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# **Polling Student Voices for School Improvement: A Guide for Educational Leaders 2nd Edition**

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A Volume in:  
Lifespan Learning

*Series Editors:*  
Paris S. Strom  
Robert D. Strom

# Lifespan Learning

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**Paris S. Strom  
Robert D. Strom**



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## PREFACE

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# A GUIDE FOR EDUCATIONAL LEADERS

Paris S. Strom and Robert D. Strom

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Student polling can help improve school policies, instructional practices, and academic achievement. In the past, it was assumed that adults would recognize when school changes were needed and could implement appropriate reforms without asking students to express their opinions. Relying on grownups as the single source of judgment about the effectiveness of education is no longer a reasonable way to identify the needs for school improvements. Students have a unique perspective about education based on daily exposure to a more comprehensive outlook than any generations before them. Results of student polling can identify aspects of education they value and possibilities that are missing. Inviting their opinions can clarify forms of instruction they prefer, obstacles they struggle to overcome, and factors that support or inhibit their motivation for achievement. Using student polling to determine how students view the conditions of learning at their school can inform faculty and school boards about youth aspirations and concerns that should be given careful consideration.

Each of the chapters in this book focus on a single poll that is designed for students in the secondary grades and higher education. Some chapters describe methodology of research and results from a polling study, illustrate methods to

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*Polling Student Voices for School Improvement: A Guide for Educational Leaders, 2nd Edition*, pages vii–viii.

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apply for data analysis, suggest procedures for reporting outcomes to stakeholder groups, and portray implications for educational change. Each chapter presents a literature review emphasizing the relevance of a particular poll, provides a rationale for content of items, and identifies factors to consider for the quest of students, faculty, and principals to improve their school.

### ACKNOWLEDGEMENTS

We are a father and son team and have worked together on student polling studies during the past two decades. We wish to thank the principals, faculty, and students who participated in our research projects conducted across the nation at elementary, middle, junior high, senior high schools, and community colleges. University colleagues have also provided assistance for polling studies. Their roles included contacting schools, analysis of data, and interpreting results. These collaborators include: Troy Beckert, Kelli L. Hendon, Marcia Johnson, Marie F. Kraska, Renée Rude, Tricia Sindel-Arrington, Jenny Walker, Chih-hsuan Wang, Charlotte Wing, Julius Jason Wingate, and Leah Whitten.

We also wish to thank Shirley Strom (wife and mother) for her ongoing support and inspiration, and to Steven Strom (son and brother) for his creative encouragement.

—*Paris S. Strom and Robert S. Strom*  
*October 1, 2023*



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# PART I

## MENTAL HEALTH CONDITIONS OF LEARNING

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Student voice represents a unique contribution for ways to improve schools. Mental health should focus on learning how to manage stress, anxiety, and uncertainty. Resilience is needed as a strength to overcome setbacks and failures. Well-being requires self-control in response to situations that present frustration.

1. Learning from Students How to Improve their School
2. High School Stress and School Improvement
3. Frustration and Self-Control



## CHAPTER 1

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# LEARNING FROM STUDENTS HOW TO IMPROVE THEIR SCHOOL

Paris S. Strom, Robert D. Strom, and Charlotte I. Wing

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The goals of this chapter are to: (a) recognize influence of generation as an important factor in evaluation of schools, (b) provide a rationale for online student polling about conditions of learning at their school, (c) describe history of construction of polls, (d) identify demographic factors that seem to influence student perceptions about school, (e) present a process model that engages community stakeholders in decision making regarding educational change, (f) elaborate distinctive aspects of student polling, (g) offer examples of how poll data can be analyzed and reported, and (h) consider a range of variables for interpretation of poll results.

