



PRESENTING AND USING QUESTIONNAIRE RESULTS

- Purpose** The purpose of this activity is to guide staff in presenting questionnaire data so that it will be used by staff.
- Target Audience** Full staff. Leadership Team or Data Team can create the presentation of results and share results with full staff for analysis.
- Time** Approximately 1 hour.
- Materials** Copies of the questionnaire results and questionnaire study questions.

Overview

We want to present questionnaire results in a way that facilitates easy interpretation, provides contextual understanding, and creates a “Wow!” moment with data. We know that teachers do not have the time to analyze or use complex questionnaire results. It behooves the preparers of the results to forego complex analyses and to reduce large amounts of information to a single or a small number of graphs that provide powerful information, and to provide a report summarizing the information. The power of graphs comes from their ability to convey data directly to the viewer. Viewers use spatial intelligence to retrieve data from a graph—a source different from the language-based intelligence of prose and verbal presentations.

Process Protocol

Questionnaires are designed to ask multiple questions to understand the “Big Picture” while defining what needs to improve to get better results. Figure C5-2 shows the steps in reporting questionnaire results.

Figure C5-1

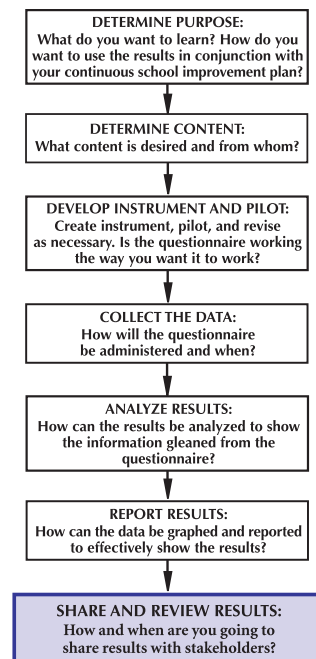


Figure C5-2
REPORTING QUESTIONNAIRE RESULTS PROCESS

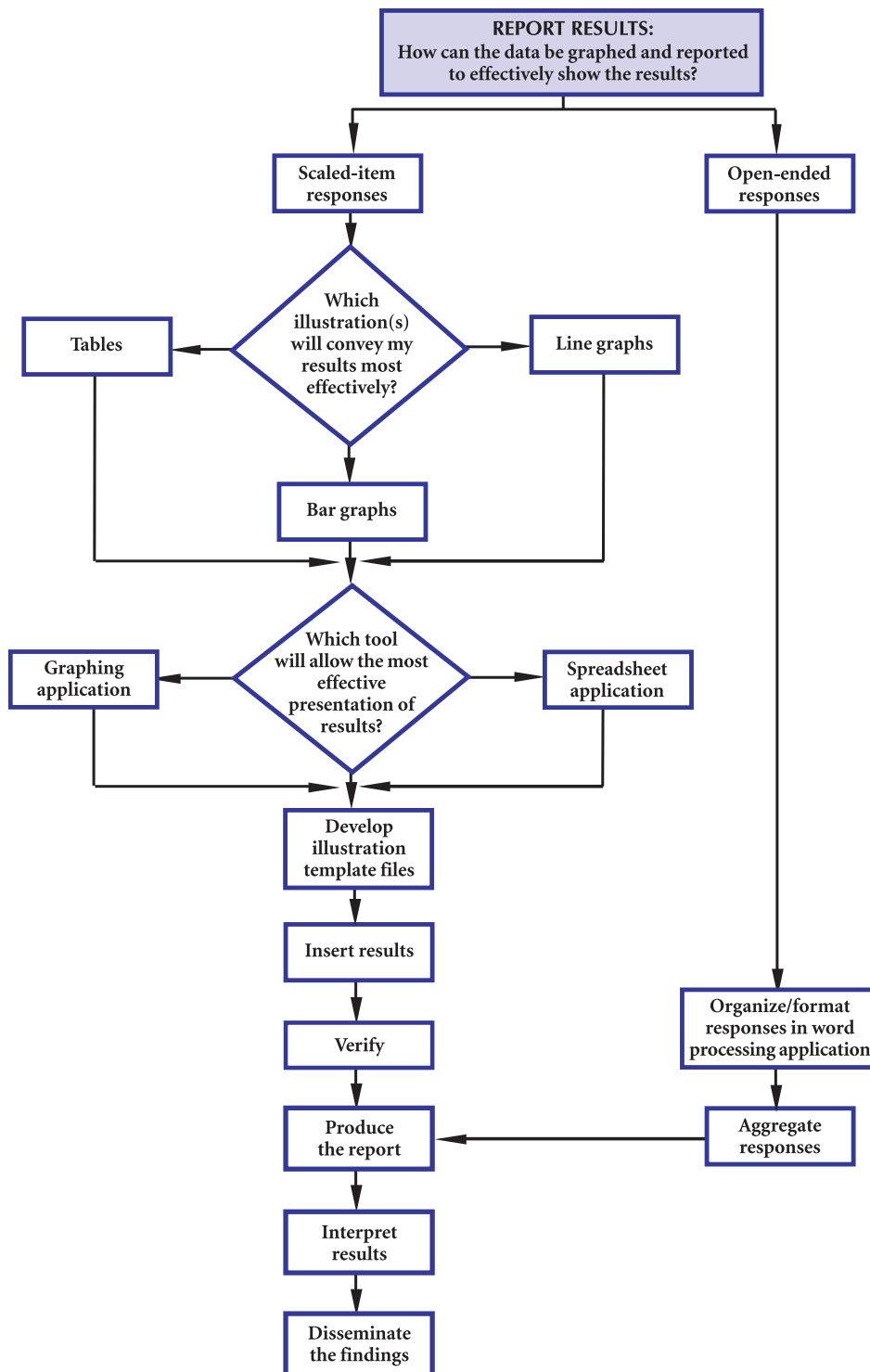


Figure C5-3
QUESTIONNAIRE RESULTS TABLE

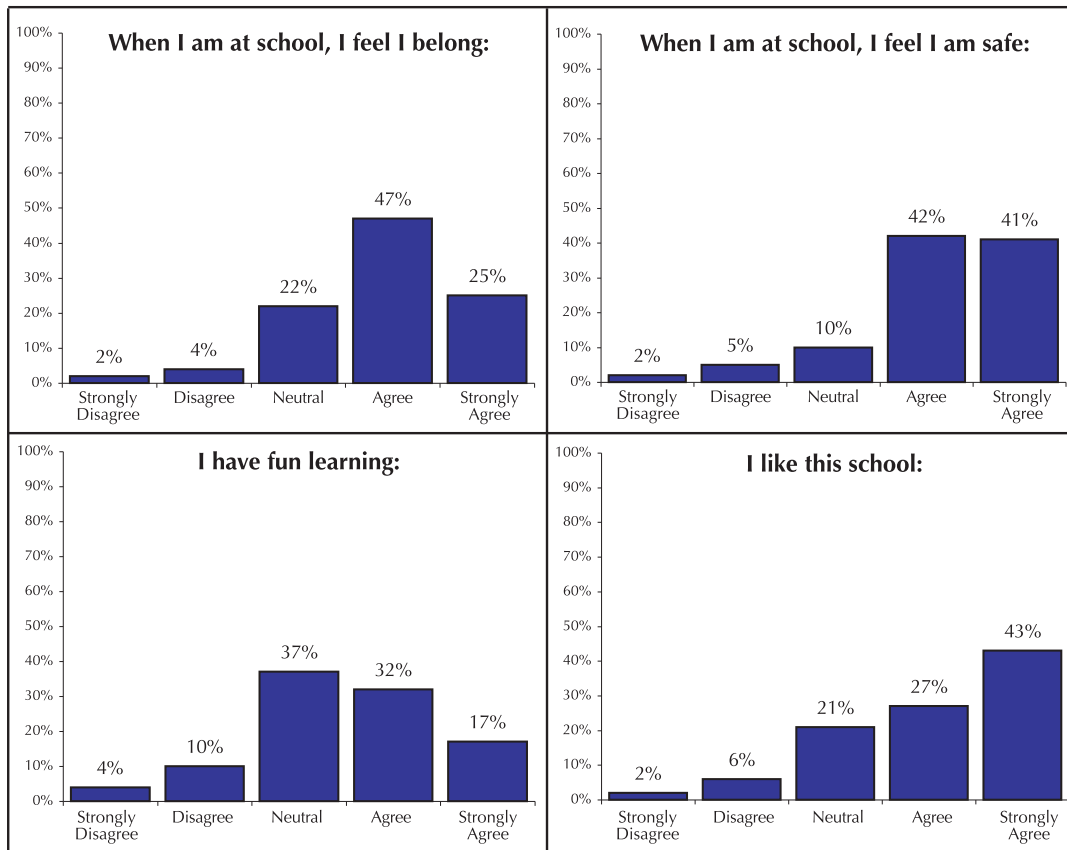
ITEM— <i>When I am at school, I feel:</i>	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I belong	2%	4%	22%	47%	25%
I am safe	2%	5%	10%	42%	41%
I have fun learning	4%	10%	37%	32%	17%
I like this school	2%	6%	21%	27%	43%
This school is good	1%	4%	21%	38%	37%
I have freedom at school	7%	14%	31%	30%	18%
I have choices in what I learn	9%	20%	42%	22%	8%
My teacher treats me with respect	2%	3%	12%	29%	55%
My teacher cares about me	3%	2%	13%	29%	53%
My teacher thinks I will be successful	2%	3%	14%	36%	44%
My teacher listens to my ideas	2%	3%	26%	44%	25%
My principal cares about me	2%	2%	17%	31%	48%
My teacher is a good teacher	2%	2%	8%	26%	62%
My teacher believes I can learn	1%	1%	10%	29%	59%
I am recognized for good work	3%	5%	29%	41%	22%
I am challenged by the work my teacher asks me to do	8%	8%	42%	25%	17%
The work I do in class makes me think	3%	4%	25%	43%	24%
I know what I am supposed to be learning in my classes	2%	1%	12%	44%	40%
I am a good student	1%	2%	11%	39%	47%
I can be a better student	5%	5%	23%	37%	30%
Quality work is expected at my school	2%	4%	20%	39%	35%
I behave well at school	2%	2%	17%	35%	44%
Students are treated fairly by teachers	7%	7%	19%	28%	38%
Students are treated fairly by the principal	2%	2%	11%	27%	58%
Students are treated fairly by the people on recess duty	10%	13%	22%	30%	24%
Students at my school treat me with respect	8%	7%	38%	30%	18%
Students at my school are friendly	5%	7%	34%	35%	18%
I have lots of friends	3%	4%	18%	31%	44%
I have support for learning at home	2%	3%	15%	35%	44%
My family believes I can do well in school	2%	1%	4%	19%	74%
My family wants me to do well in school	1%	1%	2%	12%	84%

Process Protocol (Continued)

We are all used to seeing questionnaire results as presented in Figure C5-3. When results are presented in this manner, it is very hard to know which items are most important, highest, or lowest. We don't even think about how the items might work together. It is just too confusing. When using results from this type of presentation, most people pick just one or two items to work on. Even worse, people might ignore them all, especially if they don't understand the "Big Picture."

