

HRS Level I Survey Data 2018-19

Data was collected on a 5 point scale with strongly agree = 5 points, agree= 4 points, neither agree nor disagree = 3 points, disagree = 2 points, and strongly disagree =1 point. Items receiving below a 3.5 are identified for discussion and possible targeting for improvement.

School: RMHS							
	HRS Leadership Team Members: Mike Hirano, Jason Dransfield, Matt Smith, Melissa Knueven, Rachel Edwards, Ann Henneman, Katie Sisson, Tracy Ellingboe, Jody Braun, Jennifer Anderson, Dan Drlik.	Staff (132)	Students (1251)	Parents (756)	Admin (4)	Indicator Average	Post Survey (if applicable)
1.1	The faculty and staff perceive the school environment as safe and orderly.						
School is a safe place.	Our school is a safe place	4.18	-	-	4.75	4.28	
	Teachers and staff at my child's school consider it a safe place.	-	-	3.92	-		
School is an orderly place.	Our school is an orderly place	4.31	-	-	4.5	4.20	
	Teachers and staff at my child's school consider it an orderly place.	-	-	3.78	-		
school has clear and specific rules and procedures in place	Our school has clear and specific rules and procedures in place	4.3	-	-	4	4.09	
	My child's school has clear and specific rules and procedures in place.	-	-	3.97	-		
Staff and students know the emergency management procedures for our school.	I know the emergency management procedures for our school	4.47	-	-	-	4.20	
	I know what to do if an emergency happens at school (such as a tornado, fire, lockdown, or medical emergency).	-	4.08	-	-		
	Teachers, staff, and my child know the emergency management procedures for the school.	-	-	4.01	-		
	Teachers and staff know the emergency management procedures for our school	-	-	-	4.25		
Staff and students know to implement the emergency management procedures for our school	I know how to implement the emergency management procedures for our school.	4.38	-	-	-	4.28	
	Teachers, staff, and my child know how to implement the emergency management procedures for the school.	-	-	3.95	-		
	Teachers and staff know how to implement the emergency management procedures for our school.	-	-	-	4.5		
Staff and students regularly practice implementing emergency management procedures for specific incidents.	My students and I regularly practice implementing emergency management procedures for specific incidents.	4.4	-	-	-	4.45	
	Teachers, staff, and students regularly practice implementing emergency management procedures for specific incidents.	-	-	-	4.75		
	Teachers, staff, and my child have practiced implementing emergency management procedures for specific incidents (for example, tornado drills, fire drills, or lockdown drills).	-	-	4.21	-		
School emergency management procedures are updated on a regular basis.	Our school's emergency management procedures are updated on a regular basis.	4.29	-	-	4.25	4.16	
	The emergency management procedures at my child's school are updated on a regular basis.	-	-	3.94	-		
Average:		4.33	4.08	3.97	4.43	4.20	
Range:		0.29	0	0.43	0.75	0.37	

1.2	Students, parents, and the community perceive the school environment as safe and orderly.					
School is a safe place	Students and their parents describe our school as a safe place.	3.75	-	-	4.25	3.88
	My school is a safe place.	-	3.57	-	-	
	My child's school is a safe place.	-	-	3.95	-	
School is an orderly place	Students and their parents describe our school as an orderly place.	3.57	-	-	4.25	3.79
	My school is an orderly place.	-	3.38	-	-	
	My child's school is an orderly place.	-	-	3.96	-	
School has clear and specific rules and procedures in place	Students and their parents are aware of the rules and procedures in place at our school.	3.77	-	-	4	3.91
	I know the rules and procedures at my school.	-	3.96	-	-	
	I am aware of the rules and procedures in place at my child's school.	-	-	3.89	-	
School uses social media to anonymously report potential incidents	Our school uses social media to allow anonymous reporting of potential incidents.	3.28	-	-	2	3.00
	I can use social media to report bullying or other incidents anonymously.	-	2.98	-	-	
	My child's school has a system that allows anonymous reporting of potential incidents.	-	-	3.74	-	
School uses a system to communicate with parents about safety	Our school has a system that allows school leaders to communicate with parents about issues regarding school safety (for example, a school call-out system).	4.4	-	-	4.75	4.49
	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 system).	-	-	4.33	-	
School coordinates with law enforcement agencies	School leaders coordinate with local law enforcement agencies regarding school safety issues.	4.11	-	-	4.75	4.43
	The leaders of my child's school coordinate with local law enforcement agencies regarding school safety issues.	-	-	4.44	-	
School engages community regarding school safety	School leaders engage parents and the community regarding school safety issues.	3.75	-	-	3.75	3.83
	The leaders of my child's school engage the community and me regarding school safety issues.	-	-	3.98	-	
	Average:	3.80	3.47	4.04	3.96	3.82
	Range:	1.12	0.98	0.7	2.75	1.39
1.3	Teachers have formal roles in the decision-making process regarding school initiatives.					
Teachers help make important decisions	It is clear which types of decisions will be made with direct teacher input.	3.11	-	-	3.5	3.34
	Teachers help make important decisions at my school.	-	3.19	-	-	
	Teachers help make important decisions at my child's school.	-	-	3.54	-	
Information is collected from teachers on a regular basis	Techniques and systems are in place to collect data and information from teachers on a regular basis.	3.52	-	-	4	3.76
Documentation about how teacher input was used is kept.	Notes and reports exist documenting how teacher input was used to make specific decisions.	3.22	-	-	3.75	3.49
Electronic tools are used to collect teacher opinions.	Electronic tools (for example, online survey tools) are used to collect teachers' opinions regarding specific decisions.	3.85	-	-	3.75	3.80
Groups of teachers provide input to help make decisions	Groups of teachers are targeted to provide input regarding specific decisions.	3.62	-	-	4.5	3.86
	Specific groups of teachers provide input regarding specific decisions at my child's school.	-	-	3.47	-	
	Average:	3.464	3.19	3.505	3.9	3.65
	Range:	0.74	0	0.07	1	0.45

