HIGH RELIABILITY SCHOOLS LEVEL 1 SURVEY REPORT

School: Willowbrook Elementary School
LEA: 0401016
District: Bentonville School District
Co-Operative: Northwest Ark. Education Co-Op

TABLE OF CONTENTS

INTRODUCTION

The Division of Elementary & Secondary Education (DESE) has adopted Marzano Research's High Reliability Schools (HRS) framework to support school improvement across the state. To support the implementation of this framework, the DESE requested that students, parents and guardians, staff, and administrators at Arkansas schools respond to a survey in January and February of 2022. Respondents were asked to provide feedback regarding school safety and climate, teacher practices, stakeholder input and involvement, and management of school resources.

The DESE partnered with Hanover Research, an education research firm based in Washington, D.C., to administer and analyze this survey. Please note that all responses were anonymous and kept strictly confidential. Aggregate results for each school may be shared across that school's district, as well as with that school's Education Service Cooperative and the DESE.

Survey results are organized by the eight Leading Indicators for Level 1 of the High Reliability Schools Framework, listed below and on the following page.

Leading Indicators for Level 1 of the High Reliability Schools Framework

1.1: The faculty and staff perceive the school environment as safe and orderly.

1.2: Students, parents, and the community perceive the school environment as safe and orderly.

1.3: Teachers have formal roles in the decision-making process regarding school initiatives.

1.4: Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Leading Indicators for Level 1 of the High Reliability Schools Framework (Cont.)

1.5: Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.

1.6: Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.

1.7: The success of the whole school, as well as individuals within the school, is appropriately acknowledged.

1.8: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.

For each stakeholder group, the following descriptive measures listed are included in this report for each survey item or group of items:

Mean (M). This represents the average response to a specific survey item or group of items. For all core survey items, respondents were asked to rate their agreement on a five-point scale, from "strongly disagree" to "strongly agree." To calculate the mean response, responses were translated to a numerical five-point scale, as described in the figure to the right.

Survey Response Option	Value
Strongly Disagree	1
Disagree	2
Neither Disagree or Agree	3
Agree	4
Strongly Agree	5

Standard Deviation (SD). The standard deviation indicates the extent of deviation in responses for the group as a whole, measured in the same units as the mean. A smaller standard deviation indicates that the majority of responses are closer to the mean, while a larger standard deviation indicates that the majority of responses are farther from the mean.

Mode. The mode indicates the most frequently selected response.

Number of Respondents (n). The number of respondents or "n-count" may vary across survey items, as respondents were not required to answer all items. Conclusions drawn from a small sample size (n<20) should be interpreted with caution.

Note *that throughout this report, a value of '--' indicates that no value (i.e., standard deviation, mean, or mode) could be computed with existing data.*

Note *that for each core survey item, respondents could select "Don't Know" or "Not Applicable." These responses are excluded from the tables in this report in order to focus on respondents who did express an opinion.*

HOW TO USE THIS REPORT

The primary resource for interpreting these results is the "Introduction" and "Chapter 1" of *A Handbook for High Reliability Schools: The Next Step in School Reform* (Marzano, Warrick, & Simms, 2014). These sections define leading and lagging indicators and provide a detailed plan for answering the question, "How do I know if my school has achieved Level 1 of the framework?" The following are some key companion points to this reading:

• Survey questions are grouped into 8 leading indicators, which represent Level 1 of the HRS framework.

• In the tables below, the means provide a way for schools to assess and prioritize the 8 leading indicators, as discussed in the *Handbook* on pages 4-5 and 28-29. Generally speaking:

○ Means **above 3.5** indicate agreement with an indicator

○ Means **between 2.5 and 3.5** indicate either a neutral position or a balanced response of agreement and disagreement with an indicator

○ Means **below 2.5** indicate disagreement with an indicator

Note that these ranges are only meant as a starting place for conversation and planning. Alternative definitions of a "high" or "low" score may be determined by the individual school.

