# DISTRICT PEER REVIEW STAKEHOLDER SURVEY

The options are *Strongly Agree, Agree, Neutral, Disagree,* and *Strongly Disagree.* Opportunities for comments are provided after each section. The survey is administered using a Google Survey.  Results are shared with the peer review team and the district superintendent.

## GOVERNANCE AND LEADERSHIP

### 01. DISTRICT BOARD

a.  The district board has developed a widely shared purpose statement (e.g. mission, vision, shared values) and goals focused on ensuring high levels of learning for all students.
b.  The district board and superintendent work as a team to create the system (i.e. Structures, Relationships and Processes) necessary to achieve the district purpose and goals.

### 02. DISTRICT LEADERSHIP

a.  District leaders (central office and school administrators) maintain the system necessary to enact the district vision for learning and achieve the district purpose and goals.
b.  All district personnel frequently use the principles of continuous improvement to analyze processes and make the changes necessary to decrease the variability of results.

### 03. SCHOOL LEADERSHIP

a.  Principals are efficient, effective leaders who share leadership responsibilities and maintain the conditions necessary to ensure the success of all students.
b.  Principals act as leaders of learning and agents of change who positively contribute to their own school and the district improvement efforts.

### 04. STAKEHOLDER COMMUNICATIONS AND INPUT

a.  District leaders and staff routinely provide information to district, school and community stakeholders.
b.  District and school leaders ask stakeholders to provide input to improve the district and school system.

## GOVERNANCE AND LEADERSHIP COMMENTS:

# PROFESSIONAL CAPACITY

### 05. EMPLOYMENT AND CERTIFICATION

   a. District leaders recruit, develop and retain instructional and support personnel with the necessary expertise to achieve the district purpose.
   b. District leaders appropriately recognize instructional staff and support personnel that are making an outstanding contribution to the district or their school.

### 06. PROFESSIONAL DEVELOPMENT

   a. District leaders maintain an ongoing, collaborative approach to professional development designed to increase the individual and collective expertise of leaders and instructional staff.
   b. District leaders evaluate the effectiveness of professional development by monitoring the collective efficacy of instructional staff.

**PROFESSIONAL CAPACITY COMMENTS:**

# ACCOUNTABILITY AND IMPROVEMENT

### 07. STATE ASSESSMENT AND ACCOUNTABILITY

   a. District leaders use Wyoming Accountability in Education Act (WAEA) school performance data to determine opportunities for improvement of learning across the district.
   b. District leaders ensure that the Wyoming standards included in the state assessment blueprints are addressed by the learning goals students are expected to meet.

### 08. SCHOOL IMPROVEMENT AND SUPPORT

   a. School-level leadership teams determine necessary improvements to increase school performance using Wyoming Accountability in Education Act (WAEA) data and other needs assessment processes.
   b. Principals for schools that are partially meeting or not meeting expectations submit improvement plans to the district and state. These plans are used to guide school improvement.

**ACCOUNTABILITY AND IMPROVEMENT COMMENTS:**

# INSTRUCTIONAL PROGRAM

## 09. PROGRAMS, STANDARDS, AND CURRICULUM

a.  District leaders ensure that quality programs of study are in place that provide all students opportunity to meet the Wyoming Content and Performance Standards in all content areas.

b.  District leaders ensure that learning goals and targets, aligned to and inclusive of the Wyoming Content and Performance Standards, are logically sequenced and are the same for equivalent courses.

## 10. BALANCED ASSESSMENT SYSTEM

a.  The district defines the assessment system and methods used to determine levels of student performance for each standard or learning goal.

b.  The district grading system provides information on the level of student performance for each learning goal.

## 11. INSTRUCTIONAL METHODS

a.  Teachers use the teaching practices and classroom routines defined in the district instructional framework to engage students in the subject matter in all content areas.

b.  Teachers expect all students to demonstrate knowledge, apply learning, engage in thoughtful dialogue, and develop high quality work products in all classrooms.

## 12. LEARNING SUPPORT

a.  The district and all schools maintain a coordinated approach to supporting students who are experiencing difficulty achieving proficiency on the learning goals.

b.  The district and schools provide extended learning opportunities and enrichment for students that have demonstrated proficiency on the learning goals.

**INSTRUCTIONAL PROGRAM COMMENTS:**

# CULTURE AND CLIMATE

### 13. AT-RISK AND DROPOUT PREVENTION

a. District leaders ensure that a process is in place to analyze early warning data to identify students at-risk of dropping out of high school.

b. District leaders ensure that evidence-based dropout prevention strategies are embedded throughout the system.

### 14. SCHOOL CULTURE, CLIMATE AND SAFETY

a. District leaders ensure that safe, supportive conditions are in place that enable collaboration, innovation, professional growth and learning for all students and adults in all schools.

b. Teachers maintain positive personal relationships with all students while consistently pressing each student to do their best work.

### 15. STUDENT ACTIVITIES

a. Leaders and staff encourage all students to participate in clubs, organizations, field trips, and school-sponsored events that extend learning beyond the classroom.

b. Leaders and staff encourage all students to participate in team sports and formal athletic activities.

## CULTURE AND CLIMATE COMMENTS: