

**Morton Elementary School**

Kindergarten - 5th Grade

**Snapshot Executive Summary Report**

Below is a summary of your Snapshot results from:

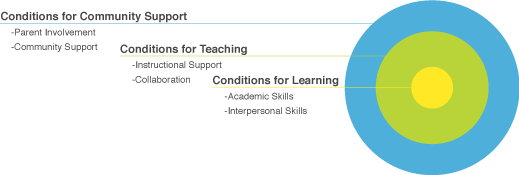
**May 25, 2017**

The top row of numbers displays the count of students, teachers, and parents who responded to the survey. The color shading indicates representativeness of the respondents: green is good, yellow is sufficient, and red is insufficient.

|  |  |  |  |
| --- | --- | --- | --- |
| Response Adequacy | **Students** | **Teachers** | **Parents** |
| Good  Sufficient  Insufficient | **170** | **14** | **4** |

The other numbers in the table are the percentages of respondents who agreed or strongly agreed with the presence of that condition for their focal point. Further clarification of focal points, conditions, and contexts is available on page 2. Student data are used to summarize the conditions for learning academic and interpersonal skills; teacher data are used to summarize the conditions for instructional support and collaboration; and, parent data are used to summarize the conditions for parent involvement and community support. In each case, higher is better.Percentages above 80 indicate strong and effective school practice, while numbers below 60 need immediate attention.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Academic Skills** | **Instruction** | **Parent Involvement** |
| **Expectations** | **64%** | **64%** | **75%** |
| **Skills** | **76%** | **50%** | **50%** |
| **Recognition** | **76%** | **79%** | **75%** |
| **Relationships** | **88%** | **79%** | **50%** |
|  | **Interpersonal Skills** | **Collaboration** | **Community Support** |
| **Expectations** | **81%** | **64%** | **50%** |
| **Skills** | **62%** | **93%** | **67%** |
| **Recognition** | **68%** | **93%** | **50%** |
| **Relationships** | **78%** | **64%** | **75%** |

 **Report Structure**

Snapshot examines critical conditions in three distinct contexts: the classroom (Conditions for Learning), the school (Conditions for Teaching), and the home or community (Conditions for Community Support). These three contexts are each subdivided into two focal points (i.e., Academic Skills & Interpersonal Skills, Instructional Support & Collaboration, Parental Involvement & Community Support) to provide greater depth and insight into the functions of these contexts. Each focal point is examined using the following four essential conditions:

**Expectations.** Clearly communicating high expectations for performance is the first step in effective teaching, coaching, and support. It defines acceptable performance and clearly indicates the necessary actions, intended outcomes, and rationale for each action. Using common language throughout the school results in a common understanding of expectations, which leads to common success.

**Skills.** An emphasis upon building and strengthening new skills results in substantial increases in productivity and learning. Providing ample opportunities to respond is the most effective approach to building skills. Students, teachers, and community partners actively participate in learning activities where skills are repeated successfully within a system of progressively rising performance expectations

**Recognition.** Individual efforts to meet high expectations and goals should be recognized whenever and wherever they occur throughout the school. The most effective recognitions are timely, descriptive, include a specific explanation of why meeting this expectation or goal is important, and may have an enduring quality (e.g., written praise or acclaim that can be posted and used as evidence of expectations for future performance).

**Relationships.** Establishing and maintaining meaningful relationships based upon trust, respect, esteem, and positive regard heightens motivation to excel and provides a firm foundation for teaching, especially the teaching of difficult skills and complicated concepts. These relationships provide a context for support for all stakeholders who may at times feel overwhelmed.

## CONDITIONS FOR LEARNING

#### Student Responses

## Academic Skills

The Academic Skills focal point represents the strategies teachers and other staff use to clarify academic expectations, provide opportunities to build academic skills, recognize students’ best efforts to meet high expectations, and the availability of trusting relationships in school. These items were developed to examine the interactions between teachers and students.

To the right are two summaries of students’ reports of the four conditions experienced while learning academic skills. The histogram indicates the percent of students who reported experiencing 0 or 1, 2, 3, or all 4 conditions. The triangle presents the same data in a different format. It displays the relative percentage of students reporting 0 or 1 condition who may require individualized, intensive supports (i.e., Tier III - red), 2 conditions who may require systematic, group supports (i.e., Tier II - yellow), and 3-4 conditions who will likely benefit from universal prevention programming (Tier I – green \* purple).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 0/1 | 2 | 3 | 4 |
| Percent | 5% | 21% | 38% | 36% |
| Number | 9 | 36 | 64 | 61 |

## Interpersonal Skills

The Interpersonal Skills focal point represents the conditions in place at school that establish and promote appropriate interpersonal or social behavior. These indicators address social expectations, systematic efforts to build social skills, students’ efforts to recognize and encourage one another, and appropriate, positive relationships among students.

