

PERCEPTIONS

To get a better understanding of the learning environment at Somewhere Elementary School, students, staff, and parents completed *Education for the Future* questionnaires five years in a row in 2009, 2010, 2011, 2012, and 2013. Staff also assessed where they felt the school ranked on the *Education for the Future Continuous Improvement Continuums* (CICs). (Results not shown here.) Summaries of the questionnaire results follow.

Student Questionnaire Results

Students in kindergarten through grade five at Somewhere Elementary School responded to an online *Education for the Future* questionnaire designed to measure how they feel about their learning environment in June 2009 (*n*=490), May 2010 (*n*=479), June 2011 (*n*=455), April 2012 (*n*=446), and May 2013 (*n*=451). Students in kindergarten and grade one were asked to respond to items using a three-point scale: 1 = disagree; 2 = neutral; and, 3 = agree. Students in grades two through five were asked to respond to items using a five-point scale: 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; and 5 = strongly agree.

Average responses to each item on the questionnaire were graphed by the totals for the five years and disaggregated by gender, grade level, and ethnicity, for the most recent year.

The icons in the figures that follow show the average responses to each item by the disaggregation indicated in the legend. The lines join the icons to help the reader know the distribution results for each disaggregation. The lines have no other meaning.



- Look Fors:** Items which students are in agreement or disagreement.
- Planning Implications:** Where can/should the school provide leadership with respect to school environment?

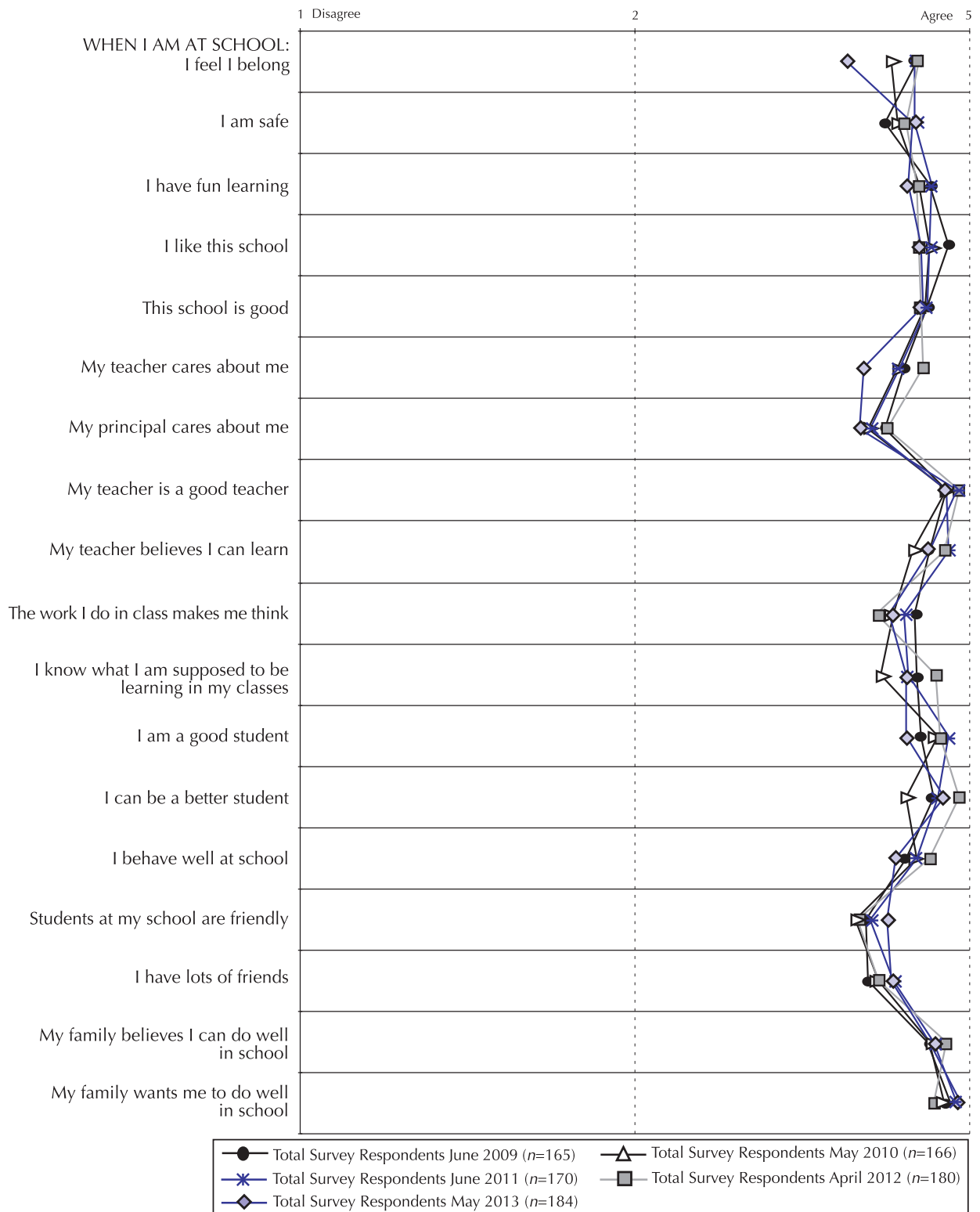
Kindergarten and Grade One Student Responses

Total Student Responses for Five Years

Overall, the average responses to the items in the student questionnaire were in agreement all five years (June 2009, *n*=165; May 2010, *n*=166; June 2011, *n*=170; April 2012, *n*=180; and May 2013, *n*=184), as shown in Figure F-37.

Figure F-37

Somewhere Elementary School Students (Kindergarten–Grade One)
Responses by Year, June 2009, May 2010, June 2011, April 2012, and May 2013



Student Responses by Gender

When the K-1 data were disaggregated by gender (91 female; 93 male), the data revealed that responses were in agreement and clustered around the overall average (graph not shown here).

Student Responses by Grade Level

The questionnaire results were also disaggregated by grade level. In 2013, there were 95 kindergartners and 89 first graders responding. All students were in agreement with the items on the questionnaire (graph not shown here).

Student Responses by Ethnicity

When K-1 student questionnaire data were disaggregated by ethnicity: 128 Hispanic/Latino students (70% of the responding population); 39 Caucasian students (21%); 8 Asians (4%); and 8 “Others” (4%) responded. (*Note:* Ethnicity numbers add up to more than the total number of respondents because some students identified themselves by more than one ethnicity.)

While there were slight differences between ethnicities, all students responded in agreement (graph not shown here).

Student Open-Ended K-1 Responses

Somewhere Elementary School K-1 students were asked to respond to two open-ended questions: *What do you like about your school?* and *What do you wish was different at your school?* Below are the top ten written-in responses for the two questions. (*Note:* When analyzing open-ended results, one must keep in mind the number of responses that were optionally written-in. Open-ended responses often help us understand the multiple choice responses, although caution must be exercised with small numbers of respondents.)



Look Fors:

The most often written-in responses to what students like about school and wish was different.

***Planning
Implications:***

Perhaps issues regarding how students are treated?

