

ReadySchool ASSESSMENT

Questionnaire



Ypsilanti, Michigan

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SCHOOL/DISTRICT INFORMATION

School name: _____

District name: _____

District size (K–12 enrollment): _____

District is: urban rural suburban other _____

Ready School contact person for this school:

Name: _____

Title: _____

Street: _____

City: _____ State: _____ Zip: _____

Phone: (____) _____ Fax: (____) _____ E-mail: _____

School enrollment: _____

Grade-level structure:

Grade Level	No. of Classes	No. of Students	Grade Level	No. of Classes	No. of Students
Pre-K	_____	_____	3 rd	_____	_____
K	_____	_____	4 th	_____	_____
1 st	_____	_____	5 th	_____	_____
2 nd	_____	_____	6 th	_____	_____

Pre-K in same/attached building/campus? Yes No

Kindergarten: half day full day extended-care options (check all that apply)

Current school year dates: begin: _____ end: _____

School type: public charter private other _____

Percentage of students eligible for free or reduced lunch: _____ %

Ethnicity of Student Population:

Ethnicity	% of Student Population
Native American/Alaskan	_____
Asian/Pacific Islander	_____
African American	_____
Hispanic	_____
Caucasian	_____
Mixed/Other	_____

Percentage of English Language Learners (ELLs): _____ %

Top 3 non-English languages (e.g., Spanish, Arabic, Haitian/Creole):

Average teaching experience of K–2 staff: _____ yrs.

SCORING INSTRUCTIONS

Completing the Ready School Assessment Indicators

Indicators

Each dimension of the Ready School Assessment (RSA) (identified by the Arabic numbers 1 to 8) includes from 11 to 21 indicators (identified by the letters A, B, C, etc.), as in the examples below.

Indicators are statements describing an event or condition. The *Ready School Assessment Team Handbook* found in the RSA Kit further clarifies these indicators through explanations of the events or conditions described, a brief background of why the event or condition should be of concern for a ready school, and examples.

Each RSA indicator is accompanied by one of the following rating scales: “Yes, No, Don’t Know (DK)”; “Never, Seldom, Sometimes, Often, Always, DK”; or “0, 1, 2, 3, 4 or more, DK.” (Several indicators also include the rating NA, for “not applicable.”) Indicators are scored by selecting and marking the scale level that best fits the related events and conditions in your school.

Meaning of the Frequency Scale Levels

The “Never, Seldom, Sometimes, Often, Always” scale levels have precise meanings. “Never” should be used to indicate that the event occurs or the statement is true 0% of the time or for 0% of the cases (or possible times or cases). “Always” should be used to indicate that something occurs or is true 100% of the time or in 100% of the cases (or of the possible times or cases). “Seldom” should be used to signify that something occurs or is true from 1% to 33% of the time, “Sometimes” signifies that it occurs or is true from 34% to 66% of the time, and “Often” signifies that it occurs or is true from 67% to 99% of the time. In other words, something that occurs less than one third of the time (but not never) should be scored “Seldom,” something that occurs from about one third to two thirds of the time should be scored “Sometimes,” and something occurring more than two thirds of the time (but not always) should be scored “Often.” (Something that occurs or is true about half or 50% of the time would then be scored “Sometimes.”)

Indicators Example

1. I	The principal has academic training in early childhood education (pre-K through grade 3).	Yes	No	DK			
4. A	Classrooms are clean and in good repair.	Never	Seldom	Sometimes	Often	Always	DK

Meaning of frequency scale levels

Never	Seldom	Sometimes	Often	Always
0% of the time or cases	1%–33% of the time or cases about 1/3 or less of the time or cases	34%–66% of the time or cases between about 1/3 to 2/3 of the time or cases ↑ About half or 50% of the time or cases	67%–99% of the time or cases about 2/3 or more of the time or cases	100% of the time or cases

You will note that the frequency scale generally applies to how often something occurs. Implicit in this is the question, “Of all the *possible* times this might or could occur, how often does it actually occur?” Also implicit in this is the question, “Of all the possible cases where this statement might be true, how frequently is it actually true?” In this sense, the possible cases could be defined, for example, as

across all teachers, across all classrooms, across all children eligible to enter school, or across all families.

In a few indicators, the frequency scale is a straightforward count, such as for indicator 3. F, about the number of planning hours available to teachers. These indicators should be scored to show the actual count (here, the average number of hours of planning) applicable to the indicator.

