

## Introduction

The primary intent of ISQ is to evaluate the quality of the school learning environment. Assessing those elements of the school that impact student learning is necessary for their management as well as for maximizing academic achievement which is the consequence of the school learning environment.

Starting in 2005, ISQ was expanded to include items assessing behavioral dimensions that link environment to academic success. These dimensions are empirically supported in many research studies and provide a framework for schools to improve student behaviors related to school success as well as provide support to school employees. Recent research has shown that these data are highly predictive of academic achievement independent of the type of population served by the school. The ISQ Behavior Report summarizes these data.

This sheet provides a short description of how to interpret the ISQ Behavior Report; which summarizes responses from teachers concerning support for their professional behavior, and responses from students concerning the support of acceptable social and academic behaviors at school. Like the other ISQ reports, Signal Analysis provides a color grade for each dimension of professional and behavior support at the school.



## Signal Analysis

Each dimension of Support for Professional Behavior and Positive Support for Appropriate Student Behavior is given a grade similar to those found on the other ISQ reports. The Signal Analysis grades are determined by the percentage of respondents who respond positively to the item associated with that dimension. The signal grade is calculated using the following algorithm:

- Exemplary (purple) – 90 percent and above
- Superior (green) – 80 to 89 percent
- Typical (amber) – 70 to 79 percent
- Opportunity to Improve (red) – below 70 percent

## Dimensions

Clear Expectations – The clear communication of expectations of performance reduces confusion and focuses efforts toward goals. Clarity increases when statements providing expectations use a common language to outline acceptable behavior and describe the steps to gain rewards or recognition.

Trusting Relationships – Establishing and maintaining relationships based upon mutual respect and positive regard heightens motivation to excel. These relationships increase the value of recognition and provide support when there is an obvious gulf between current and expected performance.

Skill Building – An emphasis on building and strengthening new behavior leads to a simultaneous reduction in problem behaviors, and coercive practices become largely unnecessary. Teaching strategies that provide many opportunities to practice academic, social, and self-management skills should be encouraged.

Rewards and Recognition – Appropriate behavior and individual efforts to improve should be recognized whenever and wherever they occur. Truly effective recognition is timely, descriptive, contingent, sincere, and has an enduring quality that will serve as the context for future performance.



### Support for Educator Professionalism

It is important to understand that these dimensions of behavioral support provide a framework to encourage acceptable performance in anyone, even teachers. Therefore, ISQ includes items that evaluate the degree to which school administrators are providing support for excellent performance from their faculty and staff. Higher grades indicate more effective instruction as well as management practices that lead to lower rates of faculty turnover and absenteeism.

To address Skill Building, ISQ evaluates barriers to success by determining if teachers have persistent disruptions from students, and if teachers inappropriately believe that some students can't learn. To address Clear Expectations, Trusting Relationships, and Rewards and Recognition, ISQ focuses on how school administrators provide for teachers in each dimension. Lower grades in the Skill Building dimensions suggest that faculty training should be improved. Lower grades in the other dimensions suggest administrators work to build stronger relationships with faculty members by creating unified goals and providing abundant recognition.




### Support for Appropriate Student Behavior

Data are clear about the relationship between these dimensions of behavior support and academic success. Recent research conducted at the Center plainly shows that higher grades in each dimension are related to better academic performance in ways that socioeconomic factors fail to predict. In fact, responses to the items that comprise this domain accurately predict Adequate Yearly Progress without help from SES data ([www.csf.usu.edu/research](http://www.csf.usu.edu/research)).

To address Clear Expectations, Trusting Relationships, and Rewards and Recognition, students are asked about their sense of confusion at school, connectedness to faculty, and whether or not appropriate behavior is noticed by people that matter to them. To address Skill Building, students are asked if they feel successful in school work and in building and maintaining friendships. Higher grades in each dimension are related to greater academic and social success.

### School Leadership Guides

The School Leadership Guides were created to provide standards for school practice based on empirically supported principles. The Behavior Support domain of the School Leadership Guides provides specific standards related to dimensions found on the Behavior Report ([www.csf.usu.edu/isq](http://www.csf.usu.edu/isq)).

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**George Washington High School**  
Lincoln County School District, UT  
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**ISQ**  
Indicator of School Quality

**Signal Analysis Legend**

- Exemplary
- Superior
- Typical
- Opportunity to Improve

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The table presented below summarizes behavior support domains for the two audiences who saw relevant items. The teacher data was taken from items that surveyed both the working environment of the school and the degree to which teachers and administrators model appropriate behavior for students. The student data was taken from items that surveyed the degree to which the school supports acceptable behavior in the classroom and in school common areas.

Indicators of School Quality	Teachers	Students
Clear Expectations	<span style="color: green;">●</span>	<span style="color: yellow;">●</span>
Trusting Relationships	<span style="color: purple;">●</span>	<span style="color: yellow;">●</span>
Building Social Skills	<span style="color: red;">●</span>	<span style="color: red;">●</span>
Building Academic Skills	<span style="color: yellow;">●</span>	<span style="color: yellow;">●</span>
Rewards & Recognition	<span style="color: yellow;">●</span>	<span style="color: yellow;">●</span>

Behavior Support