Student Open-Ended Responses (Kindergarten to Grade One)

<i>What do you like about your school?</i>	
May 2010 (N=165)	May 2011 (N=170)
<ul style="list-style-type: none"> • Learning/classroom activities (66) • Friends (36) • Teachers (33) • Playground (25) • Recess (20) • Computers (15) • Feeling safe (10) • Library (8) • Food/snacks (7) • Principal (4) 	<ul style="list-style-type: none"> • Learning (54) • Recess/playing (50) • Friends (49) • Teachers (41) • School (20) • Classroom (10) • Decision time (10) • Computers (9) • All (8) • Library (6)
April 2012 (N=180)	May 2013 (N=184)
<ul style="list-style-type: none"> • I like to play (47) • Good friends (44) • Good teachers (29) • Reading (29) • Learning (24) • Recess (18) • Writing (11) • Math (11) • I like the playground (11) • Self-directed learning time/choice time (9) 	<ul style="list-style-type: none"> • Reading/books (32) • Learning (to draw pictures, write name, work with other kids) (27) • Playing with my friends (27) • I like to play (20) • My teacher (19) • Self-directed learning time (16) • Math timed tests (16) • Computers, computer lab (12) • I like recess (11) • Going to lunch; school is fun (9)
<i>What do you wish was different at your school?</i>	
May 2010 (N=165)	May 2011 (N=170)
<ul style="list-style-type: none"> • Playground/swings (38) • Nothing (36) • Food (14) • Friends (11) • Less classroom time (10) • Teachers (5) • Prettier school (4) • More computers (4) • More respect (3) • Classroom (4) 	<ul style="list-style-type: none"> • Playground (25) • Nothing (24) • Free time (11) • Friends (10) • Toys (10) • More recess (9) • Classroom (8) • Curriculum (7) • Lunch/food (7) • Be nice to me (6)
April 2012 (N=180)	May 2013 (N=184)
<ul style="list-style-type: none"> • Nothing (28) • Better/more lunch (17) • New/better equipment on the playground (17) • A swimming pool (11) • My friends were nicer to me (9) • More computers/time (8) • We could play more (7) • More nice people (5) • More recess (5) • More books (4) 	<ul style="list-style-type: none"> • Nothing/I like it the way it is (22) • Everybody was nice to each other, no mean people (10) • That the school had more toys/games (10) • We had more time to learn more things/read aloud/more school (9) • More recess/longer (8) • That school had more books (7) • I wish there was swings (6) • More books (5) • I wish I had more friends • Allow pets at school (5)

Grades Two through Five Student Responses

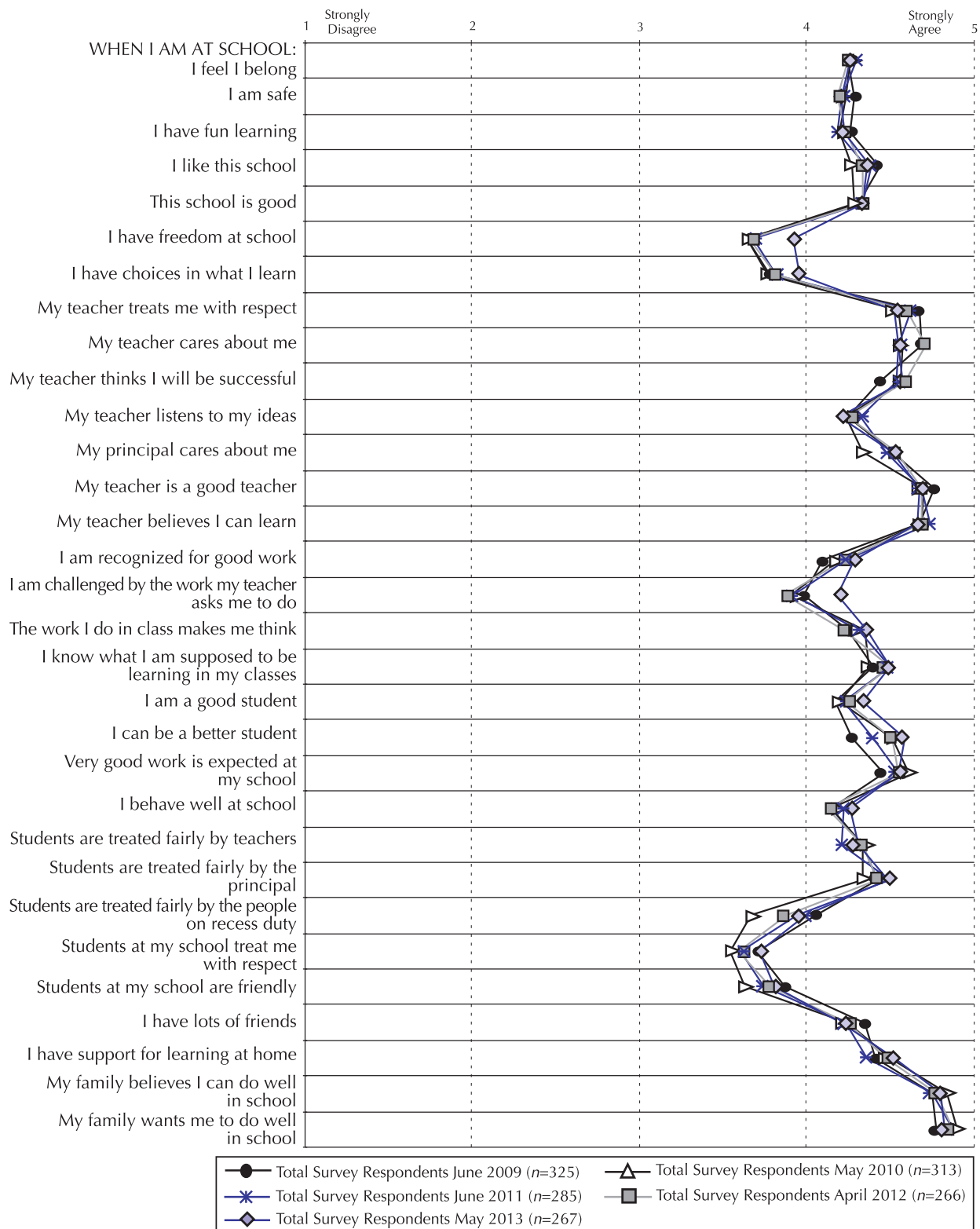
Total Student Responses for Five Years

Overall, the average responses to the items in the student questionnaire were in agreement all five years (June 2009, $n=325$; May 2010, $n=313$; June 2011, $n=285$; April 2012, $n=266$; and May 2013, $n=267$), as shown in Figure F-38. Students strongly agreed with all items in 2012, with the following exceptions which were in agreement:

- ♦ I have freedom at school.
- ♦ I have choices in what I learn.
- ♦ I am challenged by the work my teacher asks me to do.
- ♦ Students are treated fairly by the people on recess duty.
- ♦ Students at my school treat me with respect.
- ♦ Students at my school are friendly.

Figure F-38

Somewhere Elementary School Students (Grades 2 to 5)
Responses by Year, June 2009, May 2010, June 2011, April 2012, and May 2013