Results could be provided in individual bar graphs that show the percentage of responses for each response option. Figure C5-4 consists of bar graphs for the first four items listed in Figure C5-3. Again, noting the relationship among items becomes very difficult, each item would have a separate bar graph, which results in many pages; and comparing items to each other would require physically comparing each graph to the others to determine any potential relationship. Therefore, it is difficult to determine what actions to take to eliminate undesirable results or to continuously improve desirable results. Alone, individual bar graphs

Figure C5-4
QUESTIONNAIRE RESULTS SHOWN IN BAR GRAPHS



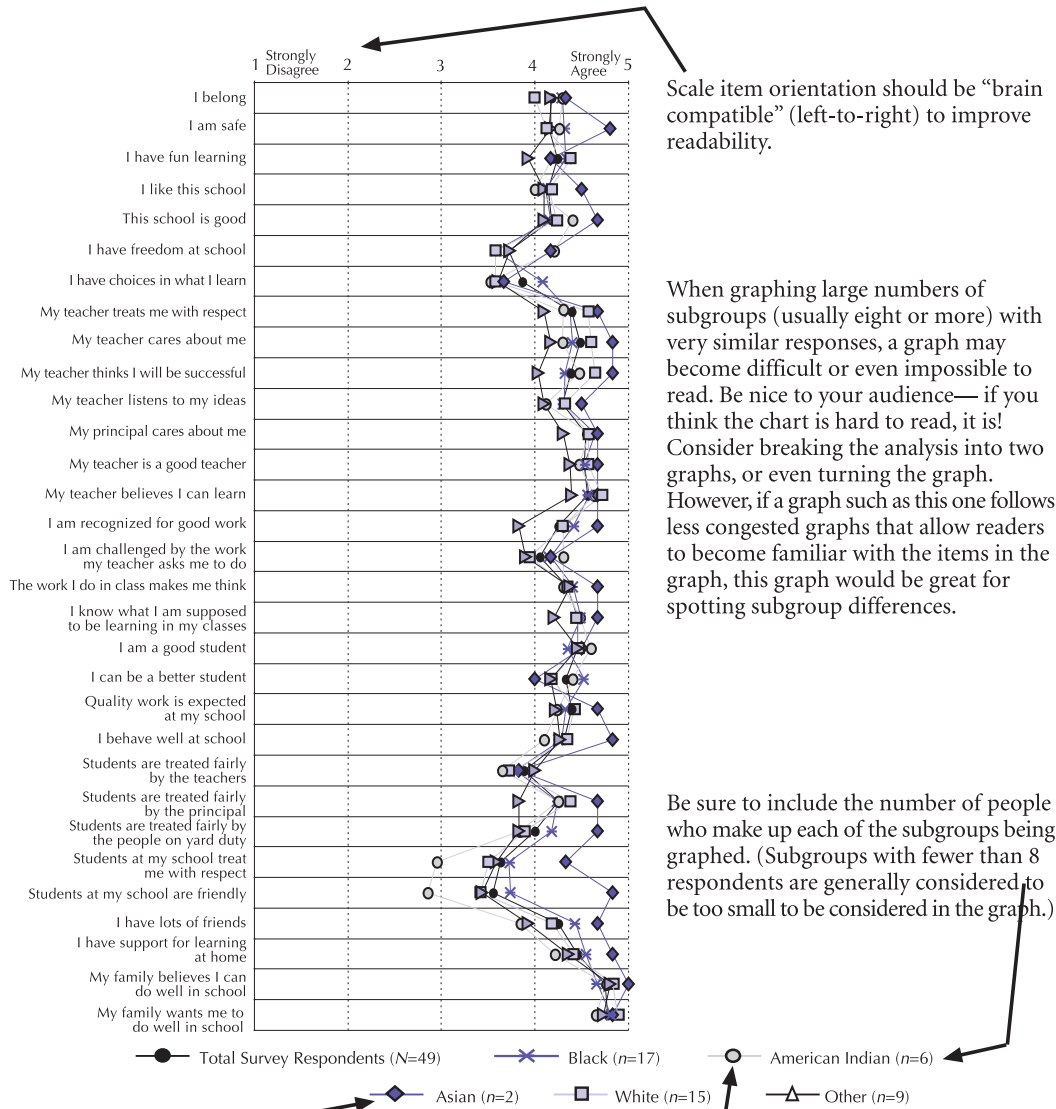
Process Protocol (Continued)

fail to provide a reference point to take action based on the results because the multi-point scale is not summary enough to quickly see the relationship of items to other items. We want to see what we are doing well in relation to what we could be doing better in order to improve.

