

Comprehensive School Reform Questionnaire: STUDENT

School Name: _____ Date: _____

Grade Level		Gender	Ethnicity (Optional)	
<input type="radio"/> 5th	<input type="radio"/> 9th	<input type="radio"/> Male	<input type="radio"/> African American	<input type="radio"/> American Indian/Alaska Native
<input type="radio"/> 6th	<input type="radio"/> 10th	<input type="radio"/> Female	<input type="radio"/> Asian	<input type="radio"/> Caucasian
<input type="radio"/> 7th	<input type="radio"/> 11th		<input type="radio"/> Hispanic/Latino	<input type="radio"/> Pacific Islander
<input type="radio"/> 8th	<input type="radio"/> 12th		<input type="radio"/> Other _____	

Were you directly involved in the planning of the school's reform effort?

- Yes
- No

If so, for how long?

- Only one meeting
- Once or twice a week
- Once or twice a month
- Once or twice a semester
- Once or twice a year

Have you been directly involved in the school's reform effort? (Attending meeting, serving on committees, etc.)

- Yes
- No

If so, how often have you been involved?

- Only one meeting
- Once or twice a week
- Once or twice a month
- Once or twice a semester
- Once or twice a year

Please indicate the degree to which you agree with the following questions and statements based on your experience with the school's Comprehensive School Reform (CSR) model this academic year.

Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), Don't Know (DK), Not Applicable (NA)

	SA	A	D	SD	DK	NA
1. My school's improvement plan: (1.1)						
• Has been made available to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Has goals that were made using my opinion(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Has goals that were worded using my opinion(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Has clear goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Has goals that I support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. In order to match student performance goals with my school's reform activities, I have worked with: (1.5)						
• People who developed the school's reform model.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• School staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Members of the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Local and state officials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I am aware of state and federal achievement standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	SA	A	D	SD	DK	NA
4. State and federal achievement standards are directly addresses in the goals of the school’s reform project. (3.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I have been given regular reports on student achievement throughout the reform project. (3.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I am asked regularly to provide feedback regarding student achievement. (3.4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The goals of the school’s reform plan help to increase student achievement for all students. (3.5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My school: (4.1)						
• Has a system to regularly gather student achievement data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Looks at other measures of student performance beyond test scores (e.g., meet state’s academic standards, dropout rates, attendance, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>