SUMMARY OF SURVEY RESULTS

Table 1: Overall Means for Level 1 Leading Indicators (All Stakeholders)

Leading Indicator	Students (n=122)	Staff (n=39)	Parents (n=77)	Admin (n=4)
1.1 Faculty and staff perceive the school environment as safe and orderly.	4.58	4.64	4.48	4.50
1.2 Students, parents, and the community perceive the school environment as safe and orderly.	4.21	4.48	4.26	4.15
1.3 Teachers have formal roles in the decision-making process regarding school initiatives.	4.42	3.60	4.05	3.90
1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instructions, and the achievement of students.	4.08	4.07	4.20	3.41
1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.	3.77	3.01	3.91	3.06
1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.	2.60	3.56	3.40	3.13
1.7 The success of the whole school, as well as individuals within the school, is appropriately acknowledged.	3.41	3.79	4.05	4.50
1.8 The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.	4.46	3.98	4.25	4.30

STUDENT SURVEY RESULTS

This section includes descriptive statistics describing students' responses to each survey item, organized in separate categories by Leading Indicator.

Table 2: Descriptive Statistics for Level 1 Leading Indicators (Students)

Question Text	N	SD	Mean	Mode
1.1 Faculty and staff perceive the school environment as safe and orderly.				
I know what to do if an emergency happens at school (such as a tornado, fire, lockdown, or medical emergency).	120	0.76	4.58	5
1.2 Students, parents, and the community perceive the school environment as safe and orderly.				
My school is a safe place.	119	0.72	4.66	5
My school is an orderly place.	109	0.95	4.13	5
I know the rules and procedures at my school.	120	0.70	4.67	5
I can use social media to report bullying or other incidents anonymously.	83	1.29	3.01	4
1.3 Teachers have formal roles in the decision-making process regarding school initiatives.				
Teachers help make important decisions at my school.	113	0.86	4.42	5
1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instructions, and the achievement of students.				
My teachers meet together on a regular basis.	77	0.85	4.08	4
1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.				
My school's leaders collect information from teachers about their opinions.	62	0.91	3.77	4
1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.				
My school's leaders ask for my opinion about how the school should function.	93	1.23	2.60	2
1.7 The success of the whole school, as well as individuals within the school, is appropriately acknowledged.				
When I achieve a goal or accomplish something important, my school's leaders, my teachers, and other students celebrate it.	106	1.22	3.41	4
1.8 The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.				
I have plenty of time to learn.	116	0.69	4.45	5
Teachers in my school use technology to help me learn.	116	0.72	4.48	5

SCHOOL STAFF SURVEY RESULTS

This section includes descriptive statistics describing school staff members' responses to each survey item, organized in separate categories by Leading Indicator.

Table 3: Descriptive Statistics for Level 1 Leading Indicators (School Staff)

Question Text	N	SD	Mean	Mode
1.1 Faculty and staff perceive the school environment as safe and orderly.				
Our school is a safe place.	38	0.74	4.68	5
Our school is an orderly place.	38	0.76	4.47	5
Our school has clear and specific rules and procedures in place.	39	0.75	4.44	5
I know the emergency management procedures for our school.	38	0.72	4.74	5
I know how to implement the emergency management procedures for our school.	39	0.74	4.64	5
My students and I regularly practice implementing emergency management procedures for specific incidents.	38	0.72	4.74	5
Our school's emergency management procedures are updated on a regular basis.	38	0.73	4.71	5
1.2 Students, parents, and the community perceive the school environment as safe and orderly.				
Students and their parents describe our school as a safe place.	30	0.49	4.63	5
Students and their parents describe our school as an orderly place.	32	0.62	4.44	5
Students and their parents are aware of the rules and procedures in place at our school.	32	0.72	4.50	5
Our school uses social media to allow anonymous reporting of potential incidents.	12	1.31	3.50	5
Our school has a system that allows me to communicate with parents about issues regarding school safety (for example, a school call-out system).	24	0.65	4.38	5
School leaders coordinate with local law enforcement agencies regarding school safety issues.	35	0.47	4.69	5
School leaders engage parents and the community regarding school safety issues.	27	0.62	4.33	4
1.3 Teachers have formal roles in the decision-making process regarding school initiatives.				
It is clear which types of decisions will be made with direct teacher input.	31	1.11	3.19	4
Techniques and systems are in place to collect data and information from teachers on a regular basis.	30	1.14	3.57	4
Notes and reports exist documenting how teacher input was used to make specific decisions.	24	0.98	3.54	4
Electronic tools (for example, online survey tools) are used to collect teachers' opinions regarding specific decisions.	33	1.08	3.67	4

Question Text	N	SD	Mean	Mode
Groups of teachers are targeted to provide input regarding specific decisions.	30	1.02	4.00	4

SCHOOL STAFF SURVEY RESULTS (Cont.)