1.4	Teachers teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.					
A PLC process is in place	A professional learning community (PLC) process is in place in our school.	3.92	-	-	4.75	4.12
	My teachers meet together on a regular basis.	-	3.81	-	-	
	Teachers at my child's school meet together on a regular basis.	-	-	3.98	-	
The PLC has written goals	Our school's PLC collaborative teams have written goals.	3.87	-	-	4.25	4.06
Progress toward PLC goals is examined	School leaders regularly examine PLC collaborative teams' progress toward their goals.	3.55	-	-	3.25	3.40
PLC's use common assessments	Our school's PLC collaborative teams create common assessments.	3.87	-	-	4.00	3.64
	At my child's school, teachers who teach the same subject use the same exams, quizzes, and tests.	-	-	3.06	-	
PLC's analyze student data	Our school's PLC collaborative teams analyze student achievement and growth.	3.62	-	-	4.00	3.61
	Teams of teachers at my child's school look at student achievement data to figure out how to improve student's learning.	-	-	3.22	-	
Data teams exist	Data teams are in place in our school.	3.62	-	-	3.00	3.31
Data teams have written goals	Our school's data teams have written goals.	3.52	-	-	3.25	3.39
Progress toward data team goals is examined	School leaders regularly examine data teams' progress toward their goals.	3.45	-	-	3.25	3.35
PLC minutes are reviewed	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.	3.55	-	-	2.75	3.15
	Average:	3.66	3.81	3.42	3.61	3.56
	Range:	0.47	0	0.92	2.00	
1.5	Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.					
Teacher opinions are collected	Data collection systems are in place to collect opinion data from teachers and staff regarding the optimal functioning of our school.	3.44	-	-	4.00	3.43
	My school's leaders collect information from teachers about their opinions.	-	3.08	-	-	
	The leaders of my child's school ask teachers for their opinions about how the school should function.	-	-	3.26	-	
	The leaders of my child's school collect information from teachers about their opinions.	-	-	3.35	-	
Opinion data is archived	Opinion data collected from teachers and staff are archived.	3.33	-	-	3.75	3.54
Opinion reports are generated	Reports of opinion data from teachers and staff are regularly generated.	3.13	-	-	3.00	3.07
Opinion data use is transparent	The manner in which opinion data from teachers and staff are used is transparent.	3.17	-	-	3.00	3.09
School Improvement Team provides feedback about improvement	Our school improvement team regularly provides input and feedback about our school's improvement plan.	3.22	-	-	3.50	3.36
	Average:	3.26	3.08	3.31	3.45	3.30
	Range:	0.31	0.00	0.09	1.00	