To the right are two summaries of students’ reports of the four conditions experienced while learning interpersonal skills. The histogram indicates the percent of students who reported experiencing 0 or 1, 2, 3, or all 4 conditions. The triangle presents the same data in a different format. It displays the relative percentage of students reporting 0 or 1 condition who may require individualized, intensive supports (i.e., Tier III - red), 2 conditions who may require systematic, group supports (i.e., Tier II - yellow), and 3-4 conditions who will likely benefit from universal prevention programming (Tier I – green \* purple).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 0/1 | 2 | 3 | 4 |
| Percent | 12% | 25% | 25% | 39% |
| Number | 20 | 42 | 42 | 66 |

## CONDITIONS FOR TEACHING

## Instructional Support

The Instructional Support focal point represents the working conditions in place to support effective instructional practices. Teachers report their experiences related to clear professional expectations, the availability of training to develop instructional skills, the quality of professional recognition, and the presence of productive collegial relationships centered on developing classroom practice.

To the right are two summaries of teachers’ reports of the four conditions experienced while teaching. The histogram indicates the percent of teachers who reported experiencing 0 or 1, 2, 3, or all 4 conditions. The triangle presents the same data in a different format. It displays the relative percentage of teachers reporting 0 or 1 condition who may require individualized coaching (i.e., Tier III - red), 2 conditions who may require targeted coaching (i.e., Tier II - yellow), and 3-4 conditions who will likely thrive with universal staff development (Tier I – green \* purple).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 0/1 | 2 | 3 | 4 |
| Percent | 14% | 29% | 21% | 36% |
| Number | 2 | 4 | 3 | 5 |

## Collaboration

The Collaboration focal point represents the conditions in place to support productive collaborative work. Collaboration is more productive when expectations for collaboration are clear, systematic training of collaborative processes are in place, multiple opportunities for professional recognition among colleagues is present, and collegial relationships are most often characterized as relationships of trust and esteem?

To the right are two summaries of teachers’ reports of the four conditions experienced while collaborating with other teachers. The histogram indicates the percent of teachers who reported experiencing 0 or 1, 2, 3, or all 4 conditions. The triangle presents the same data in a different format. It displays the relative percentage of teachers reporting 0 or 1 condition who may require individualized coaching (i.e., Tier III - red), 2 conditions who may require targeted coaching (i.e., Tier II - yellow), and 3-4 conditions who will likely thrive with universal staff development (Tier I – green \* purple).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 0/1 | 2 | 3 | 4 |
| Percent | 7% | 14% | 29% | 50% |
| Number | 1 | 2 | 4 | 7 |
|  |  |  |  |  |

## CONDITIONS FOR COMMUNITY SUPPORT

## Parent Involvement

The Parent Involvement focal point represents the conditions in place to encourage parent involvement and participation in their child’s schooling. Parents need to understand teacher’s expectations for involvement in the classroom, have access to resources to develop the skill necessary to support their child, be recognized for their efforts to assist teachers, and develop supportive relationships with school faculty and staff.

To the right are two summaries of parents’ reports of the four conditions experienced while interacting with school personnel. The histogram indicates the percent of parents who reported experiencing 0 or 1, 2, 3, or all 4 conditions. The triangle presents the same data in a different format. It displays the relative percentage of parents reporting 0 or 1 condition who may require individualized services (i.e., Tier III - red), 2 conditions who may require targeted services (i.e., Tier II - yellow), and 3-4 conditions who will likely thrive with minimal support (Tier I – green \* purple).

