



Marzano High-Reliability Schools™ Report

**A Summary of Administrator, Staff, Students, and Parent
Perceptions Regarding Leading Indicators for **Level 1****

Prepared by the Indiana Principal Leadership Institute

for

School

Principal

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Introduction

Administrative staff, teachers, other professional personnel, parents/guardians (optional), and students (optional) were asked to respond to an online survey designed to gauge their school's initial status on the first level of the High-Reliability Schools (HRS) framework. Level 1 has eight leading indicators, which address factors considered to be foundational to any substantive change within a school:

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

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

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

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

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

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

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

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

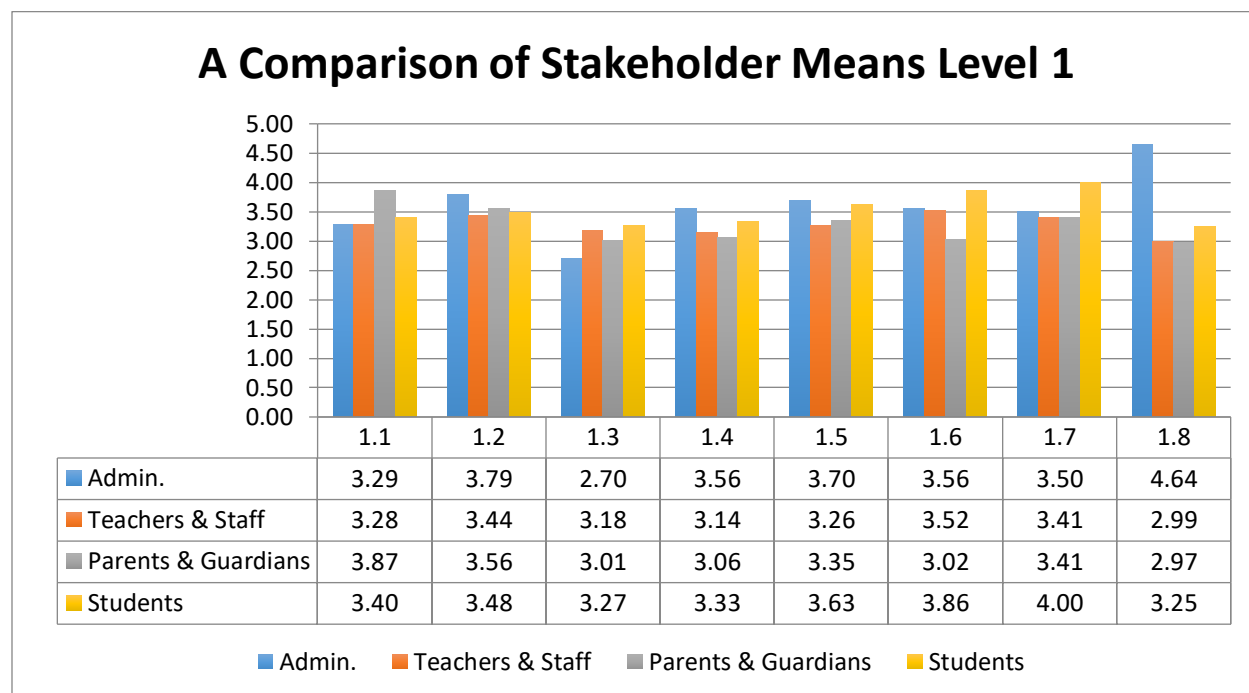
These eight leading indicators provide guidelines for schools wishing to work on the first level of the HRS framework and progressing through that level. (For a more thorough discussion of HRS, see Marzano, Warrick, & Simms, 2014)

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

Administrators 1.1

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	Our school is a safe place.	2.00	4.00	3.00	1.00	2
2	Our school is an orderly place.	2.00	4.00	3.00	1.00	2
3	Our school has clear and specific rules and procedures in place.	3.00	4.00	3.50	0.50	2
4	Teachers and staff know the emergency management procedures for our school.	3.00	3.00	3.00	0.00	2
5	Teachers and staff know how to implement the emergency management procedures for our school.	3.00	3.00	3.00	0.00	2

6	Teachers, staff, and students regularly practice implementing emergency management procedures for specific incidents.	3.00	4.00	3.50	0.50	2
7	Our school's emergency management procedures are updated regularly.	3.00	5.00	4.00	1.00	2

Teachers/Staff 1.1

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	Our school is a safe place.	1.00	5.00	3.00	1.55	15
2	Our school is an orderly place.	1.00	5.00	3.13	1.26	15
3	Our school has clear and specific rules and procedures in place.	1.00	5.00	3.40	1.45	15
4	I know the emergency management procedures for our school.	1.00	5.00	3.53	1.41	15
5	I know how to implement the emergency management procedures for our school.	1.00	5.00	3.23	1.48	13
6	My students and I regularly practice implementing emergency management procedures for specific incidents.	1.00	5.00	3.29	1.44	14
7	Our school's emergency management procedures are updated regularly.	1.00	5.00	3.38	1.44	13

Parents/Guardians 1.1

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	Teachers and staff at my child's school consider it a safe place.	1.00	5.00	3.60	1.36	15
2	Teachers and staff at my child's school consider it an orderly place.	2.00	5.00	3.73	1.00	15
3	My child's school has clear and specific rules and procedures in place.	2.00	5.00	3.87	0.96	15
4	Teachers, staff, and my child know the emergency management procedures for the school.	1.00	5.00	3.93	1.03	14
5	Teachers, staff, and my child know how to implement the emergency management procedures for the school.	2.00	5.00	3.71	0.96	14
6	Teachers, staff, and my child have practiced implementing emergency management procedures for specific	3.00	5.00	4.07	0.70	14

	incidents (for example, tornado drills, fire drills, or lockdown drills).					
7	The emergency management procedures at my child's school are updated regularly.	2.00	5.00	4.18	0.83	11

Students 1.1

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	I know what to do if an emergency happens at school (such as a tornado, fire, lockdown, or medical emergency).	1.00	5.00	3.40	1.25	15

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

Administrators 1.2

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	Students and their parents describe our school as a safe place.	5.00	5.00	5.00	0.00	2
2	Students and their parents describe our school as an orderly place.	4.00	5.00	4.50	0.50	2
3	Students and their parents are aware of the rules and procedures in place at our school.	3.00	5.00	4.00	1.00	2
4	Our school uses social media to allow anonymous reporting of potential incidents.	2.00	4.00	3.00	1.00	2
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).	3.00	4.00	3.50	0.50	2
6	I coordinate with local law enforcement agencies regarding school safety issues.	2.00	4.00	3.00	1.00	2
7	I engage parents and the community regarding school safety issues.	2.00	5.00	3.50	1.50	2

Teachers/Staff 1.2

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	Students and their parents describe our school as a safe place	2.00	5.00	3.79	0.94	14
2	Students and their parents describe our school as an orderly place.	2.00	5.00	3.60	1.02	15
3	Students and their parents are aware of the rules and procedures in place at our school.	1.00	4.00	3.31	0.99	13
4	Our school uses social media to allow anonymous reporting of potential incidents.	2.00	4.00	3.08	0.86	12
5	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).	2.00	5.00	3.71	0.88	14
6	School leaders coordinate with local law enforcement agencies regarding school safety issues.	1.00	5.00	3.36	1.29	14
7	School leaders engage parents and the community regarding school safety issues.	1.00	5.00	3.21	1.32	14

Parents/Guardians 1.2

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	My child's school is a safe place.	2.00	5.00	3.64	1.04	14
2	My child's school is an orderly place.	2.00	5.00	3.71	0.88	14
3	I am aware of the rules and procedures in place at my child's school.	3.00	5.00	3.53	0.72	15
4	My child's school uses social media to allow anonymous reporting of potential incidents.	2.00	5.00	3.47	0.81	15
5	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).	2.00	5.00	3.53	0.88	15

6	The leaders of my child's school coordinate with local law enforcement agencies regarding school safety issues.	2.00	5.00	3.64	0.88	11
7	The leaders of my child's school engage the community and me regarding school safety issues.	2.00	5.00	3.43	0.82	14

Students 1.2

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	My school is a safe place.	1.00	5.00	3.33	1.14	15
2	My school is an orderly place.	2.00	5.00	3.33	0.94	15
3	I know the rules and procedures at my school.	2.00	5.00	3.57	0.98	14
4	I can use social media to report bullying or other incidents anonymously.	2.00	5.00	3.69	0.99	13

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

Administrators 1.3

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	It is clear which types of decisions will be made with direct teacher input.	2.00	5.00	3.50	1.50	2
2	Techniques and systems are in place to collect data and information from teachers regularly.	2.00	4.00	3.00	1.00	2
3	Notes and reports exist documenting how teacher input was used to make specific decisions.	2.00	3.00	2.50	0.50	2
4	Electronic tools (for example, online survey tools) are used to collect teachers' opinions regarding specific decisions.	2.00	2.00	2.00	0.00	2
5	Groups of teachers are targeted to provide input regarding specific decisions.	2.00	3.00	2.50	0.50	2

Teachers/Staff 1.3

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	It is clear which types of decisions will be made with direct teacher input.	1.00	5.00	3.07	1.39	14
2	Techniques and systems are in place to collect data and information from teachers regularly.	1.00	5.00	3.14	1.36	14
3	Notes and reports exist documenting how teacher input was used to make specific decisions.	1.00	5.00	3.13	1.59	15
4	Electronic tools (for example, online survey tools) are used to collect teachers' opinions regarding specific decisions.	1.00	4.00	2.42	1.32	12
5	Groups of teachers are targeted to provide input regarding specific decisions.	1.00	5.00	4.15	1.10	13

Parents/Guardians 1.3

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	Teachers help make important decisions at my child's school.	2.00	5.00	2.82	0.94	11
2	Specific groups of teachers provide input regarding specific decisions at my child's school.	2.00	5.00	3.20	1.17	10

Students 1.3

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	Teachers help make important decisions at my school.	2.00	5.00	3.27	1.21	11

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

Administrators 1.4

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	A professional learning community (PLC) process is in place in our school.	3.00	5.00	4.00	1.00	2
2	Our school's PLC collaborative teams have written goals.	3.00	5.00	4.00	1.00	2
3	I regularly examine PLC collaborative teams' progress toward their goals.	3.00	4.00	3.50	0.50	2
4	Our school's PLC collaborative teams create common assessments.	3.00	4.00	3.50	0.50	2
5	Our school's PLC collaborative teams analyze student achievement and growth	3.00	5.00	4.00	1.00	2
6	Data teams are in place in our school.	3.00	4.00	3.50	0.50	2
7	Our school's data teams have written goals.	3.00	4.00	3.50	0.50	2
8	I regularly examine data teams' progress toward their goals.	3.00	3.00	3.00	0.00	1
9	I collect and review minutes and notes from PLC collaborative team and data team meetings to ensure that teams focus on student achievement.	3.00	3.00	3.00	0.00	1

Teachers/Staff 1.4

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	A professional learning community (PLC) process is in place in our school.	1.00	5.00	3.54	1.45	13
2	Our school's PLC collaborative teams have written goals.	1.00	5.00	3.53	1.26	15
3	School leaders regularly examine PLC collaborative teams' progress toward their goals.	1.00	5.00	3.20	1.22	15
4	Our school's PLC collaborative teams create common assessments	1.00	5.00	2.53	1.36	15
5	Our school's PLC collaborative teams analyze student achievement and growth.	1.00	4.00	2.57	1.12	14
6	Data teams are in place in our school.	1.00	5.00	3.13	1.26	15
7	Our school's data teams have written goals.	1.00	5.00	3.00	1.29	12
8	School leaders regularly examine data teams' progress toward their goals.	1.00	5.00	3.46	1.34	13
9	School leaders collect and review minutes and notes from PLC	1.00	5.00	3.27	1.29	11

collaborative team and data team meetings to ensure that teams focus on student achievement.

Parents/Guardians 1.4

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	Teachers at my child's school meet together regularly.	1.00	5.00	2.92	1.26	12
2	At my child's school, teachers who teach the same subject use the same exams, quizzes, and tests.	1.00	4.00	3.09	1.08	11
3	Teams of teachers at my child's school look at student achievement data to figure out how to improve students' learning.	1.00	5.00	3.17	1.28	12

Students 1.4

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	My teachers meet together regularly.	2.00	5.00	3.33	1.15	9

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

Administrators 1.5

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	Data collection systems are in place to collect opinion data from teachers and staff regarding our school's optimal functioning.	2.00	4.00	3.00	1.00	2
2	Opinion data collected from teachers and staff are archived.	3.00	4.00	3.50	0.50	2
3	Reports of opinion data from teachers and staff are regularly generated.	4.00	4.00	4.00	0.00	2
4	The manner in which opinion data from teachers and staff are used is transparent.	4.00	4.00	4.00	0.00	2
5	Our school improvement team regularly provides input and feedback about our school's improvement plan.	4.00	4.00	4.00	0.00	2