Student Responses by Gender

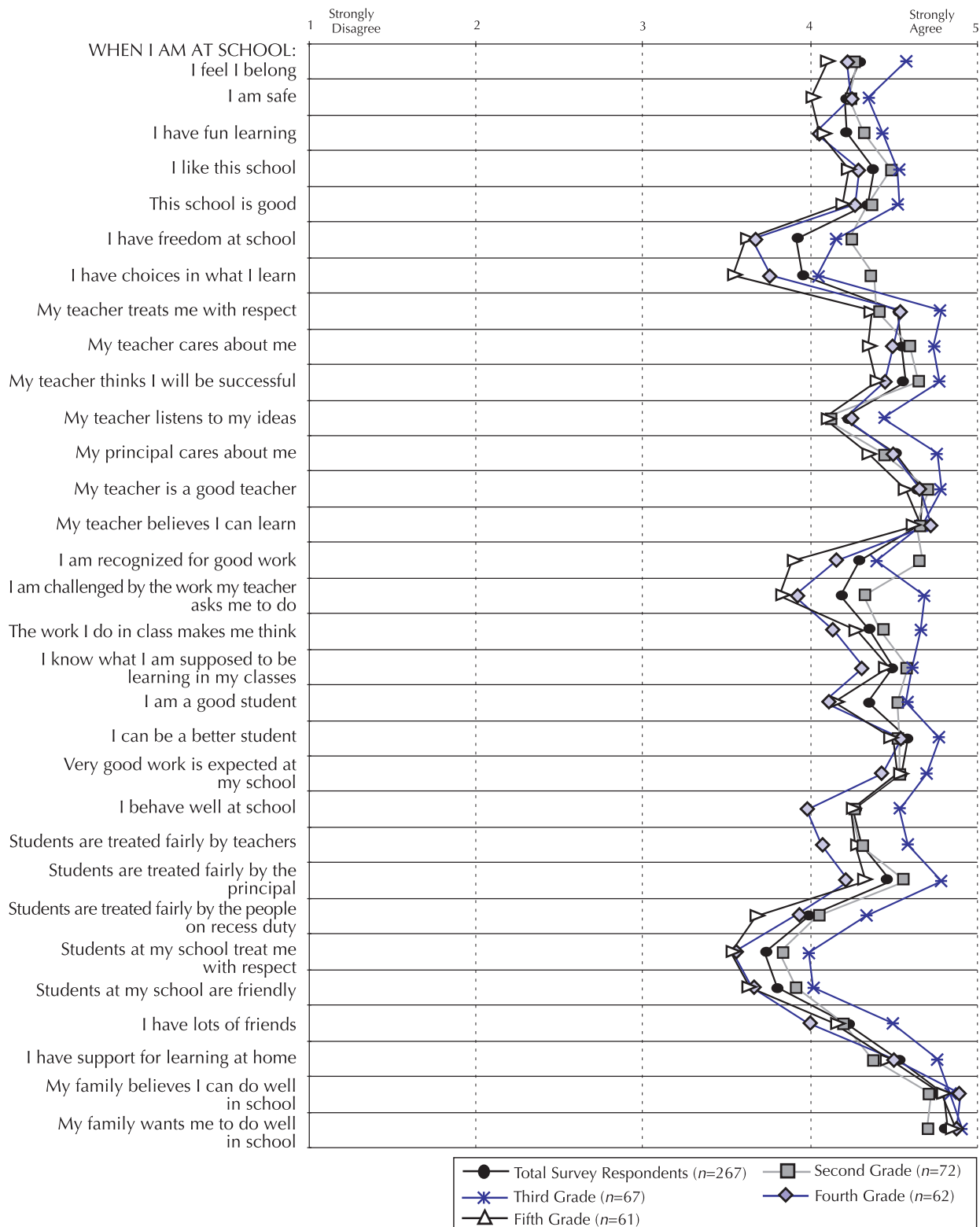
When the 2013 results were disaggregated by gender (140 female; 120 male), the data revealed that disaggregated responses were very similar and clustered around the overall average (graph not shown here). (*Note:* Gender numbers do not add up to the total number of respondents because some students did not identify themselves by this demographic.)

Student Responses by Grade Level

The 2013 questionnaire results were also disaggregated by grade level (72 second graders, 67 third graders, 62 fourth graders, and 61 fifth graders), as shown in Figure F-39. (*Note:* Grade-level numbers do not add up to the total number of respondents because some students did not identify themselves by this demographic.) All grade levels were in agreement—however, compared to grades two and three, grades four and five students were less positive in their responses.

Figure F-39

Somewhere Elementary School Students (Grades 2 to 5)
Responses by Grade Level, May 2013



Student Responses by Ethnicity

When 2013 student questionnaire data were disaggregated by ethnicity: 183 Hispanic/Latino students (62% of the responding population); 44 Caucasians (15%); 19 Asians (6%); 7 African-Americans (2%); 8 American Indians (3%); and 32 “Others” (12%) responded. (*Note:* Ethnicity numbers add up to more than the total number of respondents because some students identified themselves by more than one ethnicity.)

While there were a few differences between ethnicities (graph not shown here), students mostly responded in agreement, with some exceptions. African-American and American Indian students were the least positive with their responses, in comparison to the other students.

African-American students ($n=7$) were in disagreement with average responses falling between two and three on the five-point scale, about the items:

- ♦ I have fun learning.
- ♦ I like this school.
- ♦ The school is good.
- ♦ I have freedom at school.
- ♦ I have choices in what I learn.
- ♦ My teacher treats me with respect.
- ♦ Students are treated fairly by teachers.
- ♦ Students at my school treat me with respect.
- ♦ Students at my school are friendly.
- ♦ I have lots of friends.

American Indian students ($n=8$) responded in disagreement to the items:

- ♦ Students at my school treat me with respect.
- ♦ Students at my school are friendly.

Student Open-Ended Grades Two through Five Responses

Somewhere Elementary School students, grades two through five, were asked to respond to two open-ended questions: *What do you like about your school?* and *What do you wish was different at your school?* Below are the top ten written-in responses for the two questions.



Look Fors:

The most often written-in responses to what students like about school and wish was different.

Planning Implications:

Perhaps issues regarding how students are treated?

Student Open-Ended Responses (Grades Two to Five)

<i>What do you like about your school?</i>	
May 2010 (N=313)	May 2011 (N=285)
<ul style="list-style-type: none"> • Teachers (121) • Friends (79) • Classroom (60) • Recess/playground (48) • Computers (33) • Library (24) • P.E. (22) • Everything (20) • Principal (19) • Science (13) 	<ul style="list-style-type: none"> • Teachers (97) • Friends (56) • Recess (55) • Curriculum (37) • Computer (34) • PE (24) • Learning (23) • Library (21) • People (18) • Principal (18)
April 2012 (N=266)	May 2013 (N=267)
<ul style="list-style-type: none"> • Teachers (101) • Friends/Making new friends (48) • Computers (34) • Recess (31) • Everyone is treated with respect/ very nice people/ kids/teachers (27) • The playground/playing outside (25) • I like math (25) • I like to learn (23) • School library (21) • P.E. (20) 	<ul style="list-style-type: none"> • Teachers (73) • Math (53) • Recess (42) • Reading (39) • Computer lab (34) • Friends (32) • Lunch (27) • Friendly atmosphere/respectful/trusting (19) • Learning (17) • Our principal; P.E. (16)
<i>What do you wish was different at your school?</i>	
May 2010 (N=313)	May 2011 (N=285)
<ul style="list-style-type: none"> • Better playground/swings (53) • More recess (48) • More respect (43) • Better food (42) • Nothing (27) • Better teachers (13) • Better learning (13) • More fun (9) • Principal (8) • More math (7) 	<ul style="list-style-type: none"> • Nothing (41) • Playground equipment (35) • More recess (35) • Lunch (26) • More respect (24) • Homework (17) • More PE (12) • Curriculum (9) • Freedom (9) • Computers (7)
April 2012 (N=266)	May 2013 (N=267)
<ul style="list-style-type: none"> • The food was better (42) • Bigger playground with more equipment (seesaws, sand, swings) (40) • Nothing, I like it the way it is (38) • Kids/people treated everyone with respect (28) • We had more/longer recess (25) • Nice yard duties (12) • We could have laptops at school (9) • Shorter school time (9) • That there were more books in the library/check-out more at one time (10) • There was a swimming pool (8) 	<ul style="list-style-type: none"> • Better lunch food/snacks (46) • Nothing/everything is good (31) • Longer recess (21) • Bigger/playground slide/swings (16) • Respectful/more friendly/nicer people (15) • Get new soccer goals/bigger field/better soccer balls (14) • We could have brownies/ice cream at lunch (9) • Cleaner bathrooms/dry floors (8) • I wish I could bring my skateboard (8) • Ride our bikes (7)

Staff Questionnaire Results

Somewhere Elementary School staff responded to a questionnaire designed to measure their perceptions of the school environment in June 2009 ($n=36$), May 2010 ($n=38$), June 2011 ($n=45$), May 2012 ($n=48$), and May 2013 ($n=43$). Staff members were asked to respond to items using a five-point scale: 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; and 5 = strongly agree.

Average responses to each item on the questionnaire were graphed by year, and disaggregated by ethnicity, job title, and number of years teaching experience, revealing some differences. The two-page graphs are shown in Figures F-43 and F-45.

The icons in the figures that follow show the average responses to each item by disaggregation indicated in the legend. The lines join the icons to help the reader know the distribution results for each disaggregation. The lines have no other meaning.



Look Fors:

Items which staff members are in agreement or disagreement.

Planning

Implications:

Where can/should the school provide leadership with respect to school environment?

