

Figure 1.3:
Focus-Group Protocol

Focus-Group Questions
Student Focus-Group Questions
<ul style="list-style-type: none"> • How does your school celebrate student success? • Do you feel safe at school? Why or why not? • How is the attendance at your school? Do your classmates make coming to school a priority? • What could teachers and staff do to help you do better at school? • Is the school preparing you for middle school, high school, or career and college expectations? • What opportunities do you have to provide input on how the school could better help and support you? • How does the school involve your family in what is happening in your learning? • How do the teachers show you that they care about you and encourage you to be your best? • What would make this a better school?
Parent Focus-Group Questions
<ul style="list-style-type: none"> • Do you believe that the teachers at your child's school help your child to succeed in reading and English language arts? In mathematics? Why or why not? • Do you believe that your child is going to be prepared for the next level of learning in school? Do you believe your child will graduate? Why do you think so? • Do you see yourself as part of the school community? Why or why not? • How does the school solicit your input for improvement? • How does the school celebrate success? • What suggestions or concerns do you have that could help this school do a better job of preparing students for the future?
Teacher Focus-Group Questions
<ul style="list-style-type: none"> • How does the school celebrate success for students? For teachers? For the school as a whole? • Has the school identified what it expects students to know and be able to do with learning targets for each subject? If not all subjects, what subjects are completed? Is this aligned with state standards and testing requirements? • How do teams use a teaching calendar to ensure mastery in time for the state assessment? Does it include time for reteaching? • Do teacher teams administer common formative assessments? If so, how do they use the data? • Have teacher teams agreed on what proficiency looks like for each assessment? Do students know how to become proficient on each standard? • What intervention schedules and programs are in place to support students when they have not learned the standards and learning targets the first time? • How do teachers provide input in improving the school? • What suggestions or concerns do you have that could help this school improve to better prepare students for the future?