



Association for Supervision and Curriculum Development

**WHAT WORKS IN SCHOOLS
PARENT/GUARDIAN/COMMUNITY SURVEY**

Composite Report

www.whatworksinschools.org

www.ascd.org

Generated for:

School District XYZ

Total Survey Responses: 298

Overview

This report is an analysis of participant responses to the What Works in Schools Parent/Guardian/Community Online Survey. You will find two sections in this report: (1) a report of the summaries of the 11 factor averages and a report of priorities within each factor, (2) a statement-by-statement analysis of results of participant responses and an analysis of the 10 statements the results indicate as the place to begin your school improvement planning.

Section One

This section features summaries of the 11 factor averages and a report of priorities within each factor. The Summary of Factor Averages report shows the average of the means (average), modes (most common) and standard deviations (how much variation in responses) for all the statements within each factor.

This table lists the survey items under each factor.

Factor One	Statements 1 - 4
Factor Two	Statements 5 - 8
Factor Three	Statements 9 - 11
Factor Four	Statements 12 - 15
Factor Five	Statements 16 - 18
Factor Six	Statements 19 -20
Factor Seven	Statements 21 - 23
Factor Eight	Statements 24 - 26
Factor Nine	Statements 27 - 36
Factor Ten	Statements 37 - 39
Factor Eleven	Statements 40 - 41

The averages are listed for the question, "To what extent do we engage in this behavior or address this issue?"

The first part of the Summary of Factor Averages is shown in a table format followed by a line graph that shows the data in a graphic format.

The Factor Level Priorities report shows the average of responses to each statement, broken down by factor. Under each factor, the responses are ranked from lowest to highest.

Section Two

This section features summaries of the 11 factor averages and responses to all 41 survey statements. For each statement, you will see the mean (average), mode (most common), and standard deviation (how much variation in responses) for the question, "To what extent do we engage in this behavior or address this issue?"

* The **mean score** is the mathematical average or the "center of gravity," so to speak, for all scores on that particular statement.

* The **mode** is also a measure of the "central tendency" of the scores for a given question, but it gives a slightly different perspective than the mean. The mode is the most common score of all the responses. For this questionnaire, the mode will always be a whole number: 1, 2, 3, or 4. These statistics should give you a good perspective of the central tendency of the responses to each statement.

* The **standard deviation** tells you how much variation exists in the way people responded. If you add and subtract the standard deviation from the mean for a question, you can assume that almost 70 percent of participants responded in this range. For example, if the mean score for a question is 2.76 and the standard deviation is .995, the range where 70 percent of responses would fall is between 1.765 and 3.755 ($2.76 \pm .995$). In general, the higher the standard deviation, the greater the variation in the way people responded to a question. In other words, there was not a lot of agreement regarding the question.

The last part of this section features a list of the 10 statements for which participants responded that you are not doing well, ranked by their mean scores. These are the areas you should focus on first in your school development.



Section One - Summary Reports

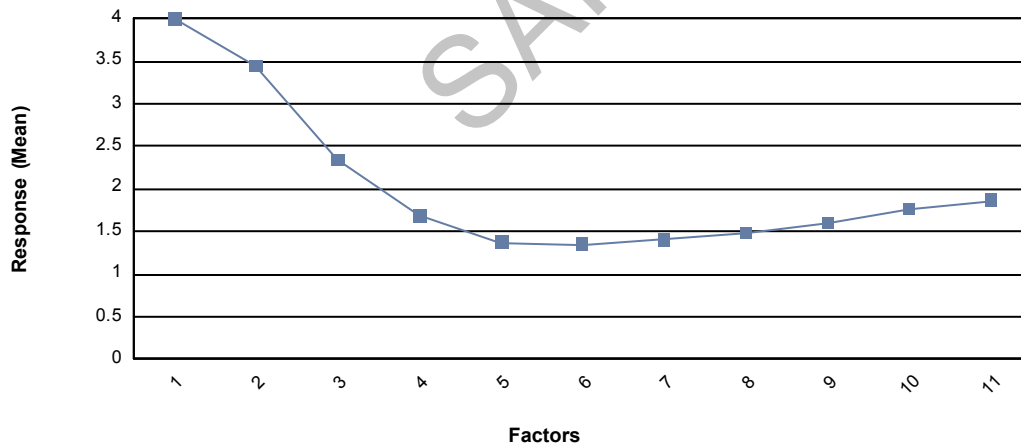
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Summary of Factor Averages

	Mean	Mode	Stdev
Factor #1 Guaranteed and Viable Curriculum	4.00	4	0.00
Factor #2 Challenging Goals and Effective Feedback	3.45	4	1.16
Factor #3 Parent and Community Involvement	2.35	1	1.49
Factor #4 Safe and Orderly Environment	1.68	1	1.26
Factor #5 Collegiality and Professionalism	1.37	1	0.99
Factor #6 Home Environment	1.35	1	0.93
Factor #7 Learned Intelligence and Background Knowledge	1.40	1	0.90
Factor #8 Student Motivation	1.48	1	0.88
Factor #9 Instruction	1.60	1	0.78
Factor #10 Classroom Management	1.77	2	0.78
Factor #11 Classroom Curriculum Design	1.87	2	0.79

Factor Averages



Factor Level Priorities

This report shows the averages of all responses by statement. The response scores for each statement have been ranked from lowest to highest in each factor. Use this report to see how statements within the factors compare to one another. Averages below 3.0 in the first column are in red and indicate statements that respondents believe are not practiced to a great extent in the school.

To what extent do we engage in this behavior or address this issue?

1# Guaranteed and Viable Curriculum

	Statement
4.00 The school informs parents and guardians about the knowledge and skills that are important for students to learn.	1
4.00 Teachers have enough time to teach important topics.	2
4.00 Concepts are not taught in isolation; they are reinforced from year to year.	3
4.00 No matter their subject or grade level, all teachers teach important content well.	4

2# Challenging Goals and Effective Feedback

	Statement
2.91 The school has a plan for improving student achievement both for the school in general and for individual students.	8
3.37 Each student has specific learning goals.	7
3.59 The school provides parents and guardians with detailed information about student academic progress.	6
3.93 The school provides parents and guardians with information about students' academic strengths as well as areas needing improvement.	5

3# Parent and Community Involvement

	Statement
2.12 The school provides ways to involve parents and guardians in running the school.	11
2.37 Parents and guardians are able to voice their concerns about the school and offer suggestions for improvement.	10
2.55 The school keeps parents and guardians informed about important decisions and initiatives.	9

4# Safe and Orderly Environment

	Statement
1.47 Teachers and administrators identify and deal with potential discipline problems.	15
1.60 Teachers and administrators enforce school rules fairly.	14
1.76 Students and teachers are safe from bullying and harassment on school property.	13
1.91 Visitors to the school are impressed by the students' behavior.	12

5# Collegiality and Professionalism

	Statement
1.35 Teachers receive training in the latest instructional techniques.	18
1.37 Teachers have many opportunities to become involved in the school community.	17
1.39 Teachers behave professionally with students, with parents and guardians, and with one another.	16

6# Home Environment

	Statement
1.33 The school provides information about how to support student learning at home.	19
1.37 The school provides information about effective parenting techniques.	20

7# Learned Intelligence and Background Knowledge

	Statement
1.38 The school provides a wide variety of out-of-school experiences that support students' learning.	21
1.40 In school, students read from a wide variety of materials.	22
1.43 Teachers actively develop students' vocabularies.	23

8# Student Motivation

	Statement
1.45 Students have many opportunities to pursue their individual interests.	24
1.47 Students who make significant academic progress receive acknowledgement from the school.	25

1.51 Teachers use active learning, such as simulations and games, to enhance student learning. 26

9# Instruction

	Statement
1.51 Teachers make sure students are aware of their progress on specific lesson goals.	28
1.54 Students work on their own to complete useful classroom learning tasks.	29
1.54 During lessons, teachers make it clear what students are supposed to learn.	27
1.57 Teachers provide useful feedback to students about their homework assignments.	31
1.58 Students work in groups to complete useful classroom learning tasks.	30
1.59 Teachers help students connect the units they are studying with larger curriculum concepts.	32
1.61 Students write frequently about what they are learning.	33
1.66 Teachers encourage students to use what they are learning to solve problems, make decisions, and test new and creative ideas.	34
1.67 When students do well in a lesson, teachers recognize their success.	35
1.69 In class, teachers encourage students to do their best work.	36

10# Classroom Management

	Statement
1.73 Teachers make students aware of classroom rules and the consequences for breaking them.	37
1.76 Teachers make an effort to get to know their students personally and understand their backgrounds.	38
1.81 Teachers are skilled at identifying and resolving potential problems in class.	39

11# Classroom Curriculum Design

	Statement
1.85 Teachers work hard to design lessons that are effective and interesting.	40
1.89 Teachers take pride in how they design and carry out their lessons.	41

SAMPLE



Section Two - Item Analysis and Top Ten Items for Development

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Factor #1 Guaranteed and Viable Curriculum	Mean	Mode	Stdev
Item 1 : The school informs parents and guardians about the knowledge and skills that are important for students to learn.	4.00	4	0.00
Item 2 : Teachers have enough time to teach important topics.	4.00	4	0.00
Item 3 : Concepts are not taught in isolation; they are reinforced from year to year.	4.00	4	0.00
Item 4 : No matter their subject or grade level, all teachers teach important content well.	4.00	4	0.00
Factor #2 Challenging Goals and Effective Feedback	Mean	Mode	Stdev
Item 5 : The school provides parents and guardians with information about students' academic strengths as well as areas needing improvement.	3.93	4	0.46
Item 6 : The school provides parents and guardians with detailed information about student academic progress.	3.59	4	1.04
Item 7 : Each student has specific learning goals.	3.37	4	1.23
Item 8 : The school has a plan for improving student achievement both for the school in general and for individual students.	2.91	4	1.44
Factor #3 Parent and Community Involvement	Mean	Mode	Stdev
Item 9 : The school keeps parents and guardians informed about important decisions and initiatives.	2.55	4	1.50
Item 10 : Parents and guardians are able to voice their concerns about the school and offer suggestions for improvement.	2.37	1	1.50
Item 11 : The school provides ways to involve parents and guardians in running the school.	2.12	1	1.45
Factor #4 Safe and Orderly Environment	Mean	Mode	Stdev
Item 12 : Visitors to the school are impressed by the students' behavior.	1.91	1	1.38
Item 13 : Students and teachers are safe from bullying and harassment on school property.	1.76	1	1.30
Item 14 : Teachers and administrators enforce school rules fairly.	1.60	1	1.21
Item 15 : Teachers and administrators identify and deal with potential discipline problems.	1.47	1	1.10
Factor #5 Collegiality and Professionalism	Mean	Mode	Stdev
Item 16 : Teachers behave professionally with students, with parents and guardians, and with one another.	1.39	1	1.01
Item 17 : Teachers have many opportunities to become involved in the school community.	1.37	1	0.99
Item 18 : Teachers receive training in the latest instructional techniques.	1.35	1	0.97

Factor #6 Home Environment	Mean	Mode	Stdev
Item 19 : The school provides information about how to support student learning at home.	1.33	1	0.93
Item 20 : The school provides information about effective parenting techniques.	1.37	1	0.94
Factor #7 Learned Intelligence and Background Knowledge	Mean	Mode	Stdev
Item 21 : The school provides a wide variety of out-of-school experiences that support students' learning.	1.38	1	0.92
Item 22 : In school, students read from a wide variety of materials.	1.40	1	0.90
Item 23 : Teachers actively develop students' vocabulary.	1.43	1	0.90
Factor #8 Student Motivation	Mean	Mode	Stdev
Item 24 : Students have many opportunities to pursue their individual interests.	1.45	1	0.90
Item 25 : Students who make significant academic progress receive acknowledgement from the school.	1.47	1	0.88
Item 26 : Teachers use active learning, such as simulations and games, to enhance student learning.	1.51	1	0.87
Factor #9 Instruction	Mean	Mode	Stdev
Item 27 : During lessons, teachers make it clear what students are supposed to learn.	1.54	1	0.87
Item 28 : Teachers make sure students are aware of their progress on specific lesson goals.	1.51	1	0.78
Item 29 : Students work on their own to complete useful classroom learning tasks.	1.54	1	0.78
Item 30 : Students work in groups to complete useful classroom learning tasks.	1.58	1	0.79
Item 31 : Teachers provide useful feedback to students about their homework assignments.	1.57	1	0.74
Item 32 : Teachers help students connect the units they are studying with larger curriculum concepts.	1.59	1	0.74
Item 33 : Students write frequently about what they are learning.	1.61	1	0.75
Item 34 : Teachers encourage students to use what they are learning to solve problems, make decisions, and test new and creative ideas.	1.66	1	0.77
Item 35 : When students do well in a lesson, teachers recognize their success.	1.67	1	0.75
Item 36 : In class, teachers encourage students to do their best work.	1.69	1	0.76
Factor #10 Classroom Management	Mean	Mode	Stdev
Item 37 : Teachers make students aware of classroom rules and the consequences for breaking them.	1.73	1	0.78

Item 38 : Teachers make an effort to get to know their students personally and understand their backgrounds. 1.76 2 0.78

Item 39 : Teachers are skilled at identifying and resolving potential problems in class. 1.81 2 0.78

Factor #11 Classroom Curriculum Design **Mean** **Mode** **Stdev**

Item 40 : Teachers work hard to design lessons that are effective and interesting. 1.85 2 0.79

Item 41 : Teachers take pride in how they design and carry out their lessons. 1.89 2 0.79

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Top 10 Items for Development:

Item	Text	Mean
19	The school provides information about how to support student learning at home.	1.33
18	Teachers receive training in the latest instructional techniques.	1.35
20	The school provides information about effective parenting techniques.	1.37
17	Teachers have many opportunities to become involved in the school community.	1.37
21	The school provides a wide variety of out-of-school experiences that support students' learning.	1.38
16	Teachers behave professionally with students, with parents and guardians, and with one another.	1.39
22	In school, students read from a wide variety of materials.	1.40
23	Teachers actively develop students' vocabulary.	1.43
24	Students have many opportunities to pursue their individual interests.	1.45
15	Teachers and administrators identify and deal with potential discipline problems.	1.47

SAMPLE