Total Staff Responses for Five Years

Overall, the average responses to the items in the staff questionnaire were mostly in agreement all five years, except for one item: *This school has a good public image* (Figure F-40). Staff responding in 2011 and 2012 were in low agreement, while staff in 2009 and 2010 were in strong disagreement, and closer to neutral in 2008. Responses were in agreement in 2012 and 2013.

In addition to items completed by all staff, the questionnaire contained a set of five statements for teachers and instructional assistants only. The respondents were in agreement, and results are shown in Figure F-41.

Figure F-40

Somewhere Elementary School Staff Responses by Year
June 2009, May 2010, June 2011, May 2012, and May 2013

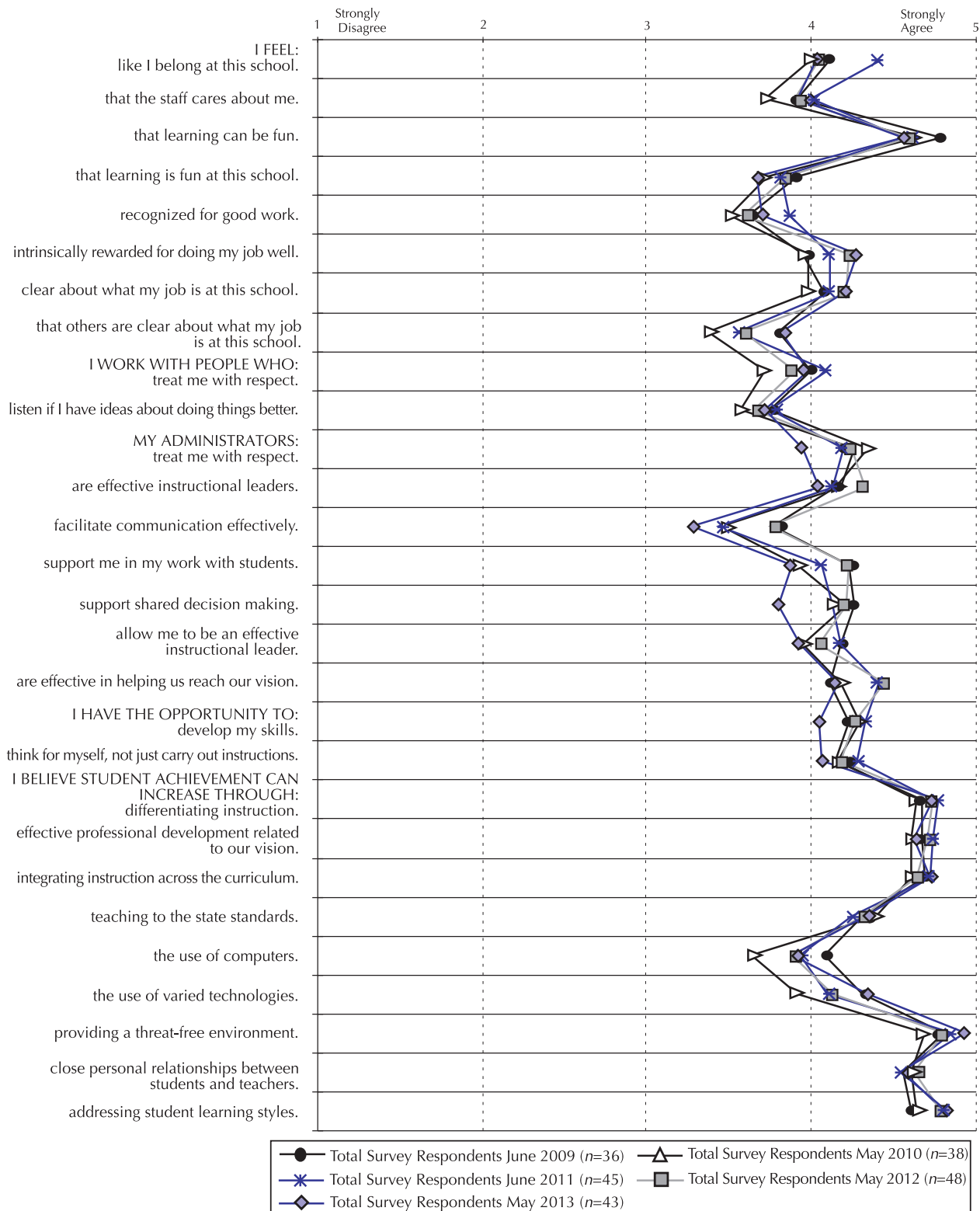


Figure F-40 (Continued)

Somewhere Elementary School Staff Responses by Year (Continued)
June 2009, May 2010, June 2011, May 2012, and May 2013