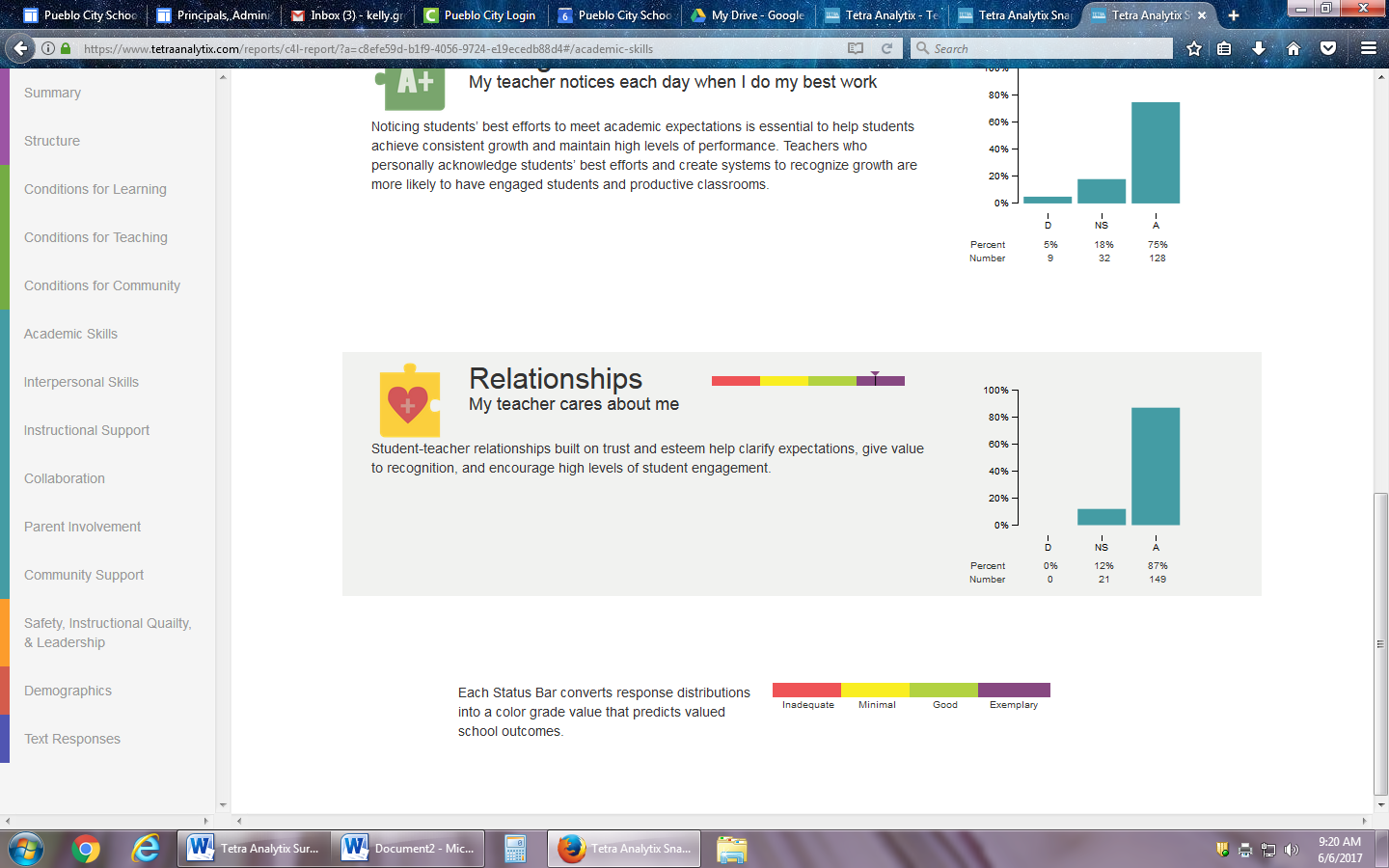
|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 0/1 | 2 | 3 | 4 |
| Percent | 25% | 25% | 25% | 25% |
| Number | 1 | 1 | 1 | 1 |

## Community Support

The Community Support focal point represents the conditions in place to encourage active community support and participation. Parents report the presence of high expectations for education quality, proactive development of community resources, recognition for community support, and meaningful relationships among community stakeholders.

To the right are two summaries of parents’ reports of the four conditions experienced while interacting with other community members about school. The histogram indicates the percent of parents who reported experiencing 0 or 1, 2, 3, or all 4 conditions. The triangle presents the same data in a different format. It displays the relative percentage of parents reporting 0 or 1 condition who may require individualized services (i.e., Tier III - red), 2 conditions who may require targeted services (i.e., Tier II - yellow), and 3-4 conditions who will likely thrive with minimal support (Tier I – green \* purple).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 0/1 | 2 | 3 | 4 |
| Percent | 50% | 0% | 25% | 25% |
| Number | 2 | 0 | 1 | 1 |
|  |  |  |  |  |



## ACADEMIC SKILLS

## Expectations

#### I am often confused about what to do in class

Clear expectations set the stage for developing academic skills. When students report confusion, they often avoid or become disengaged with activities or assignments. Make sure students have the background knowledge and a clear understanding of spoken or written instructions.

|  |  |  |  |
| --- | --- | --- | --- |
|  | D | NS | A |
| Percent | 64% | 13% | 21% |
| Number | 109 | 23 | 37 |

## Skills

#### I read often at school

Providing students with many opportunities to practice skills with specific and timely feedback build academic skills. Because literacy skills are universally applicable across content areas, reading at school is a good indicator of all academic skills.

|  |  |  |  |
| --- | --- | --- | --- |
|  | D | NS | A |
| Percent | 13% | 10% | 75% |
| Number | 23 | 18 | 129 |

## Recognition

#### My teacher notices each day when I do my best work

Noticing students’ best efforts to meet academic expectations is essential to help students achieve consistent growth and maintain high levels of performance. Teachers who personally acknowledge students’ best efforts and create systems to recognize growth are more likely to have engaged students and productive classrooms.

