



Marzano High-Reliability Schools™ Report

**A Summary of Administrator(s) & Staff Perceptions
Regarding Leading Indicators for **Level 3****

Prepared by the Indiana Principal Leadership Institute

for

SAMPLE SCHOOL

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Introduction

Administrative staff and teachers were asked to respond to an online survey designed to gauge their school's initial status on the third level of the High-Reliability Schools™ (HRS) framework – a guaranteed and viable curriculum. Level 3 has six leading indicators, which address factors considered foundational to any substantive change within a school:

Leading Indicator 3.1: The school curriculum and accompanying assessments adhere to state and district standards.

Leading Indicator 3.2: The school curriculum is focused enough that it can be adequately addressed in the time available to teachers.

Leading Indicator 3.3: All students have the opportunity to learn the critical content of the curriculum.

Leading Indicator 3.4: Clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.

Leading Indicator 3.5: Data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.

Leading Indicator 3.6: Appropriate school- and classroom- level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed.

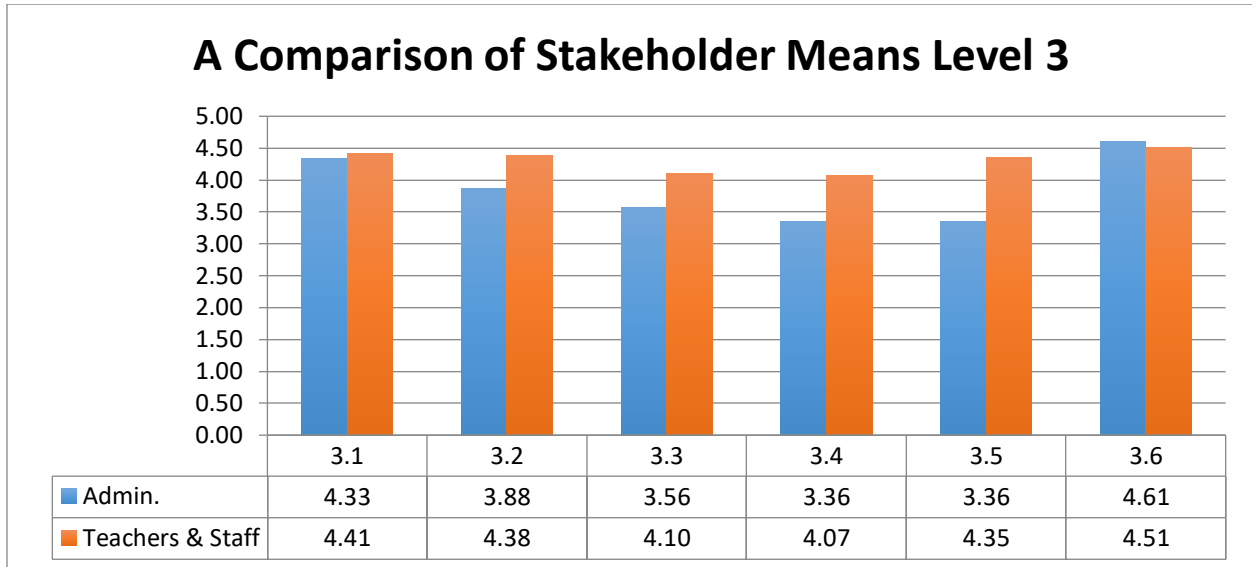
These six leading indicators provide guidelines for schools wishing to work on the third level of the HRS framework and which are progressing through that level. (For a more thorough HRS discussion, see *A Handbook for High-Reliability School*, Marzano, Warrick, & Simms, 2014.)

Individuals were asked to anonymously rate their level of agreement with statements related to each leading indicator. The survey had five response choices ordered from most significant disagreement to the greatest agreement (numeric values noted in parentheses): strongly disagree (1), disagree (2), neither disagree nor agree (3), agree (4) and strongly agree (5). **Individuals were allowed to respond to any statement with a rating of "no knowledge."**

To provide an aggregate summary of respondents' ratings of agreement, two descriptive statistics were calculated from the numeric values: (1) mean and (2) standard deviation. The mean is the arithmetic average of the numeric values of the respondents' ratings, and the standard deviation is a measure of the amount of variation among the numeric values. **It should be noted that "no knowledge" ratings were treated as missing and excluded from the descriptive statistics.**

Data Analysis and Findings

The following chart compares the means of each stakeholder group for each leading indicator.