Frequency Scale Levels Example

3. F Hours per week, on average, teachers have for activities such as planning (not including all-staff meetings), team meetings, and work with colleagues:	0	1	2	3	4 or more	DK
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Time Span to Consider

Events occur over time, and conditions can either stay the same or change over time. The frequency ratings of many RSA indicators can be assessed by focusing on how things are “now,” at the time the indicator is being evaluated. However, some indicators may require consideration of the event(s) or condition(s) over a period of time, such as Indicator 6.F, which reads, “Per year, number of schoolwide parent-teacher conferences offered.” In such cases, the time period to consider is the past 12 months (or since the last RSA administration). Using a limited time span makes the meaning of the scores more precise and uniform for various observers, and allows for scores to change over time.

Evidence

The RSA will be most meaningful—and most helpful—if the ratings it yields are objective and evidence-based, and if they reflect the true readiness conditions in a school. In the *Team Handbook*, each RSA indicator or cluster of indicators is

presented and defined on its own page. Each page of the *Team Handbook* also includes an “Evidence Suggested” section that describes the types of evidence that can be used as a basis for scoring the indicator(s), as well as blank space for recording the evidence.

Evidence relating to one or more indicators can be brief or it can be extensive. It may, for example, simply be a list of dates of kindergarten orientation meetings, a reference to documents such as the school’s mission statement or anti-harassment policies, a count of the number of children retained in grade, or a description of the kindergarten registration process.

Once the evidence has been gathered and collected in the *Team Handbook*, it can be used to score the indicators in the *Ready School Assessment Questionnaire*.

When the *Team Handbook* and *Questionnaire* are complete, a school’s data can be entered into the Online Profiler, available at www.readyschoolassessment.org. For instructions on entering scores from this questionnaire into the Online Profiler, see the *Ready School Assessment Administration Manual*.

1. LEADERS AND LEADERSHIP

The principal¹ advocates for and leads the ready school.

1. A	The school principal communicates a clear vision for the school that is committed to the success of every child.	Yes	No	DK			
1. B	The principal has prepared a written improvement plan designed to help every child succeed.	Yes	No	DK			
1. C	The principal uses his/her authority to make decisions that support a ready school.	Never	Seldom	Sometimes	Often	Always	DK
1. D	The principal encourages staff to take responsibility for and implement ready school strategies.	Never	Seldom	Sometimes	Often	Always	DK
1. E	The principal has made a public commitment to an achievable set of instructional improvements.	Yes	No	DK			
1. F	The principal includes teaching staff in collaborative problem solving to address improvement goals.	Never	Seldom	Sometimes	Often	Always	DK
1. G	The principal is effective in creating a climate conducive to the success of children and staff.	Never	Seldom	Sometimes	Often	Always	DK
1. H	The school principal acts to ensure that students and families are connected to health and social services as needed (e.g., parent education courses, after-school latchkey services).	Never	Seldom	Sometimes	Often	Always	DK

¹For the purposes of this instrument “principal” is used as the term most representative of the leader of an elementary school.

1. I	The principal has academic training in early childhood education (pre-K through grade 3).	Yes	No	DK			
1. J	The principal has classroom experience in early childhood education.	Yes	No	DK			
1. K	The principal mentors people who show the potential for becoming school leaders.	Never	Seldom	Sometimes	Often	Always	DK
1. L	The principal acknowledges families as children's first teachers and offers strategies, ideas, and training opportunities that support them.	Never	Seldom	Sometimes	Often	Always	DK
1. M	The school principal is accessible to students, families, teachers, and members of the community. (For example, the principal warmly greets the children and parents as they arrive, visits classrooms, and is flexible about making time to meet with parents.)	Never	Seldom	Sometimes	Often	Always	DK
1. N	Staff, parents, and community members are encouraged to make recommendations to the principal as part of a goal-setting and decision-making process.	Never	Seldom	Sometimes	Often	Always	DK

2. TRANSITIONS

School staff and parent groups work with families, children, and their preschool teachers and caregivers before kindergarten and with families and children during kindergarten to smooth the transition from home to school.

