



"PROMOTING SCHOOL IMPROVEMENT
FOR INTERNATIONAL SCHOOLS
THROUGH ACCREDITATION"

THE PROCESS OF SCHOOL IMPROVEMENT

A guide to developing a

SCHOOL PROFILE

and

SCHOOL IMPROVEMENT PLAN

American International Accreditation Association of Schools and Colleges

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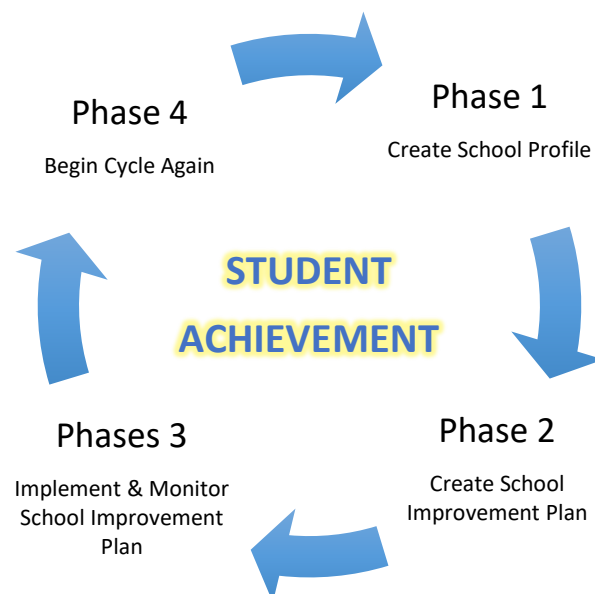
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INTRODUCTION

This document describes the process of school improvement. Since a school must constantly deal with a variety of shifting factors, such as new students, new staff, new requirements, new challenges, as well as new information, school improvement should be viewed as an ongoing process that involves all stakeholders. True school improvement centers around student improvement. When students improve, the school improves.

This comprehensive guide will assist a school in developing a school profile and school improvement plan. It breaks down the complex process of school improvement into a step-by-step cycle with student improvement as the center focus.

SCHOOL IMPROVEMENT PROCESS CYCLE:



PHASE 1

STEP 1 CREATE THE STEERING COMMITTEE

Who is involved? School Administrators

School administrators invite individuals to serve on the steering committee for school improvement. An effective steering committee will have at least one representative from each stakeholder group and from each grade level of the school.

The steering committee's job is to lead the school, step-by-step, through the school improvement process. Responsibility for completing steps in the school improvement process should be divided among the members of the steering committee. The work accomplished in the school improvement process should represent the steering committee's collective effort and findings; it should not be the work of just one or two individuals.

The steering committee usually has one person designated as the committee chair. Committee chair responsibilities include helping to organize and lead effective steering committee meetings, ensuring assigned tasks are being completed and that timelines are being followed.

STEP 2 REVIEW VISION AND MISSION STATEMENTS

Who is involved? Steering Committee and All Stakeholders

The steering committee conducts a review of the vision and mission statements with input from all stakeholder groups. Input from stakeholders may be obtained through meetings, surveys, interviews, etc. or a combination of these methods. When properly reviewed and updated these statements will be ready to serve as the basis for all aspects of the school program, from instruction and school activities to community outreach and facilities, etc. Decisions made in the school improvement process should be driven by the vision and mission of the school.

STEP 3 CONDUCT A SELF-ASSESSMENT

Who is involved? Steering Committee and All Stakeholders

The steering committee conducts a self-assessment with cooperation and input from all stakeholders. A Self-Assessment Template is available on the AIAA website. This template contains step-by-step instructions to help

guide the school through completing a self-assessment. Refer to the [AIAA website for the Self-Assessment Template](#).

STEP 4 GATHER INFORMATION AND DATA

Who is involved? Steering Committee and Staff Members

The steering committee works with staff members to gather as much data about the school organization as can be obtained. This information is essential to the development of a school profile and school improvement plan. Lack of information can result in planning for improvements that may or may not improve the school organization and the people it serves. The basic question the steering committee must ask is: “What information, if we have it or could get it, would help us to make better decisions about our students?”

The steering committee should strive to gather data that is longitudinal so trends can be monitored and weak areas focused on for improvement. Further, the school should use an external, standardized assessment system to measure and track student performance and to validate the performance of its students in comparison to national and/or international norms.

Since school improvement should focus on student achievement, the main focus of data should be on gathering student performance data. The data gathered should help in developing a total “picture” of the students and the factors that allow them to perform at their very highest level.