Leading Indicator 3.1: The school curriculum and accompanying assessments adhere to state and district standards.

Administrators 3.1

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	Our school's written curriculum has been analyzed to ensure that it correlates with state and district standards (for example, the Common Core State Standards [CCSS]).	4.00	5.00	4.50	0.50	2
2	Our school's curriculum adequately addresses important 21st-century skills (for example, college and career readiness anchor standards and Mathematical Practices from the CCSS).	4.00	5.00	4.50	0.50	2
3	Our school's taught curriculum (that is, what is taught in classrooms) has been analyzed to ensure that it correlates with the written curriculum.	4.00	5.00	4.50	0.50	2
4	Our school's assessments have been analyzed to ensure that they accurately measure the written and taught curriculum.	4.00	5.00	4.50	0.50	2

5	School teams meet regularly to analyze the relationship between our school's written curriculum; our school's taught curriculum and our school's assessments.	2.00	5.00	3.50	1.50	2
6	Teachers can describe the essential content and standards for the subject areas and grade levels that they teach.	4.00	5.00	4.50	0.50	2

Teachers/Staff 3.1

#	Question	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
1	Our school's written curriculum has been analyzed to ensure that it correlates with state and district standards (for example, the Common Core State Standards [CCSS]).	0.00% 0	0.00% 0	11.11% 2	38.89% 7	50.00% 9	18
2	Our school's curriculum adequately addresses important 21st-century skills (for example, college and career readiness anchor standards and Mathematical Practices from the CCSS).	0.00% 0	0.00% 0	0.00% 0	37.50% 6	62.50% 10	16

3	Our school's taught curriculum (that is, what is taught in classrooms) has been analyzed to ensure that it correlates with the written curriculum.	0.00%	0	0.00%	0	5.88%	1	47.06%	8	47.06%	8	17
4	Our school's assessments have been analyzed to ensure that they accurately measure the written and taught curriculum.	0.00%	0	0.00%	0	18.75%	3	50.00%	8	31.25%	5	16
5	School teams meet regularly to analyze the relationship between our school's written curriculum; our school's taught curriculum and our school's assessments.	5.56%	1	0.00%	0	5.56%	1	27.78%	5	61.11%	1 1	18
6	I can describe the essential content and standards for the subject areas and grade levels that I teach.	0.00%	0	0.00%	0	0.00%	0	47.06%	8	52.94%	9	17

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	Our school's written curriculum has been analyzed to ensure that it correlates with state and district standards (for example, the Common Core State Standards [CCSS]).	3.00	5.00	4.39	0.68	18
2	Our school's curriculum adequately addresses important 21st-century skills (for example, college and career readiness anchor standards and Mathematical Practices from the CCSS).	4.00	5.00	4.63	0.48	16
3	Our school's taught curriculum (that is, what is taught in classrooms) has been analyzed to ensure that it correlates with the written curriculum.	3.00	5.00	4.41	0.60	17
4	Our school's assessments have been analyzed to ensure that they accurately measure the written and taught curriculum.	3.00	5.00	4.13	0.70	16
5	School teams meet regularly to analyze the relationship between our school's written curriculum; our school's taught curriculum and our school's assessments.	1.00	5.00	4.39	1.01	18
6	I can describe the essential content and standards for the subject areas and grade levels that I teach.	4.00	5.00	4.53	0.50	17

Leading Indicator 3.2: The school curriculum is focused enough that it can be adequately addressed in the time available to teachers.

