

Middle School SSESS Project

March, 2006

School Leadership Opinion Survey Results (2002 & 2005)

Segment 1: Statistically Significant Results

Segment 1 reports survey items in which there was a statistically significant difference ($p < .05$) between the results of 2002 and 2005. Each item reported on consists of:

1. An item question.
2. A table representing the percentage of respondents for each choice.
3. A chart that visually displays the percentage of respondents that chose *Agree/Strongly Agree* and *Disagree/Strongly Disagree*.

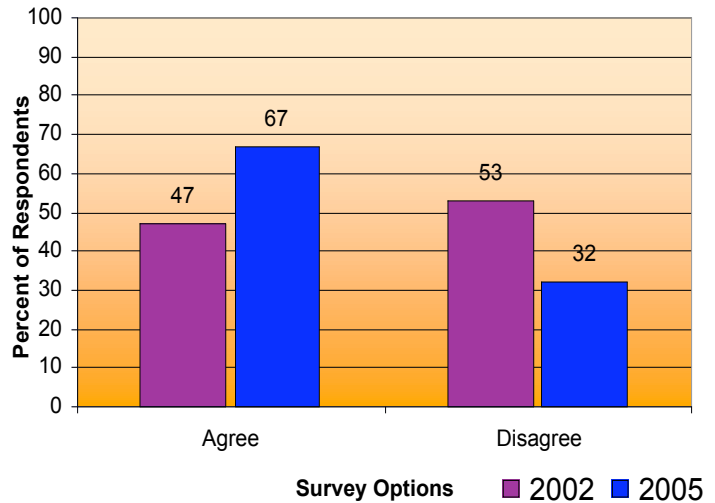
Institute on Community Integration
University of Minnesota
111 Pattee Hall, 150 Pillsbury Drive SE
Minneapolis, MN 55455
Teri Wallace, principle investigator, 612-626-7220
Tom Bartholomay, project coordinator, 612-624-5776

Item 2.G

Build an Inclusive and Collaborative Community of Learning

Our school leadership involves parents and local businesses in decision-making processes regarding curriculum and extracurricular programs and activities, treating them as equals, embracing differences, and negotiating and reconciling conflicting views.

Item 2.G: Percentage of Teachers Who Chose These Options



Bar Chart

Agree = Agree & Strongly Agree
Disagree=Disagree & Strongly Disagree

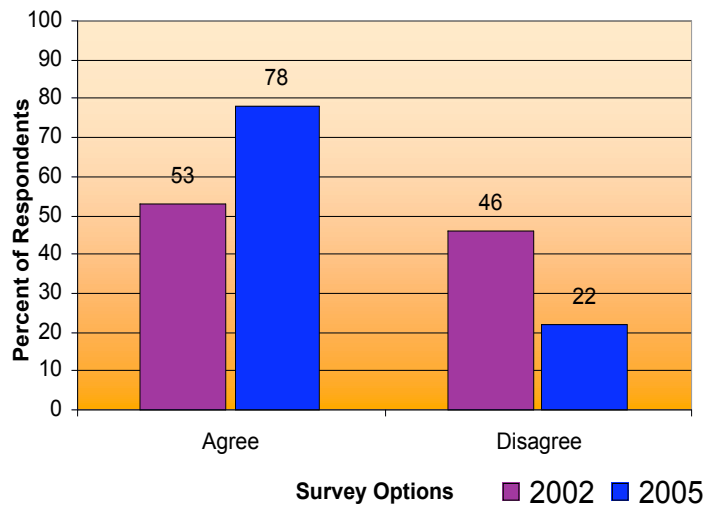
Year	No Neutral		Percentage of Responses For Each Level of Agreement			
	Agree	Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
2002	47	53	0	47	48	5
2005	67	32	3	64	29	3

Item 3.G

Foster a School Culture of Innovation and Creativity

Our school leadership creatively locates resources to support individual and departmental requests.

Item 3.G: Percentage of Teachers Who Chose These Options



Bar Chart

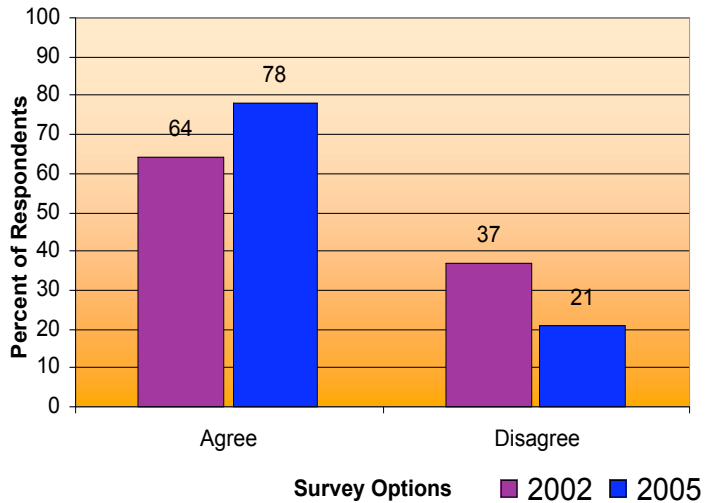
Agree = Agree & Strongly Agree
Disagree=Disagree & Strongly Disagree

Year	No Neutral		Percentage of Responses For Each Level of Agreement			
	Agree	Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
2002	53	46	5	48	43	3
2005	78	22	9	69	17	5

Item 5.B
Promote Professional Development

Our school leadership promotes creative thinking — provides new ideas and current research to staff through journal articles, summer book readings, etc. — and responds creatively to individual requests for development.

