



My Voice Student Survey Analysis Guide – First Report 3-5

Keep in Mind

- ◆ Working with the results is a process, not an event;
- ◆ Critical analysis is much more time consuming than taking the survey itself;
- ◆ Comparisons within your own school (e.g., by grade level, gender, etc.) are often instructive;
- ◆ Ongoing conversations among colleagues *and students* provide the best way to gain a deeper understanding of the data;
- ◆ Perceptions of the same data may differ. This is not only common, but also a healthy starting point for dialogue and growth;
- ◆ The purpose of this entire effort is to improve the teaching and learning environment in your school.

Students

What two “Yes” results most surprise you, either positive or negative?

- 1.
- 2.

What gender differences stand out most in your report? What tentative explanation would you provide for these differences?

What differences among grade levels or trends among the grade level data are most dramatic? What may account for this?

On which of the 8 Conditions do you feel your school needs to focus its initial efforts? Why?

School Personnel

What are your students saying about their relationship with their teachers? Do males and females seem to have a different experience of the student-teacher relationship? Are there differences among the grade levels?

Consider the 3 Guiding Principles of Aspirations Work—Self Worth, Active Engagement, and Purpose. In which of these three areas would attention most benefit your staff? Why?

What implications does the survey hold for:

School Administrators

Parents

School Board Members

In light of your survey results, what are your next three steps to keep living towards the mission of *Follow the Child*?

- 1.
- 2.
- 3.