**ESF Diagnostic Survey Reflection Tool Kit**

This toolkit is intended to guide an initial review of stakeholder survey data gathered during the ESF Diagnostic Survey administration. The goal is to make connections between stakeholder perceptions of school practices, not to draw conclusions or draft a plan. Leaders engage in this survey data reflection process as part of their ESF Diagnostic Pre-work. This reflection toolkit will be utilized as the DCSI, Principal and ESFF collaboratively work to identify campus strengths and areas for growth relative to the Effective Schools Framework.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | **Data & Voice** | | **Connections** |
| *Topic name(s) and percentage(s)*  *Question(s) and percentage(s)* | *Translate into stakeholder voice* | *Related Essential Action(s)* |
| **Students** | Strengths  *Where do students respond more favorably relative to peer campuses?* |  |  |  |
| Areas for growth  *Where do students respond less favorably relative to peer campuses?* |  |  |  |
|  | | | | |
| **Staff** | Strengths  *Where do staff respond more favorably relative to peer campuses?* |  |  |  |
| Areas for growth  *Where do staff respond less favorably relative to peer campuses?* |  |  |  |
| **Families** | Strengths  *Where do families respond more favorably relative to peer campuses?* |  |  |  |
| Areas for growth  *Where do families respond less favorably relative to peer campuses?* |  |  |  |

|  |
| --- |
| **Synthesize and Prioritize**   * *Data Story: How do the data points above connect to tell a story?* * *Wonderings: What questions do the data points above lead you to wonder?* * *Essential Actions: Are there Essential Actions that emerge as key areas of strength or an important areas for growth?* * *Observations: During a campus visit you will conduct campus climate and classroom observations. Based on the data points you highlighted, what might you look for during that observation?* |
|  |