Once the school has started to collect data, information should start to surface that reveals strengths and limitations of student achievement. This information is important to help the school set goals that, if achieved, will show student growth in the areas noted.

TYPES OF DATA TO INCLUDE:

COMMUNITY DEMOGRAPHIC DATA

Include the defining features of the community, for example:

1. A brief history of the community in which the school operates
2. Demographic profile of the community by age, level of education, nationality, income level, etc.
3. Economic and social conditions of the community
(e.g., range of family socioeconomic status within the school)
4. Measures of the extent of involvement of the parents and community in the school
5. Parent and community organizations
6. Stakeholder perspectives on the quality of education
7. Financial resources available to support education
8. Non-school programs and/or facilities in the community (e.g., libraries)
9. Relevant self-assessment findings

SCHOOL CHARACTERISTICS

Include the defining features of the school, for example:

1. Type of school (e.g., public, private)
2. Level of school (elementary, middle, high school)
3. Accreditation status
4. Recognition of honors awarded to the school
5. Background historical data
6. Enrollment data
7. Length of school year
8. Length of school day
9. Facilities
10. Learning environment and safety conditions
11. Transportation of students
12. Finances
 - a. Sources of school revenue
 - b. Tuition
 - c. Average per pupil expenditures
 - d. Percentage of the school's operating budget allocated to:
 - i. Administration
 - ii. Instruction (e.g., supplies, equipment, staff development, salaries, benefits)
 - iii. Care and maintenance of the building and site
13. Extracurricular Opportunities
 - a. List and description of the sports, clubs and other organizations in which students can participate
 - b. Description of co-curricular programs
14. Curriculum Characteristics
 - a. Instructional resources
 - b. Graduation requirements
 - c. Curriculum offerings
 - d. Description of the available academic programs, special diplomas, tracks and any nontraditional or unusual curricula
 - e. Percentage of students who participate in remedial programs (e.g., special needs, learning difficulties, bilingual, or other academic assistance programs)
15. Identification of any characteristics that set the school apart from other schools
16. Description of any significant changes in the characteristics of the school over the past several years
17. Relevant self-assessment findings

STUDENT DEMOGRAPHIC DATA

Include the defining features of the student body, for example:

Percentage of students by:

1. Demographic profile of students (e.g., by race, ethnicity, and gender)
2. Health needs
3. Disability type
4. Living in single-parent households
5. Mobility rate
6. Parental education level
7. Chronological age

STUDENT PERFORMANCE DATA

Include information related to students' performance, for example:

1. Standardized, norm referenced measures
2. Criterion-referenced measures
3. Performance-based measures
4. Samples of student work
5. Observations of student performance
6. College entrance exam measures
7. Student behavior
 - a. Attendance rate
 - b. Tardiness rate
 - c. Number and percentages of discipline referrals
 - d. Number and percentages of suspensions and/or expulsions

High school level student performance data could also include:

8. Percentage of students who graduate
9. Percentage of dropouts
10. Percentage of students taking college entrance exams
11. Percentage of students enrolled in the core curriculum (e.g., mathematics, science, English, social science, etc.)
12. Follow-up studies with graduates
 - a. Percentage of college enrollment
 - b. Percentage of college success
 - c. Percentage of students employed

- d. Percentage of post high school training/job skills

EMPLOYEE INFORMATION

Include relevant information about school employees for example:

1. Student to teacher ratios
2. Number of staff by category (administrators, teachers, support staff)
3. Demographic profile of teachers, administrators, and support staff (e.g., by race, ethnicity, and gender)
4. Years of experience of the faculty and administration
5. Percentage of teaching and administrative staff who hold advanced degrees
6. Professional development offered
7. Average scores of evaluations and walkthroughs

STAKEHOLDER PERSPECTIVES

Opinions of the students, teachers, parents and community members about the quality of the school is important to gather and can be done through surveys. Stakeholder surveys should seek answers to the following questions:

1. What does each group of stakeholders believe are the strengths of the school?
2. What does each group of stakeholders believe are the limitations of the school?
3. Have opinions about the quality of the school changed over the years? If so, what are the trends or shifts in opinion that have been identified?

Examples of opinion surveys are found starting on page 21 in this document.

STEP 5 DEVELOP THE SCHOOL PROFILE

Who is involved? Steering Committee

Once as much data as possible has been collected, the steering committee organizes that data and puts it into a useable format. The resulting document is called the school profile and will be key in the school's improvement efforts. In addition, a well-developed school profile is useful in giving a clear picture about the school to stakeholders and other interested individuals.

