

# Questions to Guide the Analysis of Perceptions Data for Continuous Improvement Planning

## *Student Questionnaire Graphs*

- ◆ Looking at the student questionnaire graphs, are the results mostly positive, neutral, or negative?
- ◆ Are there some schools that have exceptional results?
- ◆ What are the most positive items? Are the items related?
- ◆ What are the most negative items? Are the items related? Are there schools that need extra support? Are there districtwide implications?
- ◆ What are the surprises?
- ◆ Looking at the disaggregated student questionnaire graphs, are there differences in the student groups? If so, which items are showing the differences? Is there a relationship between the items?
- ◆ For the student groups scoring most differently from the majority of the group, are the items related and are they telling a story? How do the open-ended statements help clarify what the multiple-choice items are saying?
- ◆ What other things do you see in the results?

## *Staff Questionnaire Graphs*

- ◆ Looking at the staff questionnaire graphs, are the results mostly positive, neutral, or negative?
- ◆ Are there some schools that have exceptional results?
- ◆ What are the most positive items? Are the items related?
- ◆ What are the most negative items? Are the items related? Are there schools that need extra support? Are there districtwide implications?
- ◆ What are the surprises? Are there schools that need extra support?
- ◆ Looking at the disaggregated staff questionnaire graphs, are there differences in the subgroups? If so, which items are showing the differences? Is there a relationship among the items?
- ◆ For the subgroups scoring most differently from the majority of the group, are the items related and are they telling a story? How do the open-ended statements help clarify what the multiple-choice items are saying?
- ◆ What do the open-ended items reveal?
- ◆ What other things do you see in the results?

## *Parent Questionnaire Graphs*

- ◆ Looking at the parent questionnaire graphs, are the results mostly positive, neutral, or negative?
- ◆ Are there some schools that have exceptional results?
- ◆ What are the most positive items? Are the items related?
- ◆ What are the most negative items? Are the items related? Are there schools that need extra support? Are there districtwide implications?
- ◆ What are the surprises?
- ◆ Looking at the disaggregated parent questionnaire graphs, are there differences in the subgroups? If so, which items are showing the differences? Is there a relationship between the items?
- ◆ For the subgroups scoring most differently from the majority of the group, are the items related and are they telling a story? How do the open-ended statements help clarify what the multiple-choice items are saying?
- ◆ What other things do you see in the results?

## *Looking Across Questionnaire Results*

- ◆ What are the similarities in student, staff, and parent responses?
- ◆ What are the differences in student, staff, and parent responses?
- ◆ Is there anything in the staff questionnaire results that could shed light onto the student questionnaire results, or vice versa?
- ◆ Is there anything in the parent questionnaire results that could shed light onto the student questionnaire results, or vice versa?
- ◆ Looking at all three groups' responses, what are the issues that must be addressed by staff?
- ◆ Looking at all three groups' responses, what additional data must be collected to learn more about the issues that appeared?