|  |  |  |  |
| --- | --- | --- | --- |
|  | D | NS | A |
| Percent | 5% | 18% | 75% |
| Number | 9 | 32 | 128 |

## Relationships

#### My teacher cares about me

Student-teacher relationships built on trust and esteem help clarify expectations, give value to recognition, and encourage high levels of student engagement.

|  |  |  |  |
| --- | --- | --- | --- |
|  | D | NS | A |
| Percent | 0% | 12% | 87% |
| Number | 0 | 21 | 149 |

## INTERPERSONAL SKILLS

## Expectations

#### I am often confused about how to act at school

Clear behavioral expectations set the stage for developing appropriate interpersonal skills. When students report confusion at school, they often lack the necessary skills to readily create and sustain meaningful relationships with their peers.

|  |  |  |  |
| --- | --- | --- | --- |
|  | D | NS | A |
| Percent | 80% | 5% | 13% |
| Number | 137 | 10 | 23 |

## Skills

#### I make new friends at school

Most kids have lots of friends, but some students need more support and guidance to develop the necessary skills to sustain appropriate friendships. Don’t assume these skills come naturally for all students. Teachers may consider providing structured opportunities for students to engage with their peers.

|  |  |  |  |
| --- | --- | --- | --- |
|  | D | NS | A |
| Percent | 20% | 17% | 62% |
| Number | 35 | 29 | 106 |

## Recognition

#### I have lots of friends at school

Most students enjoy coming to school. Some students find it unpleasant, but even those students can look forward to school when teachers create opportunities for students to encourage one another.

|  |  |  |  |
| --- | --- | --- | --- |
|  | D | NS | A |
| Percent | 20% | 11% | 67% |
| Number | 35 | 20 | 115 |

## Relationships

#### I feel safe at school

Relationships between students built on trust and respect provides a sense of safety for each student. When these quality relationships are absent or weak, students may feel unsafe at school.

|  |  |  |  |
| --- | --- | --- | --- |
|  | D | NS | A |
| Percent | 8% | 14% | 77% |
| Number | 14 | 24 | 131 |

## INSTRUCTIONAL SUPPORT

## Expectations

#### I have students who cannot learn

Under certain conditions, teachers feel powerless to provide their students with the support they need to be successful. Administrators should work to clarify the expectation that learning is a shared responsibility between students and teachers.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | SD | D | NS | A | SA |
| Percent | 21% | 42% | 21% | 7% | 7% |
| Number | 3 | 6 | 3 | 1 | 1 |

## Skills

#### This school has too many students who persistently disrupt class

This item provides administrators with a sense of how much support teachers need to minimize student disruptions in class. Teachers who are able to keep students interested and engaged are better able to provide effective learning opportunities and meet professional expectations.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | SD | D | NS | A | SA |
| Percent | 7% | 42% | 21% | 14% | 14% |
| Number | 1 | 6 | 3 | 2 | 2 |

## Recognition

#### My interactions with my principal are nearly always positive

This item is an indicator of the ratio of positive to negative interactions between principals and teachers. Frequent positive interactions between teachers and administrators create a context for productive coaching and instructional leadership.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | SD | D | NS | A | SA |
| Percent | 0% | 7% | 14% | 50% | 28% |
| Number | 0 | 1 | 2 | 7 | 4 |

## Relationships

#### My principal is invested in the success of this school

Meaningful personal connections are essential to a supportive learning community. Recognizing staff members’ contributions to the school and finding avenues for all staff to succeed is an essential function of school administration.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | SD | D | NS | A | SA |
| Percent | 7% | 7% | 7% | 28% | 50% |
| Number | 1 | 1 | 1 | 4 | 7 |

## COLLABORATION

## Expectations

#### School administrators clearly communicate expectations for collaboration

Establishing collaborative teams is not enough. Often times, expectations and rules about collaboration are not explicit. Administration should provide specific guidelines and recommendations for both the collaborative process as well as outcomes. This will help teachers translate collaboration into measurable improvements in their work with students.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | SD | D | NS | A | SA |
| Percent | 0% | 28% | 7% | 42% | 21% |
| Number | 0 | 4 | 1 | 6 | 3 |

## Skills

#### Teachers at this school work well together to achieve goals

Effective collaboration must be fostered. We should not assume teachers will develop collaborative skills and relationships in isolation. Administrators should provide protected time and the necessary instruction for collaboration to contribute to meeting school goals.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | SD | D | NS | A | SA |
| Percent | 0% | 0% | 7% | 57% | 35% |
| Number | 0 | 0 | 1 | 8 | 5 |