1.6	Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.					
Opions are gathered about the 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.	3.52	-	-	3.5	2.98
	My school's leaders ask for my opinion about how the school should function.	-	2.2	-	-	
	The leaders of my child's school ask for my opinion about how the school should function.	-	-	2.71	-	
Opinions are archived	Opinion data collected from students, parents, and the community are archived.	3.36	-	-	3.5	3.39
	The leaders of my child's school have a system to save and keep track of the information they collect about my opinions.	-	-	3.32	-	
Opinions are reported	Reports of opinion data from students, parents, and the community are regularly generated.	3.10	-	-	3.5	3.19
	Reports of opinion data collected from students, parents, and the community are generated regularly.	-	-	2.97	-	
Use of opinion data is clear	The manner in which opinion data from students, parents, and the community are used is transparent.	3.01	-	-	3	2.93
	I understand how my opinions affect school decisions.	-	-	2.79	-	
The school website exists and is used	Our school hosts an interactive website for students, parents, and the community.	3.87	-	-	3.5	3.62
	My child's school hosts an interactive website.	-	-	3.62	-	
	I visit my child's school's website often.	-	-	3.48	-	
Social networking is used to involve the community	I use social networking technologies (such as Twitter and Facebook) to involve students, parents and the community.	2.40	-	-	2	2.48
	The leaders and teachers at my child's school use social networking technologies (such as Twitter and Facebook) to involve students, parents, and the community.	-	-	3.03	-	
Virtual town hall meetings are held	School leaders host virtual town hall meetings.	2.67	-	-	2	2.34
	The leaders of my child's school host virtual town hall meetings.	-	-	2.36	-	
Focus group meetings are held	School leaders conduct focus group meetings with students, parents, and the community.	3.05	-	-	2	2.64
	The leaders of my child's school conduct focus group meetings with students, parents, and the community.	-	-	2.87	-	
School leaders speak at community or business luncheons	School leaders host or speak at community/business luncheons.	3.09	-	-	2	2.53
	The leaders of my child's school host or speak at community/business luncheons.	-	-	2.49	-	
	Average:	3.12	2.20	2.96	2.78	2.90
	Range:	1.47	0	1.13	1.5	

1.7	The success of the whole school, as well as individuals within the school, is appropriately acknowledged.					
The school's accomplishments have been celebrated	Our school's accomplishments have been adequately acknowledged and celebrated.	3.74	-	-	4.00	3.71
	The accomplishments of my child's school have been adequately acknowledged and celebrated.	-	-	3.39	-	
Department accomplishments have been celebrated	My team's or department's accomplishments have been adequately acknowledged and celebrated.	3.13	-	-	-	3.44
	Our teams' or departments' accomplishments have been adequately acknowledged and celebrated.	-	-	-	3.75	
Accomplishments of individuals have been celebrated	My individual accomplishments have been adequately acknowledged and celebrated.	3.11	-	-	-	3.08
	When I achieve a goal or accomplish something important, my school's leaders, my teachers, and other students celebrate it.	-	2.55	-	-	
	My child's individual accomplishments have been adequately acknowledged and celebrated.	-	-	2.97	-	
	The accomplishments of my child's teachers have been adequately acknowledged and celebrated.	-	-	3.01	-	
	Individual teachers' accomplishments have been adequately acknowledged and celebrated.	-	-	-	3.75	
Schol leaders facilitate celebration of accomplishments	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)	3.31	-	3.18	4.00	3.50
Individuals of various positions are celebrated	School leaders regularly celebrate the successes of individuals in a variety of positions in the school (such as teachers or support staff).	3.34	-	-	3.75	3.55
	Average:	3.33	2.55	3.14	3.85	3.45
	Range:	0.63	0	0.42	0.25	
1.8	The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.					
Teachers have materials they need	I have adequate materials to teach effectively.	3.50	-	-	-	3.52
	Teachers have adequate materials to teach effectively.	-	-	-	4.00	
	Teachers at my child's school have adequate materials to teach effectively.	-	-	3.06	-	
School provides enough time	I have adequate time to teach effectively.	3.31	-	-	-	3.20
	I have plenty of time to learn.	-	3.13	-	-	
	Teachers at my child's school have adequate time to teach effectively.	-	-	3.34	-	
	Teachers have adequate time to teach effectively.	-	-	-	3.00	
Detailed budgets are developed and submitted	School leaders develop, submit, and implement detailed budgets.	3.45	-	-	-	2.92
	I develop submit and implement detailed budgets	-	-	-	2.00	
	The leaders of my child's school develop, submit, and implement detailed budgets.	-	-	3.32	-	
A variety of financial resources are used	School leaders successfully access and leverage a variety of fiscal resources (such as grants or title funds).	3.54	-	-	-	2.98
	I successfully access and leverage a variety of fiscal resources (such as grants or title funds).	-	-	-	2.00	
	The leaders of my child's school successfully access and leverage a variety of fiscal resources (such as grants or title funds).	-	-	3.41	-	
Time for instruction is maximized	School leaders manage time to maximize a focus on instruction.	3.36	-	-	4.00	3.54
	The leaders of my child's school manage time to maximize a focus on instruction.	-	-	3.26	-	
Technology is used to help teaching and learning	School leaders direct the use of technology to improve teaching and learning.	3.56	-	-	4.00	3.72
	The leaders of my child's school direct the use of technology to improve teaching and learning.	-	-	3.59	-	
		Teachers in my school use technology to help me learn.	-	3.75	-	

Technology training is adequate	School leaders provide adequate training for the instructional technology teachers are expected to use.	3.48	-	-	3.75	3.61	
		Average:	3.46	3.44	3.33	3.25	3.36
		Range:	0.24	0.62	0.53	2.00	