Self-Assessment Survey Items

Demonstration School Exemplar
NCES ID:
Zenith, Winnemac

Demonstration District
NCES ID:

School Year	Number of Responses	Date Completed
2010-11	48	05/29/2011

Current Status			Feature	Improvement Priority		
In Place	**Partial**	**Not**	**System: schoolwide**	**High**	**Medium**	**Low**
63 %	33 %	4 %	1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined.	2 %	60 %	38 %
60 %	35 %	4 %	2. Expected student behaviors are taught directly.	7 %	52 %	40 %
44 %	52 %	4 %	3. Expected student behaviors are rewarded regularly.	9 %	52 %	39 %
32 %	62 %	6 %	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	19 %	62 %	19 %
27 %	65 %	8 %	5. Consequences for problem behaviors are defined clearly.	29 %	48 %	24 %
26 %	60 %	15 %	6. Distinctions between office v. classroom managed problem behaviors are clear.	15 %	66 %	20 %
40 %	57 %	2 %	7. Options exist to allow classroom instruction to continue when problem behavior occurs.	10 %	61 %	29 %
75 %	23 %	2 %	8. Procedures are in place to address emergency/dangerous situations.	7 %	37 %	56 %
55 %	32 %	13 %	9. A team exists for behavior support planning & problem solving.	13 %	55 %	33 %
60 %	34 %	6 %	10. School administrator is an active participant on the behavior support team.	7 %	56 %	37 %
36 %	53 %	11 %	11. Data on problem behavior patterns are collected and summarized within an on-going system.	5 %	71 %	24 %
34 %	45 %	21 %	12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).	12 %	61 %	27 %
39 %	37 %	24 %	13. School has formal strategies for informing families about expected student behaviors at school.	15 %	58 %	28 %
13 %	59 %	28 %	14. Booster training activities for students are developed, modified, & conducted based on school data.	13 %	73 %	15 %
17 %	46 %	37 %	15. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.	20 %	66 %	15 %
30 %	51 %	19 %	16. All staff are involved directly and/or indirectly in school-wide interventions.	22 %	46 %	32 %
36 %	47 %	17 %	17. The school team has access to on-going training and support from district personnel.	7 %	56 %	37 %
49 %	47 %	5 %	18. The school is required by the district to report on the social climate, discipline level or student behavior at least annually.	3 %	55 %	42 %

In Place	Partial	Not	**System: nonclassroom**	High	Medium	Low
55 %	40 %	4 %	1. School-wide expected student behaviors apply to non-classroom settings.	5 %	54 %	41 %
43 %	43 %	15 %	2. School-wide expected student behaviors are taught in non-classroom settings.	10 %	50 %	40 %
28 %	63 %	9 %	3. Supervisors actively supervise (move, scan, & interact) students in non-classroom settings.	5 %	63 %	33 %
37 %	54 %	9 %	4. Rewards exist for meeting expected student behaviors in non-classroom settings.	8 %	55 %	38 %
43 %	53 %	4 %	5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds.	5 %	49 %	46 %

Self-Assessment Survey Items

In Place	Partial	Not		High	Medium	Low
41 %	57 %	2 %	6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.	5 %	51 %	44 %
17 %	65 %	17 %	7. Staff receives regular opportunities for developing and improving active supervision skills.	8 %	59 %	33 %
26 %	50 %	24 %	8. Status of student behavior and management practices are evaluated quarterly from data.	5 %	65 %	30 %
35 %	57 %	9 %	9. All staff are involved directly or indirectly in management of non-classroom settings.	2 %	73 %	24 %

In Place	Partial	Not	System: classroom	High	Medium	Low
67 %	29 %	4 %	1. Expected student behavior & routines in classrooms are stated positively & defined clearly.	7 %	40 %	53 %
47 %	45 %	9 %	2. Problem behaviors are defined clearly.	5 %	55 %	40 %
66 %	30 %	4 %	3. Expected student behavior & routines in classrooms are taught directly.	2 %	49 %	49 %
53 %	38 %	9 %	4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).	2 %	49 %	49 %
41 %	48 %	11 %	5. Problem behaviors receive consistent consequences.	15 %	56 %	28 %
36 %	53 %	11 %	6. Procedures for expected & problem behaviors are consistent with school-wide procedures.	13 %	60 %	28 %
35 %	59 %	7 %	7. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs.	7 %	63 %	29 %
43 %	46 %	11 %	8. Instruction & curriculum materials are matched to student ability (math, reading, language).	12 %	49 %	39 %
53 %	40 %	7 %	9. Students experience high rates of academic success (> 75% correct).	8 %	44 %	49 %
45 %	47 %	9 %	10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).	12 %	54 %	34 %
54 %	41 %	4 %	11. Transitions between instructional & non-instructional activities are efficient & orderly.	5 %	53 %	43 %

In Place	Partial	Not	System: individual	High	Medium	Low
49 %	34 %	17 %	1. Assessments are conducted regularly to identify students with chronic problem behaviors.	17 %	48 %	36 %
39 %	41 %	20 %	2. A simple process exists for teachers to request assistance.	24 %	50 %	26 %
24 %	56 %	20 %	3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.	24 %	60 %	17 %
32 %	55 %	13 %	4. Behavioral support team includes an individual skilled at conducting functional behavioral assessment.	12 %	65 %	23 %
13 %	48 %	39 %	5. Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs/week/student).	15 %	63 %	22 %
41 %	54 %	4 %	6. Significant family &/or community members are involved when appropriate & possible.	3 %	70 %	28 %
18 %	44 %	38 %	7. School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.	22 %	56 %	22 %
37 %	35 %	28 %	8. Behavior is monitored & feedback provided regularly to the behavior support team & relevant staff.	18 %	53 %	30 %

Self-Assessment Survey Items

Demonstration School Exemplar
NCES ID:
Zenith, Winnemac

Demonstration District
NCES ID:

School Year	Number of Responses	Date Completed
2011-12	37	05/15/2012

Current Status			Feature	Improvement Priority		
In Place	**Partial**	**Not**	**System: schoolwide**	**High**	**Medium**	**Low**
89 %	11 %	0 %	1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined.	0 %	25 %	75 %
84 %	16 %	0 %	2. Expected student behaviors are taught directly.	3 %	34 %	63 %
69 %	31 %	0 %	3. Expected student behaviors are rewarded regularly.	9 %	50 %	41 %
70 %	30 %	0 %	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	13 %	35 %	52 %
65 %	35 %	0 %	5. Consequences for problem behaviors are defined clearly.	16 %	29 %	55 %
65 %	32 %	3 %	6. Distinctions between office v. classroom managed problem behaviors are clear.	10 %	47 %	43 %
67 %	33 %	0 %	7. Options exist to allow classroom instruction to continue when problem behavior occurs.	3 %	42 %	55 %
89 %	8 %	3 %	8. Procedures are in place to address emergency/dangerous situations.	15 %	15 %	70 %
86 %	14 %	0 %	9. A team exists for behavior support planning & problem solving.	13 %	22 %	66 %
92 %	8 %	0 %	10. School administrator is an active participant on the behavior support team.	9 %	19 %	72 %
78 %	16 %	5 %	11. Data on problem behavior patterns are collected and summarized within an on-going system.	6 %	25 %	69 %
56 %	31 %	14 %	12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).	19 %	32 %	48 %
89 %	8 %	3 %	13. School has formal strategies for informing families about expected student behaviors at school.	9 %	19 %	72 %
54 %	41 %	5 %	14. Booster training activities for students are developed, modified, & conducted based on school data.	19 %	41 %	41 %
36 %	50 %	14 %	15. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.	21 %	42 %	36 %
76 %	16 %	8 %	16. All staff are involved directly and/or indirectly in school-wide interventions.	16 %	22 %	63 %
77 %	20 %	3 %	17. The school team has access to on-going training and support from district personnel.	3 %	22 %	75 %
83 %	17 %	0 %	18. The school is required by the district to report on the social climate, discipline level or student behavior at least annually.	3 %	16 %	81 %

In Place	Partial	Not	**System: nonclassroom**	High	Medium	Low
89 %	11 %	0 %	1. School-wide expected student behaviors apply to non-classroom settings.	0 %	28 %	72 %
84 %	11 %	5 %	2. School-wide expected student behaviors are taught in non-classroom settings.	13 %	16 %	72 %
65 %	30 %	5 %	3. Supervisors actively supervise (move, scan, & interact) students in non-classroom settings.	9 %	38 %	53 %
73 %	24 %	3 %	4. Rewards exist for meeting expected student behaviors in non-classroom settings.	6 %	39 %	55 %
65 %	27 %	8 %	5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds.	16 %	25 %	59 %