### CONSIDERATION OF STUDENT VOICE

Finding out how taxpayers evaluate their schools is necessary so that administrators and teachers can become more responsive to public opinions about reforms needed in policies and practices. A related approach that can result in a more accurate portrayal of school effectiveness is to determine the education experiences of students (Brasof & Levitan, 2022). Adolescents are able to identify aspects of education they value and ways their instruction could become more motivating,

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*Polling Student Voices for School Improvement: A Guide for Educational Leaders, 2nd Edition, pages 3–19.*

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satisfying, and successful. The purposes for this chapter are to describe an innovative online method communities can rely on for continual assessment of education in their schools. This method reflects an intergenerational perspective that arises when the observations of students and adults are combined to identify practices and policies that require changes for a particular school.

A movement called *student voice* has gained international attention in the past decade. The goals of this movement are to (a) describe aspirations of youth, (b) explain their perceptions about strengths and limitations of education, (c) reveal how adolescents believe their instruction could be improved, and (d) identify ways to ensure educational equity (Brasof & Levitan, 2022). Three award-winning American school superintendents Lubelfeld, Polyak, and Caposey (2018) documented their experiences with student voice in *Student Voice: From Invisible to Invaluable*. The premise of their book is that student voices have not been heard, and this is a possible reason why secondary schools have failed to innovate to the extent they should to better serve students. They urged administrators to connect with students by finding out their ideas on ways to improve learning, assess curriculum relevance, and evaluate the quality of instruction.

A meta-analysis of 49 studies reported by Gonzalez et al. (2017) confirmed that student voice reveals insights not otherwise available in research framed from the view of administrators or teachers. These studies generally recommended that schools consider innovative ways to shift from the current adult-centric pattern to become more student-centric. Students have the most to gain from initiatives to keep American education globally competitive. When student opinions and views of educators are both considered, an intergenerational outlook more accurately identifies school strengths and limitations (Strom & Strom, 2021a, b).

The importance of student voice is recognized by a growing number of disciplines that include medicine. In the international medical journal, *The Lancet: Child and Adolescent Health*, Fazel and Hoagwood (2021) commented on the necessity to expand sources of future data gathering methods to determine medical needs of young people: “We have entered a new stage in research in which young people’s participation in the development and assessment of an intervention needs to be at the forefront” (p. 157). Student mental health must integrate young people’s voices to identify problems they face and their views on how to solve them (Allouche et al., 2021). International researchers are agreed that student opinions about instruction, relevance of curriculum, student stress, tutoring, teacher development, and Internet learning opportunities deserve increased attention for school improvement (Conner, 2022; Cook-Sather, 2020; Jones & Bubb, 2021; Mayes et al., 2021; Messiou et al., 2022; Strom et al., 2022; Strom et al., 2022).

## ORIGINS OF STUDENT POLLING

### *Construction of Polls*

How can schools determine what students think about the quality of their education and ways it could be improved? Strom and Strom (2002) recommended that student polling should focus on perceptions regarding conditions of learning, barriers to academic achievement, and answers to common problems; “Knowing how students feel about particular processes and events at school would not obligate the faculty to modify policies. However, it would lead to greater awareness and therefore more informed decisions” (pp. 190–191).

The development of learning polls began by convening student focus groups at several secondary schools in order to identify topics they felt would be relevant for polling. Based on these topics, Strom and Strom (2023) constructed ten online polls; each of the polls focus on a separate condition of learning. Poll topics included at the end of each chapter are school stress, career exploration, time management, attention and distraction, tutoring, peer support, school cheating, frustration, cyberbullying, and Internet learning. The poll topics represented four essential concentrations of adolescent learning related to (a) mental health, (b) identity and status, (c) cognitive and academic progress, and (d) social and emotional conditions.

Each poll consists of 15 to 20 multiple-choice items with an open-end ‘other’ fill-in type response for answers not provided by the stated options. With approval from each school principal, secondary school students were invited as experts about the student experience to examine drafts of the polls. The student obligations were to judge relevance of each poll, ease of understanding items, and suitability of response options. Based on student feedback, some polls were revised, then re-examined, and checked for difficulty level by applying the Flesch-Kincaid Readability Index (Strom et al., 2008).

