

School Implementation Scale
BELTON 124 #019152
School #4060 Gladden Elem.
School Summary Report
Spring 2016

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The School Implementation Scale is designed to gain input from all instructional staff (teachers, administrators and certified staff) regarding the implementation of evidence-based practices that support student achievement. This survey asks participants to rate their own behavior in implementing four elements:

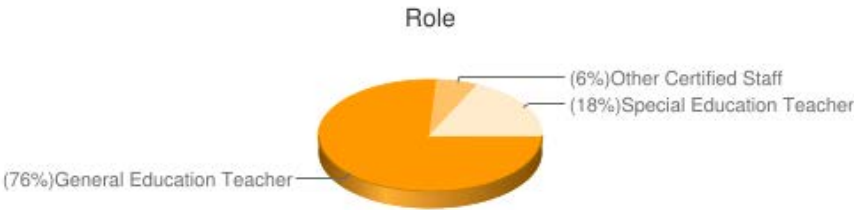
- Common Formative Assessment
- Collaborative Teaming
- Data-Based Decision Making
- Instructional Practices

This summary report provides graphs of each item within each element as well as composite scores. When viewing the results, please note that information is organized by the essential elements. A higher rating illustrates that survey statements more closely represent the behavior of individuals in your school. The results are intended to support school leaders and collaborative teams in their data-based decision making and school-wide implementation of effective practices that support student achievement.

Please contact Dr. Amy Gaumer Erickson (agaumer@ku.edu) with questions regarding this summary report.

School Wide Demographics

The data displayed represents the roles of the survey respondents. By encouraging all instructional staff to complete the School Implementation Scale, the results provide school-wide data the supports decision making. This report provides composite results for all respondents.



| Role | Percent | Count |
|---------------------------|---------|-------|
| General Education Teacher | 76% | 13 |
| Other Certified Staff | 6% | 1 |
| Special Education Teacher | 18% | 3 |
| Total Respondents: | | 17 |

Essential Elements

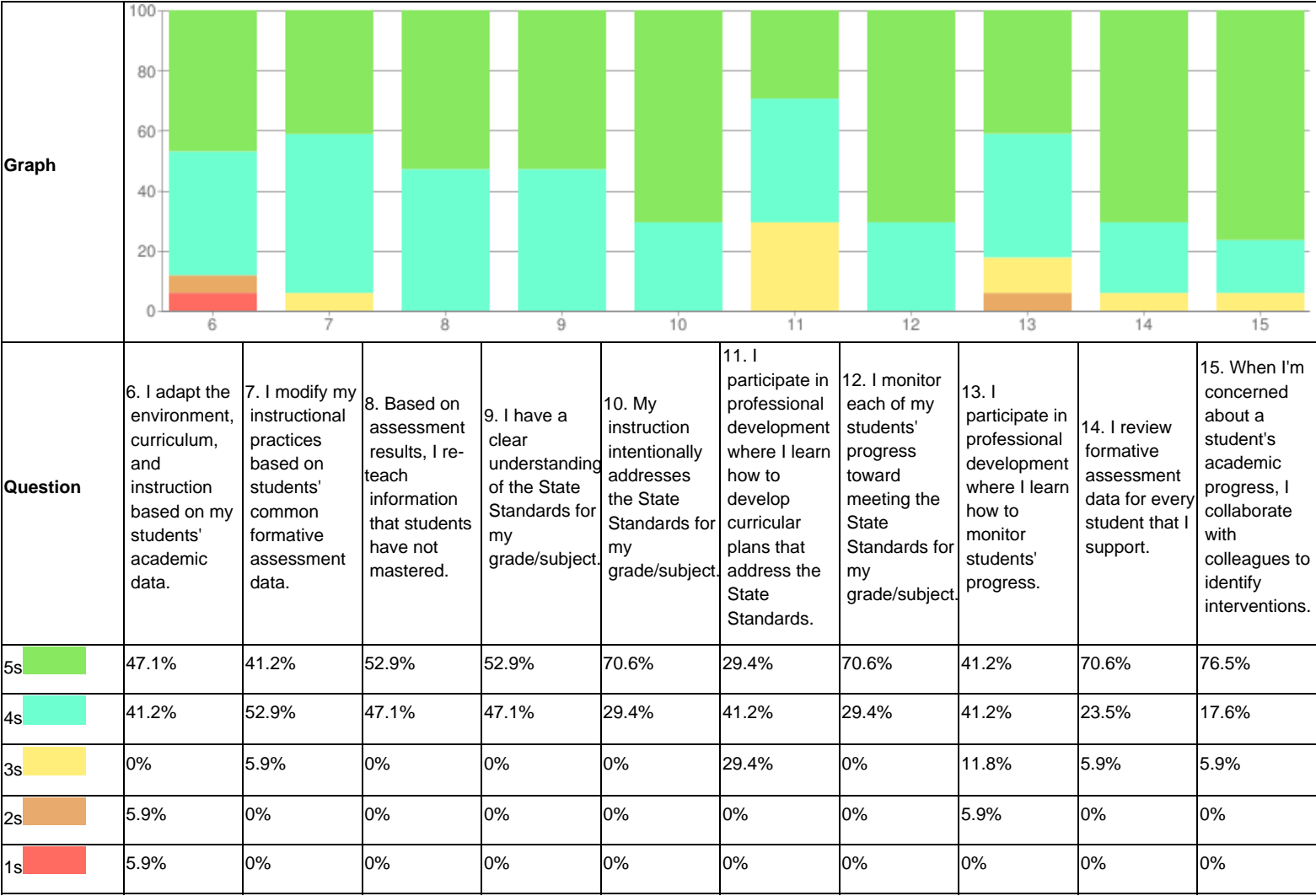
The following graphs provide the percentage of respondents from each school with average ratings of '4' or '5' on the five point scale within each essential element.