2. A	Before school starts, a committee (i.e., not just individual teachers) actively plans and coordinates transition activities for incoming children.	Yes	No	DK			
2. B	Parents of incoming children are informed about registration, by multiple means if necessary, 3–6 months before school starts.	Never	Seldom	Sometimes	Often	Always	DK
2. C	Feeder early childhood programs are informed about registration before school starts.	Never	Seldom	Sometimes	Often	Always	DK
2. D	Incoming children are registered for school at least 1 month before school starts.	Never	Seldom	Sometimes	Often	Always	DK
2. E	Children registered at the last moment or after school starts receive transitional support similar to families registered earlier.	Never	Seldom	Sometimes	Often	Always	DK
2. F	Children registered at the last moment or after school starts are integrated quickly and smoothly.	Never	Seldom	Sometimes	Often	Always	DK
2. G	Kindergarten teachers have access to detailed information (e.g., parent questionnaires, home visits, interviews) about incoming children that helps them get to know the children and their family settings.	Never	Seldom	Sometimes	Often	Always	DK
2. H	For parents of incoming children, the school holds orientation session(s) at school prior to the first day.	Never	Seldom	Sometimes	Often	Always	DK

2. I	Families of incoming children are sent welcome materials (e.g., individualized letters, list of probable supply and clothing needs) before school starts.	Never	Seldom	Sometimes	Often	Always	DK
2. J	Children's records from preschool/child care programs are transferred to kindergarten teachers.	Never	Seldom	Sometimes	Often	Always	DK
2. K	Kindergarten teachers communicate with preschool/child care staff about <i>children</i> .	Never	Seldom	Sometimes	Often	Always	DK
2. L	Kindergarten teachers communicate with preschool/child care staff about <i>curriculum</i> .	Never	Seldom	Sometimes	Often	Always	DK
2. M	Delay or denial of entry of age-eligible children (redshirting) occurs.	Never	Seldom	Sometimes	Often	Always	DK
2. N	Placement of age-eligible, entering children in extra-year programs (e.g., Developmental Kindergarten, Young 5s, Begindergarten) occurs.	Never	Seldom	Sometimes	Often	Always	DK
2. O	Retention of K–2 children or placement in transitional or extra-year programs occurs.	Never	Seldom	Sometimes	Often	Always	DK
2. P	Retention decisions are reviewed by the principal, teacher(s), and the child's family.	Never	Seldom	Sometimes	Often	Always	DK
2. Q	Students considered for retention are provided with intensive, individualized assistance in an effort to avoid retention.	Never	Seldom	Sometimes	Often	Always	DK
2. R	School identifies underperforming children and promptly intervenes (e.g., provides one-on-one tutoring, computer resources, and the services of specialists, such as nurses and librarians).	Never	Seldom	Sometimes	Often	Always	DK

3. TEACHER SUPPORTS

School organizes classrooms, schedules, teams, and staff activities to maximize the support for all adults to work effectively with children during the school day.

3. A	Professional development activities offer teachers a variety of teaching strategies.	Never	Seldom	Sometimes	Often	Always	DK
3. B	Professional development activities are designed to provide strategies for supporting student achievement.	Never	Seldom	Sometimes	Often	Always	DK
3. C	Professional development activities are designed and developed in accordance with goals specified in plans for school improvement.	Never	Seldom	Sometimes	Often	Always	DK
3. D	Feeder preschools and child care programs (including those not part of the school) are invited when relevant professional development programs arise that involve the K–2 staff.	Never	Seldom	Sometimes	Often	Always	DK
3. E	Participating staff evaluate the utility of professional development activities.	Never	Seldom	Sometimes	Often	Always	DK
3. F	Hours per week, on average, teachers have for activities such as planning (not including all-staff meetings), team meetings, and work with colleagues:	0	1	2	3	4 or more	DK
3. G	K–2 classes use multiple organizational strategies to maximize instructional effectiveness (e.g., class-size reduction, paraprofessional aides, mixed-age groupings, looping, peer tutoring).	Never	Seldom	Sometimes	Often	Always	DK

3. H	The principal and teachers (in accordance with district policy, if applicable) maintain active memberships in relevant professional organizations and/or affiliates (e.g., NAEYC, NCTM, NAESP).	Never	Seldom	Sometimes	Often	Always	DK
3. I	The principal and teachers (in accordance with district policy, if applicable) participate actively in 2-way connections with institution(s) of higher education to gain expertise and improve teaching and learning (i.e., staff attend training sessions given by outside organizations and trainers/faculty from outside visit and work with staff in the school).	Never	Seldom	Sometimes	Often	Always	DK
3. J	For K–2 teachers, opportunities for mentoring are available.	Never	Seldom	Sometimes	Often	Always	DK
3. K	K–2 teachers have both academic training and classroom experience in early childhood education.	Never	Seldom	Sometimes	Often	Always	DK

4. ENGAGING ENVIRONMENTS

The school's learning environments employ elements that make them warm and inviting, and actively engage children in a variety of learning activities.

4. A	Classrooms are clean and in good repair.	Never	Seldom	Sometimes	Often	Always	DK
4. B	Ample classroom space permits children to move, play, and work freely.	Never	Seldom	Sometimes	Often	Always	DK
4. C	Classrooms are free of safety and health hazards.	Never	Seldom	Sometimes	Often	Always	DK
4. D	Hallways, passageways, walkways, and common areas are clean and in good repair.	Never	Seldom	Sometimes	Often	Always	DK
4. E	Hallways, passageways, walkways, and common areas are free of safety and health hazards.	Never	Seldom	Sometimes	Often	Always	DK
4. F	The cafeteria is clean and in good repair.	Never	Seldom	Sometimes	Often	Always	DK NA
4. G	The library, media center, specials rooms (music, art, PE) are clean and in good repair.	Never	Seldom	Sometimes	Often	Always	DK
4. H	Classrooms have on hand 10 or more books per child intended for children's guided and/or independent use.	Never	Seldom	Sometimes	Often	Always	DK
4. I	Classroom print materials include all of the following types: storybooks, nonfiction, picture, reference, magazines.	Never	Seldom	Sometimes	Often	Always	DK

4. J	Classrooms have a variety of manipulative materials and supplies for art, building, and hands-on learning (e.g., puppets, scarves, play dough, envelopes, blank books, bean bags, shakers, blocks, large and small magnets, Cuisenaire rods).	Never	Seldom	Sometimes	Often	Always	DK
4. K	Visual displays in classrooms cover more than 50% of walls, bulletin boards, and dividers or the maximum allowed by fire codes.	Never	Seldom	Sometimes	Often	Always	DK
4. L	Visual displays in classrooms include a balance of teacher-made/commercial and child-made materials.	Never	Seldom	Sometimes	Often	Always	DK
4. M	Classroom atmosphere is predominately positive (e.g., respectful, relaxed, happy).	Never	Seldom	Sometimes	Often	Always	DK
4. N	Negative behaviors such as rudeness, name calling, and pushing are addressed by the teacher (i.e., not ignored, not allowed to continue).	Never	Seldom	Sometimes	Often	Always	DK
4. O	Children are encouraged to use conflict-resolution strategies to deal with interpersonal issues that arise in the classroom.	Never	Seldom	Sometimes	Often	Always	DK
4. P	Throughout the day children have opportunities to talk with one another while working.	Never	Seldom	Sometimes	Often	Always	DK
4. Q	Children spend the majority of their time involved in transforming materials or ideas (e.g., role play; projects and experiments; writing and illustrating stories; outside exploration as opposed to merely listening; doing individual seatwork; answering direct questions).	Never	Seldom	Sometimes	Often	Always	DK

Continued on next page

4. ENGAGING ENVIRONMENTS *(continued)*

4. R Classroom activities provide all children structured opportunities to communicate their thoughts and feelings to others.	Never	Seldom	Sometimes	Often	Always	DK
4. S Classroom activities provide opportunities for all children to make open-ended content choices (e.g., choosing topics and subtopics within a given subject area as opposed to choosing from a list or a range of alternatives presented by the teacher, or having no choice at all).	Never	Seldom	Sometimes	Often	Always	DK
4. T Classroom activities provide opportunities for all children to make open-ended process choices (e.g., choosing roles, materials or media, or how to present results).	Never	Seldom	Sometimes	Often	Always	DK
4. U Classrooms use a balance of group sizes: individual, small-group, and whole-group activities.	Never	Seldom	Sometimes	Often	Always	DK

5. EFFECTIVE CURRICULA

The school diligently employs educational methods/materials² shown to be effective in helping children achieve objectives required for grade-level proficiency.