The main sections of the school profile should be:

- Community Demographic Data
- School Characteristics
- Student Demographic Data
- Student Performance Data
- Employee Information
- Stakeholder Perspectives

PRESENTING THE DATA

The collected data will include many types of information – facts, figures, numbers, percentages, etc. The steering committee should carefully select the most appropriate format for presenting the data so that the information can be easily read and understood.

NARRATIVE FORMAT

Data can be presented in a narrative format by providing a brief explanation of the data, how it was collected, and in general what the results indicated.

Example:

“In the review of the opinion surveys that were administered to students, parents and staff, there was general agreement that the quality of the programs in the science department showed the highest level of approval, while the quality of the programs in the English department showed a much lower level of approval.”

GRAPH OR CHART FORMAT

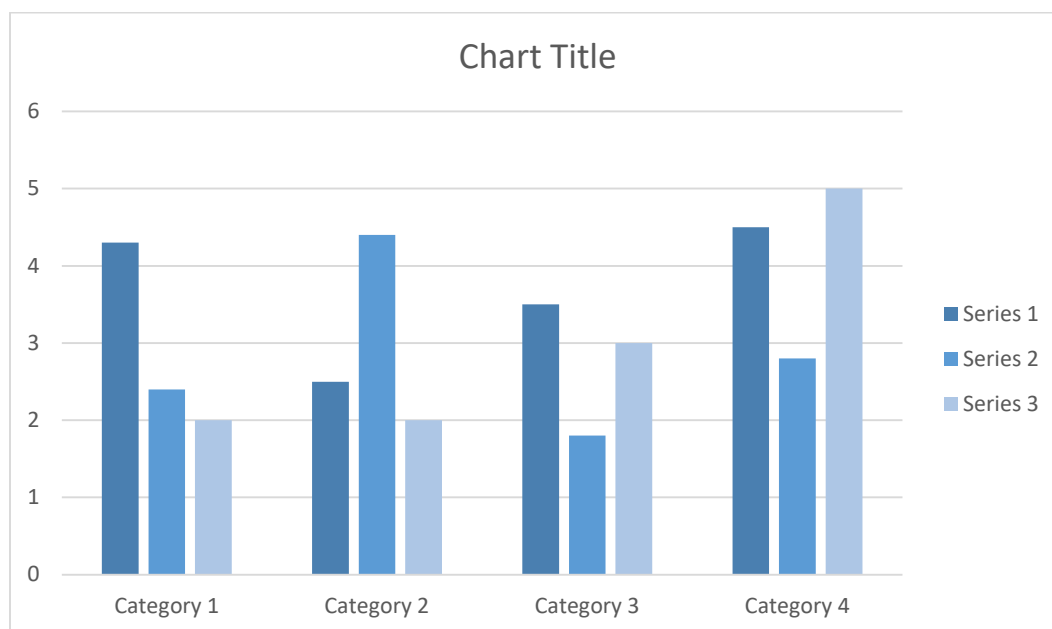
Data can be presented using graphs or charts so that information can be easily and quickly understood visually. Graphs and charts are a valuable way to show trends in the gathered data. The steering committee should ensure that the type of graph or chart used is appropriate for the data that is being illustrated.

Data presented in a graph or chart format should include the following four components:

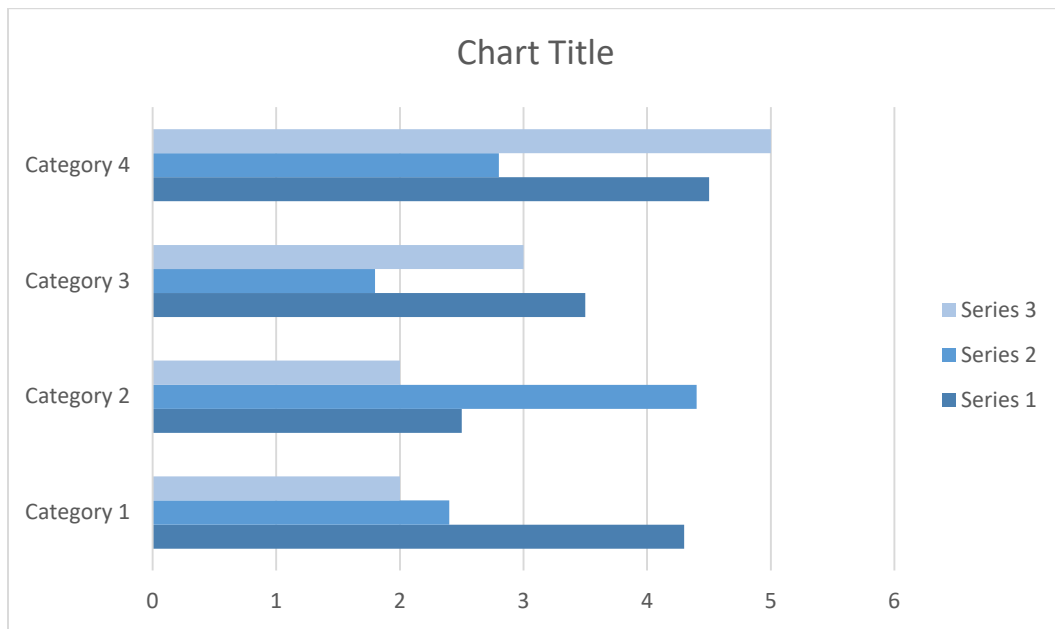
1. Prologue — A brief descriptions of what data are included, how they were collected and reported.
2. Display — A visual representation of the data.
3. Significant Facts — Only the most important facts are included in the display.
4. Disaggregation of data — As appropriate, the data should be separated by subgroups (eg. age, nationality, language proficiency, grade level, etc.).
5. Written Summary— A brief description interpreting the findings.

Bar Charts: A bar chart is used to display categories of data, using either horizontal bars or vertical bars, to show comparisons, changes, trends, etc. Vertical bar charts are commonly used when one axis does not have a numerical scale. Horizontal bars are especially useful to display changes over time.

Vertical Bar Chart Example:



Horizontal Bar Chart Example:



Pie Chart: A pie chart is used to display total percentage of responses by any category in order to compare parts of a whole.

Example:

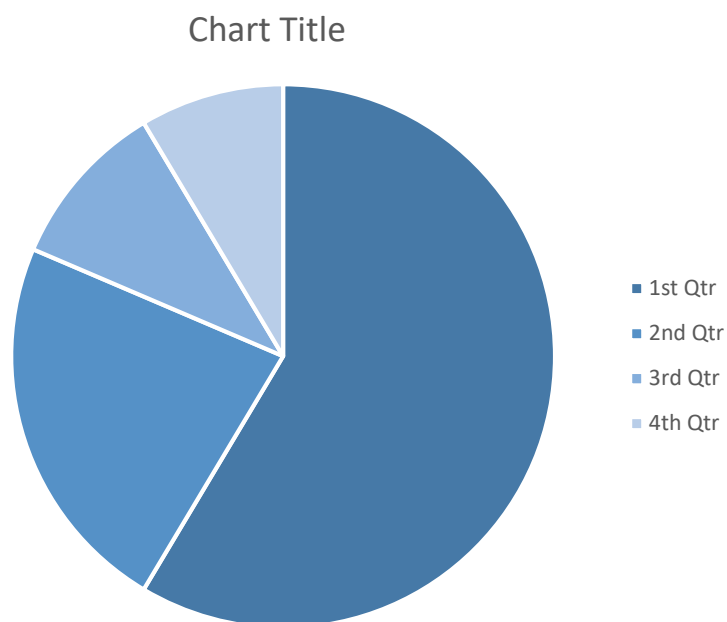


TABLE FORMAT

Data can be presented in a table format in order to view large amounts of data all together on one sheet. Similar to graphs and charts, data presented in tables should include the following four components:

1. Prologue — A brief descriptions of what data are included, how they were collected and reported.
2. Display — A visual representation of the data.
3. Significant Facts — Only the most important facts are included in the display.
4. Disaggregation of data — As appropriate, the data should be separated by subgroups (eg. age, nationality, language proficiency, grade level, etc.).
5. Written Summary— A brief description interpreting the findings.

Example:

ANNUAL DATA SUMMARIES

LAKE HIGH SCHOOL

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Year-to-Year Tracking						
Walkthrough average score	2.75	3.11	3.45	3.22	3.00	3.14
Positive referrals		N/A	325	259	322	473
Lunch Detentions			654	804	1158	989
Percent of students in attendance			94.0%	94.0%	99.0%	93.0%
Percent of students on time to class			99.0%	99.0%	99.0%	99.0%
Suspensions	68	62	29	24	65	42
Graduation Rate	89.0%	95.0%	98.0%	87.0%	92.0%	82.0%
College Credits Passed	12	24	95	110	114	124
Students Accepted to 4-Year College	34.8%	23.7%	27.0%	33.3%	31.3%	18.8%
Students Accepted to 2-Year College	19.6%	15.8%	10.8%	10.0%	28.1%	18.8%
ACT - 11th Grade						
English	19.1	18.8	17.7	16.8	16.7	17.3
Math	19.8	19.6	18.6	18.7	18.1	16.8
Reading	20.4	22.5	20.1	20.8	19.2	19.0
Science	20.6	20.7	18.3	18.5	19.1	18.2
Composite	20.1	20.4	18.8	18.7	18.4	18.9
SBAC Language Arts						
7 th	57%	92%	78%	N/A	N/A	38%
8 th	74%	78%	82%	N/A	N/A	35%
State	83%	83%	95%	N/A	N/A	N/A
SBAC Math						
7 th	45%	58%	55%	N/A	N/A	27%
8 th	49%	56%	52%	N/A	N/A	14%
State	68%	68%	90%	N/A	N/A	N/A
CRT Science						
7 th	29%	44%	44%	N/A	N/A	N/A
8 th	29%	44%	44%	63%	58%	58%
10 th	29%	19%	22%	34%	18%	23%
State						

COMBINATION OF FORMATS

Data can be displayed in a combination of any of the formats to provide the best explanation of the information in a form that is easiest for the stakeholders to understand.

BASIC GUIDELINES FOR DATA PRESENTATION

1. Keep graphic displays simple.
2. Use graphs or charts that are appropriate for the data being presented.
3. Include all key elements necessary to understanding the data.
4. Use appropriate scales for accurate visual representation of data.
5. Ensure all displays are legible.
6. Emphasize important points.
7. Write narratives that describe trends in performance over time.
8. Write narratives that describe high-performance and low-performance groups.
9. Write narratives that compare performance in your school with other schools.
10. Write narratives that compare performance in your school with national and/or international norms.

PHASE 2

STEP 1 ANALYZE SCHOOL DATA

Who is involved? Steering Committee

Before the school improvement plan can be developed, an extensive review of the data in the school profile and findings in the self-assessment must be conducted. The steering committee should analyze the school profile data in order to determine both the strengths and limitations in student achievement. The findings of the self-assessment should be evaluated to determine the strengths and limitations of the school.

Questions the steering committee should focus on as it evaluates the data and findings include:

1. What does the information show about the current levels of student achievement?
2. According to the information, which curricular areas are the strongest and which are the weakest in student achievement?
3. According to the information, are students prepared for further education at each level of schooling (e.g., one grade level to the next, elementary to middle school, middle school to high school, and high school to college)?
4. According to the information, are there specific groups of students who struggle in particular subject areas?
5. What factors prevent students from performing at their highest level?

COMPILE A LIST

As the school profile and self-assessment are analyzed and interpreted, the steering committee should compile a list of identified strengths and limitations.

STEP 2 ESTABLISH PRIORITIES

Who is involved? Steering Committee and All Stakeholders

Once the steering committee has compiled a list of identified strengths and limitation, the committee then formats the list to prioritize what the school should focus on in its improvement efforts. Weak areas which have the greatest impact on student achievement should receive the highest priority.

The steering committee then presents the prioritized list and invites input from stakeholders in making final decisions about what areas will be the focus for school improvement.

The compiled list of the school's strengths should also be presented to stakeholders, not only to celebrate the school's successes, but also to commit to utilizing those strengths for school improvement.

STEP 3 WRITE SCHOOL IMPROVEMENT PLAN

Who is involved? Steering Committee

Once the list of priorities has been approved, the steering committee is ready to begin development of the school improvement plan. The steering committee must develop a plan that will guide the school in strengthening weak areas and improving student achievement while accomplishing the aims of the school's vision and mission. The school improvement plan should be composed of measurable goals, strategies for accomplishing the set goals, timelines for meeting the goals, and include plans to take measurements for monitoring goal progress.

GOALS

The steering committee should choose goals for the improvement plan that are most critical to student improvement. All of the goals in the school improvement plan should be specifically and strategically aimed at improving student performance from year to year. Goals such as building a new gymnasium, strengthening professional development, or purchasing more computers might be good for the community, however, they are not improvement goals if it cannot be demonstrated that the students' academic performance will improve due to these changes.

Each goal should list specific expectations for student improvement and how the improvement will be measured. All of the goals should be based on current best educational practices.