| Category Name | | 0%-----25%-----50%-----75%-----100% |
|-----------------------|-----------|-------------------------------------|
| Formative Assessment | 2015-2016 | 92.3 |
| Collaborative Teaming | 2015-2016 | 89.5 |
| Data-Based Decision | 2015- | |

| | | |
|-----------------------------------|-----------|-------|
| Making | 2016 | 89.3 |
| Instructional Practices | 2015-2016 | 88 |
| Leadership and Empowering Culture | 2015-2016 | 68.38 |
| Family Engagement | 2015-2016 | 76.4 |

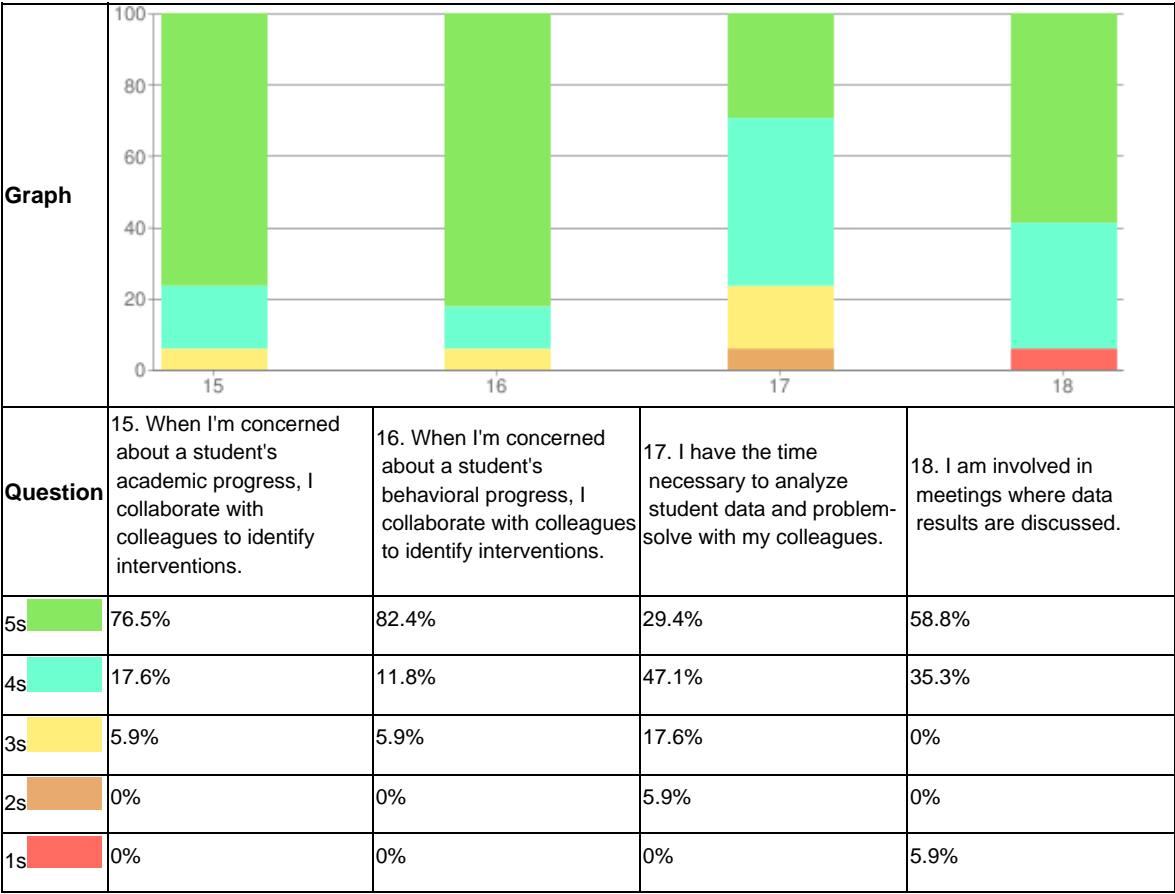
Formative Assessment

Common formative assessments are designed to be used frequently throughout the year to identify: (1) individual students who need additional time and support for