5. A	Staff are well informed and well trained on all <i>language arts</i> methods/materials they are to employ.	Never	Seldom	Sometimes	Often	Always	DK
5. B	Procedures are in place for monitoring fidelity of implementation of all <i>language arts</i> materials/methods.	Never	Seldom	Sometimes	Often	Always	DK
5. C	Staff are well informed and well trained on all <i>mathematics</i> methods/materials they are to employ.	Never	Seldom	Sometimes	Often	Always	DK
5. D	Procedures are in place for monitoring fidelity of implementation of all <i>mathematics</i> materials/methods.	Never	Seldom	Sometimes	Often	Always	DK
5. E	Staff are well informed and well trained on all <i>social studies</i> methods/materials they are to employ.	Never	Seldom	Sometimes	Often	Always	DK
5. F	Procedures are in place for monitoring fidelity of implementation of all <i>social studies</i> materials/methods.	Never	Seldom	Sometimes	Often	Always	DK
5. G	Staff are well informed and well trained on all <i>science</i> methods/materials they are to employ.	Never	Seldom	Sometimes	Often	Always	DK
5. H	Procedures are in place for monitoring fidelity of implementation of all <i>science</i> materials/methods.	Never	Seldom	Sometimes	Often	Always	DK

Continued on next page

² Models, programs, approaches, strategies, or materials—more than a single activity to teach an objective (see, for example, Comprehensive School Reform models, Program Effectiveness models, NDN models which may be comprehensive or focused on a single curriculum area).

5. EFFECTIVE CURRICULA *(continued)*

5. I	Staff are well informed and well trained on all <i>specials</i> (e.g., <i>music, art</i>) curriculum methods/materials they are to employ.	Never	Seldom	Sometimes	Often	Always	DK
5. J	Procedures are in place for monitoring the fidelity of implementation of all <i>specials</i> (e.g., <i>music, art</i>) curriculum materials/methods.	Never	Seldom	Sometimes	Often	Always	DK
5. K	Staff are well informed and well trained on all <i>prosocial</i> methods/materials they are to employ.	Never	Seldom	Sometimes	Often	Always	DK
5. L	Procedures are in place for monitoring the fidelity of implementation of all <i>prosocial</i> materials/methods.	Never	Seldom	Sometimes	Often	Always	DK
5. M	New hires to staff are provided training to assure that they become well informed and well trained on curriculum methods/materials they are to employ.	Never	Seldom	Sometimes	Often	Always	DK

6. FAMILY, SCHOOL, AND COMMUNITY PARTNERSHIPS

The school takes specific steps to enhance parents' capacities to foster their children's readiness and to support children's learning in and outside of school.

6. A	Families participate in and have significant influence on school decision making.	Never	Seldom	Sometimes	Often	Always	DK
6. B	Families participate in developing or have significant influence on school policies.	Never	Seldom	Sometimes	Often	Always	DK
6. C	Families have varied and flexible opportunities for involvement in schoolwide events and activities (e.g., PTO/PTA committees, fund-raising committees, schoolwide community building committees, advocacy committees, booster clubs).	Never	Seldom	Sometimes	Often	Always	DK
6. D	Teachers utilize an open-door policy that allows for, welcomes, and involves families' participation in classroom activities at all times of the day.	Never	Seldom	Sometimes	Often	Always	DK
6. E	School removes barriers to family participation (e.g., allowing siblings to participate with parents, providing opportunities for parents who are unable to help during school hours but who can help at home by doing such activities as gathering supplies for a class project or baking cookies for a class party).	Never	Seldom	Sometimes	Often	Always	DK
6. F	Per year, number of schoolwide parent-teacher conferences offered:	0	1	2	3	4 or more	DK

Continued on next page

6. FAMILY, SCHOOL, AND COMMUNITY PARTNERSHIPS *(continued)*

	Never	Seldom	Sometimes	Often	Always	DK
6. G Parent-teacher conferences focus on children's strengths, setting goals, and building a team with parents rather than dealing with problems.						
6. H The school uses multiple methods to ensure family participation in parent-teacher conferences (e.g., conferences are offered at a variety of times to accommodate parents' work schedules, including evenings and weekends; rides are offered to families without transportation; school personnel go to the home or workplace to have conferences; phone conferences are available for parents unable to come to school; translators are available to parents who do not speak English; child care is available during parent-teacher conferences).						
6. I Teachers consistently and effectively utilize multiple methods of <i>school-to-home communication</i> to provide families with ongoing information about school programs and children's progress and problems (e.g., newsletters, bulletin boards, notes, journals, telephone calls, e-mail, Web sites, family resource rooms, home visits, face-to-face interactions).						
6. J Teachers consistently provide for and encourage the use of multiple methods of <i>home-to-school communication</i> so parents can provide ongoing information about children's home life, progress, and problems (e.g., notes, journals, telephone calls, e-mail, Web sites, voice mail).						

