

Advance Questionnaire

Board of Education Questionnaire

| Indicate how much you agree or disagree with each statement by clicking one of the circles. | <i>Strongly Disagree</i> | <i>Disagree</i> | <i>Neutral</i> | <i>Agree</i> | <i>Strongly Agree</i> |
|---|--------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. The district has created specific strategies to better involve parents in the education of their child. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Effective vehicles are in place for parents and community to communicate with the school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. The board monitors economic and demographic trends in the community. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. The board has high expectations for student achievement. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. The board discusses student performance issues on a regular basis. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. We regularly review our progress in meeting the objectives of the CSIP. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Our CSIP has driven improvement on the MSIP student performance indicators. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. The board establishes policies and permits administrators to implement these policies on a day-to-day basis. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. The community provides enough money to adequately provide quality educational programs to children. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. Overall, I feel our school buildings are in good condition. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| Indicate how much you agree or disagree with each statement by clicking one of the circles. | <i>Strongly Disagree</i> | <i>Disagree</i> | <i>Neutral</i> | <i>Agree</i> | <i>Strongly Agree</i> |
|---|--------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 11. Career-Technical education is an essential part of the district's program of studies. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. The board annually reviews graduate follow-up data of graduates into post-secondary education, work and military. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. The board annually reviews remediation data from post-secondary institutions including: continuing education, employment, and the military. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. The board annually reviews the district's Annual Performance Report (APR). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- 15. As a board member, I feel accountable for student achievement.
- 16. Board decisions regarding district leadership impact student performance.
- 17. The district's program evaluation process informs the board about program effectiveness.
- 18. The mission of this district is clearly defined.
- 19. There is a clear connection between CSIP goals and budgeted expenditures.
- 20. The board has implemented changes as a result of our analysis of student performance data
- 21. Our current facilities limit the district's ability to provide desired programs.

The board annually reviews data disaggregated by disability, socio-economic status, and (where appropriate) race/ethnicity for:

- | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|-------------------------------------|--------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 22. Graduation rate | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. Attendance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24. College placement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25. Career education placement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26. Advance coursework | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27. Career education coursework | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28. ACT | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 29. Discipline incidence data | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 30. Standardized test results (MAP) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 31. Dropouts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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If you have any problems, questions or comments about this survey, please contact Fred RaitheI e-mail
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