learning, (2) the teaching strategies most effective in helping students acquire the intended knowledge and skills, (3) curriculum concerns - areas in which students generally are having difficulty achieving the intended standards, and (4) improvement goals for individual teachers and the team (DuFour, DuFour, Eaker and Many, 2010).



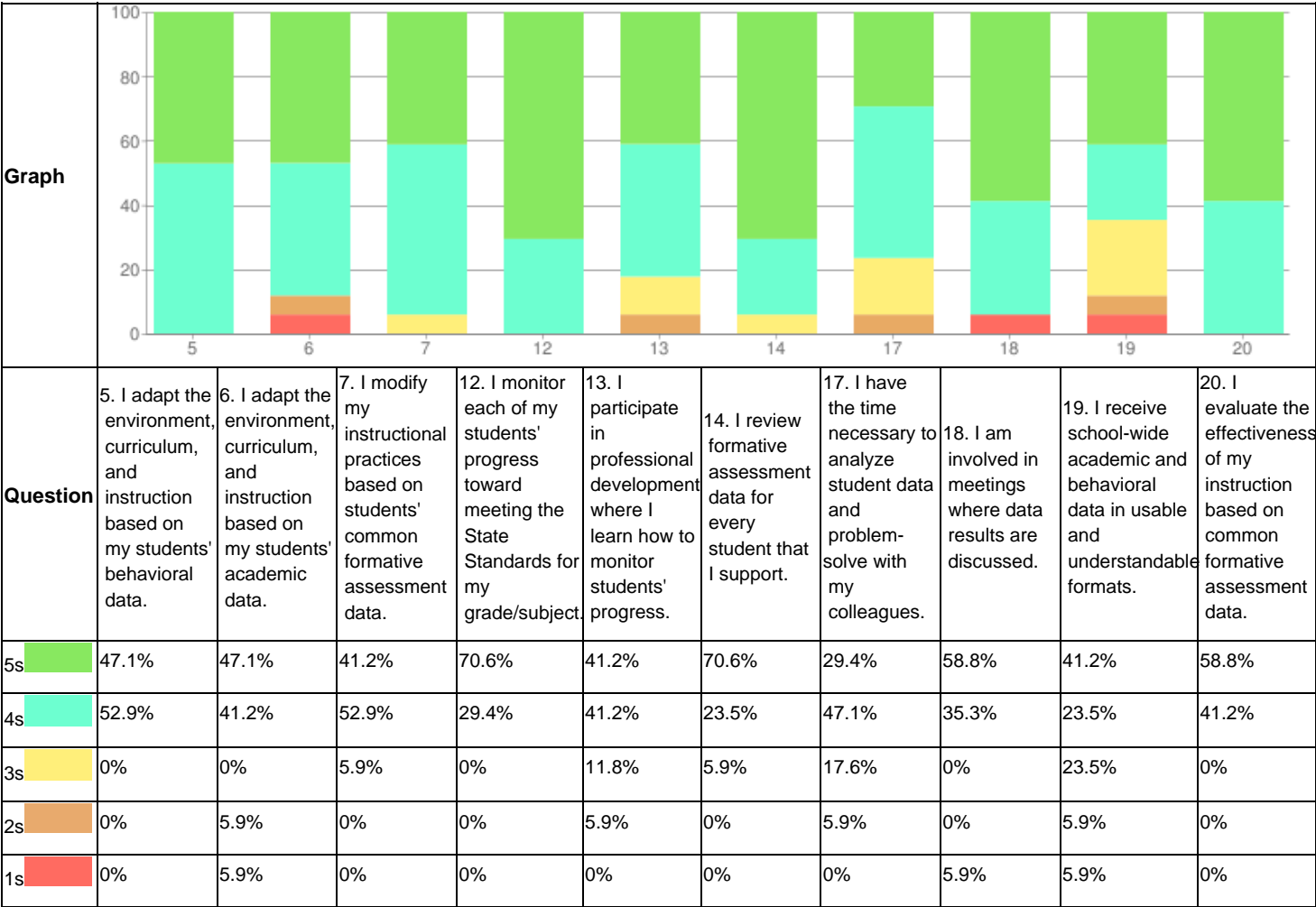
Collaborative Teaming

Teaming is vital to implementing and sustaining evidence-based practices within schools. While collaborative teams focus on all elements of school improvement, these items focus specifically on teaming. Additional information on the functioning of the collaborative teams is provided in the Team Functioning Scale Summary Report.