Item 5.B: Percentage of Teachers Who Chose These Options



Bar Chart

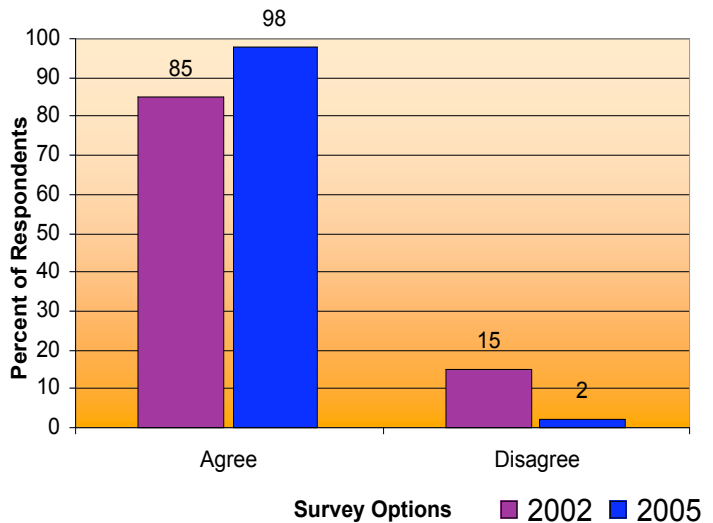
Agree = Agree & Strongly Agree
 Disagree = Disagree & Strongly Disagree

Year	No Neutral		Percentage of Responses For Each Level of Agreement			
	Agree	Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
2002	64	37	7	57	37	0
2005	78	21	14	64	21	0

Item 6.A
Hire Staff Who Reinforce School Values and Vision

Our school leadership approaches staff selection as an essential component to building the base for a quality school.

Item 6.B: Percentage of Teachers Who Chose These Options



Bar Chart

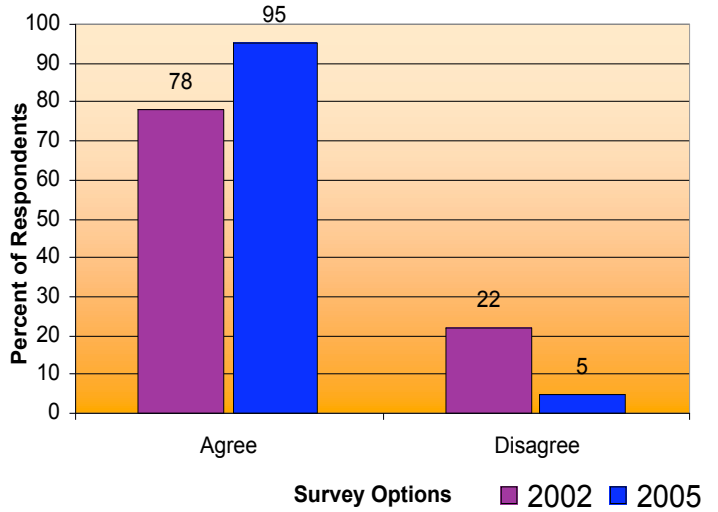
Agree = Agree & Strongly Agree
 Disagree = Disagree & Strongly Disagree

Year	No Neutral		Percentage of Responses For Each Level of Agreement			
	Agree	Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
2002	85	15	18	67	15	0
2005	98	2	29	69	2	0

Item 7.D
Use Data for Decision-making and School Improvement Planning

Our school leadership uses school data in the development of annual improvement plans and ongoing improvement decisions.

Item 7.D: Percentage of Teachers Who Chose These Options



Bar Chart

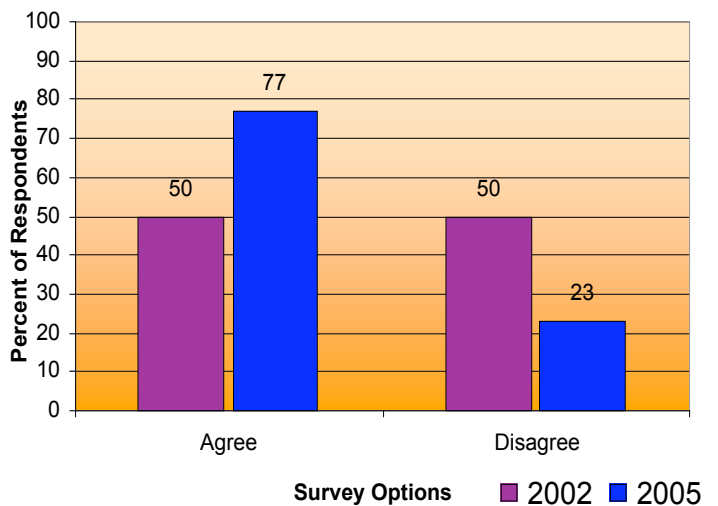
Agree = Agree & Strongly Agree
 Disagree = Disagree & Strongly Disagree

Year	No Neutral		Percentage of Responses For Each Level of Agreement			
	Agree	Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
2002	78	22	7	71	20	2
2005	95	5	10	85	5	0

Item 7.E
Use Data for Decision-making and School Improvement Planning

Our school leadership encourages, facilitates, and trains teachers in the use of data for teacher curriculum and instructional improvement.

Item 7.E: Percentage of Teachers Who Chose These Options



Bar Chart

Agree = Agree & Strongly Agree
 Disagree = Disagree & Strongly Disagree

Year	No Neutral		Percentage of Responses For Each Level of Agreement			
	Agree	Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
2002	50	50	0	50	40	10
2005	77	23	5	72	23	0