The line graph is a very effective tool for presenting all item responses in relation to each other so that those interpreting the graph have a clear idea of the relationship of the low items to each other, and the high items to each other, and how the lows and the highs are related. Figure C5-5 shows a line graph for the same student questionnaire results shown in Figures C5-3 and C5-4.

Seeing the relationship of items to each other allows us to leverage what we are doing well and what it might take for us to do better. Also, the disaggregation can quickly show if there are subgroups with specific issues.

Figure C5-5
QUESTIONNAIRE RESULTS SHOWN IN A LINE GRAPH



Process Protocol (Continued)

Sharing Results with Staff

To be used, the results must be shared with staff. Figure C5-6 breaks down the steps in sharing/reviewing results. Nothing can undermine the staff member's acceptance of data results quicker than reading or hearing about them before the results have been shared with all the staff. There are several ways to share and review questionnaire results with staff. These approaches can be done with just the questionnaire results or with all the data in a data profile. All approaches start with each faculty member having her/his own copy of the questionnaire results. Some effective approaches include the following, which are briefly described below. You and your staff will need to determine which approaches will work the best.

- ◆ Committee review meetings
- ◆ Fish bowl
- ◆ Gallery walk
- ◆ Small groups with protocol
- ◆ Data party
- ◆ Review as a part of overall data profile

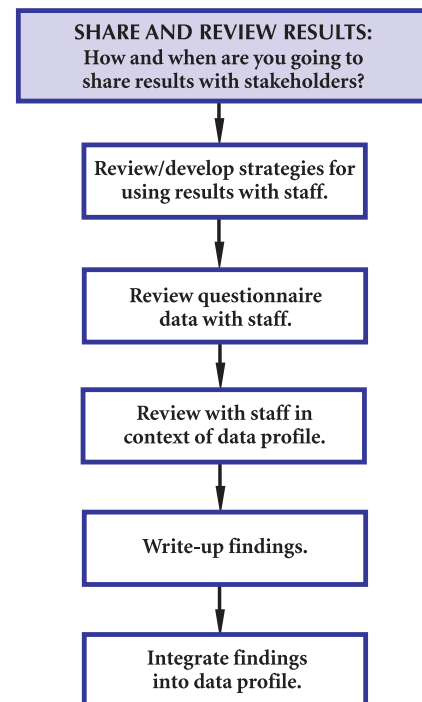
Committee Review Meetings

Staff members could serve on committees assigned to review the student, staff, or parent questionnaire results. The committees' charges would be to thoroughly review the results of the questionnaire to look for the strengths, challenges, and implications for the continuous school improvement plan. Each committee would report its findings to the entire staff. Staff members not on a specific committee could add what they saw. Implications across the three questionnaires will be melded into one set of overall implications/recommendations for improvement.

Fish Bowl

Fishbowls are used for dynamic group involvement. The most common configuration is an "inner ring," consisting of four to five chairs arranged in an inner circle, which is the discussion group, surrounded by concentric circle "outer rings," which is the observation group. Just as people observe the fish in the fishbowl, the outer rings observe the inner ring. The people in the inner ring (volunteers) discuss what they see in a graph (five minutes each), while the outer rings listen. The individuals in the outer rings are not allowed to speak until they join the inner circle. When an individual in the inner ring is finished speaking or finished with her/his observations, she/he moves to the empty outer ring chair, and someone from the outer ring wanting to say something moves to the empty chair in the inner ring. A questionnaire could be reviewed and discussed in 30 minutes. The facilitator could make variations to the rules to get input from all observers.