Teachers/Staff 1.5

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	Data collection systems are in place to collect opinion data from teachers and staff regarding our school's optimal functioning.	1.00	5.00	3.14	1.55	14
2	Opinion data collected from teachers and staff are archived.	1.00	5.00	3.58	1.19	12
3	Reports of opinion data from teachers and staff are regularly generated.	1.00	5.00	2.85	1.10	13
4	The manner in which opinion data from teachers and staff are used is transparent.	1.00	5.00	2.80	1.51	15
5	Our school improvement team regularly provides input and feedback about our school's improvement plan.	1.00	5.00	3.93	1.18	15

Parents/Guardians 1.5

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	The leaders of my child's school ask teachers for their opinions about how the school should function.	1.00	5.00	3.10	1.45	10
2	The leaders of my child's school collect information from teachers about their opinions.	2.00	5.00	3.60	1.02	10

Students 1.5

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	My school's leaders collect information from teachers about their opinions.	2.00	5.00	3.63	0.86	8

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

Administrators 1.6

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	Data collection systems are in place to collect opinion data from students, parents, and the community regarding our school's optimal functioning.	4.00	5.00	4.50	0.50	2
2	Opinion data collected from students, parents and the community are archived.	4.00	5.00	4.50	0.50	2
3	Reports of opinion data from students, parents, and the community are regularly generated.	3.00	3.00	3.00	0.00	2
4	The manner in which opinion data from students, parents, and the community are used is transparent.	3.00	4.00	3.50	0.50	2
5	Our school hosts an interactive website for students, parents, and the community.	3.00	5.00	4.00	1.00	2
6	I use social networking technologies (such as Twitter and Facebook) to involve students, parents, and the community.	2.00	2.00	2.00	0.00	1
7	I host virtual town hall meetings.	3.00	5.00	4.00	1.00	2
8	I conduct focus group meetings with students, parents, and the community.	3.00	4.00	3.50	0.50	2
9	I host or speak at community/business luncheons.	3.00	3.00	3.00	0.00	2

Teachers/Staff 1.6

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	Data collection systems are in place to collect opinion data from students, parents, and the community regarding our school's optimal functioning.	1.00	5.00	3.69	1.43	13
2	Opinion data collected from students, parents and the community are archived.	2.00	5.00	3.33	1.05	9
3	Reports of opinion data from students, parents, and the community are regularly generated.	2.00	5.00	3.46	1.08	13
4	The manner in which opinion data from students, parents, and the community are used is transparent.	1.00	5.00	2.40	1.31	15

5	Our school hosts an interactive website for students, parents, and the community.	2.00	5.00	3.57	0.82	14
6	I use social networking technologies (such as Twitter and Facebook) to involve students, parents, and the community.	1.00	5.00	3.31	1.38	13
7	School leaders host virtual town hall meetings.	2.00	5.00	3.78	1.13	9
8	School leaders conduct focus group meetings with students, parents, and the community.	3.00	5.00	4.00	0.63	10
9	School leaders host or speak at community/business luncheons.	3.00	5.00	4.10	0.54	10

Parents/Guardians 1.6

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	The leaders of my child's school ask for my opinion about how the school should function.	1.00	5.00	2.93	1.44	14
2	My child's school leaders have a system to save and keep track of the information they collect about my opinions.	1.00	5.00	3.27	1.21	11
3	Reports of opinion data collected from students, parents, and the community are generated regularly.	1.00	4.00	3.00	0.95	11
4	I understand how my opinions affect school decisions.	1.00	5.00	2.73	1.29	15
5	My child's school hosts an interactive website.	1.00	5.00	3.43	1.05	14
6	I visit my child's school's website often.	1.00	5.00	3.50	1.24	14
7	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	1.00	5.00	3.64	1.04	14
8	The leaders of my child's school host virtual town hall meetings.	1.00	5.00	2.71	1.58	14
9	My child's school leaders conduct focus group meetings with students, parents, and the community.	1.00	5.00	2.50	1.35	14
10	The leaders of my child's school host or speak at community/business luncheons.	1.00	5.00	2.50	1.35	14