OVERARCHING GOALS

The steering committee should understand that the improvement plan cannot include every specific area on which to focus, but it can formulate overarching goals—goals that, if accomplished, will have an effect on other needed areas. For example, although improvement in spelling is important, it probably is not appropriate to include as a major improvement goal. The overarching goal is more likely in the area of communication. An appropriate goal that could include spelling as a sub-goal might be: "All students will improve in their skills of communications in writing, speaking, reading and listening." Since spelling is an important component in writing, it can be a strategy under the overarching goal of communications.

INCLUSIVE GOALS

Improvement goals should be inclusive, or directed for all students. A goal that indicates that 85% of the students will improve in the particular goal area, could be interpreted that 15% of the students will not need to improve. However, if all students are expected to improve in the goal area, sub-goals can be incorporated to each group.

Example:

- Students who performed above the 75th percentile will improve their performance by a minimum of 5% over the course of the goal timeline;
- Students who performed between the 50th and 74th percentiles will improve their performance by a minimum of 7% over the course of the goal timeline;
- Students who performed between the 25th and 49th percentile will improve their performance by a minimum of 8% over the course of the goal timeline;
- Students who performed below the 25th percentile will improve their performance by a minimum of 10% over the course of the goal timeline.

INCORPORATING THE GOALS

School improvement goals should be incorporated into all areas of instruction by all staff—including administrators. For example, a goal to have all students improve in computational skills could be incorporated into language courses by having students make a chart of the number of books read by each student in the school, figure out the average number of books by the whole school population, the difference between students at different grade levels, the average length of time needed to complete a book, etc. While the emphasis is on reading, the students use math to develop their findings. Any subject can be used to include computational skills: health education—percentage of muscle and body fat in the healthy body; social science—number of countries from which the students come who are enrolled at the school and how each group of students performs on English language communication skills, etc.

STRATEGIES

The steering committee should ensure that the improvement plan differentiates goals and strategies. A goal, as described above, lists specific expectations for student improvement. A strategy is a step to take toward reaching the goal. All strategies should be well defined and contain specific details of individual responsibilities to fulfill, actions to take, and tasks to be accomplished.

Constructing a new building, providing more teacher in-service, purchasing new textbooks, etc. are all good things, provided they are strategies that will help achieve a goal. If a tie-in cannot be made as to how students will improve from these tactics, then they should not be considered strategies to achieving the goal. A true strategy is always goal driven.

RESPONSIBILITIES

A well-defined strategy will include the name, or names of specific individuals or groups who are assigned to carry out the actions or tasks described in the strategy. For example, an individual, Mr. John Doe, could be designated in

the strategy as the person responsible to organize professional development focused on evaluating assessment data. The math department could be designated in another strategy as responsible to daily utilize three instructional strategies learned at the training. Ensuring each strategy has assigned responsibilities will assist the steering committee later in implementing and monitoring the plan.

RESOURCES

A well-defined strategy will list the resources needed in order to carry out the actions or tasks described in the strategy. For example, in the strategy of implementing a new external assessment, a set amount of money could be listed as a resource for purchasing the new external assessment tool. Listing resources in a school improvement plan will help a school to plan their budget accordingly.

TIMELINES

The steering committee should ensure that all timelines in the school improvement plan are well defined and include realistic short-term, mid-term and long-range targets for accomplishing the plan's goals. Each set of targets should include their own specific benchmarks to monitor goal progress.

A realistic timeline for a goal is one that, with good strategies and effort, is possible to obtain over a certain period of time.

TARGETS

Timelines should also allow for goals to be evaluated and monitored regularly. Short-term, mid-term, and long-range targets should be included in the timeline for the goal. These targets help the steering committee monitor whether a goal is on track to being accomplished. For example, in a goal of improving test scores, the school improvement plan could set a timeline to meet established benchmarks over short, mid, and long-range terms.

BENCHMARKS

A benchmark is a standard for comparing performance, typically a past measure of success. A school can use internal benchmarks to gauge current performance to a specific past performance. For example, a mid-range target in improving student attendance might use a benchmark of a previous semester's attendance record. External benchmarks should be used when comparing student performance to national or international norms.

Well-defined timelines that include targets and benchmarks will assist the steering committee later in monitoring the improvement plan.

MEASUREMENTS

The steering committee should ensure that the school improvement plan identifies and requires timely and routine measurements that will comprehensively monitor goal progress. Internal and/or external measurements should systematically be used to track the progress of each of the plan's goals.

INTERNAL

Internal measurements such as student portfolios, school developed assessments, grade point averages, etc. are measurements that could be used to monitor student improvement progress.