The field-test by Wing (2007) examined the online student polling process and methods to convey quick results to principals; this study was approved by the Institutional Review Board and school principals. Three polls (Internet, tutoring, and time management) were administered to 2,575 students from eight rural secondary schools (grades 7 to 12) in the southern region of United States. Each principal sent a letter to parents explaining the faculty interest in learning student views for school improvement. Teachers brought students to the computer lab where they were given password-protected entry data to access each poll including a school code, and an individual code. This method guaranteed student anonymity and that participants took the poll only once. On completion of the polling period, each principal was given an executive summary for their school that included participant poll responses and separate breakdowns by grade, gender, and ethnicity (Strom et al., 2008). All eight secondary schools reported student poll completion rates of 75% or higher. Feedback included student observations stated for each item under the ‘other’ option.

*Student Poll Quantitative and Qualitative Analyses*

Quantitative analyses used Chi-square for the responses on most items. Each response was tested because students could choose more than a single option as their response for most items; therefore, each response had a separate data field. The purpose for the analysis was to assess whether relationships were dependent or independent between responses and the variables of gender, grade, ethnicity and school location. The same tests were also performed between responses and specific schools to detect significant differences between student perceptions from school to school (Wing, 2007).

A comparison of percentages of 2,575 student responses were examined for dependent relationships to the four tested variables. Sixty-nine percent of all the student responses showed a dependent relationship with one or more of the demographic variables. Table 1.1 shows that the school location variable recorded the highest response relationship (46%), followed by gender (35%), and grade level (23%); ethnicity recorded the lowest number of significant relationships at 17%. These findings support the conclusion that student polling should focus on one school only where results should be applied and contribute to improvement specifically at that school (Strom et al., 2008; Wing, 2007).

Qualitative evaluation occurred six weeks after online reports were disseminated to each of the eight school principals. Interviews were held with each principal at their school (Wing, 2007). The importance of the principal is to oversee the polling process, use poll results for school improvement, and assess the value of this method for obtaining student opinion. Subsequent studies have included interview evaluations from principals about how student polling has influenced their school (Strom et al., 2008; Strom et al., 2019). The principals reported agreement in their views that student polling

- reveals student views more clearly than educator impressions,
- points to methods of learning that are most favorable to students,
- details school assistance needed by students that has been overlooked,

TABLE 1.1. Percentages of Poll Responses with Significant Relationships to Demographic Variables

Poll	N	Gender Percentage	Grade Percentage	Ethnicity Percentage	School Percentage
Internet Learning	956	35	21	17	49
Time Management	854	29	19	19	41
Tutoring	765	39	28	16	48
Total	2,575	35	23	17	46

Note. Adapted from: Strom et al. (2008, December).

- encourages students by respecting their judgments about school,
- portrays upsets and anxieties that are felt by students at their school,
- identifies teacher shortcomings that indicate needs for faculty training,
- detects student norms of viewpoints related to their worries and concerns,
- enables students to state their attitudes anonymously,
- motivates learners to realize that student voice can result in favorable influence,
- allows students to share their views without fear of a grading penalty,
- establishes a precedent that the school supports differences of opinion,
- illuminates majority views while recognizing diversity in student beliefs,
- considers topics students value that go beyond the existing curricula,
- shows intergenerational evaluation of school reforms that are needed,
- advises schools about students' personal strengths and needs, and
- enriches the school perspective and enables better decisions by educators.

The empirical field-test by Wing (2007) confirmed that polling can be a practical procedure to determine opinions of students, youth are able to identify conditions that warrant consideration for reform, and their views can be merged with judgments of professionals to improve quality of education. Since the field-test, additional poll collaborations have been completed with principals who have requested free access to polls that they selected and feedback about views of students at their school (Strom et al., 2019; