PRINCIPAL SABBATICAL REPORT
TERM 2 2006

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Acknowledgement

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Executive Summary

The use of online learning including video conferencing is well developed in all the schools visited. While the Helsinki and Singapore schools visited show a lack of development of online learning and the use of video conferencing, schools visited in the USA have well developed online learning programmes but have not yet connected video conferencing with web-based learning, ICT is an either or situation, but it is beginning to develop. New Zealand, by comparison, has successfully integrated video conference lessons and online learning in some clusters, using a variety of platforms like Moodle, Mindspring and Knowledge Net.

The underlying motivation for video conferencing and online learning are the same in all schools visited. However, the amount of resourcing given is significantly different.

Time is a resource schools have control over. The move to longer teaching/learning periods has significant benefits that need to be discussed in our secondary schools. While some New Zealand secondary schools have realised this, the majority still retain the 1 hour or 55 minute block of time. Once again more debate must be had in order to challenge the 1 hour period "myth".

The International Baccalaureate programme does not meet the needs of schools offering a truely integrated curriculum programme. This coupled with it not being able to be part of an online course makes it unsuitable for schools such as Kuranui College.

Purpose

 i. To investigate the use of online learning in overseas settings as a comparison with the current reality in New Zealand secondary schools.
 ii. To investigate the structure of the timetabled day as a means to improve learning outcomes for students.

During the sabbatical, I visited 3 countries: Singapore (Overseas Family School), Finland and USA (States of Virginia and Colorado). In the USA I visited Virginia Beach City School District and Colorado Online (COL), in Denver.

Singapore

In Singapore I visited the **Overseas Family School.** This is a private school owned and operated by New Zealanders. This school is considered by Gordon Dryden to be one of the top ten ICT schools in the world.

The **Overseas Family School's** vision is, "*to create a school of the future for overseas families living in Singapore."*

The school has a student population of over 2000 from 60 different nationalities. The school claims to be the first and only Singapore school authorised to offer a full International Baccalaureate (IB) education for students from age 3 to senior high school. The International Baccalaureate Organisation is considered to be the fastest-growing and most integrated world-wide curriculum for children of all ages.

The Overseas Family School has developed an online learning environment that links its teachers, students and their parents.

During my visit I focussed on the Middle School (aged 11 to 13 years), as here at Kuranui College we run an integrated programme for years 9 and 10 using information literacy as the learning approach. So I was interested in the IB approach to integrated learning and how it utilised online learning.

The **Overseas Family School** utilised an "in house" developed platform that allowed staff to publish and students to complete and make available homework online. The platform allowed video streaming and interactive graphics to be incorporated. The two pieces of supporting software used were **United Streaming** and **Snapz Pro x.**

United Streaming: www**.**unitedstreaming.com . This is an educational digital video library containing around 4000 videos, over 40000 video clips and thousands of digital images. It is a commercial website with licence fees.

Snapz Pro X. this is an Apple- based program that allows for screen capture and save as a QuickTime movie.

The Overseas family School LMS also incorporated an online glossary which assisted with literacy.

The online learning was not integrated into their current IB programme. Later conversations with the Colorado online executive director (Tim Snyder pers.com.) clearly indicated that the IB organisation was not currently supporting the IB curriculum being available as online courses.

In conversations with senior staff it was emphasised that the IB programme was an excellent one for the very able students (Gifted and Talented), but did not assist the bulk of the student body. They also felt that the range of subjects was restrictive and did not allow some students variety in the senior years.

Helsingin Luonnontiedelukio School (Helsinki, Finland)

Located in suburban Helsinki, in a multi storey office block, the school covered 3 levels with no outside playing fields. The school has a roll of around 700 students and is seen as a school of Natural Sciences.

Online learning
The LMS (Learning management System) used in this school was a platform designed to be used in 3 Scandavian countries (a common LMS platform). The LMS appears to be used to allow students to enrol for their courses. The course selection varies term by term. The timetable is set, then published via the LMS. Students have 5 days to select what courses they require.

The principal uses the LMS in conjunction with text messaging. For example, if a teacher is to absent, the principal will text all the students concerned that the class is cancelled. The teacher emails the alternative work to the students at the school who complete it at school, thereby saving the cost of hiring a relief teacher.

The school equally utilises computers on wheels (COWS) and wireless technology. Some rooms were equipped with digital scanners linked to data projectors, some rooms had electronic whiteboards. The city of Helsinki is responsible for funding the schools. Until recently the focus was on IT in staff professional learning. When training was completed the staff member was issued with a laptop. This type of PD has since ceased due a lack of funding.

Timetable Structure
In 2004 the principal introduced five 85- minute periods. The structure of the day runs from 8am to 4 pm. The students take four of the five periods. Lunch is integrated into period 3. The timetable changes every semester.

While in the school I had the opportunity to talk to a selection of students to gain an insight on how they regarded the length of the period. Listed below is a summary:

Students opinions
- They consider it better than the "old" system (1 hour periods).
- Under the new system they get enough time to study, and actually achieve something in their classes.
- In foreign language classes, they thought that the lessons can get hard if there is lots of information to take in. They felt there should be less "brain consuming activity" if the lesson is mostly about grammar.
- It gave them more in-depth learning opportunities.

Principal's View
The principal, who had introduced the length of period, expressed the following:

- Teaching staff have not changed their teaching methods. They still used a transmission approach.
- Some staff had left because of the change in period time.
- Needs to be supported with intensive professional learning.

State of Virginia

While in Virginia I spent time with Dr Tom Shortt, an educational advisor to the Governor and strong advocate for longer periods of teaching time, called **Block Scheduling** in North America. I also spent time with William Johnsen (Director-Instructional Technology) and Bruce Harrison (Distance Learning Coordinator) from the Department of Technology Virginia Beach City School District. Virginia Beach is an early pioneer in the use of video conferencing between schools.

Virginia Beach City Public Schools
This school district is implementing online learning in two stages:
- Stage one. Video Conferencing
- Stage two. Online teaching (Internet based)

Stage one commenced in 1998. It was established to ensure that all secondary and middle school students had access to a wide range of curriculum. It was an equity issue.

The teacher is online (video conferencing) every scheduled period. The schools run 90- minute periods on an alternating A/B timetable. The generating school receives an extra 0.2 FTTE per course they offer, over and above their existing staffing. The VC teacher receives an additional $300 for taking one outside class and additional $100 extra per extra class. There is no preparation time.

The receiving school has a teacher associate (teacher aide) who handles all course materials and keeps an attendance register.

The principal of the sending school is responsible for the ongoing appraisal of the VC teacher.

Teachers are recruited either by volunteering or are identified by the principal of that school. The teachers are vetted via state-wide subject experts.

Training is handled by the District *Distance Learning Coordinator.* This person provides training in such areas as individualised questioning techniques, types of clothes to wear. The VC teachers are trained in teams. New teachers receive 4 hours of training and then ongoing training of 2 hours per year. This includes experienced VC teachers. The current Distance Learning Coordinator sees his role as a coaching one.

The Distance Learning Coordinator also handles the VC timetable for the schools involved in video conferencing in this school district.

This district does not receive out- of- state video learning.

The class size of the VC classes varies, but the maximum is set at 28 students.

Video conferencing is mainly used for the delivery of foreign languages. The languages currently offered are: French, Japanese, German, Latin and Russian. The remaining VC subjects are Anatomy/Sport Injury, Art History, Sociology, Human Geography, Music Theory, Music Appreciation and Government. A small number of classes are Advanced Placement (AP). In the middle schools all VC lessons are foreign languages.

Based on the current timetable supplied, the following is the range in class sizes:
- Middle Schools- 11 to 20 students (including the sending school as well). The VC link normally is point to point with the maximum number of receiving schools 3, the length of each lesson 50 minutes.
- Secondary schools-10 to 30 students per class. Number of receiving schools is usually no more than 3. The Block Scheduling timetable allows for 2 to 3 VC courses per line. The length of the VC period is 90 minutes.

Online Learning (Internet based)
These are just beginning to be developed. These courses are on top of regular classes and the teachers involved receive extra payments. Teachers can offer one course only. The district is not trying to be a *virtual high school.*

The online teachers are expected to be available online during the weekend. The school district provides a cell phone so that the teachers can be contacted by or provides regular contact with their online students. The current LMS platform is Blackboard. However, the State of Virginia has invested in a new LMS platform called Elluminate (www.elluminate.com). Elluminate is a commercial product that allows web conferencing and e- learning solutions.

Block Scheduling
After much debate and intensive research, the State of Virginia mandated moving away from seven 55- minute periods per day to 3 or 4 periods of increased time (Block Scheduling). The length of periods varies from 75 minutes to 120 minutes, with a variety of timetable structures.

Research findings: the amount of "non value- added" time that could be utilised for teaching/learning by moving from 7 periods per day to 3 or 4 periods per day was 198 instructional hours per school year. The research also indicated

- Less student movement and fewer tardies (lateness) or discipline referrals.
- Better student/teacher relationship.
- Students and teachers do not burn out in longer classes, students complete more courses in 25% less time, and in-depth problem solving skills improve significantly. (Harvard research team)
- It changes the school environment positively, especially in the form of fewer disciplinary referrals to the office and fewer tardies. In general, the school day becomes less stressful for both teachers and students. (Rettig and Canaday, 1999).

Colorado Online Learning.

I met with Dr Tim Snyder (executive director) and Bridget Kreutzer (Technology Services director). Colorado Online (COL): www.col.k12.co.us

This online provider was established in 1998 through a coalition of 14 Colorado School Districts, with 3 years of Federal funding. It is currently a non-profit organisation. It was established to ensure all students at small schools (middle and secondary) had access to a wide variety of curricula (equity). It started with 25 online students and currently has 620 students covering 75 school districts.

It is not a virtual high school. It is there to support students and schools who do not have sufficient numbers to offer a "face- to- face" class within their school. The student population comes from predominantly Colorado schools, but they do have students enrolled from the wider US and overseas. The students on average take one or two online classes per semester. There is no video conferencing associated with this programme. However, students who take a language course do have follow up phone calls. All contact is either by way of emails, faxes or phone calls.

Their chosen Learning Management System (LMS)/ Course Management System (CMS) (Platform) is *e*-**Classroom,** however, they are currently scoping **Elluminate** as their new LMS platform.

E-classroom allows a CMS and LMS interaction. Apart from COL a number of other state-wide virtual schools use *e*-classroom e.g. Kentucky Virtual High School, Illinois Virtual High School.

COL offers courses that help:
- Supplement local curriculum with a wide variety of courses designed in all levels, from gifted and talented through to remedial.
- Resolve timetabling conflicts.
- Provide make- up credit and summer school options.
- Provide course work for expelled, home-bound, and alternative students needing flexible enrolment options.
- Schools add or keep courses for which local teachers are not available.

To access the courses schools pay US$ 160 per student per semester.

Courses Offered
- Language/Arts: English 1-111, intro to composition, readers/writers workshop, AP Lit/composition, Shakespeare and poetspeak.
- Mathematics: Math modules, Fundamental math, pre-algebra, algebra 1-11, pre-calculus, AP calculus, ACT/SAT math prep.

- Science: Biology, College (University) Physics, future issues, Biotechnology, Geology, Astronomy, Fundamentals in Science, Anatomy and Physiology, Science in Literature.
- Social Studies: American Gov/Civics, US History, world geography, world history, consumer law, psychology, introduction to sociology and Colorado history.
- Foreign language: French, German, Latin, Spanish and ancient Greek.
- Business/Technology: Accounting, Career exploration, web page development, C++ and Java programming, computer animation: Flash.
- Electives: Health, fitness fundamentals

Middle School:
COL offers a wide variety of courses and access to their secondary courses for high performing middle school and elementary students particularly in Math and foreign languages.

Elementary schools: The Greek and Roman World enrichment unit.

The majority of their teachers (all Colorado registered) work from home and have this teaching position as secondary employment. Teachers are geographically spread, for example New York, Canada as well was from within Colorado.

Appraisal of staff
This is undertaken once every 3 years and involves the collection of student opinions via surveys. The courses offered as well as the organisation is reviewed during that time by an independent organisation, The Public Good Incorporated.
This evaluation covered three basic questions.

- *How is the program being implemented?*
- *What is the quality of course content, teaching and learning?*
- *What are the outcomes?*

Data was sourced from:

- *Surveys of students, teachers and site coordinators*
- *Case studies*
- *Site visits*
- *Focus groups*
- *Observation of professional development sessions and board meetings*
- *Extant documents, including COL administrative records, website material, accreditation documents, quality assurance program records, anecdotal data, student performance records and correspondence.*

(full report: www.col.k12.co.us/aboutus/evaluationreports.htm)

Implications and considerations

Online learning
Here in New Zealand a significant number of secondary schools use both video conferencing supported by web- based learning. The combination of both these e-learning approaches is, in my opinion, more developed than in those schools I visited. Video conferencing does address the question of equity for students who either attend small rural/urban schools or have subject conflicts. The platforms for web- based learning available overseas are no different to those available in New Zealand. Where as E- classroom and Elluminate are preferred in the USA, the Ministry of Education here in New Zealand provides **Breeze,** which is very similar. Southland secondary schools who are part of **The Southland Interactive Learning Community** use both Breeze and Elluminate (courtesy of Venture Southland).

Block Scheduling
Timetable Structure:

> *"Both learners and teachers need more time-not to do more of the same, but to use all time in new, different, and better ways. The key to liberating learning lies in unlocking time."* **From Prisoners of Time.**

> *"one particularly antiquated tradition (in high schools) is the continued use of a daily schedule that requires students to spend between 45 and 55 minutes in 7 or 8 separate classes. Critics believe that this approach to scheduling lies at the root of many problems in high schools, including a fragmented curriculum, superficial coverage of material, inhibition of the development of analytic and problem-solving skills, suppression of the enjoyment of learning, and weak teacher-student relationships."* –Key High School Reform Strategies for the New American High Schools

The concept that time for teaching and learning is the only real resource schools have control over was part of this study. The schools/ school districts visited offered a variety of timetable structures. They ranged from the 50 minute/1 hour period to 100 minutes. The majority of schools used extended periods of time, termed **block scheduling.**
Block scheduling is being increasingly used in secondary schools overseas (USA, Canada, Finland, Queensland and New South Wales). The periods of time various from 75 to 100 minutes. It appears that different forms of block scheduling are increasingly being used in New Zealand secondary schools (Northland College and William Colenso College).

Dr Shortt believes that that the utilisation of block scheduling actually adds more instructional time, something he calls **value-added time.**

Dr Shortt carried out research as to how the change in timetabling could create value-added time. He focussed in on eliminating **non-value-added time**, e.g. Dealing with late students, beginning of the class (pre-instruction) – taking the roll etc and the end of the class (post-instruction). His research showed that over the course of 1 day (7

periods of 55 minutes each) pre-instruction lost instructional time was 8 minutes per period or 56 minutes per day. In terms of post-instructional time he found that it was on average 9 minutes per period or 63 minutes per day. This equates to 149 minutes of non-value-added time. Over the course of the school year (180 days) this equated 447 hours per year!

Dr Shortt then established the amount of non-value-added time lost with the introduction of a four period day (students change classes only 3 times). He found that the lost time was 63 minutes per day or 249 hours per year.

The difference between the two non-value-added times is 66 minutes per day or 198 hours per year. This means there are 198 hours of additional instructional time available to learn.

If the same approached is applied to Kuranui College the following is established.

Under the current schedule (5, 1- hour periods), classroom observations suggests that 15 minutes per period is lost due to pre- and post-instructional activities (in the case of PE, Dance and Technology this would be expected to be higher).
Over the course of a school year (38 weeks) this equates to 237.5 hours of lost learning time.
However, if the school moved to a 3- period schedule of 100 minutes per period, the amount of non-value-added time is reduced to 45 minutes per day or 142.5 hours per school year.

The difference or time saved between 5 one- hour periods and three 100- minute periods per day is 95 hours per school year. Based on a 5 hour instructional day this would give the staff the opportunity to add the equivalent of 19 instructional days per year!

This savings in time to learn is too significant to ignore.

New Zealand schools using block scheduling
A number of New Zealand secondary schools have moved or are about to move to longer periods of time, (block scheduling). Two schools were included in this research.

Alfriston College, Auckland. One of two recently opened secondary schools, has three 100- minute periods per day.

William Colenso High School, Napier. (A small urban Year 7 to 13 secondary school)
This secondary school has been operating a 4X4 block schedule since the late 1990's.

Northland College. (A rural secondary school of similar size to Kuranui College)

In 2004 Northland moved to a 3 period per day block schedule. The rationale behind this move was to maximise the learning experience for their students, and to develop a variety of teaching strategies that would accommodate or extend the students' preferred learning styles. This move to block scheduling was made in conjunction

with a decision to use integrated studies to cover the Years 9 and 10 curriculum. The main reason for this teaching approach was to address their students' lack of interest in attending school and in the type of lesson offered.

Northland College's new timetable allows for 3 periods of 1.5 hours per period per day. Both Junior school (Year 9 & 10) and Senior school (Years 11 to 13) offer 5 curriculum lines. The timetable allows for lines 1 to 3 to be offered over 3 days, while lines 4 and 5 are offered 1 day per week, all day. The acting principal indicated that subjects taken for the whole day allows for greater depth of learning, outside field trips and more continuity.

The Northland Timetable:

8.30 – 8.40 am	Staff Briefing
8.45 – 8.50	Karakia & Himene
8.50 – 10.20 am	Option 1
10.20 – 10.50 am	Interval
10.50 – 12.20 pm	Option 2
12.20 – 1.20 pm	Lunch
1.25 – 1.45 pm	Form time/ Deans' activity/ Assembly
1.45 – 3.15 pm	Option 3

Northland College runs a 5 day timetable cycle (see below)

Day/ period	Monday	Tuesday	Wednesday	Thursday	Friday
	Staff briefing		Staff briefing		Staff briefing
Period 1	Option 1	Option 3	Option 4	Option 5	Option 2
Period 2	Option 2	Option 1	Option 4	Option 5	Option 3
	Form time	Form time	Deans'	Full school assembly	Form time

			activity		
Period 3	Option 3	Option 2	Option 4	Option 5	Option 1

The Northland timetable is similar to that offered by some Queensland schools.

What are the benefits of longer periods of time? (see appendix for samples of the questionnaires used . Source: The Complete Handbook of Block Scheduling.)
Based on an unpublished survey carried out by Dr Tom Shortt in the Commonwealth of Virginia found the following benefits were found:

- Administrators (principals and district superintendents) are, for the most part, very positive about block scheduling; most administrators responding to the survey who have implemented block scheduling see significant advantages and relatively few disadvantages.
- Teachers and students, while generally positive about block scheduling, are more likely to identify disadvantages that are administrative.
- Block scheduling does not appear to have significant disadvantages for students enrolled in Advanced Placement, Mathematics, Foreign Languages, performing arts, vocational education students, and driver education courses.
- Block scheduling leads to a number of positive changes in the instructional practices of teachers, including more classroom discussion and greater variety in instructional practices.
- Review of performance indicators and survey data suggests that block scheduling enhances student academic achievement.
- Block scheduling does not appear to be more expensive to operate and appears to lead to more efficient utilization of school facilities.
- It offers in-depth learning.
- It increases interaction between students and teachers.

What Researchers Say
- The traditional schedule is "unlike any experience either before or after high school or in the workplace. It produces a hectic, impersonal, inefficient instructional environment" (Carroll, 1994).
- Joseph Carroll, who introduced block scheduling at the senior high level in 1983, employed a team from Harvard to evaluate the effectiveness of the block schedule. The team found that students and teachers did not burn out in longer classes, that retention did not go down, that students completed more courses in 25 percent less time, and that in-depth problem skills improved significantly. (Carroll, 1994).
- One study found that instructional activities accounted for an average of only 28 minutes (54.22%) of each 55-minute class period. (Seifert and Bekk, 1984)
- In terms of the standard high school schedule, research indicates "…that 40 percent of high school time is not available for instruction and much of this loss is a product of the schedule." (Rosmiller, 1985)
- "Because classes change less frequently in the block schedule, there are fewer opportunities for student misbehavior." (Canady and Rettig, 1993)

- "A schedule can be viewed as a RESOURCE; it is the schedule that permits the effective utilization of PEOPLE, SPACE, TIME, and RESOURCES in an organization." (Shortt, 1993)
- "If three class changes are eliminated each day, an hour of instruction time is gained each week." (Canady and Rettig, 1993)   *source: The Complete Handbook of Block Scheduling. T Shortt and Y Thayer (1999)*
- The majority of administrators, teachers, parents, and students support block scheduling after at least two years of implementation.
- A block schedule changes the school environment positively, especially in the form of fewer disciplinary referrals to the office and less tardiness. In general, the school day becomes less stressful for both teachers and students.

Source: *Rettig and Candy (1999)- March issue of The School Administrator.*

Conclusion

Online learning can expand the range of courses offered in rural schools, small schools and in other schools that can not fill teacher vacancies. Based on my observations it is obvious that video conferencing is just an advance on earlier technology such as satellite and broadcast television. I firmly believe that the internet and high speed capabilities of the internet have been the greatest agent of change for distance learning. This along with the development of multimedia internet- based technologies, have helped flatten the education world on a global scale. Now education is accessible to years 1 to 13 anywhere, anytime.

I believe that New Zealand through the ICTPD funding has developed an online community who are further down the development path than those schools I visited overseas. That aside, the idea of online course enrolments, paying video conference teachers a small stipend, and giving source schools an extra 0.2 FTTE for video conferencing are worth debating and investigating.

The use of block schedules I believe will impact on student learning. It will present an opportunity for teachers to maximize the learning experiences for students; will allow teachers to develop and use a variety of new learning strategies that will accommodate or extend the students preferred learning style; and will foster the types of thinking and study skills needed. Longer periods of time will ensure we move from passive to more active strategies, will engage learners in higher levels of thinking skills and make the experience more interactive.

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Appendix. 1 ("The Complete Handbook of Block Scheduling")

Teacher Survey #2

Faculty Survey on Scheduling

DIRECTIONS: As a part of our school restructuring initiative, City High School is seeking your input on the possibilities of changing the current bell schedule. Please respond to the following questions and return this survey to your department chair by _____ (date).

1. I approve of City High School investigating alternatives to the current instructional class schedule.

                                Yes   No

2. I would approve of an alternative schedule as a method designed to reduce scheduling conflicts.

                                Yes   No

3. In my opinion there is currently sufficient flexibility and variety in the curricula now offered to students.

                                Yes   No

4. I would approve of extending the school day by approximately thirty minutes to make room for more electives.

                                Yes   No

5. In my opinion the current fifty – minute instructional period could be reduced by five minutes per period without affecting the quality of learning in order to add one more class.

                                Yes   No

6. In my opinion some classes could meet less than five days a week for more than fifty minutes and maintain the quality of learning.

                                Yes   No

7. I am pleased with the current bell schedule.

                                Yes   No

8. I currently teach (circle one) . . .

Math   Science   English   Social Studies   Other

9. I would be available to serve on a restructuring team that would explore alternative scheduling options and make recommendations to the faculty.

                                Yes   No

10. Are there any special concerns that should be addressed when developing a new bell schedule for the subject area you currently teach?

A GENERAL SCHOOL SURVEY

The following survey is designed to gather data in the form of perception from parents of students who attend your school. This survey could be used to gather baseline data before implementing a major change such as the block schedule or as an instrument to collect data on an annual basis. This survey can be distributed to various members of the school community, not just parents or educators. This will sometimes provide early warnings to what could be major problems with scheduling or other issues within the school community.

SCHOOL COMMUNITY SURVEY

The faculty and staff of your child's school would like to know your thoughts and feelings about the school. Please indicate the extent to which you agree with the statements listed below. Space is provided for any additional comments.

Please indicate your response by circling a number on the scale from 5 (strongly agree) to 1 (no opinion):

		Strongly Agree	Agree	Disagree	Strongly Disagree	O
1.	Students and parents are respected and treated fairly.	5	4	3	2	
2.	I feel welcome when I visit the school.	5	4	3	2	
3.	The school provides a safe environment for learning.	5	4	3	2	
4.	School grounds and buildings are clean and well-maintained.	5	4	3	2	
5.	Teachers and students display school pride and spirit.	5	4	3	2	
6.	The school plans well for current and future needs.	5	4	3	2	
7.	The school effectively uses community resources (i.e. volunteers, speakers, field trips)	5	4	3	2	
8.	The school holds high academic expectations for all students.	5	4	3	2	
9.	The school holds high behavioural expectations for all students.	5	4	3	2	
10.	Homework assignments are a valuable contribution to my child's Learning.	5	4	3	2	
11.	I know how well my child is doing in school.	5	4	3	2	
12.	I receive sufficient information about services offered by the School for my child.	5	4	3	2	
13.	I know how to obtain services offered by the school for my child.	5	4	3	2	
14.	I am comfortable discussing concerns about my child and other Related issues with administrators, teachers, and other staff.	5	4	3	2	

15.	I am involved at my child's school as demonstrated by attendance at PTAs/PTOs, open houses, parent conferences, and other	5	4	3	2
16.	I am satisfied with the program of studies of the school.	5	4	3	2
17.	The school provides programs and activities which challenge my child.	5	4	3	2
18.	Educational tools (textbooks, computers, videos, reference materials, etc.) are used effectively in instruction.	5	4	3	2
19.	My child is receiving a quality education.	5	4	3	2
20.	Overall, this school is the type of school I want my child to attend.	5	4	3	2

Improvements I would suggest:

_____

_____

_____

Return to your student's school by _____.
Thank you. Your response is important to us.