

Self-Assessment Survey Items

Coastal Georgia Comprehensive Academy
 NCES ID: 130102002827
 Savannah, Georgia

Savannah - Chatham
 BOE
 NCES ID: 1301020

School Year			Number of Responses	Date Completed		
2019-20			43	11/01/2019		
Current Status			Feature	Improvement Priority		
In Place	Partial	Not	System: School-Wide	High	Medium	Low
100 %	0 %	0 %	1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined.	46 %	18 %	36 %
98 %	2 %	0 %	2. Expected student behaviors are taught directly.	53 %	20 %	27 %
95 %	5 %	0 %	3. Expected student behaviors are rewarded regularly.	53 %	17 %	30 %
93 %	5 %	2 %	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	45 %	28 %	28 %
95 %	5 %	0 %	5. Consequences for problem behaviors are defined clearly.	52 %	17 %	31 %
88 %	9 %	2 %	6. Distinctions between office v. classroom managed problem behaviors are clear.	50 %	13 %	37 %
93 %	5 %	2 %	7. Options exist to allow classroom instruction to continue when problem behavior occurs.	44 %	19 %	37 %
100 %	0 %	0 %	8. Procedures are in place to address emergency/dangerous situations.	52 %	19 %	30 %
100 %	0 %	0 %	9. A team exists for behavior support planning & problem solving.	44 %	22 %	33 %
100 %	0 %	0 %	10. School administrator is an active participant on the behavior support team.	46 %	14 %	39 %
98 %	2 %	0 %	11. Data on problem behavior patterns are collected and summarized within an on-going system.	50 %	15 %	35 %
90 %	2 %	7 %	12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).	54 %	19 %	27 %
98 %	2 %	0 %	13. School has formal strategies for informing families about expected student behaviors at school.	56 %	11 %	33 %
85 %	15 %	0 %	14. Booster training activities for students are developed, modified, & conducted based on school data.	42 %	31 %	27 %
97 %	3 %	0 %	15. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.	48 %	26 %	26 %
100 %	0 %	0 %	16. All staff are involved directly and/or indirectly in school-wide interventions.	52 %	22 %	26 %
88 %	7 %	5 %	17. The school team has access to on-going training and support from district personnel.	48 %	12 %	40 %
98 %	3 %	0 %	18. The school is required by the district to report on the social climate, discipline level or student behavior at least annually.	43 %	22 %	35 %
In Place	Partial	Not	System: Nonclassroom Setting	High	Medium	Low
95 %	5 %	0 %	1. School-wide expected student behaviors apply to non-classroom settings.	38 %	35 %	27 %
97 %	3 %	0 %	2. School-wide expected student behaviors are taught in non-classroom settings.	44 %	24 %	32 %
95 %	5 %	0 %	3. Supervisors actively supervise (move, scan, & interact) students in non-classroom settings.	38 %	27 %	35 %
95 %	3 %	3 %	4. Rewards exist for meeting expected student behaviors in non-classroom settings.	35 %	22 %	43 %
100 %	0 %	0 %	5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds.	42 %	21 %	38 %

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92 %	8 %	0 %	6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.	40 %	28 %	32 %
90 %	10 %	0 %	7. Staff receives regular opportunities for developing and improving active supervision skills.	40 %	28 %	32 %
97 %	3 %	0 %	8. Status of student behavior and management practices are evaluated quarterly from data.	39 %	26 %	35 %
100 %	0 %	0 %	9. All staff are involved directly or indirectly in management of non-classroom settings.	44 %	24 %	32 %

In Place	Partial	Not	System: Classroom	High	Medium	Low
97 %	3 %	0 %	1. Expected student behavior & routines in classrooms are stated positively & defined clearly.	40 %	16 %	44 %
95 %	5 %	0 %	2. Problem behaviors are defined clearly.	36 %	20 %	44 %
100 %	0 %	0 %	3. Expected student behavior & routines in classrooms are taught directly.	50 %	21 %	29 %
92 %	8 %	0 %	4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).	60 %	16 %	24 %
85 %	13 %	3 %	5. Problem behaviors receive consistent consequences.	54 %	21 %	25 %
92 %	8 %	0 %	6. Procedures for expected & problem behaviors are consistent with school-wide procedures.	42 %	23 %	35 %
92 %	5 %	3 %	7. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs.	48 %	20 %	32 %
92 %	8 %	0 %	8. Instruction & curriculum materials are matched to student ability (math, reading, language).	50 %	21 %	29 %
87 %	11 %	3 %	9. Students experience high rates of academic success (> 75% correct).	50 %	17 %	33 %
92 %	8 %	0 %	10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).	48 %	24 %	28 %
87 %	13 %	0 %	11. Transitions between instructional & non-instructional activities are efficient & orderly.	50 %	19 %	31 %

In Place	Partial	Not	System: Individual Student	High	Medium	Low
95 %	5 %	0 %	1. Assessments are conducted regularly to identify students with chronic problem behaviors.	36 %	36 %	29 %
95 %	5 %	0 %	2. A simple process exists for teachers to request assistance.	44 %	20 %	36 %
90 %	2 %	7 %	3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.	33 %	25 %	42 %
93 %	7 %	0 %	4. Behavioral support team includes an individual skilled at conducting functional behavioral assessment.	40 %	24 %	36 %
95 %	3 %	3 %	5. Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs/week/student).	39 %	26 %	35 %
83 %	12 %	5 %	6. Significant family &/or community members are involved when appropriate & possible.	42 %	38 %	21 %
79 %	18 %	3 %	7. School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.	42 %	33 %	25 %
98 %	2 %	0 %	8. Behavior is monitored & feedback provided regularly to the behavior support team & relevant staff.	35 %	31 %	35 %