EXTERNAL

External measurements such as the SAT, MAP, STAR, ISIP, etc. tests are measurements that could be used to monitor student improvement compared to national or international norms or standards.

Measurements will be critical in assisting the steering committee later in monitoring the improvement plan.

SCHOOL IMPROVEMENT PLAN FORMAT

As the goals, strategies, timelines and measurements for the school improvement plan are developed the steering committee should place them in an organized format that will be easy for all stakeholders to read and understand. A goal sheet (shown below) can help organize school improvement plan components, but it is not the only appropriate format for a school improvement plan. The steering committee should use a format that most effectively organizes their plan.

Below is an example goal sheet with some of the strategies and other components of a school improvement plan:

GOAL: All students will demonstrate proficiency in reading.						
STRATEGY		RESPONSIBILITIES	RESOURCES	TIMELINE	MEASUREMENT(S)	EVALUATION
1.	Comprehension	Reading Specialist, Mr. Smith. Data Coordinator, Mrs. Della.	iReady Assessments GoReading curriculum	Monthly assessments starting in September 2017.	80% of Students will demonstrate a proficiency in reading comprehension as measured by iReady assessments by June 1, 2020.	
2.	Goal Setting					
3.	Word Recognition					
4.	Spelling					

STEP 4 PRESENT SCHOOL IMPROVEMENT PLAN

Who is involved? Steering Committee and All Stakeholders

The steering committee presents the new school improvement plan to all stakeholders and ensures that it is readily available. Presenting the improvement plan may be done through stakeholder forums or meetings, newsletters, social media, etc., or a combination of these methods. Ensuring that stakeholders are aware of the school improvement plan will help maintain stakeholder buy-in to sustain the improvement efforts.

PHASE 3

STEP 1 IMPLEMENT SCHOOL IMPROVEMENT PLAN

Who is involved? Steering Committee and All Stakeholders

Once the School Improvement Plan has been presented to all stakeholder groups, the steering committee then oversees the implementation of the plan. The steering committee directs school departments to align department goals with the school improvement plan. Administrators should encourage teachers to align their professional goal with the school improvement plan as well.

The steering committee should regularly meet to ensure the improvement plan is being implemented with fidelity, and to troubleshoot any strategies that are not off to a smooth start.

STEP 2 MONITOR PROGRESS

Who is involved? Steering Committee and Staff Members

Once the plan is being successfully implemented, the steering committee meets regularly to monitor the plan's progress. Evaluating data, from measurements called for in the plan, the steering committee monitors the progress of each of the plan's goals. The goals of the improvement plan will probably not be altered on a regular basis, but the strategies to reach the goals may need to be adjusted as new information becomes available.

CONDUCT ANOTHER SELF-ASSESSMENT

The steering committee conducts a self-assessment with cooperation and input from all stakeholders at the start of each phase of the school improvement process. A Self-Assessment Template is available on the AIAA website. This template contains step-by-step instructions to help guide the school through completing a self-assessment. Refer to the [AIAA website for the Self-Assessment Template](#).

When properly completed, the self-assessment will assist in monitoring overall improvement efforts.

STEP 3 PUBLICIZE & CELEBRATE WORK

Who is involved? Steering Committee and Staff Members

The steering committee regularly publicizes the progress of the school improvement plan. Progress could be publicized through stakeholder forums or meetings, newsletters, social media, etc., or a combination of these methods. Ensuring that stakeholders are aware of the school's overall progress will help maintain stakeholder buy-in to sustain the improvement efforts.

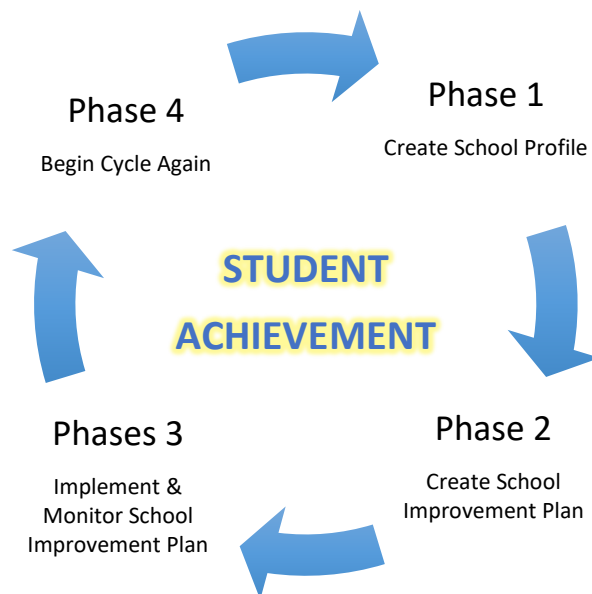
The school improvement process is a major investment of time and effort for many stakeholders. The steering committee should celebrate with stakeholders the successful completion of school improvement goals. When students improve, the school improves, and that is worth celebrating.