Administrators 3.2

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	The essential elements of the content taught in our school have been identified.	4.00	5.00	4.50	0.50	2
2	The amount of time needed to adequately address the essential elements of the content taught in our school has been examined.	4.00	4.00	4.00	0.00	2
3	School teams meet regularly to discuss and revise (as necessary) documents that articulate essential content and the time needed to teach that content (for	3.00	5.00	4.00	1.00	2

	example, pacing guides and curriculum maps).					
4	Essential vocabulary has been identified for Tiers 1, 2, and 3.	2.00	4.00	3.00	1.00	2

Teachers/Staff 3.2

#	Question	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Total
1	The essential elements of the content taught in our school have been identified.	0.00%	0	0.00%	0	6.25%	1	37.50%	6	56.25%	9	16
2	The amount of time needed to adequately address the essential elements of the content taught in our school has been examined.	0.00%	0	6.67%	1	6.67%	1	40.00%	6	46.67%	7	15
3	School teams meet regularly to discuss and revise (as necessary) documents that articulate essential content and the time needed to teach that content (for example, pacing guides and	0.00%	0	5.88%	1	0.00%	0	29.41%	5	64.71%	11	17

	curriculum maps).											
4	Essential vocabulary has been identified for Tiers 1, 2, and 3.	0.00%	0	7.14%	1	14.29%	2	28.57%	4	50.00%	7	14

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	The essential elements of the content taught in our school have been identified.	3.00	5.00	4.50	0.61	16
2	The amount of time needed to adequately address the essential elements of the content taught in our school has been examined.	2.00	5.00	4.27	0.85	15
3	School teams meet regularly to discuss and revise (as necessary) documents that articulate essential content and the time needed to teach that content (for example, pacing guides and curriculum maps).	2.00	5.00	4.53	0.78	17
4	Essential vocabulary has been identified for Tiers 1, 2, and 3.	2.00	5.00	4.21	0.94	14

Leading Indicator 3.3: All students have the opportunity to learn the critical content of the curriculum.

Administrators 3.3

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	Tracking systems at our school are used to examine each student's access to the curriculum's essential elements.	4.00	4.00	4.00	0.00	2
2	Parents at our school are aware of their child's current access to the curriculum's essential elements.	2.00	4.00	3.00	1.00	2
3	All students at our school have access to advanced placement courses.	5.00	5.00	5.00	0.00	2
4	The extent to which all students have access to necessary courses has been analyzed.	4.00	5.00	4.50	0.50	2

5	I ensure that teachers have completed appropriate content training in their subject- area courses.	4.00	5.00	4.50	0.50	2
6	Direct vocabulary instruction for Tier 1 terms is provided to those students who need it.	2.00	3.00	2.50	0.50	2
7	Direct vocabulary instruction for Tier 2 terms is provided to all students as a regular part of English language arts instruction.	2.00	3.00	2.50	0.50	2
8	Direct vocabulary instruction for Tier 3 terms is provided in all subject area classes.	2.00	3.00	2.50	0.50	2

Teachers/Staff 3.3

#	Question	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
1	Tracking systems at our school are used to examine each student's access to the curriculum's essential elements.	0.00% 0	0.00% 0	6.67% 1	66.67% 10	26.67% 4	15
2	Parents at our school are aware of their child's current access to the curriculum's essential elements.	0.00% 0	18.75% 3	12.50% 2	50.00% 8	18.75% 3	16
3	All students at our school have access to advanced	0.00% 0	0.00% 0	0.00% 0	50.00% 8	50.00% 8	16

	placement courses.											
4	The extent to which all students have access to necessary courses has been analyzed.	0.00%	0	0.00%	0	7.69%	1	61.54%	8	30.77%	4	13
5	I have completed appropriate content training in my subject-area courses.	0.00%	0	5.88%	1	11.76%	2	23.53%	4	58.82%	10	17
6	Direct vocabulary instruction for Tier 1 terms is provided to those students who need it.	0.00%	0	0.00%	0	25.00%	3	50.00%	6	25.00%	3	12
7	Direct vocabulary instruction for Tier 2 terms is provided to all students as a regular part of English language arts instruction.	0.00%	0	0.00%	0	25.00%	3	58.33%	7	16.67%	2	12
8	Direct vocabulary instruction for Tier 3 terms is provided in all subject area classes.	0.00%	0	0.00%	0	27.27%	3	54.55%	6	18.18%	2	11

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	Tracking systems at our school are used to examine each student's access to the curriculum's essential elements.	3.00	5.00	4.20	0.54	15
2	Parents at our school are aware of their child's current access to the curriculum's essential elements.	2.00	5.00	3.69	0.98	16
3	All students at our school have access to advanced placement courses.	4.00	5.00	4.50	0.50	16
4	The extent to which all students have access to necessary courses has been analyzed.	3.00	5.00	4.23	0.58	13
5	I have completed appropriate content training in my subject-area courses.	2.00	5.00	4.35	0.90	17
6	Direct vocabulary instruction for Tier 1 terms is provided to those students who need it.	3.00	5.00	4.00	0.71	12
7	Direct vocabulary instruction for Tier 2 terms is provided to all students as a regular part of English language arts instruction.	3.00	5.00	3.92	0.64	12
8	Direct vocabulary instruction for Tier 3 terms is provided in all subject area classes.	3.00	5.00	3.91	0.67	11

Leading Indicator 3.4: Clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.

Administrators 3.4

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	Our school has set goals regarding the percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments.	3.00	5.00	4.00	1.00	2
2	Our school has set goals to eliminate the achievement gap for all students.	2.00	4.00	3.00	1.00	2
3	Our school has set goals to eliminate differences in achievement for students at various socioeconomic levels.	2.00	4.00	3.00	1.00	2

4	Our school has set goals to eliminate differences in achievement for students of various ethnicities.	2.00	4.00	3.00	1.00	2
5	Our school has set goals to eliminate differences in achievement for English learners.	4.00	4.00	4.00	0.00	1
6	Our school has set goals to eliminate differences in achievement for students with special needs.	2.00	5.00	3.50	1.50	2
7	Our school's goals for student achievement are posted where teachers see them regularly.	2.00	3.00	2.50	0.50	2
8	Our school's goals for student achievement are discussed regularly at faculty meetings.	2.00	4.00	3.00	1.00	2
9	I can explain how our school's goals eliminate differences in achievement for students at various socioeconomic levels.	2.00	5.00	3.50	1.50	2
10	I can explain how our school's goals eliminate differences in achievement for students of various ethnicities.	2.00	5.00	3.50	1.50	2
11	I can explain how our school's goals eliminate differences in achievement for English learners.	5.00	5.00	5.00	0.00	1
12	I can explain how our school's goals eliminate differences in achievement for students with special needs.	2.00	5.00	3.50	1.50	2
13	Various departments and faculty members are responsible for specific improvement goals.	2.00	3.00	2.50	0.50	2
14	Our school's goals address our school's most critical and severe deficiencies.	2.00	4.00	3.00	1.00	2

Teachers/Staff 3.4

#	Question	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total			
1	Our school has set goals	0.00%	0	0.00%	0	28.57%	4	71.43%	10	14

	regarding the percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments.											
2	Our school has set goals to eliminate the achievement gap for all students.	0.00%	0	0.00%	0	0.00%	0	46.67%	7	53.33%	8	15
3	Our school has set goals to eliminate differences in achievement for students at various socioeconomic levels.	0.00%	0	0.00%	0	7.69%	1	46.15%	6	46.15%	6	13
4	Our school has set goals to eliminate differences in achievement for students of various ethnicities.	0.00%	0	0.00%	0	13.33%	2	46.67%	7	40.00%	6	15
5	Our school has set goals to eliminate differences in achievement for English learners.	0.00%	0	7.69%	1	7.69%	1	46.15%	6	38.46%	5	13
6	Our school has set goals to eliminate differences in achievement for students with special needs.	0.00%	0	0.00%	0	0.00%	0	50.00%	7	50.00%	7	14

7	Our school's goals for student achievement are posted where teachers see them regularly.	0.00%	0	15.38%	2	15.38%	2	46.15%	6	23.08%	3	13
8	Our school's goals for student achievement are discussed regularly at faculty meetings.	0.00%	0	6.67%	1	13.33%	2	33.33%	5	46.67%	7	15
9	I can explain how our school's goals eliminate differences in achievement for students at various socioeconomic levels.	0.00%	0	25.00%	4	12.50%	2	37.50%	6	25.00%	4	16
10	I can explain how our school's goals eliminate differences in achievement for students of various ethnicities.	0.00%	0	31.25%	5	12.50%	2	43.75%	7	12.50%	2	16
11	I can explain how our school's goals eliminate differences in achievement for English learners.	0.00%	0	30.77%	4	15.38%	2	23.08%	3	30.77%	4	13
12	I can explain how our school's goals eliminate differences in	0.00%	0	20.00%	3	6.67%	1	40.00%	6	33.33%	5	15

	achievement for students with special needs.											
13	Various departments and faculty members are responsible for specific improvement goals.	0.00%	0	6.67%	1	13.33%	2	60.00%	9	20.00%	3	15
14	Our school's goals address our school's most critical and severe deficiencies.	0.00%	0	6.67%	1	13.33%	2	46.67%	7	33.33%	5	15

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	Our school has set goals regarding the percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments.	4.00	5.00	4.71	0.45	14
2	Our school has set goals to eliminate the achievement gap for all students.	4.00	5.00	4.53	0.50	15
3	Our school has set goals to eliminate differences in achievement for students at various socioeconomic levels.	3.00	5.00	4.38	0.62	13
4	Our school has set goals to eliminate differences in achievement for students of various ethnicities.	3.00	5.00	4.27	0.68	15
5	Our school has set goals to eliminate differences in achievement for English learners.	2.00	5.00	4.15	0.86	13
6	Our school has set goals to eliminate differences in achievement for students with special needs.	4.00	5.00	4.50	0.50	14
7	Our school's goals for student achievement are posted where teachers see them regularly.	2.00	5.00	3.77	0.97	13
8	Our school's goals for student achievement are discussed regularly at faculty meetings.	2.00	5.00	4.20	0.91	15

9	I can explain how our school's goals eliminate differences in achievement for students at various socioeconomic levels.	2.00	5.00	3.63	1.11	16
10	I can explain how our school's goals eliminate differences in achievement for students of various ethnicities.	2.00	5.00	3.38	1.05	16
11	I can explain how our school's goals eliminate differences in achievement for English learners.	2.00	5.00	3.54	1.22	13
12	I can explain how our school's goals eliminate differences in achievement for students with special needs.	2.00	5.00	3.87	1.09	15
13	Various departments and faculty members are responsible for specific improvement goals.	2.00	5.00	3.93	0.77	15
14	Our school's goals address our school's most critical and severe deficiencies.	2.00	5.00	4.07	0.85	15

Leading Indicator 3.5: Data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.

Administrators 3.5

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	Overall, student achievement is analyzed regularly at our school.	4.00	5.00	4.50	0.50	2
2	Student achievement data are regularly examined from a value-added results perspective.	3.00	4.00	3.50	0.50	2
3	Teachers at our school regularly report and use results from multiple assessments (for example, benchmark assessments and common assessments).	4.00	4.00	4.00	0.00	2
4	Teachers at our school can describe the different types of student data reports available to them.	3.00	3.00	3.00	0.00	2
5	Student data reports (including graphs and charts) are updated regularly to track growth in student achievement.	2.00	4.00	3.00	1.00	2
6	Our school's leadership team regularly analyzes student growth data.	2.00	4.00	3.00	1.00	2
7	Data briefings are conducted regularly at faculty meetings.	2.00	3.00	2.50	0.50	2

Teachers/Staff 3.5

#	Question	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Total
1	Overall, student achievement is analyzed regularly at our school.	0.00%	0	0.00%	0	0.00%	0	60.00%	9	40.00%	6	15
2	Student achievement data are regularly examined from a value-added results perspective.	0.00%	0	0.00%	0	6.67%	1	40.00%	6	53.33%	8	15
3	We regularly report and use results from multiple assessments (benchmark assessments and common assessments).	0.00%	0	7.14%	1	7.14%	1	42.86%	6	42.86%	6	14
4	I can describe the different types of student data reports available to me.	0.00%	0	6.67%	1	6.67%	1	53.33%	8	33.33%	5	15
5	Student data reports (including graphs and charts) are updated regularly to track growth in student achievement.	0.00%	0	0.00%	0	13.33%	2	40.00%	6	46.67%	7	15
6	Our school's leadership	0.00%	0	0.00%	0	6.67%	1	46.67%	7	46.67%	7	15

	team regularly analyzes student growth data.											
7	Data briefings are conducted regularly at faculty meetings.	0.00%	0	0.00%	0	0.00%	0	46.67%	7	53.33%	8	15

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	Overall, student achievement is analyzed regularly at our school.	4.00	5.00	4.40	0.49	15
2	Student achievement data are regularly examined from a value-added results perspective.	3.00	5.00	4.47	0.62	15
3	We regularly report and use results from multiple assessments (benchmark assessments and common assessments).	2.00	5.00	4.21	0.86	14
4	I can describe the different types of student data reports available to me.	2.00	5.00	4.13	0.81	15
5	Student data reports (including graphs and charts) are updated regularly to track growth in student achievement.	3.00	5.00	4.33	0.70	15
6	Our school's leadership team regularly analyzes student growth data.	3.00	5.00	4.40	0.61	15
7	Data briefings are conducted regularly at faculty meetings.	4.00	5.00	4.53	0.50	15

Leading Indicator 3.6: Appropriate school- and classroom- level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed.

Administrators 3.6

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	Our school has extended school day programs in place.	5.00	5.00	5.00	0.00	2
2	Our school has extended school week programs in place.	4.00	5.00	4.50	0.50	2
3	Our school has extended school year programs in place.	5.00	5.00	5.00	0.00	2

4	Our school has after-school programs in place.	5.00	5.00	5.00	0.00	2
5	Our school has tutorial programs in place.	5.00	5.00	5.00	0.00	2
6	Our school schedule is designed to allow students to receive academic help while in school.	5.00	5.00	5.00	0.00	2
7	Students' completion of programs designed to improve their academic achievement (such as gifted and talented education; advanced placement; science, technology, engineering, and mathematics [STEM]) is monitored.	4.00	4.00	4.00	0.00	2
8	Our school has a response to intervention measures and programs in place.	4.00	5.00	4.50	0.50	2
9	Our school has enrichment programs in place.	2.00	5.00	3.50	1.50	2

Teachers/Staff 3.6

#	Question	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Total
1	Our school has extended school day programs in place.	0.00%	0	0.00%	0	6.67%	1	13.33%	2	80.00%	12	15
2	Our school has extended school week programs in place.	9.09%	1	27.27%	3	18.18%	2	9.09%	1	36.36%	4	11
3	Our school has extended school year programs in place.	0.00%	0	0.00%	0	7.69%	1	23.08%	3	69.23%	9	13
4	Our school has after-school programs in place.	0.00%	0	0.00%	0	0.00%	0	20.00%	3	80.00%	12	15
5	Our school has tutorial	0.00%	0	0.00%	0	0.00%	0	13.33%	2	86.67%	13	15

	programs in place.											
6	Our school schedule is designed to allow students to receive academic help while in school.	0.00%	0	6.67%	1	0.00%	0	13.33%	2	80.00%	12	15
7	Students' completion of programs designed to improve their academic achievement (such as gifted and talented education; advanced placement; science, technology, engineering, and mathematics [STEM]) is monitored.	0.00%	0	0.00%	0	6.67%	1	33.33%	5	60.00%	9	15
8	Our school has a response to intervention measures and programs in place.	0.00%	0	0.00%	0	0.00%	0	20.00%	3	80.00%	12	15
9	Our school has enrichment programs in place.	0.00%	0	7.69%	1	23.08%	3	7.69%	1	61.54%	8	13

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	Our school has extended school day programs in place.	3.00	5.00	4.73	0.57	15
2	Our school has extended school week programs in place.	1.00	5.00	3.36	1.43	11
3	Our school has extended school year programs in place.	3.00	5.00	4.62	0.62	13
4	Our school has after-school programs in place.	4.00	5.00	4.80	0.40	15
5	Our school has tutorial programs in place.	4.00	5.00	4.87	0.34	15
6	Our school schedule is designed to allow students to receive academic help while in school.	2.00	5.00	4.67	0.79	15
7	Students' completion of programs designed to improve their academic achievement (such as gifted and talented education; advanced placement; science, technology, engineering, and mathematics [STEM]) is monitored.	3.00	5.00	4.53	0.62	15
8	Our school has a response to intervention measures and programs in place.	4.00	5.00	4.80	0.40	15
9	Our school has enrichment programs in place.	2.00	5.00	4.23	1.05	13