Figure C5-6
SHARE AND REVIEW
RESULTS WITH STAFF



Process Protocol (*Continued*)

Gallery Walk

With the questionnaire graphs grouped by respondent and posted on the wall, along with sheets of chart paper with *strengths*, *challenges*, and *implications* for the continuous school improvement plan written on them, a gallery walk gives staff members an opportunity to look over the data—independently and interdependently—and to write the first things that come to mind when they see the graphs. A facilitator directs staff members to form groups and take turns looking at the student, staff, and parent graphs. The facilitator leads the discussions of findings after everyone has viewed all the graphs.

Small Faculty Groups with Protocol

Each faculty member could be assigned to a small group of five to seven (with grade level and subject area mixings) to review either the student, staff, or parent questionnaire results. With a protocol for reviewing the results, the conversation can be fun and respectful. A protocol could be something like this: One person speaks for three minutes about what she/he sees in a graph, without questions. Another person takes three minutes to add what she/he observed, and so forth, until the questionnaire has been analyzed. The group is given 15 minutes to discuss what it wants to report to the entire faculty. A recorder documents and reports the highlights to other small groups reviewing the same questionnaire. In 10 minutes they merge their findings and present to the entire staff.

Data Party

All the disaggregated and total graphs of the student, staff, and parent questionnaires results can be handed out to staff members who would review a graph for highlights and then seek out another disaggregated graph from the other respondents and compare notes. For example, if I got the student graph disaggregated by ethnicity, I would review that data and then seek out the parent questionnaire disaggregated by ethnicity. (There probably will not be a staff questionnaire disaggregated by ethnicity, as the subgroups would be too small.) A facilitator could provide a posted list of different graphs to compare, or use stickers, or draw names to get the faculty talking to each other about the results. This activity could be accompanied with refreshments if staffs would not feel that this trivializes the importance of sharing the data results.

Review as a Part of the Data Profile

If the timing is right, all data can be a part of the processes described above. The difference is that the implications for demographics, student learning, school processes, and perceptions can then be merged to find the big elements or concepts that must be a part of the continuous improvement plan. (See *Questions to Guide the Study of Questionnaire Results*, Figure C5-7, on the following page.)

Besides looking at the strengths, challenges, and implications for the continuous school improvement plan, staff might choose to use a questionnaire table, such as the one shown in Figure C5-8, on the next page, to analyze the results across the different respondents.

Figure C5-7
QUESTIONS TO GUIDE THE STUDY OF QUESTIONNAIRE RESULTS

1. What are your perceptual <i>strengths</i> and <i>challenges</i> ?	
<i>Strengths</i>	<i>Challenges</i>
2. What are some <i>implications</i> for your continuous school improvement plan?	
3. Looking at the data presented, what other perceptual data would you want to answer the question <i>How do we do business?</i> for your school?	

Comments to the Facilitator

When using questionnaire results to drive continuous school improvement, staff members often want to tackle the most negative item or items first, and sometimes, only. It is important to understand the big picture that the results are showing, and to understand the true meaning behind the responses, so that the results can be dealt with efficiently and effectively.

Consider the relationship of the items to each other. Let’s say we have five low items. If we take the items literally and separately, we would be looking at five different things to do, which we probably will not get to. In actuality, the five are most probably related, and a serious consequence to making progress.

In short, to really use the items, staff have to understand the big picture, and determine solutions that can effectively work across the items.

Reference: Excerpts taken from from V.L. Bernhardt & B.J. Geise (2009). *Questions to Actions: Using Questionnaire Data for Continuous School Improvement*. Larchmont, NY: Eye On Education, Inc.

Figure C5-8
ANALYSIS OF QUESTIONNAIRE DATA

	Student Questionnaire	Staff Questionnaire	Parent Questionnaire	Agreements Across Questionnaires	Disagreements Across Questionnaires
General Feel of Questionnaire <i>(positive, neutral, negative)</i>					
Most Positive Items					
Neutral Items					
Negative Items					
On which items are there differences in subgroups? <i>(i.e., disaggregated responses)</i>					
Comments					