

Thank you for conducting the ISQ survey system. Investing a little time to learn how to read your ISQ reports will help you better understand how they can help your school. Your ISQ reports are formatted using a graphical display called Signal Analysis©. Signal Analysis© uses a traffic signal metaphor: green is better than amber which is better than red, and purple is reserved for exemplary practice. Signals that appear without color indicate that fewer than two individuals from that audience responded. Response from a single person is not presented to facilitate anonymity. Additionally, some items were not presented to every audience; this is seen by the lack of a signal in that matrix cell.

Don't panic if the results are not as green or purple as you had hoped. For many secondary schools and schools in neighborhoods with higher impact from economic and social risk factors, amber can be common; and red is a great opportunity to make a difference at your school.

ISQ measures the perceptions of parents, teachers, students, and school staff, and these audiences may not agree. Discrepancies between audience perceptions are often caused by one or more of the following:

- Audiences truly perceive something differently
- Audiences are differently informed about something
- Audiences are differently invested in something

There are 3 types of ISQ reports: the **Status Report** provides the results from the current administration of ISQ; the **Normative Report** provides a comparison between your school and an aggregation of schools with similar risk profiles and school type (i.e., elementary or secondary); and the **Progress Report**, for schools that have conducted ISQ before, provides a comparison between the last two administrations of ISQ.

For both Normative and Progress Reports, comparisons are shown by having overlapping signals, with data from the Status Report on top, and either the norm group (Normative Report) or your previous ISQ (Progress Report) data represented below. When enough overlapping signal pairs differ, the text boxes (i.e., the part of the tables where the items, domains, and audiences are written out) are tinted to show a difference from the norm or progress/regress from one report to the next.

Once you have examined your reports carefully, it is important to share them with other stakeholders: staff, parents, and students. We suggest that you identify a few areas of focus for the coming months, and to select strategies for addressing those issues. Be careful not to overwhelm the system by focusing on too many areas at once. Select those that promise to have the greatest impact on improving your school.

After addressing your problems over a school year, it will be time to conduct ISQ again. Total quality management requires persistent evaluation. Good luck!

Although the ISQ reports are a dispassionate summary of data, interpretation of that data requires art as well as science. First, we will review what you find on each page of your reports, and then we will provide you with a guide for analyzing your individual results.



Status Report

Status Report-Page 1 – Summary of global domains by audience.

Status Report-Page 2 – Summary of each survey item by audience.

Status Report-Page 3 – Disaggregation of parent data subdivided by Home Language (1st column – English speaking homes on the left) and Neighborhood Stability (2nd column – families that have moved recently on the left); and student data subdivided by Student Gender (3rd column – boys on the left), and Student Ethnicity (4th column – Caucasian students on the left).

Status Report-Page 4 – Summary of demographic data, neighborhood risk, and school priorities. With the exception of the numbers of respondents, all statistics on the last page are reported in percentages.

Step 1: Examine the quality of each audience sample. At the top of Status Report-Page 4 are grades for the quality of each sample: Good, Fair, and Poor. Data from Poor samples can be discounted as they are unlikely to represent the perceptions of their population.

Step 2: Examine the larger picture. The table on Status Report-Page 1 represents this larger picture. Determine if your school is doing well overall, or if there are obvious areas of concern.

Step 3: Examine patterns by domain and item. Assess the columns of Status Report-Page 2; that is, get a feel for the overall level of satisfaction for each audience. Then, examine the rows of that page, and get a feel for where audiences either agree or disagree with one another.

Step 4: Assess the quality of audience relationships. A good way to accomplish this is to examine the top three domains on the upper half of Status Report-Page 2: Parent Support, Teacher Excellence, and Student Commitment. Start by assessing how each audience perceives its own contribution to the school, and then assess how audiences perceive each other.

Step 5: Examine the disaggregated data for clear trends. The best way to use these data is to determine if large-scale trends are present. For example, if parents from ESL homes show different levels of satisfaction with the school on many items, then it is likely that communication to that audience is poor, or they have not been given the opportunity to participate enough in the school.

Step 6: Examine the risk data. Risk, which is associated with lower student achievement and negative perceptions about the school, is assessed across 7 dimensions. If 2 or fewer of the seven dimensions are tinted red (below 80%) then your school neighborhood is low risk, if 3-4 dimensions are tinted red your school neighborhood is at moderate risk, and 5 or more dimensions are tinted red your school neighborhood is at high risk.

Step 7: Read the qualitative responses. Qualitative responses can be interesting, startling, contradictory, and/or misleading. They can also be very helpful in bringing to light items not covered on the survey or indicating certain patterns. However, it is important not to overanalyze qualitative responses. The qualitative responses can only be found on the returned surveys.

Normative Report

Normative Report-Page 1 – Comparisons between Status Report data and norm group data for global domains by audience.

Normative Report-Page 2 – Comparisons between Status Report data and norm group data for each item by audience.

Step 8: Examine the Normative Report. Notice that the normative data can include all colors, which demonstrates that risk and student age (elementary vs. secondary) have an impact on signal colors (that is, normative signals are not all yellow). In fact, the color of any signal can be thought of as a combination of three things, neighborhood risk, school type (i.e., elementary or secondary), and the efforts of the school itself. These efforts are highlighted by the tinted text boxes of the Normative Report.

Progress Report

Progress Report-Page 1 – Comparisons between Status Report data and previous ISQ data for global domains by audience.

Progress Report-Page 2 – Comparisons between Status Report data and previous ISQ data for each item by audience.

Step 9: Examine your Progress Report. Hopefully, your Progress Report shows positive change. For many schools; however, Progress Reports show no change or even regress in many areas. School change can be quite complicated, and a complete treatise here is impossible, but our data suggest that if positive change is not evident in your Progress Report, either the samples were poor, or no noticeable positive change took place. Keep at it, and feel free to contact the Center for more information.