Sometimes True: 15%
- Seldom True: 2%
- Almost Never True: 9%

#### Clear and Shared Focus
- Almost Always True: 44%
- Often True: 37%
- Sometimes True: 10%
- Seldom True: 2%
- Almost Never True: 9%

#### High Standards and Expectations
- Almost Always True: 38%
- Often True: 36%
- Sometimes True: 13%
- Seldom True: 2%
- Almost Never True: 9%

#### Effective Leadership
- Almost Always True: 47%
- Often True: 30%
- Sometimes True: 10%
- Seldom True: 0%
- Almost Never True: 10%

#### Supportive Learning Environment
- Almost Always True: 44%
- Often True: 36%
- Sometimes True: 11%
- Seldom True: 1%
- Almost Never True: 9%

#### Parent and Community Involvement
- Almost Always True: 35%
- Often True: 31%
- Sometimes True: 18%
- Seldom True: 11%
- Almost Never True: 10%

#### Curriculum, Instruction, and Assessment
- Almost Always True: 37%
- Often True: 34%
- Sometimes True: 10%
- Seldom True: 18%
- Almost Never True: 12%

#### Monitoring of Teaching and Learning
- Almost Always True: 36%
- Often True: 32%
- Sometimes True: 13%
- Seldom True: 4%
- Almost Never True: 17%

#### Focused Professional Development
- Almost Always True: 30%
- Often True: 36%
- Sometimes True: 13%
- Seldom True: 4%
- Almost Never True: 11%

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**Summary View**

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Almost Always True</th>
<th>Often True</th>
<th>Sometimes True</th>
<th>Seldom True</th>
<th>Almost Never True</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration and Communication</td>
<td>38%</td>
<td>35%</td>
<td>15%</td>
<td>2%</td>
<td>9%</td>
</tr>
<tr>
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</tr>
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<td>Effective Leadership</td>
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<td>30%</td>
<td>10%</td>
<td>0%</td>
<td>10%</td>
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<td>13%</td>
<td>4%</td>
<td>11%</td>
</tr>
</tbody>
</table>

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Comparison View: High-Improving Schools

Combined Positive Values

Comparison View: High-Improving Schools

Mean Values
Comparison View: High-Performing Schools
Combined Positive

Comparison View: High-Performing Schools
Mean Scores
High Levels of Collaboration and Communication

Collaboration and Communication

Staff at this school collaborate to improve student learning (ID12)
- Almost Always True: 49%
- Often True: 37%
- Sometimes True: 10%
- Seldom True: 4%
- Almost Never True: 2%
- Missing: 2%

Our staff shares new ideas and strategies with one another (IF10)
- Almost Always True: 46%
- Often True: 36%
- Sometimes True: 12%
- Seldom True: 9%
- Almost Never True: 1%

Staff in our school are consistently truthful
- Almost Always True: 42%
- Often True: 39%
- Sometimes True: 9%
- Seldom True: 9%

Students understand the expectations and standards of this school (IIC12, IIC11)
- Almost Always True: 29%
- Often True: 49%
- Sometimes True: 17%
- Seldom True: 2%

Our school meets regularly to monitor implementation of our school improvement plan (ID03, ID10)
- Almost Always True: 42%
- Often True: 35%
- Sometimes True: 7%
- Seldom True: 14%

Staff in our building do not manipulate others to achieve their goals
- Almost Always True: 47%
- Often True: 26%
- Sometimes True: 9%
- Seldom True: 14%

There is a willingness to address conflict in this school
- Almost Always True: 40%
- Often True: 32%
- Sometimes True: 18%
- Seldom True: 9%

When there is a problem in my school, we talk about how to solve it
- Almost Always True: 41%
- Often True: 30%
- Sometimes True: 22%
- Seldom True: 11%

We collaboratively plan interdisciplinary concepts into our lesson plans
- Almost Always True: 26%
- Often True: 31%
- Sometimes True: 19%
- Seldom True: 3%
- Almost Never True: 21%

Parents and community understand the expectations and standards of this school (IVA02)
- Almost Always True: 21%
- Often True: 36%
- Sometimes True: 26%
- Seldom True: 41%
- Almost Never True: 13%

Collaboration and Communication (Certificated Staff vs. Other Staff)

There is a willingness to address conflict in this school
- Certificated Staff: 69%
- Other Staff: 79%

When there is a problem in my school, we talk about how to solve it
- Certificated Staff: 69%
- Other Staff: 70%

Our staff shares new ideas and strategies with one another (IF10)
- Certificated Staff: 81%
- Other Staff: 83%

Staff at this school collaborate to improve student learning (ID12)
- Certificated Staff: 86%
- Other Staff: 88%

Parents and community understand the expectations and standards of this school (IVA02)
- Certificated Staff: 60%
- Other Staff: 69%

Almost Always True
- Certificated Staff: 86%
- Other Staff: 79%

Often True
- Certificated Staff: 26%
- Other Staff: 32%

Sometimes True
- Certificated Staff: 19%
- Other Staff: 23%

Seldom True
- Certificated Staff: 3%
- Other Staff: 4%

Almost Never True
- Certificated Staff: 2%
- Other Staff: 6%

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Clear and Shared Focus

Important decisions here are based on the goals of this school
- Almost Always True: 50%
- Often True: 40%
- Sometimes True: 5%
- Seldom True: 2%
- Almost Never True: 1%
- Missing: 1%

I know and understand the goals of this school
- Almost Always True: 50%
- Often True: 37%
- Sometimes True: 9%
- Seldom True: 2%
- Almost Never True: 1%
- Missing: 1%

Staff I work with demonstrate commitment to school goals
- Almost Always True: 44%
- Often True: 42%
- Sometimes True: 10%
- Seldom True: 9%
- Almost Never True: 1%
- Missing: 1%

My performance goals are set based on the goals of this school
- Almost Always True: 46%
- Often True: 32%
- Sometimes True: 9%
- Seldom True: 13%
- Almost Never True: 1%
- Missing: 1%

This building has a data-driven improvement plan with measurable goals I1D05
- Almost Always True: 43%
- Often True: 34%
- Sometimes True: 9%
- Seldom True: 14%
- Almost Never True: 1%
- Missing: 1%

Staff share a high sense of urgency around the need to improve I1E06
- Almost Always True: 31%
- Often True: 37%
- Sometimes True: 18%
- Seldom True: 10%
- Almost Never True: 1%
- Missing: 1%

Certificated Staff N = 131
Other Staff N = 66
High Standards and Expectations

The staff I work with collaborate to support improvement efforts ID11, ID12

In our school we expect all staff to perform responsibilities with a high level of excellence IG04

We hold one another accountable for behavior that is respectful of diversity

We hold one another accountable for student learning

I believe that all students can meet state standards

Our staff believes that all students can meet state standards

Certificated Staff N = 131

Other Staff N = 66
Effective Leadership

- My principal collaborates with people and organizations outside this school to support teachers and students: 19%
- I actively participate in the process of my performance evaluation: 61%
- My principal collaborates with people and organizations outside this school to support teachers and students: 55%
- My principal cares about me as a person: 61%
- The building leadership team is comfortable presenting new ideas to the staff: 46%
- My principal facilitates systems/processes to support school improvement: 54%
- Staff at all levels are treated fairly here: 40%
- I am comfortable presenting new ideas to my building leadership team: 41%
- My principal (or supervisor) talks to me about my professional growth: 48%
- The leadership team demonstrates a shared commitment to our improvement plan: 39%
- I talk with my principal/supervisor about progress on performance goals: 44%
- The leadership team listens to my ideas and concerns: 39%
- The leadership team clearly communicates how behavior and practice will be different in the preferred future: 31%

Almost Always True | Often True | Sometimes True | Seldom True | Almost Never True | Missing
--- | --- | --- | --- | --- | ---
73% | 19% | 12% | 2% | 0% | 0%
55% | 31% | 7% | 0% | 0% | 0%
61% | 22% | 9% | 0% | 0% | 0%
53% | 29% | 7% | 0% | 0% | 0%
46% | 33% | 8% | 1% | 0% | 0%
54% | 25% | 12% | 7% | 0% | 0%
41% | 38% | 6% | 0% | 0% | 0%
40% | 30% | 17% | 2% | 0% | 0%
41% | 35% | 12% | 7% | 0% | 0%
48% | 27% | 10% | 0% | 0% | 0%
34% | 40% | 8% | 0% | 0% | 0%
39% | 35% | 11% | 13% | 0% | 0%
44% | 29% | 9% | 1% | 0% | 0%
42% | 28% | 13% | 7% | 0% | 0%
31% | 31% | 17% | 2% | 0% | 0%

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Supportive Learning Environment

![Survey Results Graph]

- All teachers in this school create/design a classroom accessible and safe for all students (IIIC09)
  - Certificated Staff: 56% (Almost Always True), 32% (Often True), 12% (Sometimes True)
  - Other Staff: 44% (Almost Always True), 33% (Often True), 8% (Sometimes True)

- Our staff can count on one another for help when needed
  - Certificated Staff: 54% (Almost Always True), 33% (Often True), 6% (Sometimes True)
  - Other Staff: 48% (Almost Always True), 43% (Often True), 10% (Sometimes True)

- Staff at this school value and respect all students (IIIC15, IIIC01, IIIC02)
  - Certificated Staff: 49% (Almost Always True), 39% (Often True), 10% (Sometimes True)
  - Other Staff: 50% (Almost Always True), 35% (Often True), 10% (Sometimes True)

- Students believe the adults in this building genuinely care about them (IIIA33)
  - Certificated Staff: 48% (Almost Always True), 39% (Often True), 10% (Sometimes True)
  - Other Staff: 50% (Almost Always True), 37% (Often True), 10% (Sometimes True)

- This school is orderly and supports learning (IIIA32, IIIC06, IIIC35, IIIC12)
  - Certificated Staff: 44% (Almost Always True), 39% (Often True), 10% (Sometimes True)
  - Other Staff: 44% (Almost Always True), 39% (Often True), 10% (Sometimes True)

- Staff enforce the bullying/harassment policy of this school (IIIC11, IIIC12, IIIC13, IIIC32)
  - Certificated Staff: 50% (Almost Always True), 35% (Often True), 9% (Sometimes True)
  - Other Staff: 50% (Almost Always True), 35% (Often True), 9% (Sometimes True)

- Students believe this school is a safe place (IIIC04, IIIC12)
  - Certificated Staff: 44% (Almost Always True), 39% (Often True), 10% (Sometimes True)
  - Other Staff: 44% (Almost Always True), 39% (Often True), 10% (Sometimes True)

- We honor agreements made with each other
  - Certificated Staff: 54% (Almost Always True), 22% (Sometimes True), 10% (Almost Never True)
  - Other Staff: 54% (Almost Always True), 22% (Sometimes True), 10% (Almost Never True)

- Staff members enforce consistent behavior expectations and consequences in their classrooms (IIIA35, IIIC06, IIIC12)
  - Certificated Staff: 33% (Almost Always True), 46% (Often True), 12% (Sometimes True)
  - Other Staff: 33% (Almost Always True), 46% (Often True), 12% (Sometimes True)

- Students in this school are engaged in learning (IIIA35, IIIC06, IIIC12)
  - Certificated Staff: 30% (Almost Always True), 46% (Often True), 18% (Sometimes True)
  - Other Staff: 30% (Almost Always True), 46% (Often True), 18% (Sometimes True)

- We have a system for celebrating student success (IIIC27)
  - Certificated Staff: 43% (Almost Always True), 31% (Some True), 16% (Almost Never True)
  - Other Staff: 43% (Almost Always True), 31% (Some True), 16% (Almost Never True)

- We celebrate progress toward improvement plan goals (IE10)
  - Certificated Staff: 38% (Almost Always True), 31% (Some True), 15% (Almost Never True)
  - Other Staff: 38% (Almost Always True), 31% (Some True), 15% (Almost Never True)

- This school addresses issues of diversity in a timely and effective manner (IIIC12)
  - Certificated Staff: 31% (Almost Always True), 35% (Often True), 11% (Sometimes True)
  - Other Staff: 31% (Almost Always True), 35% (Often True), 11% (Sometimes True)

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Parent and Community Involvement

- **Our teachers effectively communicate student progress to parents**: 43% Almost Always True, 42% Often True, 8% Sometimes True, 1% Seldom True, 1% Almost Never True, 1% Missing
- **This school encourages parent involvement**: 55% Almost Always True, 24% Often True, 16% Sometimes True, 2% Seldom True, 1% Almost Never True, 1% Missing
- **This school communicates effectively to families of all cultures**: 34% Almost Always True, 34% Often True, 17% Sometimes True, 4% Seldom True, 16% Almost Never True, 2% Missing
- **With important decisions we collaborate with parents and the community**: 29% Almost Always True, 34% Often True, 18% Sometimes True, 2% Seldom True, 15% Almost Never True, 1% Missing
- **The curriculum we teach reflects the diversity of the community we serve**: 24% Almost Always True, 30% Often True, 23% Sometimes True, 7% Seldom True, 15% Almost Never True, 1% Missing
- **This school has activities to celebrate the diversity of this community**: 28% Almost Always True, 24% Often True, 24% Sometimes True, 12% Seldom True, 9% Almost Never True, 1% Missing

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High Quality Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment

- Lessons are designed to support instructional outcomes IIIA01, IIIA02
  - Certificated Staff: 50%
  - Other Staff: 35%
- Regular unit assessments are used to monitor student progress IIIA06
  - Certificated Staff: 51%
  - Other Staff: 31%
- This school provides curriculum that is relevant and meaningful
  - Certificated Staff: 45%
  - Other Staff: 37%
- The programs we teach are aligned with state learning standards IIA01, IIA02, IIC01
  - Certificated Staff: 47%
  - Other Staff: 33%
- This school uses assessments aligned to standards and instruction IID01, IID03
  - Certificated Staff: 45%
  - Other Staff: 35%
- Common benchmark assessments are used to inform instruction IID08, IID09
  - Certificated Staff: 40%
  - Other Staff: 38%
- Our staff demonstrates a thorough understanding of the state learning standards IIA01, IIA02
  - Certificated Staff: 35%
  - Other Staff: 42%
- Instruction is personalized to meet the needs of each student IIIA07, IIB04
  - Certificated Staff: 30%
  - Other Staff: 40%
- All teachers integrate interdisciplinary concepts into their teaching
  - Certificated Staff: 25%
  - Other Staff: 34%

Certificated Staff N = 131
Other Staff N = 66
Observation of Practice

Curriculum, Instruction, and Assessment

In classrooms where I have observed...

- Teachers communicate the expectation that all students will participate IIIA14, IIIC14
  - Certificated Staff: 38% Almost Always True, 23% Often True, 7% Sometimes True, 34% Almost Never True
  - Other Staff: 38% Almost Always True, 23% Often True, 7% Sometimes True, 34% Almost Never True

- Lesson purpose is clearly communicated to students IIIA09
  - Certificated Staff: 25% Always True, 34% Often True, 6% Sometimes True, 35% Occasionally True
  - Other Staff: 25% Always True, 34% Often True, 6% Sometimes True, 35% Occasionally True

- Students are provided tasks that require higher-level thinking skills IIIA07, IIB04
  - Certificated Staff: 28% Almost Always True, 25% Often True, 10% Sometimes True, 36% Occasionally True
  - Other Staff: 28% Almost Always True, 25% Often True, 10% Sometimes True, 36% Occasionally True

- Teachers ask questions of all students with the same frequency and depth IIIA22, IIIC14
  - Certificated Staff: 22% Always True, 29% Often True, 10% Sometimes True, 38% Occasionally True
  - Other Staff: 22% Always True, 29% Often True, 10% Sometimes True, 38% Occasionally True

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Frequent Monitoring of Teaching and Learning