## Recognition

#### My interactions with colleagues are nearly always positive

This item is an indicator of the ratio of positive to negative interactions between teachers. Frequent positive interactions between teachers create a context for productive collaboration and mentorship.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | SD | D | NS | A | SA |
| Percent | 7% | 0% | 0% | 35% | 57% |
| Number | 1 | 0 | 0 | 5 | 8 |

## Relationships

#### Teachers at this school are rarely absent from class

When teachers are able to create quality friendships with colleagues at school, they look forward to coming to work. This item is an indicator of the quality of these relationships.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | SD | D | NS | A | SA |
| Percent | 0% | 0% | 35% | 57% | 7% |
| Number | 0 | 0 | 5 | 8 | 1 |

## PARENT INVOLVEMENT

## Expectations

#### I know what the school expects of me as a partner in my child’s education

Parents want what is best for their children, but they often don’t understand how to best work with the school to achieve common goals. When parents understand the school’s expectations for their participation, parent involvement has greater purpose and meaning for students.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | SD | D | NS | A | SA |
| Percent | 0% | 25% | 0% | 50% | 25% |
| Number | 0 | 1 | 0 | 2 | 1 |

## Skills

#### I am provided with helpful feedback on my child's schoolwork

All skill building requires specific and timely feedback. Parents need adequate information about their child’s performance at school to act as partners in providing this important feedback.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | SD | D | NS | A | SA |
| Percent | 0% | 50% | 0% | 25% | 25% |
| Number | 0 | 2 | 0 | 1 | 1 |

## Recognition

#### My interactions with teachers at this school are nearly always positive

This item is an indicator of the ratio of positive to negative interactions between parents and teachers. Frequent positive interactions with parents create a context for productive parent involvement.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | SD | D | NS | A | SA |
| Percent | 0% | 25% | 0% | 50% | 25% |
| Number | 0 | 1 | 0 | 2 | 1 |

## Relationships

#### I feel welcome whenever I am at this school

Successful parent involvement requires frequent, meaningful interactions with the school. This can be fostered when parents receive communications from the school, seek information on the web or by phone, and visit the school or attend school sponsored activities.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | SD | D | NS | A | SA |
| Percent | 50% | 0% | 0% | 50% | 0% |
| Number | 2 | 0 | 0 | 2 | 0 |

## COMMUNITY SUPPORT

## Expectations

#### I agree with my school's priorities

A common understanding leads to clear expectations. One way to achieve a common understanding is to seek agreement with school policies and priorities by meeting with school stakeholders and providing ongoing opportunities for collaborative decision-making.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | SD | D | NS | A | SA |
| Percent | 0% | 25% | 25% | 25% | 25% |
| Number | 0 | 1 | 1 | 1 | 1 |

## Skills

#### School administrators include the community in meaningful ways

Community support is indicated by active involvement. Parents and family members contribute to the success of the school by being actively involved with other stakeholders in planning, promoting, coordinating, and assisting with school initiatives.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | SD | D | NS | A | SA |
| Percent | 33% | 0% | 0% | 66% | 0% |
| Number | 1 | 0 | 0 | 2 | 0 |

## Recognition

#### My interactions with other parents about this school are nearly always positive

This item is an indicator of the ratio of positive to negative interactions between parents. Frequent positive interactions between parents create a context for community support.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | SD | D | NS | A | SA |
| Percent | 0% | 25% | 25% | 50% | 0% |
| Number | 0 | 1 | 1 | 2 | 0 |

## Relationships

#### School activities are well attended

Community support of school organized activities such as parent/teacher meetings, back-to-school nights, athletic events, and club events is an accurate assessment of how well the school has integrated into the community it serves. Attendance at school activities is an appropriate indicator of the quality of relationships between the community and the school.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | SD | D | NS | A | SA |
| Percent | 0% | 0% | 25% | 75% | 0% |
| Number | 0 | 0 | 1 | 3 | 0 |

## SAFETY, INSTRUCTIONAL QUALITY, AND LEADERSHIP

## Safety

To the right are three summaries of data describing school safety. This analysis allows for a comparison of perceptions from each responding group.