Students 1.6

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	My school's leaders ask for my opinion about how the school should function.	2.00	5.00	3.86	0.74	14

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

Administrators 1.7

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	Our school's accomplishments have been adequately acknowledged and celebrated.	3.00	4.00	3.50	0.50	2
2	Teacher teams' or departments' accomplishments have been adequately acknowledged and celebrated.	3.00	3.00	3.00	0.00	2
3	Individual teachers' accomplishments have been adequately acknowledged and celebrated.	4.00	4.00	4.00	0.00	2
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).	3.00	4.00	3.50	0.50	2
5	I regularly celebrate individuals' successes in various positions in the school (such as teachers or support staff).	3.00	4.00	3.50	0.50	2

Teachers/Staff 1.7

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	Our school's accomplishments have been adequately acknowledged and celebrated.	2.00	5.00	3.50	0.91	14

2	My team's or department's accomplishments have been adequately acknowledged and celebrated.	2.00	5.00	3.40	1.02	15
3	My accomplishments have been adequately acknowledged and celebrated.	2.00	5.00	3.14	1.12	14
4	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).	1.00	5.00	3.33	1.07	15
5	School leaders regularly celebrate individuals' successes in various positions in the school (such as teachers or support staff).	2.00	5.00	3.69	1.07	13

Parents/Guardians 1.7

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	The accomplishments of my child's school have been adequately acknowledged and celebrated.	1.00	5.00	3.29	1.16	14
2	The accomplishments of my child's teachers have been adequately acknowledged and celebrated.	2.00	5.00	3.36	0.81	14
3	My child's accomplishments have been adequately acknowledged and celebrated.	2.00	5.00	3.43	0.98	14
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).	2.00	5.00	3.54	0.75	13

Students 1.7

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	When I achieve a goal or accomplish something important, my school's	1.00	4.00	3.27	0.77	15

leaders, teachers, and other students
celebrate it.

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

Administrators 1.8

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	Teachers have adequate materials to teach effectively.	5.00	5.00	5.00	0.00	1
2	Teachers have adequate time to teach effectively.	4.00	5.00	4.50	0.50	2
3	I develop, submit, and implement detailed budgets.	5.00	5.00	5.00	0.00	2
4	I successfully access and leverage a variety of fiscal resources (such as grants or title funds).	4.00	4.00	4.00	0.00	2
5	I manage time to maximize a focus on instruction.	5.00	5.00	5.00	0.00	2
6	I direct the use of technology to improve teaching and learning.	4.00	4.00	4.00	0.00	1
7	I provide adequate training for the instructional technology teachers are expected to use.	5.00	5.00	5.00	0.00	1

Teachers/Staff 1.8

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	I have adequate materials to teach effectively.	1.00	5.00	2.71	1.48	14
2	I have adequate time to teach effectively.	1.00	5.00	2.87	1.36	15
3	School leaders develop, submit, and implement detailed budgets.	2.00	5.00	3.50	0.92	10
4	School leaders successfully access and leverage various fiscal resources (such as grants or title funds).	2.00	5.00	3.20	0.87	10
5	School leaders manage time to maximize a focus on instruction.	1.00	5.00	2.71	1.16	14
6	School leaders direct the use of technology to improve teaching and learning.	1.00	5.00	3.00	1.11	13

7	School leaders provide adequate training for the instructional technology teachers are expected to use.	1.00	5.00	2.93	1.22	14
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Parents/Guardians 1.8

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	Teachers at my child's school have adequate materials to teach effectively.	1.00	5.00	3.00	1.66	13
2	Teachers at my child's school have adequate time to teach effectively.	1.00	5.00	2.79	1.42	14
3	The leaders of my child's school develop, submit, and implement detailed budgets.	2.00	5.00	3.44	1.07	9
4	My child's school leaders successfully access and leverage various fiscal resources (such as grants or title funds).	2.00	4.00	2.50	0.67	10
5	The leaders of my child's school manage time to maximize a focus on instruction.	1.00	5.00	3.18	1.03	11
6	The leaders of my child's school direct the use of technology to improve teaching and learning.	1.00	5.00	2.92	1.33	13

Students 1.8

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	I have plenty of time to learn.	1.00	5.00	3.31	1.20	13
2	Teachers in my school use technology to help me learn.	1.00	5.00	3.18	1.11	11

Sample Data