- Assessment data are used to identify student needs and appropriate instructional intervention (IIB01, IIB04, IIB05, IID07, IID09)
  - Certificated Staff: 52%
  - Other Staff: 30%
- Struggling students receive early intervention and remediation to acquire skills (IID10, IID11)
  - Certificated Staff: 46%
  - Other Staff: 36%
- We monitor the effectiveness of instructional interventions (IE06, IE07, IID08)
  - Certificated Staff: 47%
  - Other Staff: 38%
- We reflect upon instructional practice to inform our conversations about improvement (IF05)
  - Certificated Staff: 36%
  - Other Staff: 29%
- Data from classroom observations leads to meaningful change in instructional practice (IE07, IE08, IF01, IF02, IF08)
  - Certificated Staff: 30%
  - Other Staff: 29%
- Teachers collaboratively plan lessons (IVD02)
  - Certificated Staff: 38%
  - Other Staff: 31%
- We are frequently informed of incremental progress on improvement plan goals (IE06, IE10)
  - Certificated Staff: 29%
  - Other Staff: 29%
- Peer observation and feedback is a tool we use to improve instruction (IF07, IE07, IF03, IF04)
  - Certificated Staff: 29%
  - Other Staff: 29%

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Observation of Practice

Monitoring of Teaching and Learning

In classrooms where I have observed...

- Teachers provide regular feedback to students about their learning II.A31, II.B03, II.B04
  - Almost Always True: 28%
  - Often True: 24%
  - Sometimes True: 10%
  - Seldom True: 16%
  - Almost Never True: 37%
  - Missing: 0%

- Students are encouraged to self-reflect and track progress toward goals III.A26
  - Almost Always True: 24%
  - Often True: 21%
  - Sometimes True: 16%
  - Seldom True: 3%
  - Almost Never True: 37%
  - Missing: 0%

Certificated Staff N = 131
Other Staff N = 66
Focused Professional Development

- Our teachers engage in professional development activities to learn and apply new skills and strategies (IF07) - 44% Often True, 40% Sometimes True, 9% Seldom True, 11% Almost Never True
- I participate in a professional learning community focused on improving student learning (ID11, ID12) - 46% Often True, 36% Sometimes True, 8% Seldom True, 11% Almost Never True
- Appropriate data are used to guide building-directed professional development (ID10, IF02) - 38% Often True, 36% Sometimes True, 13% Seldom True, 10% Almost Never True
- Our teachers engage in classroom-based professional development activities (e.g., peer coaching) that focus on improving instruction (IF03, IF06, IF07) - 33% Often True, 41% Sometimes True, 9% Seldom True, 15% Almost Never True
- We have opportunities to learn effective teaching strategies for the diversity represented in our school (IF11) - 26% Often True, 37% Sometimes True, 20% Seldom True, 12% Almost Never True
- We are provided training to meet the needs of a diverse student population in our school (IF12) - 29% Often True, 27% Sometimes True, 24% Seldom True, 11% Almost Never True

Certificated Staff N = 131
Other Staff N = 66
Cultural Responsiveness

- Staff at this school value and respect all students: 44% Almost Always True, 43% Often True, 10% Sometimes True, 2% Seldom True, 1% Almost Never True
- We hold one another accountable for behavior that is respectful of diversity: 39% Almost Always True, 35% Often True, 10% Sometimes True, 10% Seldom True, 4% Almost Never True
- This school communicates effectively to families of all cultures: 34% Almost Always True, 34% Often True, 17% Sometimes True, 5% Seldom True, 10% Almost Never True
- This school addresses issues of diversity in a timely and effective manner: 31% Almost Always True, 35% Often True, 11% Sometimes True, 5% Seldom True, 18% Almost Never True
- We have opportunities to learn effective teaching strategies for the diversity represented in our school: 25% Almost Always True, 37% Often True, 20% Sometimes True, 5% Seldom True, 12% Almost Never True
- We are provided training to meet the needs of a diverse student population in our school: 29% Almost Always True, 27% Often True, 24% Sometimes True, 8% Seldom True, 11% Almost Never True
- The curriculum we teach reflects the diversity of the community we serve: 24% Almost Always True, 30% Often True, 23% Sometimes True, 7% Seldom True, 15% Almost Never True
- This school has activities to celebrate the diversity of this community: 28% Almost Always True, 24% Often True, 24% Sometimes True, 12% Seldom True, 9% Almost Never True