Self-Assessment Survey Items

In Place	Partial	Not		High	Medium	Low
78 %	16 %	5 %	6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.	6 %	19 %	75 %
73 %	22 %	5 %	7. Staff receives regular opportunities for developing and improving active supervision skills.	3 %	31 %	66 %
41 %	43 %	16 %	8. Status of student behavior and management practices are evaluated quarterly from data.	6 %	42 %	52 %
59 %	35 %	5 %	9. All staff are involved directly or indirectly in management of non-classroom settings.	6 %	38 %	56 %

In Place	Partial	Not	System: classroom	High	Medium	Low
86 %	11 %	3 %	1. Expected student behavior & routines in classrooms are stated positively & defined clearly.	9 %	22 %	69 %
81 %	19 %	0 %	2. Problem behaviors are defined clearly.	0 %	25 %	75 %
86 %	14 %	0 %	3. Expected student behavior & routines in classrooms are taught directly.	3 %	22 %	75 %
70 %	30 %	0 %	4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).	12 %	33 %	55 %
68 %	32 %	0 %	5. Problem behaviors receive consistent consequences.	9 %	34 %	56 %
75 %	25 %	0 %	6. Procedures for expected & problem behaviors are consistent with school-wide procedures.	3 %	38 %	59 %
68 %	32 %	0 %	7. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs.	6 %	41 %	53 %
75 %	22 %	3 %	8. Instruction & curriculum materials are matched to student ability (math, reading, language).	9 %	25 %	66 %
86 %	14 %	0 %	9. Students experience high rates of academic success (> 75% correct).	3 %	16 %	81 %
50 %	44 %	6 %	10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).	6 %	42 %	52 %
72 %	25 %	3 %	11. Transitions between instructional & non-instructional activities are efficient & orderly.	6 %	44 %	50 %

In Place	Partial	Not	System: individual	High	Medium	Low
57 %	41 %	3 %	1. Assessments are conducted regularly to identify students with chronic problem behaviors.	6 %	34 %	59 %
64 %	25 %	11 %	2. A simple process exists for teachers to request assistance.	9 %	41 %	50 %
64 %	31 %	6 %	3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.	15 %	33 %	52 %
78 %	19 %	3 %	4. Behavioral support team includes an individual skilled at conducting functional behavioral assessment.	15 %	12 %	73 %
41 %	50 %	9 %	5. Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs/week/student).	16 %	38 %	47 %
70 %	24 %	5 %	6. Significant family &/or community members are involved when appropriate & possible.	3 %	34 %	63 %
27 %	41 %	32 %	7. School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.	24 %	39 %	36 %
64 %	33 %	3 %	8. Behavior is monitored & feedback provided regularly to the behavior support team & relevant staff.	6 %	31 %	63 %

Self-Assessment Survey Items

Demonstration School Exemplar
NCES ID:
Zenith, Winnemac

Demonstration District
NCES ID:

School Year	Number of Responses	Date Completed
2012-13	34	05/06/2013

Current Status			Feature	Improvement Priority		
In Place	Partial	Not	**System: schoolwide**	High	Medium	Low
100 %	0 %	0 %	1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined.	0 %	12 %	88 %
100 %	0 %	0 %	2. Expected student behaviors are taught directly.	8 %	36 %	56 %
82 %	18 %	0 %	3. Expected student behaviors are rewarded regularly.	15 %	23 %	62 %
88 %	12 %	0 %	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	12 %	40 %	48 %
71 %	29 %	0 %	5. Consequences for problem behaviors are defined clearly.	12 %	42 %	46 %
82 %	18 %	0 %	6. Distinctions between office v. classroom managed problem behaviors are clear.	20 %	24 %	56 %
76 %	24 %	0 %	7. Options exist to allow classroom instruction to continue when problem behavior occurs.	8 %	36 %	56 %
94 %	6 %	0 %	8. Procedures are in place to address emergency/dangerous situations.	0 %	20 %	80 %
100 %	0 %	0 %	9. A team exists for behavior support planning & problem solving.	8 %	17 %	75 %
100 %	0 %	0 %	10. School administrator is an active participant on the behavior support team.	4 %	4 %	92 %
82 %	12 %	6 %	11. Data on problem behavior patterns are collected and summarized within an on-going system.	25 %	17 %	58 %
76 %	18 %	6 %	12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).	17 %	33 %	50 %
88 %	12 %	0 %	13. School has formal strategies for informing families about expected student behaviors at school.	8 %	25 %	67 %
56 %	31 %	13 %	14. Booster training activities for students are developed, modified, & conducted based on school data.	9 %	36 %	55 %
75 %	19 %	6 %	15. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.	17 %	25 %	58 %
81 %	19 %	0 %	16. All staff are involved directly and/or indirectly in school-wide interventions.	0 %	27 %	73 %
88 %	13 %	0 %	17. The school team has access to on-going training and support from district personnel.	4 %	46 %	50 %
87 %	7 %	7 %	18. The school is required by the district to report on the social climate, discipline level or student behavior at least annually.	9 %	9 %	82 %