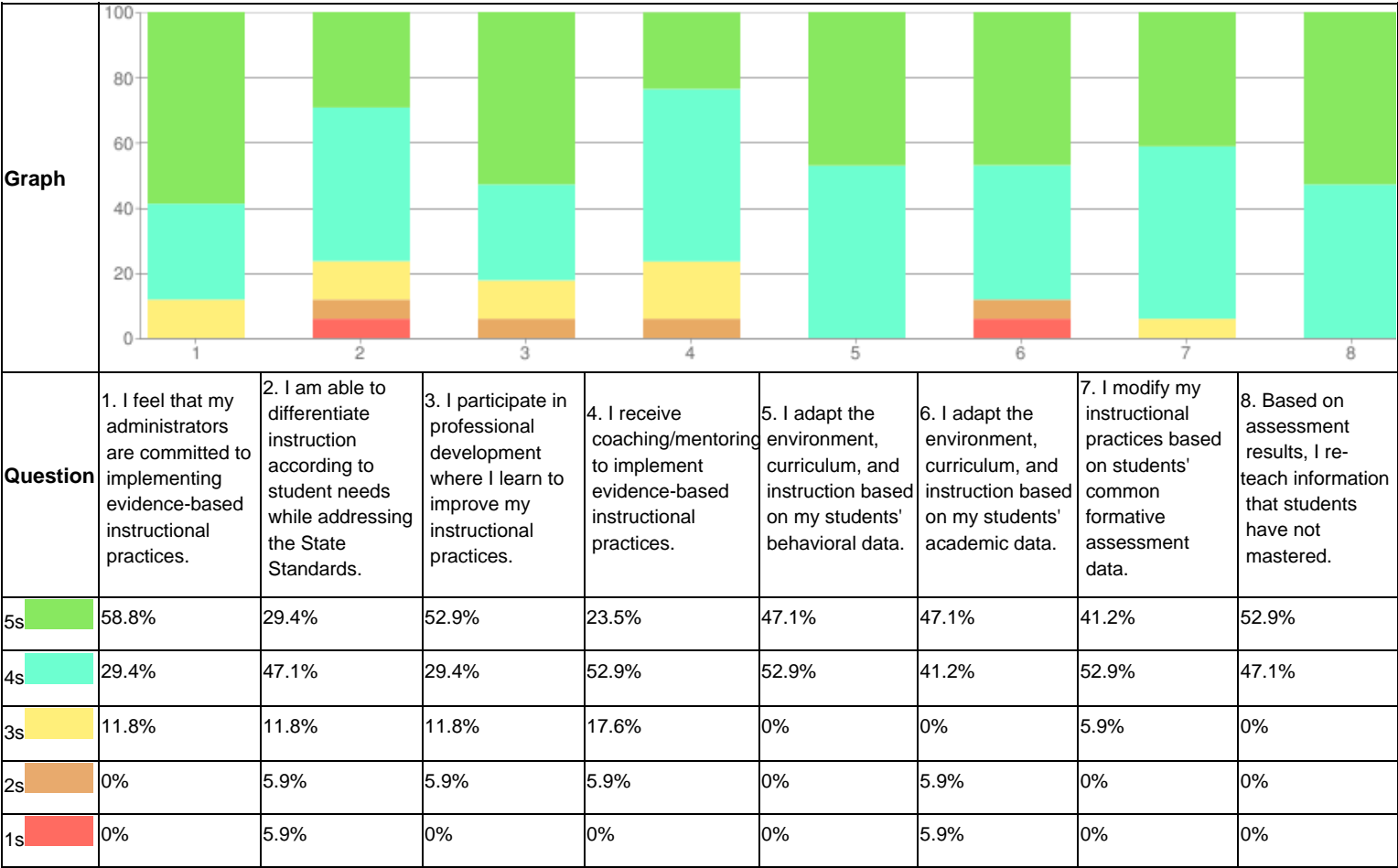
Data-Based Decision Making

Data-informed decisions structure the implementation of school-wide practices. Please note that many of these items are also reported in Formative Assessment and Instructional Practices, as data-based decision making cuts across all evidence-based elements.



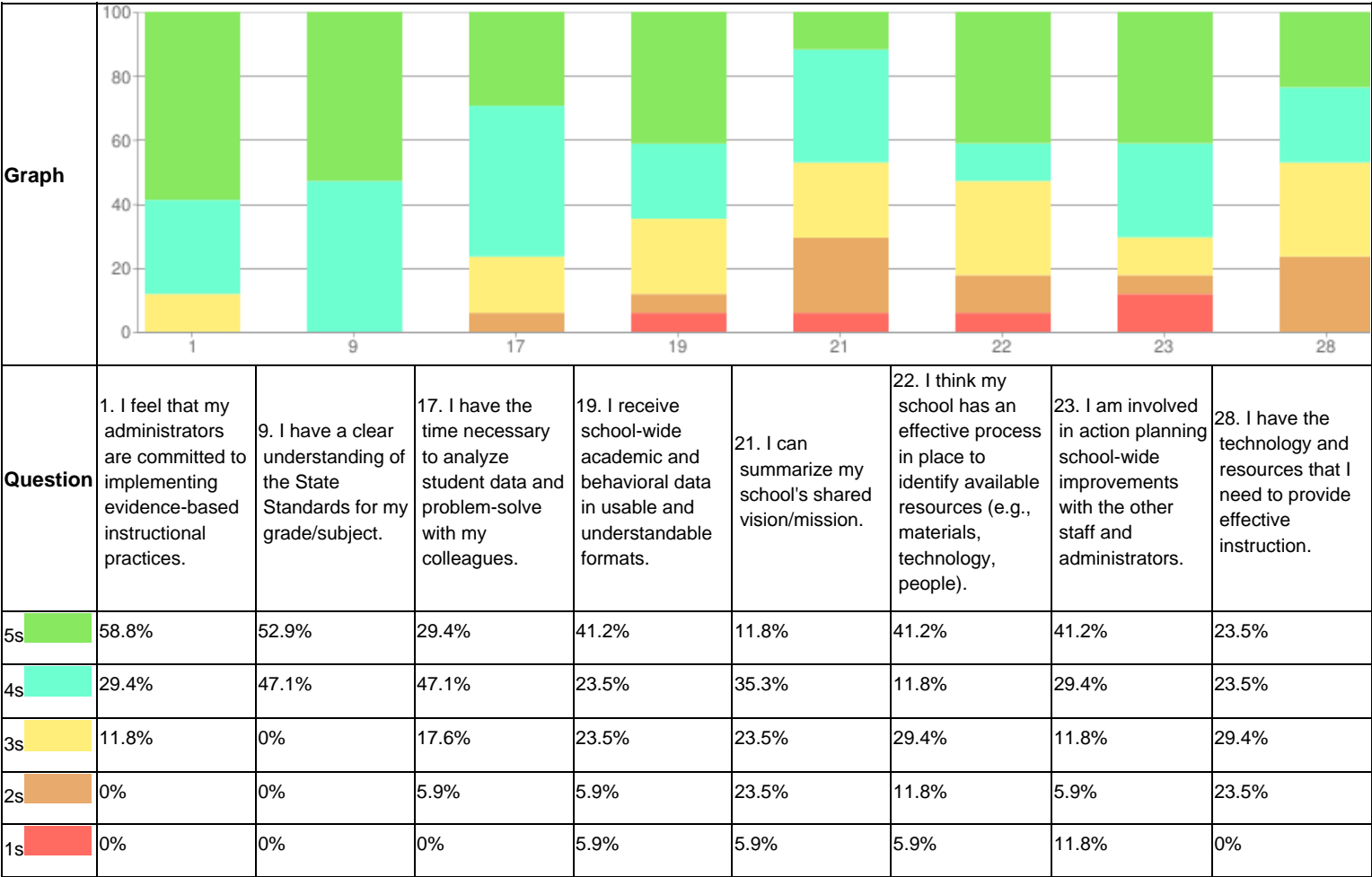
Instructional Practices

Effective instructional practices at the classroom level are evidence-based teaching strategies implemented with fidelity and informed through data to produce positive, sustained results in every student.



Leadership and Empowering Culture

School leaders play a vital role in the implementation of evidence-based practices that support student achievement.



Family Engagement

To enact sustainable improvements in the academic and behavioral performance of students, families must be engaged in the educational process for their children.

