

Sample Critical Attribute Report

Does the school have a plan to ensure all students succeed?

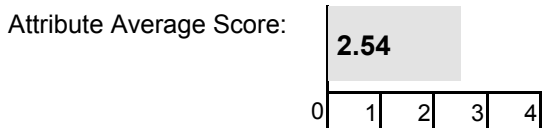
Theme: Recognition, Intervention, and Adjustment

Organizational Level: School


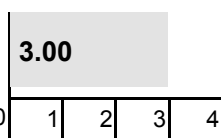

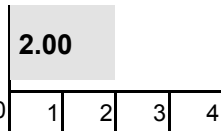


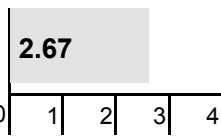
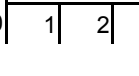

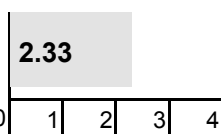
Practice: Recognize, intervene, or adjust based on teacher and student performance

Proven, practical intervention programs and practices have been identified and developed to supplement those provided at the classroom level. School-level interventions provide the second level of intervention-more immediate and individualized than district-level

Critical Attribute 3: interventions. When student learning problems exist within a classroom, the primary object of intervention is the teacher. When student learning problems exist across classrooms in a common academic area, the primary objects of the intervention are curriculum and/or instructional resources.



District Level Questions

Question	Responses (Scroll over to view percentage of responses. View Legend)	Question Score	District Level Score
Does the district have an established intervention plan for low-performing schools?	7 Total Responses 		
Do teachers have access to district personnel to assist them in meeting student learning needs?	7 Total Responses 		
Does the district have an established intervention plan for low-performing teachers?	7 Total Responses 		
Are selected interventions chosen based on proven effectiveness with similar student populations?	7 Total Responses 		

School Level Questions

Question	Responses (Scroll over to view percentage of responses. View Legend)	Question Score	School Level Score
Do intervention strategies become more intensive as a student's need persists?	5 Total Responses 	3.00	
Are selected interventions chosen based on proven effectiveness with similar student populations?	5 Total Responses 	2.20	
Does the school have an established intervention plan for low-performing teachers?	5 Total Responses 	3.00	
Do school-level student interventions exist to supplement a teacher's classroom efforts?	5 Total Responses 	1.60	
Does the school have campus-level support for student interventions beyond the classroom teacher?	5 Total Responses 	1.60	2.44
Do teachers have access to school personnel to assist them in meeting student learning needs?	5 Total Responses 	1.60	
Do teachers have access to district personnel to assist them in meeting student learning needs?	5 Total Responses 	4.00	
Do opportunities for student interventions exist outside the traditional school day?	5 Total Responses 	4.00	
Are specific intervention plans in place for all students in this school who do not master the district curriculum?	5 Total Responses 	2.00	

Classroom Level Questions

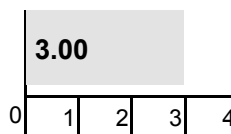
Question	Responses (Scroll over to view	Question Score	Classroom Level Score
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percentage of responses.

[View Legend](#))

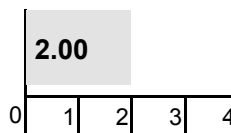
Do intervention strategies become more intensive as a student's need persists?

< 5 Total Responses



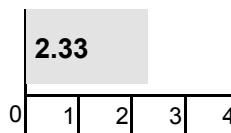
Do teachers select intervention strategies based upon proven their effectiveness with similar student populations?

< 5 Total Responses



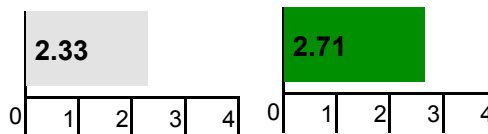
Do school-level student interventions exist to supplement a teacher's classroom efforts?

< 5 Total Responses



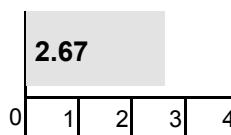
Do teachers have access to district personnel to assist them in meeting student learning needs?

< 5 Total Responses



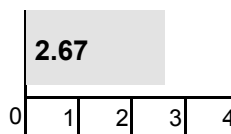
Does the school have campus-level support for student interventions beyond the classroom teacher?

< 5 Total Responses



Do teachers have access to school personnel to assist them in meeting student learning needs?

< 5 Total Responses



Do opportunities for student interventions exist outside the traditional school day?

< 5 Total Responses