In Place	Partial	Not	**System: nonclassroom**	High	Medium	Low
100 %	0 %	0 %	1. School-wide expected student behaviors apply to non-classroom settings.	0 %	31 %	69 %
88 %	12 %	0 %	2. School-wide expected student behaviors are taught in non-classroom settings.	36 %	25 %	39 %
94 %	6 %	0 %	3. Supervisors actively supervise (move, scan, & interact) students in non-classroom settings.	8 %	8 %	83 %
82 %	18 %	0 %	4. Rewards exist for meeting expected student behaviors in non-classroom settings.	0 %	23 %	77 %
94 %	6 %	0 %	5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds.	0 %	18 %	82 %

Self-Assessment Survey Items

88 %	13 %	0 %	6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.	0 %	18 %	82 %
69 %	19 %	13 %	7. Staff receives regular opportunities for developing and improving active supervision skills.	0 %	27 %	73 %
75 %	13 %	13 %	8. Status of student behavior and management practices are evaluated quarterly from data.	17 %	17 %	67 %
88 %	12 %	0 %	9. All staff are involved directly or indirectly in management of non-classroom settings.	0 %	25 %	75 %

In Place	Partial	Not	System: classroom	High	Medium	Low
100 %	0 %	0 %	1. Expected student behavior & routines in classrooms are stated positively & defined clearly.	0 %	0 %	100 %
94 %	6 %	0 %	2. Problem behaviors are defined clearly.	0 %	17 %	83 %
94 %	6 %	0 %	3. Expected student behavior & routines in classrooms are taught directly.	8 %	8 %	83 %
82 %	18 %	0 %	4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).	15 %	15 %	69 %
76 %	18 %	6 %	5. Problem behaviors receive consistent consequences.	17 %	33 %	50 %
88 %	13 %	0 %	6. Procedures for expected & problem behaviors are consistent with school-wide procedures.	9 %	27 %	64 %
76 %	24 %	0 %	7. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs.	0 %	33 %	67 %
88 %	12 %	0 %	8. Instruction & curriculum materials are matched to student ability (math, reading, language).	0 %	8 %	92 %
100 %	0 %	0 %	9. Students experience high rates of academic success (> 75% correct).	0 %	9 %	91 %
69 %	31 %	0 %	10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).	8 %	42 %	50 %
75 %	25 %	0 %	11. Transitions between instructional & non-instructional activities are efficient & orderly.	15 %	23 %	62 %

In Place	Partial	Not	System: individual	High	Medium	Low
82 %	6 %	12 %	1. Assessments are conducted regularly to identify students with chronic problem behaviors.	25 %	8 %	67 %
63 %	38 %	0 %	2. A simple process exists for teachers to request assistance.	9 %	45 %	45 %
75 %	25 %	0 %	3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.	17 %	33 %	50 %
94 %	6 %	0 %	4. Behavioral support team includes an individual skilled at conducting functional behavioral assessment.	15 %	8 %	77 %
56 %	19 %	25 %	5. Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs/week/student).	25 %	33 %	42 %
69 %	19 %	13 %	6. Significant family &/or community members are involved when appropriate & possible.	27 %	27 %	45 %
31 %	38 %	31 %	7. School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.	23 %	62 %	15 %
76 %	24 %	0 %	8. Behavior is monitored & feedback provided regularly to the behavior support team & relevant staff.	17 %	17 %	67 %