6. K	Special consideration is given to families that do not speak or read English well and a system is in place to provide these families with opportunities to engage in school-to-home and home-to-school communication (e.g., voice mail, translators for verbal communication, translations of written communication into the primary language of family).	Never	Seldom	Sometimes	Often	Always	DK NA
6. L	School provides multiple and varied extended learning opportunities for <i>parents</i> (e.g., facilitating or hosting content-focused parent group meetings that provide home teaching by parents; home teaching by teachers and/or home visitors who visit the home and work with parent and child to ensure that teaching and support of learning is taking place at home).	Never	Seldom	Sometimes	Often	Always	DK
6. M	School provides multiple and varied extended learning opportunities for <i>children</i> (e.g., content-focused parent-child group meetings that provide enrichment for home teaching by parents; content-based summer enrichment programs; after-school enrichment programs).	Never	Seldom	Sometimes	Often	Always	DK
6. N	School promotes community linkages by making and following up on appropriate referrals of children and families to social service and health agencies.	Never	Seldom	Sometimes	Often	Always	DK
6. O	School promotes community linkages by encouraging and helping parents to take parent education courses.	Never	Seldom	Sometimes	Often	Always	DK

Continued on next page

6. FAMILY, SCHOOL, AND COMMUNITY PARTNERSHIPS *(continued)*

6. P School promotes community linkages by encouraging and helping families to arrange for children’s regular doctor visits and immunizations.	Never	Seldom	Sometimes	Often	Always	DK
6. Q School promotes community linkages by encouraging and helping parents to finish school if they have not done so.	Never	Seldom	Sometimes	Often	Always	DK
6. R School promotes community linkages by providing services to meet the needs of children and families—especially health care and nutrition services—if community agencies or religious institutions are not available to provide them.	Never	Seldom	Sometimes	Often	Always	DK
6. S The school maintains regular communication with and participates in education-related activities sponsored by community organizations, services, and businesses.	Never	Seldom	Sometimes	Often	Always	DK

7. RESPECTING DIVERSITY

School helps all children succeed by interacting with children/families in ways that are compatible with individual needs and family backgrounds³ or life experiences⁴.

7. A	There are many materials in the classroom that introduce a variety of cultural backgrounds and experiences.	Never	Seldom	Sometimes	Often	Always	DK
7. B	Classroom materials provide positive, authentic images which all children can either learn from or relate to.	Never	Seldom	Sometimes	Often	Always	DK
7. C	During instruction, teachers use inclusive language that describes the similarities and differences between people and groups as interesting and positive.	Never	Seldom	Sometimes	Often	Always	DK
7. D	Activities that refer to students' cultural backgrounds and experiences are integrated throughout the year into lesson plans.	Never	Seldom	Sometimes	Often	Always	DK
7. E	There are activities that introduce unfamiliar cultural backgrounds and experiences.	Never	Seldom	Sometimes	Often	Always	DK
7. F	Classroom activities provide accurate, practical, and respectful information regarding peoples' cultural backgrounds and experiences.	Never	Seldom	Sometimes	Often	Always	DK
7. G	Staff understand the school's anti-discrimination and anti-harassment policies.	Never	Seldom	Sometimes	Often	Always	DK NA
7. H	Staff support the school's anti-discrimination and anti-harassment policies.	Never	Seldom	Sometimes	Often	Always	DK NA

Continued on next page

³ e.g., ethnicity, disability, income, primary language.

⁴ e.g., travel abroad, military family, adopted as a child, non-traditional family.

7. RESPECTING DIVERSITY *(continued)*

7. I	The school's anti-discrimination and anti-harassment policies are explained to students and made available to families.	Never	Seldom	Sometimes	Often	Always	DK NA
7. J	During the school year, teachers receive several trainings on diversity issues (either in-house or as part of district-wide requirements).	Never	Seldom	Sometimes	Often	Always	DK
7. K	Teaching staff (including paraprofessionals) who have special needs children in their classrooms have the training needed to work effectively with them.	Never	Seldom	Sometimes	Often	Always	DK
7. L	There is an effort to foster strong relationships between special education and classroom teachers, including collaborative curriculum development.	Never	Seldom	Sometimes	Often	Always	DK NA
7. M	There are bilingual staff available to meet the needs of most English language learners.	Never	Seldom	Sometimes	Often	Always	DK NA
7. N	The majority of English language learners receive a challenging, age-appropriate curriculum.	Never	Seldom	Sometimes	Often	Always	DK NA
7. O	Community resources are routinely used to support the needs of English language learners.	Never	Seldom	Sometimes	Often	Always	DK NA
7. P	Children are taught by a diverse teaching staff.		Yes		No		DK
7. Q	A staff support system is used to maintain existing staff diversity.		Yes		No		DK NA