Table 4: Descriptive Statistics for Level 1 Leading Indicators (School Staff)

Question Text	N	SD	Mean	Mode
1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instructions, and the achievement of students.				
A PLC process is in place in our school.	33	0.71	4.48	5
Our school's PLC collaborative teams have written goals.	29	0.88	4.14	4
School leaders regularly examine PLC collaborative teams' progress toward their goals.	28	0.99	4.11	5
Our school's PLC collaborative teams create common assessments.	29	1.14	3.69	4
Our school's PLC collaborative teams analyze student achievement and growth.	29	0.95	4.24	5
Data teams are in place in our school.	28	0.77	4.18	4
Our school's data teams have written goals.	26	0.98	3.65	4
School leaders regularly examine data teams' progress toward their goals.	28	1.04	3.96	4
School leaders collect and review minutes and notes from PLC collaborative team and data team meetings to ensure that teams are focusing on student achievement.	26	0.85	4.00	4
1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.				
Data collection systems are in place to collect opinion data from teachers and staff regarding the optimal function of our school.	27	1.09	2.96	2
Opinion data collected from teachers and staff are archived.	10	0.88	3.10	4
Reports of opinion data from teachers and staff are regularly generated.	22	1.11	2.77	2
The manner in which opinion data from teachers and staff are used is transparent.	27	1.14	3.00	4
Our school improvement team regularly provides input and feedback about our school's improvement plan.	24	1.12	3.13	2
1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.				
Data collection systems are in place to collect opinion data from students, parents, and the community regarding the optimal functioning of our school.	16	1.10	3.50	4
Opinion data collected from students, parents, and the community are archived.	6	0.75	2.83	3
Reports of opinion data from students, parents, and the community are regularly generated.	14	1.12	3.21	2

The manner in which opinion data from students, parents, and the community are used is transparent.	18	1.04	3.39	4
Our school hosts an interactive website for students, parents, and the community.	24	0.91	4.29	5
I use social networking technologies (such as Twitter and Facebook) to involve students, parents, and the community.	24	1.43	3.29	2

SCHOOL STAFF SURVEY RESULTS (Cont.)

Table 5: Descriptive Statistics for Level 1 Leading Indicators (School Staff)

1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.				
School leaders host virtual town hall meetings.	13	0.86	3.08	4
School leaders conduct focus group meetings with students, parents, and the community.	15	0.93	4.00	4
School leaders host or speak at community/business luncheons.	11	1.01	3.73	3
1.7 The success of the whole school, as well as individuals within the school, is appropriately acknowledged.				
Our school's accomplishments have been adequately acknowledged and celebrated.	29	0.63	4.52	5
My team's or department's accomplishments have been adequately acknowledged and celebrated.	29	1.09	3.52	4
My individual accomplishments have been adequately acknowledged and celebrated.	29	1.12	3.24	2
School leaders acknowledge and celebrate individual accomplishments, teacher-team or department accomplishments, and whole-school accomplishments in a variety of ways (for example, through faculty celebrations, newsletters to parents, announcements, the school website, or social media).	29	1.09	3.97	5
School leaders regularly celebrate the successes of individuals in a variety of positions in the school (such as teachers or support staff).	29	1.11	3.69	5
1.8 The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.				
I have adequate materials to teach effectively.	29	1.06	4.24	5
I have adequate time to teach effectively.	27	1.31	3.52	4
School leaders develop, submit, and implement detailed budgets.	21	0.51	4.48	4
School leaders successfully access and leverage a variety of fiscal resources (such as grants or title funds).	24	0.58	4.42	4
School leaders manage time to maximize a focus on instruction.	28	0.99	4.11	4
School leaders direct the use of technology to improve teaching and learning.	29	1.01	4.10	4
School leaders provide adequate training for the instructional technology teachers are expecting to use.	29	1.21	3.48	4

PARENT/GUARDIAN SURVEY RESULTS

This section includes descriptive statistics describing parents and guardians' responses to each survey item, organized in separate categories by Leading Indicator.

Table 6: Descriptive Statistics for Level 1 Leading Indicators (Parent/Guardian)

Question Text	N	SD	Mean	Mode
1.1 Faculty and staff perceive the school environment as safe and orderly.				
Teachers and staff at my child's school consider it a safe place.	71	0.62	4.70	5
Teachers and staff at my child's school consider it an orderly place.	71	0.56	4.54	5
My child's school has clear and specific rules and procedures in place.	76	0.79	4.53	5
Teachers, staff, and my child know the emergency management procedures for the school.	70	0.63	4.49	5
Teachers, staff, and my child know how to implement the emergency management procedures for the school.	70	0.90	4.33	5
Teachers, staff, and my child have practiced implementing emergency management procedures for specific incidents (for example, tornado drills, fire drills, or lockdown drills).	65	0.87	4.54	5
The emergency management procedures at my child's school are updated on a regular basis.	55	0.98	4.29	5
1.2 Students, parents, and the community perceive the school environment as safe and orderly.				
My child's school is a safe place.	69	0.74	4.54	5
My child's school is an orderly place.	71	0.60	4.56	5
I am aware of the rules and procedures at my child's school.	68	0.93	4.19	5
My child's school uses social media to allow anonymous reporting of potential incidents.	33	1.19	3.21	3
My child's school has a system that allows school leaders to communicate with me about issues regarding school safety (for example, a school call-out	65	0.93	4.37	5
The leaders of my child's school coordinate with local law enforcement agencies regarding school safety issues.	56	0.70	4.38	5
The leaders of my child's school engage me and the community regarding school safety issues.	66	0.98	4.02	4
1.3 Teachers have formal roles in the decision-making process regarding school initiatives.				
Teachers help make important decisions at my child's school.	51	0.97	4.12	5

Question Text	N	SD	Mean	Mode
Specific groups of teachers provide input regarding specific decisions at my child's school.	43	1.06	3.98	4
1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instructions, and the achievement of students.				
Teachers at my child's school meet together on a regular basis.	42	0.67	4.29	4
At my child's school, teachers who teach the same subject use the same exams, quizzes, and tests.	25	1.17	3.72	5
Teams of teachers at my child's school look at student achievement data to figure out how to improve students' learning.	45	0.77	4.36	5

PARENT/GUARDIAN SURVEY RESULTS (Cont.)

Table 7: Descriptive Statistics for Level 1 Leading Indicators (Parent/Guardian)

Question Text	N	SD	Mean	Mode
1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.				
The leaders of my child's school ask teachers for their opinions about how the school should function.	29	1.13	3.86	4
The leaders of my child's school collect information from teachers about their opinions.	24	1.12	3.96	4
1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.				
The leaders of my child's school ask for my opinion about how the school should function.	43	1.37	2.88	2
The leaders of my child's school have a system to save and keep track of the information they collect about my opinions.	22	1.34	3.50	3
Reports of opinion data from students, parents, and the community are regularly generated.	34	1.40	3.09	3
I understand how my opinions affect school decisions.	42	1.35	3.19	3
My child's school hosts an interactive website.	42	1.04	3.71	4
I visit my child's school's website often.	51	1.17	3.41	4
The leaders at my child's school use social networking technologies (such as Twitter and Facebook) to involve students, parents, and the community.	47	1.01	4.17	5
The leaders of my child's school host virtual town hall meetings.	38	1.40	3.32	5
The leaders of my child's school conduct focus group meetings with students, parents, and the community.	39	1.33	3.36	4
The leaders of my child's school host or speak at community/business luncheons.	22	1.36	3.64	4
1.7 The success of the whole school, as well as individuals within the school, is appropriately acknowledged.				
The accomplishments of my child's school have been adequately acknowledged and celebrated.	45	0.66	4.42	5
The accomplishments of my child's teachers have been adequately acknowledged and celebrated.	40	1.04	4.00	5