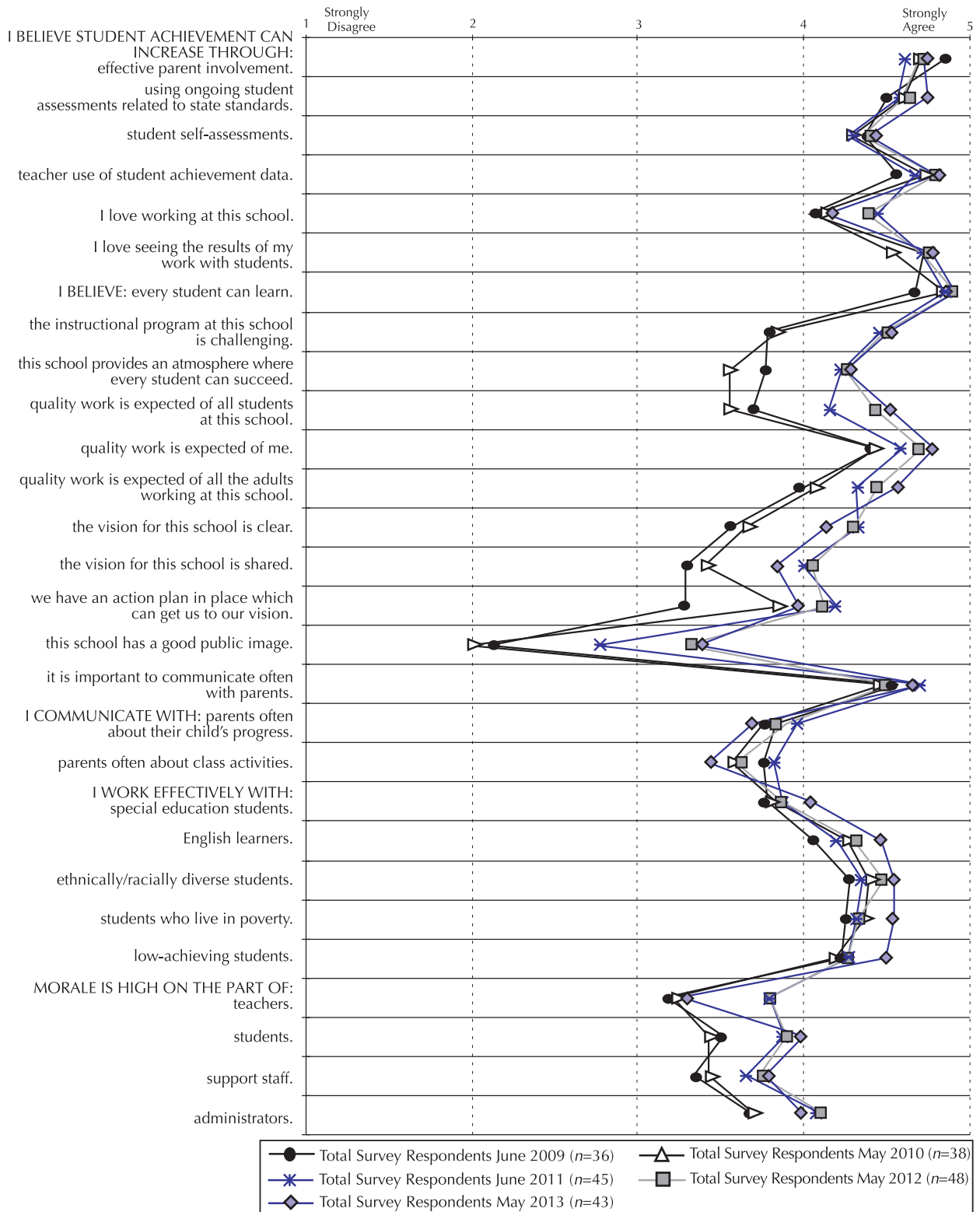
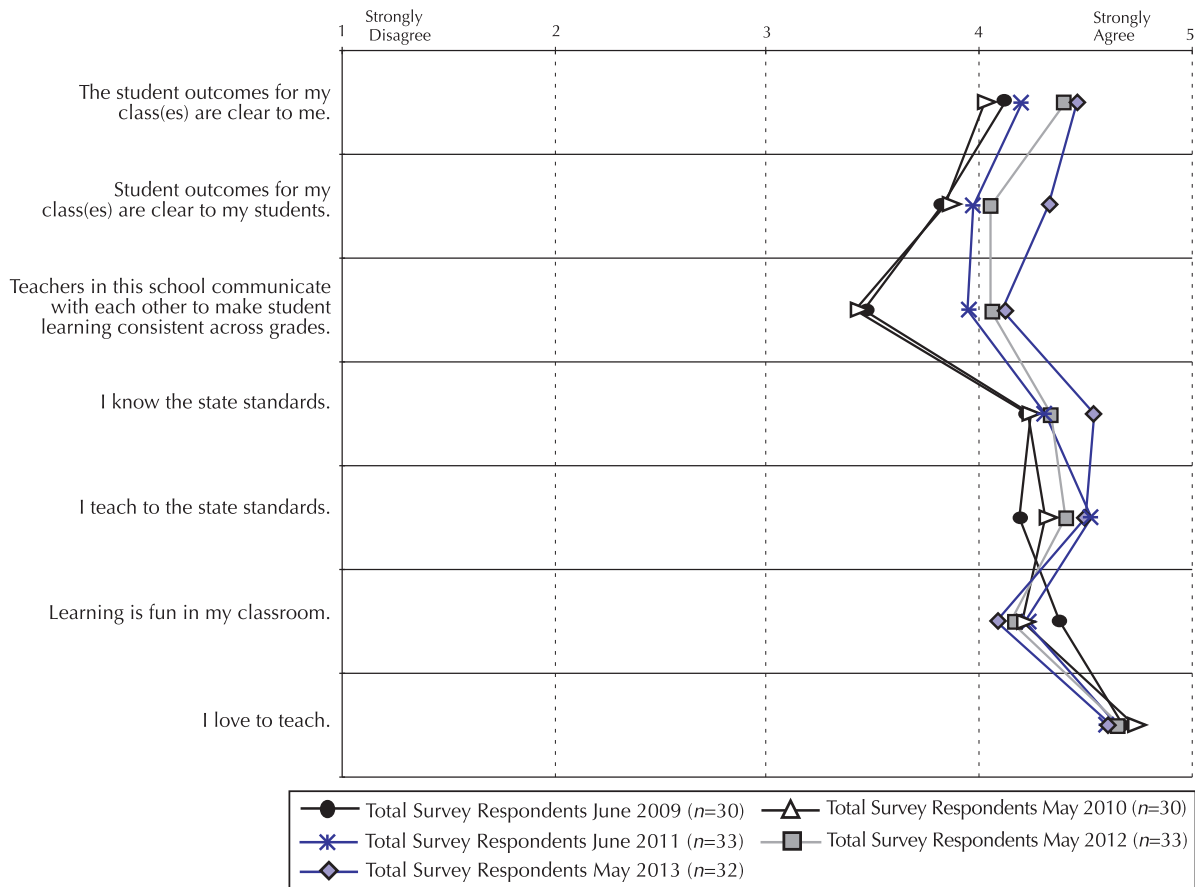


Figure F-41

**Somewhere Elementary School Staff Responses by Year
Items for Teachers and Instructional Assistants by Year
June 2009, May 2010, June 2011, May 2012, and May 2013**



Staff Responses by Ethnicity

When staff questionnaire data were disaggregated by ethnicity: 30 Caucasians (75% of the responding population); 5 Asians (12.5%); and 5 Hispanic/Latino (12.5%), responded (graph not shown here). (*Note:* Ethnicity numbers do not add up to the total number of respondents because some staff did not identify themselves by this demographic.)

While there were a few differences among ethnicities, staff responded mostly in agreement, except that Hispanic/Latino staff were in disagreement with the item: *My administrators support shared decision making*. Hispanic/Latino staff were neutral (at 3.0 on the five-point scale) about: *My administrators facilitate communication effectively*. Caucasian staff also responded near neutral to this statement. Asian staff were neutral about the item: *I communicate with parents often about class activities*.

Staff Responses by Job Title

When staff questionnaire data were disaggregated by job title: 25 classroom teachers, 7 instructional staff, 5 certified staff, and 6 classified staff responded (graph not shown here). Most respondents were in agreement, with some exceptions. Classified staff disagreed with the item: *I feel that others are clear about what my job is at this school*. Some staff responded neutral to the following:

- ◆ My administrators facilitate communication effectively (certificated staff).
- ◆ I believe this school has a good public image (classified staff).
- ◆ I believe I communicate with parents often about class activities (certificated staff).
- ◆ Morale is high on the part of teachers (classroom teachers).

Staff Responses by Number of Years Teaching

Staff questionnaire data were disaggregated by the number of years teaching experience: four to six years ($n=8$); seven to ten years ($n=7$); and eleven or more years ($n=21$). (*Note:* Numbers do not add up to the total number of respondents because some staff did not identify themselves by this demographic.)

While there were some differences between respondents with respect to the number of years of teaching (Figure F-42), staff responded mostly in agreement. Some staff responded neutral (at 3.0 on the five-point scale), or near neutral, to the three items listed below:

- ◆ My administrators facilitate communication effectively (seven to ten years; eleven or more years).
- ◆ This school has a good public image (seven to ten years).
- ◆ I communicate with parents often about class activities (four to six years; seven to ten years).
- ◆ Morale is high on the part of teachers (eleven or more years).

Figure F-42

Somewhere Elementary School Staff Responses by Number of Years Teaching, May 2013