7. R	There are many groups, cultures, backgrounds, and life experiences represented among the school's parent and community volunteers.	Yes	No	DK			
7. S	School provides or supports ongoing dialogue on diversity between parents/families and staff (e.g., a parent/staff diversity committee meets regularly).	Never	Seldom	Sometimes	Often	Always	DK
7. T	The school provides opportunities for community involvement in school activities (e.g., making connections through the curriculum to libraries, museums, businesses, industries, firefighters, police, etc., or seeking out community members to share their expertise and experience with faculty, children, or parents).	Never	Seldom	Sometimes	Often	Always	DK

8. ASSESSING PROGRESS

School staff engage in ongoing improvement based on information that rigorously and systematically assesses classroom experiences⁵, school practices that influence them, and children’s progress toward curricular goals.

8. A	Clearly defined curricular goals have been developed and clearly stated for each group/subgroup of children.	Never	Seldom	Sometimes	Often	Always	DK
8. B	School has in place standardized ⁶ and systematic method(s) for assessing children’s progress toward curricular goals within and across K–2 grades.	Never	Seldom	Sometimes	Often	Always	DK
8. C	School makes use of multiple assessments in preparing report cards, grades, parent conferences, and for informing instruction.	Never	Seldom	Sometimes	Often	Always	DK
8. D	Assessments address and are aligned with all areas of school curriculum.	Never	Seldom	Sometimes	Often	Always	DK
8. E	Assessments cover a wide spectrum of behaviors and intellectual capacities (e.g., knowledge, skills, thinking and reasoning, problem solving).	Never	Seldom	Sometimes	Often	Always	DK
8. F	Individual and subgroup reports of children’s progress on curricular goals are prepared to identify needs and inform instruction.	Never	Seldom	Sometimes	Often	Always	DK
8. G	Reports on children’s curricular progress are available to staff on a timely basis for use in informing instructional decision making.	Never	Seldom	Sometimes	Often	Always	DK

⁵ e.g., teacher practices, curriculum fidelity, effectiveness of learning environment.

⁶ Standardized assessment tools can use many different techniques (e.g., observation, portfolios, checklists, tests) but they share a common characteristic of requiring specific data collection practices and have been shown to produce valid and reliable information.

8. H	Assessment results for individual children are shared with the child's parents on a regular basis.	Never	Seldom	Sometimes	Often	Always	DK
8. I	School goals in areas other than child outcomes (e.g., parent involvement, attendance, teacher professional development) are assessed using standardized, systematic methods.	Never	Seldom	Sometimes	Often	Always	DK
8. J	The quality of classroom experiences is assessed using standardized, systematic method(s) (e.g., classroom environment ratings, classroom interaction analysis, and classroom climate measures), rather than being based on a "walk-through."	Never	Seldom	Sometimes	Often	Always	DK
8. K	School improvement goals are based on results of standardized, systematic assessments, such as those mentioned above.	Never	Seldom	Sometimes	Often	Always	DK
8. L	Progress towards school improvement goals is evaluated annually.		Yes		No		DK
8. M	School makes data on overall student performance and progress toward other school goals available to the community (e.g., school report card) on a regular basis.	Never	Seldom	Sometimes	Often	Always	DK

SUMMARY

1. Leaders and Leadership

- A. Principal has vision for ready school
- B. Improvement plan for ready school
- C. Authority to make decisions
- D. Encouraging staff to take responsibility
- E. Public commitment to priorities
- F. Collaborative problem solving
- G. Creating climate conducive to success
- H. Connecting parents to community services
- I. Early childhood training
- J. Early childhood classroom experience
- K. Mentoring potential school leaders
- L. Family as child's first teacher
- M. Principal accessible to all
- N. Staff, parent, community recommendations