Question Text	N	SD	Mean	Mode
My child's individual accomplishments have been adequately acknowledged and celebrated.	48	1.01	3.85	4
The leaders of my child's school acknowledge and celebrate individual accomplishments, teacher-team or department accomplishments, and whole-school accomplishments in a variety of ways (for example, through faculty celebrations, newsletters to parents, announcements, the school website, or social media).	43	1.07	3.88	4

PARENT/GUARDIAN SURVEY RESULTS (Cont.)

Table 8: Descriptive Statistics for Level 1 Leading Indicators (Parent/Guardian)

Question Text	N	SD	Mean	Mode
1.8 The fiscal, operational, and technological resources of the school are managed in a way that directly supports				
Teachers at my child's school have adequate materials to teach effectively.	38	0.99	4.13	4
Teachers at my child's school have adequate time to teach effectively.	36	1.08	3.75	4
The leaders at my child's school develop, submit, and implement detailed budgets.	23	0.81	4.13	5
The leaders at my child's school successfully access and leverage a variety of fiscal resources (such as grants or title funds).	29	0.97	4.17	4
The leaders at my child's school manage time to maximize a focus on instruction.	39	0.86	4.28	4
The leaders at my child's school direct the use of technology to improve teaching and learning.	45	0.83	4.33	5

SCHOOL ADMINISTRATOR SURVEY RESULTS

This section includes descriptive statistics describing school administrators' responses to each survey item, organized in separate categories by Leading Indicator.

Table 9: Descriptive Statistics for Level 1 Leading Indicators (School Administrator)

Question Text	N	SD	Mean	Mode
1.1 Faculty and staff perceive the school environment as safe and orderly.				
Our school is a safe place.	4	0.00	5.00	5
Our school is an orderly place.	4	0.50	4.75	5
Our school has clear and specific rules and procedures in place.	4	0.50	4.75	5
Teachers and staff know the emergency management procedures for our school.	4	0.00	4.00	4
Teachers and staff know how to implement the emergency management procedures for our school.	4	0.00	4.00	4

Question Text	N	SD	Mean	Mode
Teachers, staff, and students regularly practice implementing emergency management procedures for specific incidents.	4	0.50	4.75	5
Our school's emergency management procedures are updated on a regular basis.	4	0.50	4.25	4

SCHOOL ADMINISTRATOR SURVEY RESULTS (Cont.)

Table 10: Descriptive Statistics for Level 1 Leading Indicators (School Administrator)

Question Text	N	SD	Mean	Mode
1.2 Students, parents, and the community perceive the school environment as safe and orderly.				
Students and their parents describe our school as a safe place.	4	0.58	4.50	4
Students and their parents describe our school as an orderly place.	4	0.50	4.25	4
Students and their parents are aware of the rules and procedures in place at our school.	4	0.58	4.50	4
Our school uses social media to allow anonymous reporting of potential incidents.	2	2.12	2.50	--
Our school has a system that allows me to communicate with parents about issues regarding school safety (for example, a school call-out system).	4	0.50	4.75	5
I coordinate with local law enforcement agencies regarding school safety issues.	4	0.50	4.25	4
I engage parents and the community regarding school safety issues.	4	1.00	3.50	4
1.3 Teachers have formal roles in the decision-making process regarding school initiatives.				
It is clear which types of decisions will be made with direct teacher input.	4	0.82	3.00	3
Techniques and systems are in place to collect data and information from teachers on a regular basis.	4	0.50	4.25	4
Notes and reports exist documenting how teacher input was used to make specific decisions.	4	0.50	4.25	4
Electronic tools (for example, online survey tools) are used to collect teachers' opinions regarding specific decisions.	4	1.26	3.75	4
Groups of teachers are targeted to provide input regarding specific decisions.	4	0.50	4.25	4
1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instructions, and the achievement of students.				