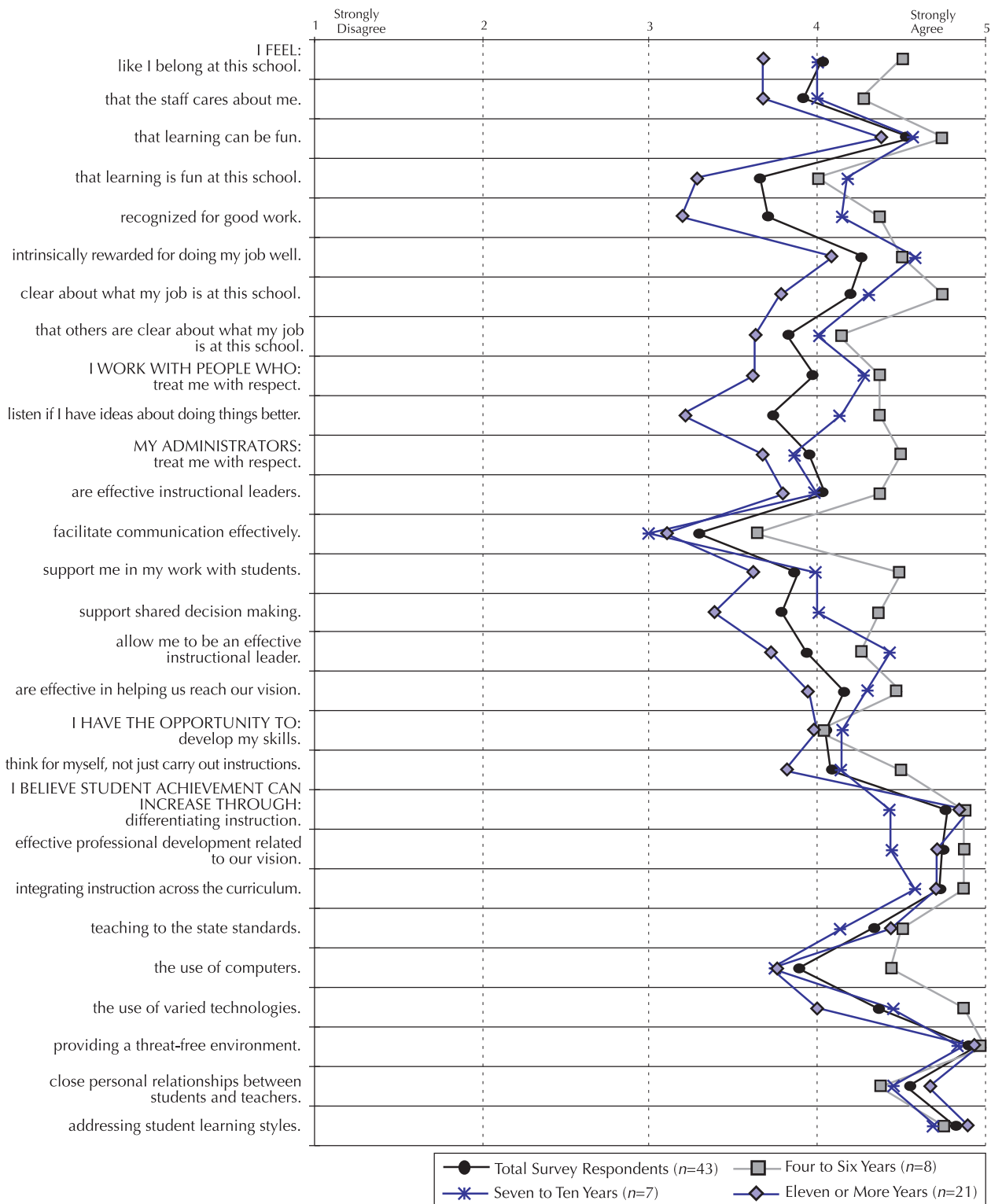
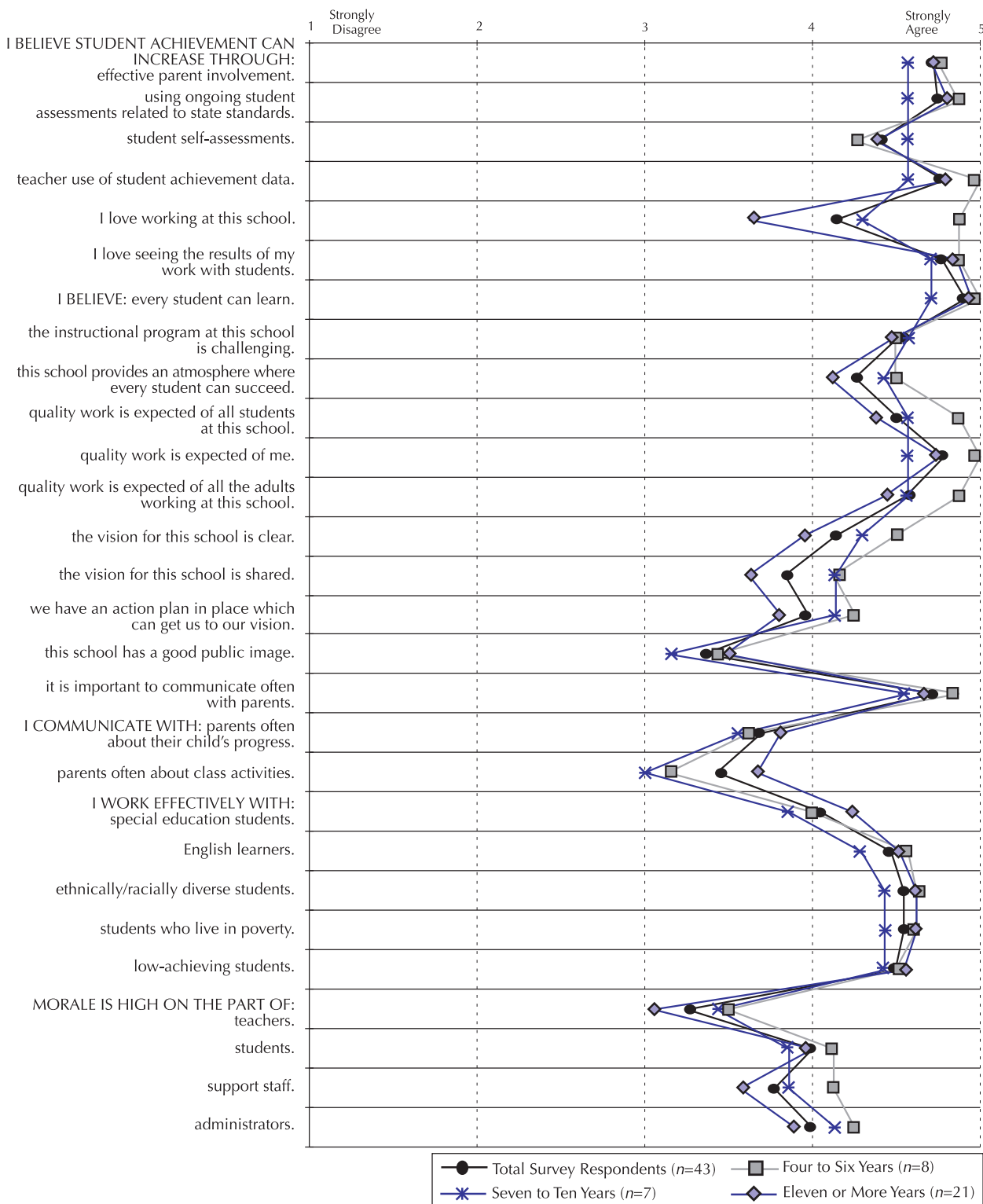


Figure F-42 (Continued)
Somewhere Elementary School Staff (Continued)
Responses by Number of Years Teaching, May 2013



Staff Open-Ended Responses

Somewhere Elementary School staff completed two open-ended questions: *What are the strengths of this school?* and *What needs to be improved?* The top ten results are shown below.

**Look Fors:**

The most often written-in responses to what staff members like about school and what needs to be improved.

Planning Implications:

Might there be issues regarding communication, climate, vision, data use, etc.?

Staff Open-Ended Responses

<i>What are the strengths of this school?</i>	
May 2010 (N=38)	May 2011 (N=45)
<ul style="list-style-type: none"> • Staff (17) • Collaboration (14) • Focus of our work on a vision/goals (11) • Classroom practices (8) • Principal (6) • High expectations (5) • Shared leadership (5) • Common, frequent assessments (4) • Use of standards (3) • Diverse student population (2) 	<ul style="list-style-type: none"> • School culture (18) • Collaboration among staff (16) • Administration (9) • Teachers (7) • Instructional practices (6) • Shared leadership (5) • Continuous improvement (5) • Use of data and common formative assessments (4) • Support for bilingual students (2) • Diversity (2)
May 2012 (N=34)	May 2013 (N=43)
<ul style="list-style-type: none"> • The teachers (13) • Shared leadership/supportive principal (12) • The level of teamwork (9) • Wanting to improve/learn (8) • Enthusiastic students (5) • High expectations (5) • Data driven instruction (5) • Shared vision (5) • Goal to be PLC (2) • Moving on the right path-much has improved over the past 3 years 	<ul style="list-style-type: none"> • Bilingual staff and support staff—very talented/caring/professional (16) • Teachers have high standards/are well qualified/work closely together/collaborate (13) • Collaboration (9) • We use data to drive instruction/data teams (7) • High expectations of students and teachers/rigor/accountability/growth (6) • Shared vision/leadership (3) • Willingness to try new things like CAFE and RTI (3) • The principal/leadership provides a good vision (3) • Achievement is up, and more kids are thriving (2) • Staff development (2)

Staff Open-Ended Responses (Continued)