This school has activities to celebrate the diversity of this community: 53% Almost Always True, 52% Often True, 5% Sometimes True, 0% Seldom True, 0% Almost Never True
- Staff at this school value and respect all students: 82% Almost Always True, 89% Often True, 1% Sometimes True, 0% Seldom True, 0% Almost Never True
- We have opportunities to learn effective teaching strategies for the diversity represented in our school: 61% Almost Always True, 63% Often True, 1% Sometimes True, 0% Seldom True, 1% Almost Never True
- This school communicates effectively to families of all cultures: 69% Almost Always True, 69% Often True, 1% Sometimes True, 1% Seldom True, 1% Almost Never True
- The curriculum we teach reflects the diversity of the community we serve: 59% Almost Always True, 69% Often True, 1% Sometimes True, 0% Seldom True, 0% Almost Never True
- This school addresses issues of diversity in a timely and effective manner: 52% Almost Always True, 69% Often True, 1% Sometimes True, 1% Seldom True, 0% Almost Never True
- We hold one another accountable for behavior that is respectful of diversity: 68% Almost Always True, 68% Often True, 1% Sometimes True, 0% Seldom True, 0% Almost Never True
- We are provided training to meet the needs of a diverse student population in our school: 56% Almost Always True, 53% Often True, 1% Sometimes True, 0% Seldom True, 0% Almost Never True

Certificated Staff N = 131
Other Staff N = 66
District Support for Improvement

- This district encourages and welcomes community and parent involvement: 48% Almost Always True, 30% Often True, 11% Sometimes True, 11% Seldom True, 0% Almost Never True
- District administrators demonstrate commitment to improved student learning: 35% Almost Always True, 37% Often True, 13% Sometimes True, 14% Seldom True, 0% Almost Never True
- This district facilitates the alignment of curriculum across grades and schools: 36% Almost Always True, 32% Often True, 15% Sometimes True, 13% Seldom True, 0% Almost Never True
- This district facilitates systems and programs to support school improvement: 31% Almost Always True, 37% Often True, 17% Sometimes True, 13% Seldom True, 0% Almost Never True
- There is a consistent vision of school improvement throughout this district: 31% Almost Always True, 36% Often True, 16% Sometimes True, 13% Seldom True, 0% Almost Never True
- This district actively cultivates partnerships to enhance student learning: 26% Almost Always True, 40% Often True, 15% Sometimes True, 16% Seldom True, 0% Almost Never True
- Collaboration between district and schools is based upon trust and respect: 32% Almost Always True, 32% Often True, 23% Sometimes True, 17% Seldom True, 0% Almost Never True
- District administrators communicate a clear vision of good instruction and essential curriculum: 27% Almost Always True, 37% Often True, 21% Sometimes True, 12% Seldom True, 0% Almost Never True
- District leadership communicates effectively with my building: 27% Almost Always True, 31% Often True, 22% Sometimes True, 16% Seldom True, 0% Almost Never True

Certificated Staff N = 131
Other Staff N = 66

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## Idaho Teaching Domain 1: Planning and Preparation

<table>
<thead>
<tr>
<th>Item</th>
<th>Almost Always True</th>
<th>Often True</th>
<th>Sometimes True</th>
<th>Seldom True</th>
<th>Almost Never True</th>
<th>Missing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lessons are designed to support instructional outcomes IIIA01, IIIA02</td>
<td>53%</td>
<td>37%</td>
<td></td>
<td>8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students believe the adults in this building genuinely care about them IIIA33</td>
<td>48%</td>
<td>38%</td>
<td>9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This school uses assessments aligned to standards and instruction IID01, IID03</td>
<td>48%</td>
<td>38%</td>
<td>7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff at this school collaborate to improve student learning ID12</td>
<td>47%</td>
<td>39%</td>
<td>12%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our staff demonstrates a thorough understanding of the state learning standards IIA01, IIA02</td>
<td>37%</td>
<td>47%</td>
<td>8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I talk with my principal/supervisor about progress on performance goals IE08, IE09, IE14</td>
<td>45%</td>
<td>31%</td>
<td>13%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers collaboratively plan lessons IVD02</td>
<td>38%</td>
<td>34%</td>
<td>15%</td>
<td>4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We collaboratively plan interdisciplinary concepts into our lesson plans</td>
<td>30%</td>
<td>37%</td>
<td>19%</td>
<td>3%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>All teachers integrate interdisciplinary concepts into their teaching</td>
<td>27%</td>
<td>37%</td>
<td>19%</td>
<td>9%</td>
<td>11%</td>
<td></td>
</tr>
</tbody>
</table>