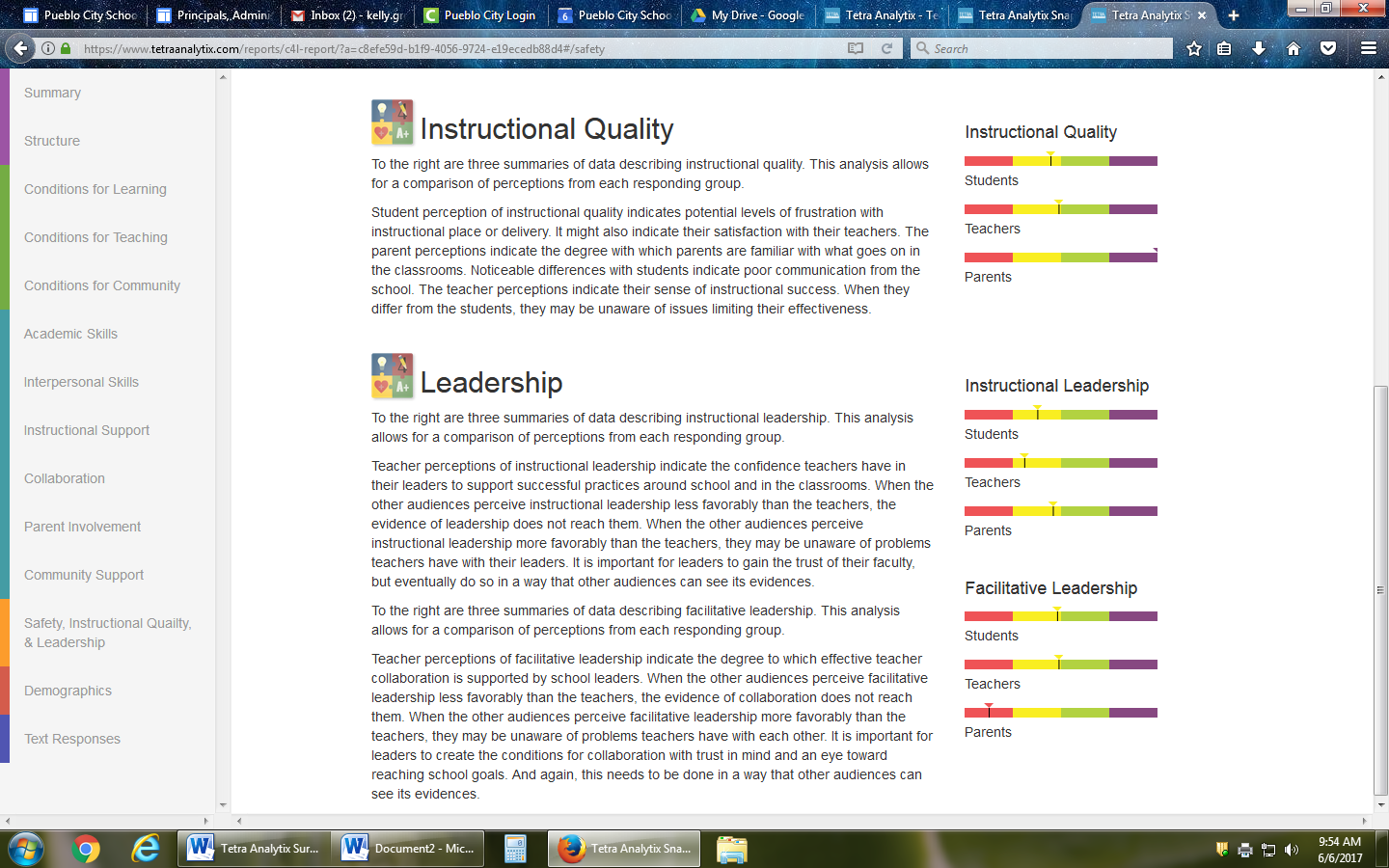
Student perception of safety is vital. When students feel unsafe, other considerations must be tabled. However, students feeling safe might not be enough. When adult audiences perceive a less safe environment than the students, these concerns must be addressed. Teachers might be more aware of in-school issues like building safety or common area supervision. Parents might be more aware of community issues like crime or unsafe travel routes. When students perceive less safe conditions that the adults, bullying may be going on undetected.

#### 

## Instructional Quality

To the right are three summaries of data describing instructional quality. This analysis allows for a comparison of perceptions from each responding group.

Student perception of instructional quality indicates potential levels of frustration with instructional place or delivery. It might also indicate their satisfaction with their teachers. The parent perceptions indicate the degree with which parents are familiar with what goes on in the classrooms. Noticeable differences with students indicate poor communication from the school. The teacher perceptions indicate their sense of instructional success. When they differ from the students, they may be unaware of issues limiting their effectiveness.