<i>What needs to be improved?</i>	
May 2010 (N=38)	May 2011 (N=45)
<ul style="list-style-type: none"> • Communication, including staff and parents (15) • Climate including respect and a safe place (9) • Organization (4) • High academic/behavior expectations held by all (4) • Enrichment/fun extras (3) • Vision (2) • Accountability for teachers (2) • Celebrations (2) • Parent participation (2) • More aides (2) 	<ul style="list-style-type: none"> • Communication (10) • Timely office communication (9) • Family involvement (5) • Office procedures (4) • Instructional practices (3) • Keep focus (3) • Expand shared vision (2) • Jobs (2) • Job description (2) • Not following protocol (2)
May 2012 (N=34)	May 2013 (N=43)
<ul style="list-style-type: none"> • Better communication with all involved; parents, students, staff (15) • Respect for everyone's opinion (8) • Work-load (3) • Parent involvement (2) • Funding; state budget • Better follow through • There is a sense of isolation for those that are not tied to a specific team • Still need for all students to buy in to school pride • Continue to insure that all students achieve at high levels • Teaching to the whole child not just test scores 	<ul style="list-style-type: none"> • Communication/from principal/between grade levels/ between staff (14) • Equity of listening to ideas, respect for, treatment of staff members by administration (9) • A shared leadership with the entire staff-not just a few chosen ones (6) • The fairness/favoritism among staff needs to be figured out (5) • Staff feeling safe to share opinions (4) • Not all voices are heard (3) • Feel pushed beyond means to accommodate decisions/pace of change (3) • Staff development seems to always be given to the same people (2) • More fun/enrichment in the classrooms (2) • Morale (2)

Parent Questionnaire Responses

Parents of students attending Somewhere Elementary School completed a questionnaire designed to measure their perceptions of the school environment in June 2009 ($n=290$), May 2010 ($n=242$), June 2011 ($n=301$), May 2012 ($n=295$), and May 2013 ($n=287$). Parents were asked to respond to items using a five-point scale: 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; and, 5 = strongly agree.

Average responses to each item on the questionnaire were graphed by year and disaggregated by children's grade levels, ethnicity, native language, number of children in the household, number of children in the school, and person completing the questionnaire.

The icons in the figures that follow, show the average responses to each item by disaggregation indicated in the legend. The lines join the icons to help the reader know the distribution results for each disaggregation. The lines have no other meaning.



Look Fors:

Items which are in agreement or disagreement.

**Planning
Implications:**

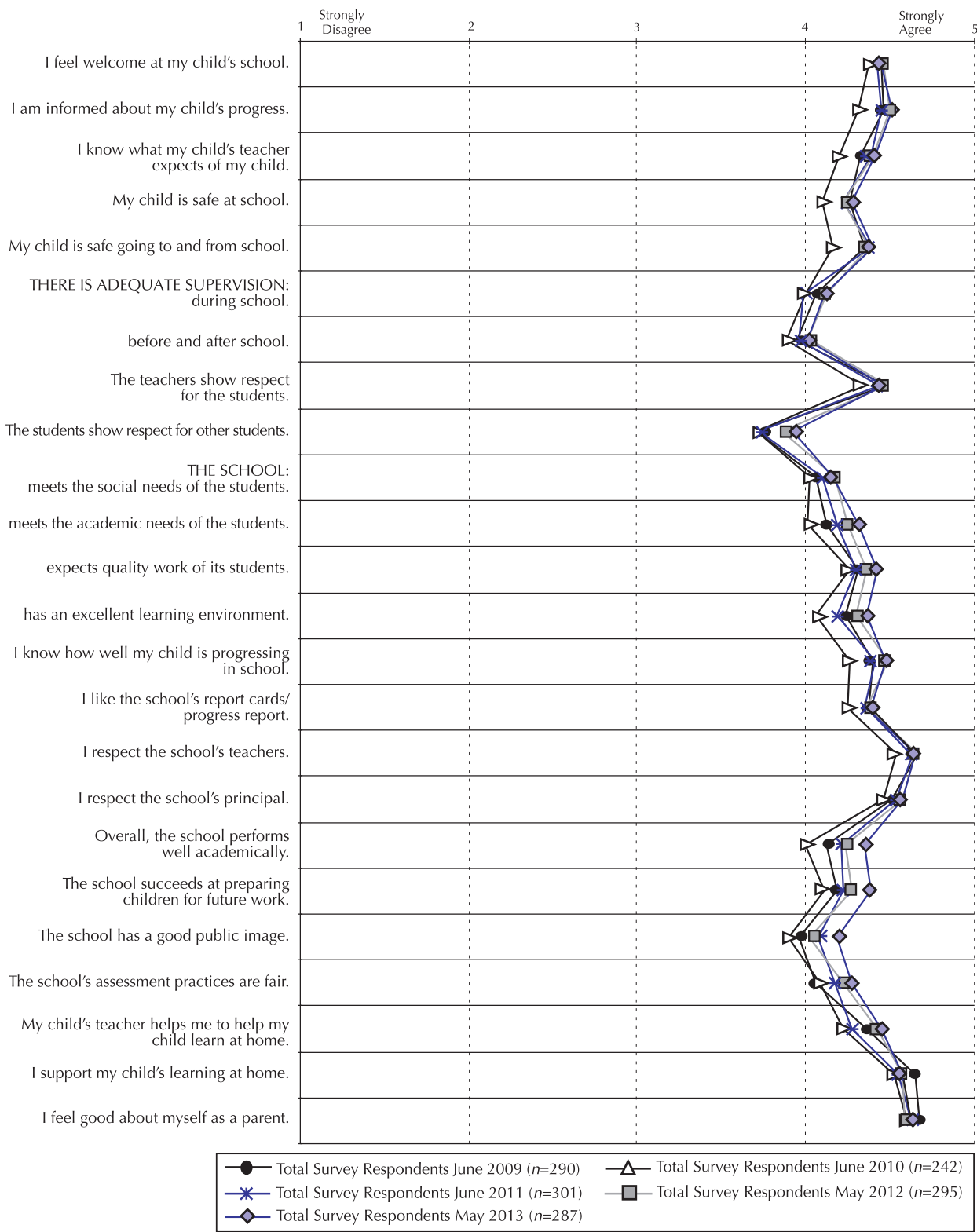
Where can/should the school provide leadership with respect to school environment?

Total Parent Responses for Five Years

Overall, the average responses to the items in the parent questionnaire were in agreement all five years, as shown in Figure F-43. They appear to be “happiest” in 2013.

Figure F-43

Somewhere Elementary School Parent Responses by Year
June 2009, June 2010, June 2011, May 2012, and May 2013



Parent Responses by Children's Grade Level

Results graphed by children's grade level (kindergarten, $n=64$; first grade, $n=78$; second grade, $n=63$; third grade, $n=58$; fourth grade, $n=39$; and fifth grade, $n=43$), revealed that average responses were very similar and clustered around the overall average (graph not shown here). All respondents were in agreement with the statements on the questionnaire.

(*Note:* Grade-level numbers add up to more than the total number of respondents because some parents identified themselves by more than one demographic.)