PHASE 4

REPEAT THE CYCLE

School improvement is an ongoing process. As new students, new staff, new requirements, new challenges, and new information arise, a school must continually assess and adapt its practices in order to meet the changing needs of the students and the community. No school should view itself as perfect and complete. It should view itself instead as alive and growing.

The school should restart the school improvement process at year one to ensure student achievement continues to grow, the needs of the students are met, and the mission of the school is being accomplished. In committing to a cyclical method of student-centered school improvement, a school creates a foundation for continual improvement, because when students improve, the school improves.



SAMPLE OPINION SURVEY FOR STUDENTS

Please rate your opinion on each of the following by scoring as follows:

5=strongly agree 4=agree 3=neither agree or disagree 2=disagree 1=strongly disagree

STUDENT SURVEY	5	4	3	2	1
1. I like being at my school.					
2. My teachers motivate me to learn.					
3. My teachers provide me with useful feedback about my school work.					
4. Teachers at my school treat students fairly.					
5. Student behavior is well managed at my school.					
6. My school is clean, well maintained and provides a pleasant atmosphere.					
7. I am getting a good education at my school.					
8. My English skills are being developed at my school.					
9. My mathematics skills are being developed at my school.					
10. I use computers and other technology at my school for learning.					
11. I feel accepted by other students at my school.					
12. My teachers challenge me to think.					
13. My teachers clearly explain what is required in my school work.					
14. My teachers help me with my school work when I need it.					
15. My teachers use a variety of styles and resources to help me learn.					
16. My teachers show care and concern for me.					
17. My school encourages me to be a good citizen in my community.					
18. My school celebrates student achievement.					
19. I would recommend my school to others.					
20. This is a good school.					

SAMPLE OPINION SURVEY FOR PARENTS

Please rate your opinion on each of the following by scoring as follows:

5=strongly agree 4=agree 3=neither agree or disagree 2=disagree 1=strongly disagree

PARENT SURVEY	5	4	3	2	1
1. I like my son/daughter being at this school.					
2. The teachers at this school motivate my son/daughter to learn.					
3. The teachers at this school provide me and my son/daughter with useful feedback about my student's school work.					
4. Teachers at this school treat students fairly.					
5. Student behavior is well managed at this school.					
6. The school is clean, well maintained and provides a pleasant atmosphere.					
7. My son/daughter is getting a good education at this school.					
8. My son's/daughter's English skills are being developed at this school.					
9. My son's/daughter's mathematics skills are being developed at this school.					
10. My son/daughter uses computers and other technology at this school for learning.					
11. My son/daughter feels accepted by other students at this school.					
12. The teachers challenge my son/daughter to think.					
13. The teachers clearly explain what is required in school work.					
14. The teachers help my son/daughter with school work when it is needed.					
15. The teachers use a variety of styles and resources to help students learn.					
16. The teachers show care and concern for my son/daughter.					
17. The school encourages my son/daughter to be a good citizen in the community.					
18. This school celebrates student achievement.					
19. I would recommend this school to others.					
20. This is a good school.					

SAMPLE OPINION SURVEY FOR STAFF

Please rate your opinion on each of the following by scoring as follows:

5=strongly agree 4=agree 3=neither agree or disagree 2=disagree 1=strongly disagree

STAFF SURVEY	5	4	3	2	1
1. I like being at this school.					
2. I motivate students to learn.					
3. I provide useful feedback to my students about their school work.					
4. I treat students fairly.					
5. Student behavior is well managed at this school.					
6. This school is clean, well maintained and provides a pleasant atmosphere.					
7. Students at this school are getting a good education.					
8. Students' English skills are being developed at this school.					
9. Students' mathematics skills are being developed at this school.					
10. I use computers and other technology in my classrooms for learning.					
11. Students at this school feel accepted by other students.					
12. I challenge my students to think.					
13. I clearly explain what is required in school work to my students.					
14. I help students with school work when it is needed.					
15. I use a variety of styles and resources to help students learn.					
16. I show care and concern for my students.					
17. I encourage students to be good citizens in their community.					
18. I celebrate student achievement.					
19. I would recommend this school to others.					
20. This is a good school.					