2. Transitions

- A. Transition committee active
- B. Parents informed about registration
- C. Feeder programs informed about registration
- D. Children registered before school starts
- E. Late registrants receive help
- F. Late registrants integrated quickly
- G. Kindergarten teachers receive information on incoming students
- H. Orientation for incoming families
- I. Welcome materials sent
- J. Records transferred from preschool/child care programs
- K. Kindergarten & preschool teachers communicate about children
- L. Kindergarten & preschool teachers communicate about curriculum
- M. Delay or denial of entry
- N. Entrants placed in extra-year programs
- O. Retention of K-2 children
- P. Review of retention decisions
- Q. Intensive intervention before retention
- R. Underperforming children identified for help

3. Teacher Supports

- A. Professional development provides teaching strategies
- B. Professional development supports student achievement
- C. Professional development follows school improvement plan
- D. Professional development includes preschool staff
- E. Professional development activities evaluated
- F. Hours of planning per week
- G. Strategies maximize effectiveness
- H. Membership in professional organizations
- I. Connection with higher educational institution(s)
- J. Mentoring available
- K. Academic training and experience

4. Engaging Environments

- A. Classrooms clean and in good repair
- B. Ample classroom space
- C. Classrooms free of health and safety hazards
- D. Halls clean and in good repair
- E. Halls free of safety and health hazards
- F. Cafeteria clean and in good repair
- G. Library clean and in good repair
- H. Classrooms with 10 or more books/child
- I. Classrooms include variety of print materials
- J. Variety of manipulative materials
- K. Ample display of materials
- L. Displays balance children's and teacher's materials
- M. Climate predominantly positive
- N. Rudeness addressed by teacher
- O. Children use conflict resolution
- P. Children can talk to one another
- Q. Children transform materials or ideas
- R. Children communicate to others
- S. Open-ended content choices
- T. Open-ended process choices
- U. Balance of group sizes

5. Effective Curricula

- A. Staff trained in language arts materials
- B. Monitor fidelity of language arts curriculum
- C. Staff trained in math materials
- D. Monitor fidelity of math curriculum
- E. Staff trained in social studies materials
- F. Monitor fidelity of social studies curriculum
- G. Staff trained in science materials
- H. Monitor fidelity of science curriculum
- I. Staff trained in specials materials
- J. Monitor fidelity of specials curriculum
- K. Staff trained in prosocial materials
- L. Monitor fidelity of prosocial curriculum
- M. New hires trained in curriculum

6. Family, School, and Community Partnerships

- A. Families involved in school decision making
- B. Families involved in school policies
- C. Families involved in schoolwide activities
- D. Families involved in daily life of classroom
- E. Remove barriers to family participation
- F. Parent conferences per year
- G. Focus on children's strengths
- H. Ensure family participation
- I. Multiple school-to-home communication methods
- J. Multiple home-to-school communication methods
- K. Consideration for non-English speakers
- L. Parent learning opportunities
- M. Extended learning for children
- N. Referral of children and families
- O. Parent education courses
- P. Promote regular doctor visits
- Q. Help parents finish school
- R. Help meet health and nutrition needs
- S. Participate in community organizations

7. Respecting Diversity

- A. Materials refer to varied cultures
- B. Materials provide positive images for all
- C. Use of inclusive language
- D. Activities refer to varied cultures
- E. Introduce unfamiliar backgrounds
- F. Provide respectful information
- G. Understand anti-discrimination & anti-harassment policies
- H. Support anti-discrimination & anti-harassment policies
- I. Policies explained to students/parents
- J. Training on diversity issues
- K. Training to work with special needs children
- L. Special education & classroom teachers collaborate
- M. Bilingual staff for ELL children
- N. Challenging curriculum for ELL children
- O. Community resources for ELL children
- P. Diverse teaching staff
- Q. Support of staff diversity
- R. Diverse parent and community volunteers
- S. Regular dialogue on diversity
- T. Community involved in school activities

8. Assessing Progress

- A. Curricular goals defined for each group
- B. Standardized assessment of progress across K-2
- C. Multiple assessments for report cards, grades
- D. Assessments aligned with curriculum
- E. Assessments cover wide spectrum
- F. Individual and group progress reported
- G. Assessment results available to staff
- H. Child assessments shared with family
- I. Assessment of other school goals
- J. Assess quality of classroom experiences
- K. School improvement based on assessments
- L. School improvement goals assessed yearly
- M. Results shared with family and community