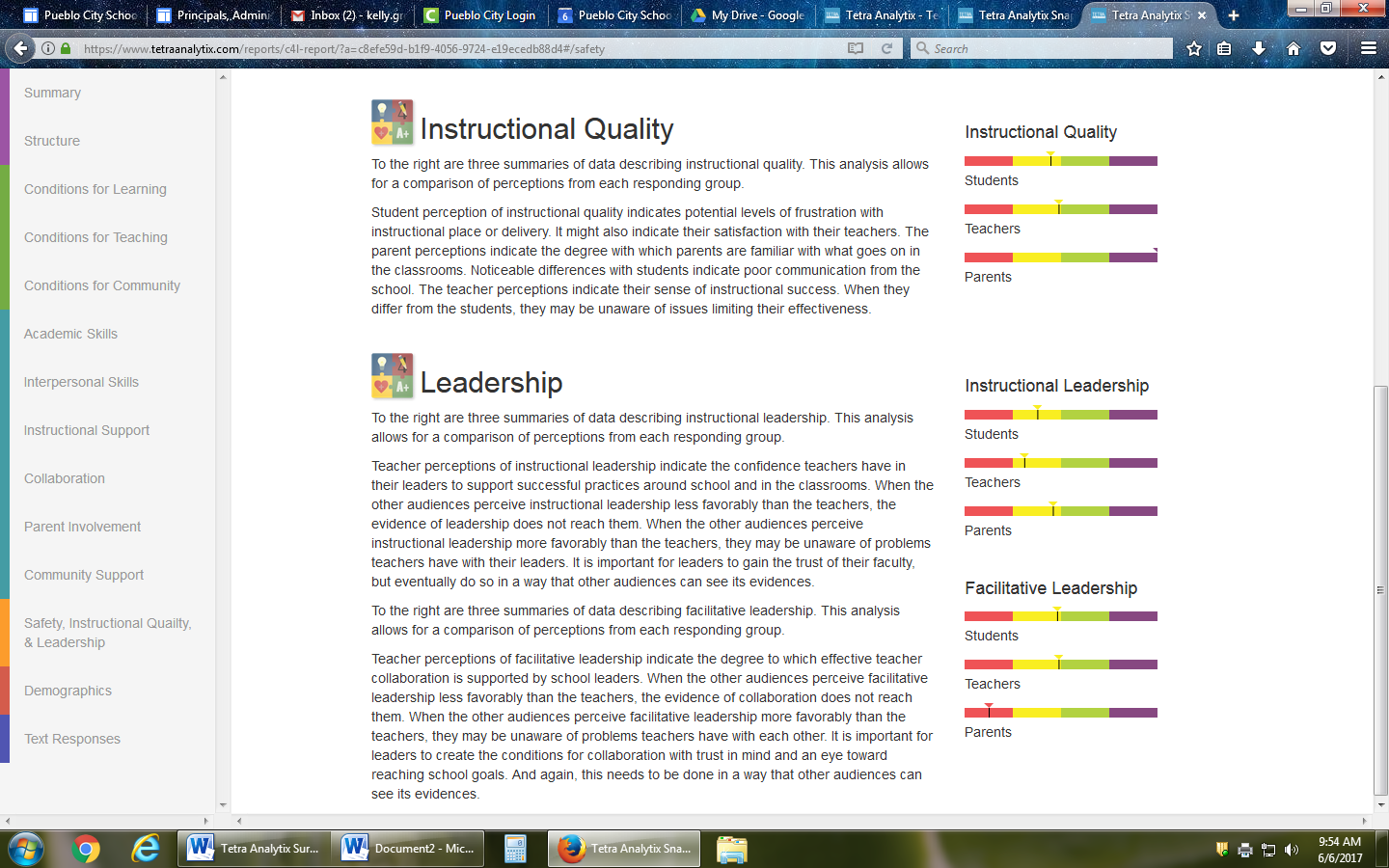
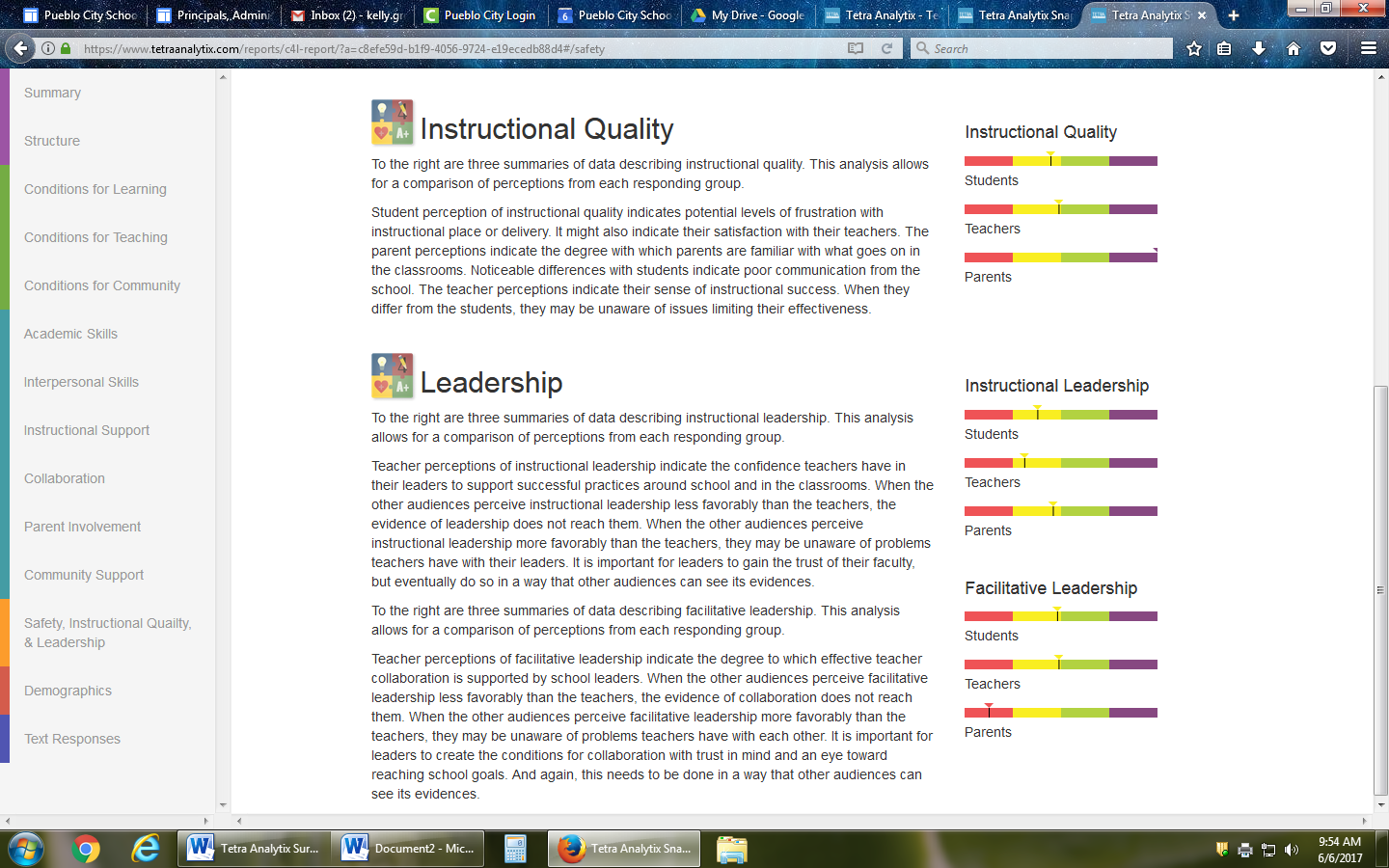
## Leadership