	N	SD	Mean	Mode
A PLC process is in place in our school.	4	1.00	3.50	4
Our school's PLC collaborative teams have written goals.	4	0.82	3.00	3
I regularly examine PLC collaborative teams' progress toward their goals.	4	0.82	3.00	3
Our school's PLC collaborative teams create common assessments.	4	1.00	3.50	4
Our school's PLC collaborative teams analyze student achievement and growth.	4	0.58	4.50	5
Data teams are in place in our school.	4	0.50	4.25	4
Our school's data teams have written goals.	2	0.71	2.50	--
I regularly examine data teams' progress toward their goals.	3	0.58	2.67	3
I collect and review minutes and notes from PLC collaborative team and data team meetings to ensure that teams are focusing on student achievement.	4	0.96	2.75	2

--- Page 11 ---

SCHOOL ADMINISTRATOR SURVEY RESULTS (Cont.)

Table 11: Descriptive Statistics for Level 1 Leading Indicators (School Administrator)

Question Text	N	SD	Mean	Mode
1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.				
Data collection systems are in place to collect opinion data from teachers and staff regarding the optimal function of our school.	4	0.96	2.75	2
Opinion data collected from teachers and staff are archived.	2	0.00	3.00	3
Reports of opinion data from teachers and staff are regularly generated.	3	1.00	3.00	--
The manner in which opinion data from teachers and staff are used is transparent.	4	0.50	3.75	4
Our school improvement team regularly provides input and feedback about our school's improvement plan.	4	0.58	2.50	2
1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.				
Data collection systems are in place to collect opinion data from students, parents, and the community regarding the optimal functioning of our school.	3	0.58	3.67	4
Opinion data collected from students, parents, and the community are archived.	2	0.71	2.50	--
Reports of opinion data from students, parents, and the community are regularly generated.	4	0.50	2.25	2
The manner in which opinion data from students, parents, and the community are used is transparent.	4	0.82	3.00	3
Our school hosts an interactive website for students, parents, and the community.	4	1.50	4.25	5

Question Text	N	SD	Mean	Mode
I use social networking technologies (such as Twitter and Facebook) to involve students, parents, and the community.	4	1.00	4.50	5
I host virtual town hall meetings.	4	1.00	2.50	2
I conduct focus group meetings with students, parents, and the community.	4	1.15	3.00	2
I host or speak at community/business luncheons.	4	1.26	2.25	2
1.7 The success of the whole school, as well as individuals within the school, is appropriately acknowledged.				
Our school's accomplishments have been adequately acknowledged and celebrated.	4	0.00	5.00	5
Teacher teams' or departments' accomplishments have been adequately acknowledged and celebrated.	4	0.50	4.25	4
Individual teachers' accomplishments have been adequately acknowledged and celebrated.	4	0.50	4.25	4
I acknowledge and celebrate individual accomplishments, teacher-team or department accomplishments, and whole-school accomplishments in a variety of ways (for example, through faculty celebrations, newsletters to parents, announcements, the school website, or social media).	4	0.58	4.50	5
I regularly celebrate the successes of individuals in a variety of positions in the school (such as teachers or support staff).	4	0.58	4.50	5

SCHOOL ADMINISTRATOR SURVEY RESULTS (Cont.)

Table 12: Descriptive Statistics for Level 1 Leading Indicators (School Administrator)

Question Text	N	SD	Mean	Mode
1.8 The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.				
Teachers have adequate materials to teach effectively.	4	0.58	4.50	5
Teachers have adequate time to teach effectively.	4	0.58	4.50	5
I develop, submit, and implement detailed budgets.	1	--	4.00	--
I successfully access and leverage a variety of fiscal resources (such as grants or title funds).	3	1.00	4.00	--
I manage time to maximize a focus on instruction.	4	0.50	4.75	5
I direct the use of technology to improve teaching and learning.	3	0.58	4.33	4
I provide adequate training for the instructional technology teachers are expecting to use.	4	0.00	4.00	4

--- Page 13 ---