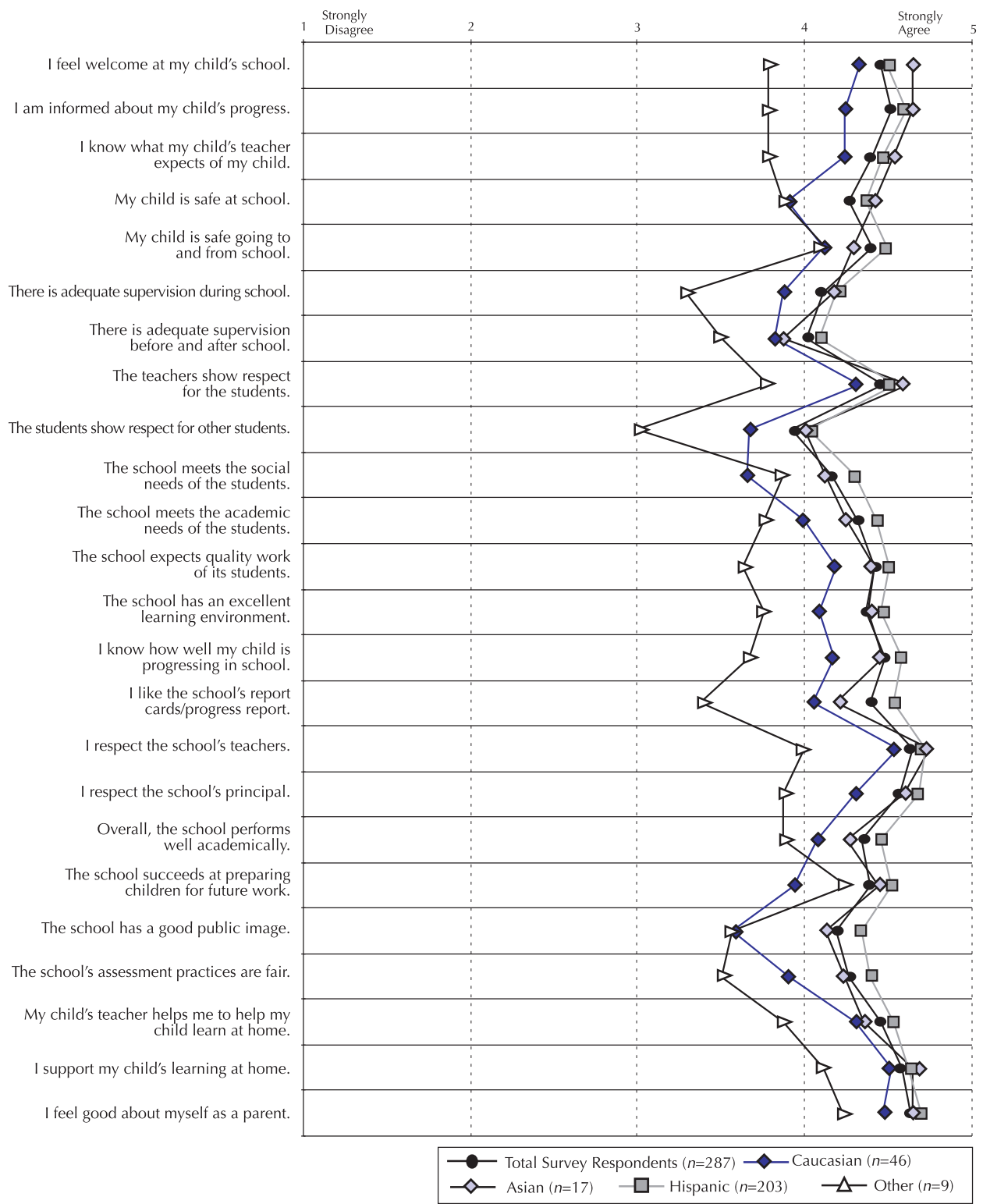
Parent Responses by Ethnicity

Parent questionnaire data were also disaggregated by ethnicity: 203 Hispanic/Latino students (74% of the responding population); 46 Caucasians (17%); 17 Asians (6%); and 9 "Others" (3%) responded. (*Note:* Ethnicity numbers do not add up to the total number of respondents because some parents did not identify themselves by ethnicity.)

While most respondents were in agreement (Figure F-44), parents of "Other" ethnicities were neutral in their response to the item: Students show respect for other students. Also, parents of "Other" ethnicities were less positive to most items, compared to other respondents.

Figure F-44

Somewhere Elementary School Parent Responses by Ethnicity
May 2013



Parent Responses by Native Language

Parent questionnaire data were also graphed by native language: Spanish language, $n=185$ (70% of the responding population); English language, $n=68$ (26%); and other languages, $n=13$ (5%). Data reveal that average responses were very similar and clustered around the overall average (graph not shown here). All respondents were in agreement with the statements on the questionnaire. (*Note:* Native language numbers do not add up to the total number of respondents because some parents did not identify themselves by this demographic.)

Parent Responses by Number of Children in the School

Results graphed by the number of children in the school: one child, $n=148$ (66% of the responding population); two children, $n=67$ (30%); and three children, $n=10$ (4%); reveal that average parent responses were very similar and clustered around the overall average (graph not shown here). All respondents were in agreement with the statements on the questionnaire. (*Note:* Number of children in the school do not add up to the total number of respondents because some parents did not identify themselves by this demographic.)

Parent Responses by Number of Children in the Household

Parent responses were disaggregated by the number of children in the household: one child, $n=40$ (22% of the responding population); two children, $n=76$ (42%); three children, $n=43$ (24%); four children, $n=14$ (8%); and five children, $n=9$ (5%). (*Note:* Numbers do not add up to the total number of respondents because some parents did not identify themselves by this demographic.) Parents were in agreement with all statements on the questionnaire (graph not shown here).

Parent Responses by Person Completing the Questionnaire

Results graphed by the person completing the questionnaire (Mother, $n=223$; and Father, $n=70$), reveal that average responses were very similar and clustered around the overall average (graph not shown here). All respondents were in agreement with the statements on the questionnaire.

Parent Open-Ended Responses

Somewhere Elementary School parents completed two open-ended questions: *What are the strengths of this school?* and *What needs to be improved?* The top ten results are shown below.



Look Fors:

The most often written-in responses to what parents like about school and what needs to be improved.

Planning Implications:

Are there issues regarding how students are treated or challenged in school?

Parent Open-Ended Responses

<i>What are the strengths of this school?</i>	
May 2010 (N=242)	June 2011 (N=301)
<ul style="list-style-type: none"> • Teachers (49) • Curriculum (13) • Community support (11) • Principal (9) • Safe (9) • Students (6) • Everything (4) • Bilingual program (3) • Teamwork (3) • Communication (3) 	<ul style="list-style-type: none"> • Teachers (84) • Principal (11) • Administration (9) • Climate (10) • Curriculum (9) • Safety (7) • Social skills (6) • Parents (5) • All (4) • Communication (4)
May 2012 (N=295)	May 2013 (N=287)
<ul style="list-style-type: none"> • The teachers the school has (33) • Education/Academics (7) • The principal is excellent (6) • The students (6) • The team work and communication between parents and teachers (6) • That students keep progressing (6) • The school works together as a team (5) • High expectations (4) • The school's rules and behavior policies (4) • The school shows good communication (4) 	<ul style="list-style-type: none"> • Good teachers/caring/supportive/work as a team (39) • We love Somewhere School/very caring/loving environment/great community (9) • Positive academic environment (6) • Excellent communication between teachers and parents (5) • Multi-cultural environment/diversity (4) • Dedication of staff towards students (3) • Teacher/student ratio (2) • Good education (2) • The principal is a parent in the school • Ability to meet families where they are
<i>What do you wish was different at your school?</i>	
May 2010 (N=242)	June 2011 (N=301)
<ul style="list-style-type: none"> • Academics (16) • Safety (14) • Nothing (12) • Communication (11) • Yard Duty (7) • Teachers (6) • English only (5) • More after school activities (4) • More differentiation (4) • Principal (4) 	<ul style="list-style-type: none"> • Nothing (29) • Safety (22) • Curriculum (16) • Communication (10) • Activities/whole child (7) • More homework (5) • Parent involvement (5) • After school programs (4) • Lunch (4) • Physical environment (4)
April 2012 (N=295)	May 2013 (N=287)
<ul style="list-style-type: none"> • Nothing/Everything is good (27) • School safety and security (6) • Reading (3) • More variety in lunch (3) • More bilingual teachers (3) • More community and social activities (2) • More parent/student activities with the school (2) • More after school programs (2) • Recess supervision (2) • School image to the public (2) 	<ul style="list-style-type: none"> • Social skills for the students/manners/no bullying (7) • More supervision before and after school/during lunch recess (7) • Need enrichment-learning beyond what is tested (7) • Breakfast and lunch menus need to be more nutritious (3) • Send more homework (2) • Writing programs and spelling programs (2) • Communication-all aspects (2) • More parent involvement (2) • Nothing - everything is great/Can't think of anything (2) • More teacher/parent conferences