To the right are three summaries of data describing instructional leadership. This analysis allows for a comparison of perceptions from each responding group.

Teacher perceptions of instructional leadership indicate the confidence teachers have in their leaders to support successful practices around school and in the classrooms. When the other audiences perceive instructional leadership less favorably than the teachers, the evidence of leadership does not reach them. When the other audiences perceive instructional leadership more favorably than the teachers, they may be unaware of problems teachers have with their leaders. It is important for leaders to gain the trust of their faculty, but eventually do so in a way that other audiences can see its evidences.

To the right are three summaries of data describing facilitative leadership. This analysis allows for a comparison of perceptions from each responding group.

Teacher perceptions of facilitative leadership indicate the degree to which effective teacher collaboration is supported by school leaders. When the other audiences perceive facilitative leadership less favorably than the teachers, the evidence of collaboration does not reach them. When the other audiences perceive facilitative leadership more favorably than the teachers, they may be unaware of problems teachers have with each other. It is important for leaders to create the conditions for collaboration with trust in mind and an eye toward reaching school goals. And again, this needs to be done in a way that other audiences can see its evidences.



Below is a summary of the demographic characteristics of the respondents. All numbers represent percentages. Students are asked to pick one grade and one gender. All other variables allow for selecting more than one response, and thus they may add to more than 100 percent.

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade(%)** | Students | Teachers | Parents |
| **Kindergarten** | **0%** | **25%** | **25%** |
| **1st Grade** | **0%** | **33%** | **50%** |
| **2nd Grade** | **0%** | **25%** | **0%** |
| **3rd Grade** | **37%** | **50%** | **25%** |
| **4th Grade** | **40%** | **41%** | **0%** |
| **5th Grade** | **22%** | **33%** | **0%** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Ethnicity(%)** | Students | Teachers | Parents |
| **Asian** | **5%** |  | **0%** |
| **Pacific Islander/Native Hawaiian** | **3%** |  | **0%** |
| **Black/African American** | **13%** |  | **0%** |
| **American Indian/Alaskan Native** | **13%** |  | **0%** |
| **White** | **58%** |  | **75%** |
| **Hispanic/Latino** | **30%** |  | **25%** |
| **Other** | **23%** |  | **0%** |
|  |  |  |  |
| **Gender (% male)** | **51%** |  |  |