## Idaho Teaching Domain 2: Classroom Environment

<table>
<thead>
<tr>
<th>Item</th>
<th>Almost Always True</th>
<th>Often True</th>
<th>Sometimes True</th>
<th>Seldom True</th>
<th>Almost Never True</th>
<th>Missing</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers in this school create/design a classroom accessible and safe for all students IIIC09</td>
<td>56%</td>
<td>34%</td>
<td></td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff at this school value and respect all students IIIC15, IIIC01, IIIC02</td>
<td>42%</td>
<td>47%</td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This school is orderly and supports learning IIIA32, IIIC15, IIIC12</td>
<td>44%</td>
<td>43%</td>
<td>9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff enforce the bullying harassment policy of this school IIIC11, IIIC12, IIIC13, IIIC32</td>
<td>48%</td>
<td>37%</td>
<td>9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students believe this school is a safe place IIIC04, IIIC12</td>
<td>44%</td>
<td>36%</td>
<td>11%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff members enforce consistent behavior expectations and consequences in their classrooms IIIC32, IIIC11, IIIC12, IIIC13</td>
<td>34%</td>
<td>48%</td>
<td>12%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students understand the expectations and standards of this school IIIC11, IIIC12</td>
<td>27%</td>
<td>53%</td>
<td>17%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We hold one another accountable for behavior that is respectful of diversity</td>
<td>37%</td>
<td>40%</td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We have a system for celebrating student success IIIA27</td>
<td>41%</td>
<td>34%</td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our staff believes that all students can meet state standards</td>
<td>24%</td>
<td>48%</td>
<td>15%</td>
<td>11%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This school addresses issues of diversity in a timely and effective manner IIIC12</td>
<td>31%</td>
<td>38%</td>
<td>13%</td>
<td>6%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>We have opportunities to learn effective teaching strategies for the diversity represented in our school IF11</td>
<td>20%</td>
<td>37%</td>
<td>26%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We are provided training to meet the needs of a diverse student population in our school IF12</td>
<td>30%</td>
<td>27%</td>
<td>27%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The curriculum we teach reflects the diversity of the community we serve IIIC15</td>
<td>21%</td>
<td>34%</td>
<td>26%</td>
<td>9%</td>
<td>16%</td>
<td></td>
</tr>
</tbody>
</table>

Note: These charts contain responses from certificated teaching staff only.
Idaho Teaching Domain 3: Instruction

Teaching Domain 3: Instruction

In classrooms where I have observed...

- Teachers communicate the expectation that all students will participate IIIA14, IIIC14
  - Almost Always True: 43%
  - Often True: 26%
  - Seldom True: 26%
  - Almost Never True: 28%

- Lesson purpose is clearly communicated to students IIIA09
  - Almost Always True: 43%
  - Often True: 26%
  - Seldom True: 26%
  - Almost Never True: 28%

- Students are provided tasks that require higher-level thinking skills IIIA07, IIB04
  - Almost Always True: 30%
  - Often True: 34%
  - Seldom True: 7%
  - Almost Never True: 29%

- Teachers ask questions of all students with the same frequency and depth IIIA22, IIIC14
  - Almost Always True: 24%
  - Often True: 37%
  - Seldom True: 7%
  - Almost Never True: 31%

- Teachers provide regular feedback to students about their learning IIIA31, IIB03, IIB04
  - Almost Always True: 30%
  - Often True: 30%
  - Seldom True: 9%
  - Almost Never True: 30%

- Students are encouraged to self-reflect and track progress toward goals IIIA26
  - Almost Always True: 28%
  - Often True: 25%
  - Seldom True: 16%
  - Almost Never True: 2%
  - Missing: 31%

Note: These charts contain responses from certificated teaching staff only.
Idaho Teaching Domain 4: Professional Responsibilities

Note: These charts contain responses from certificated teaching staff only.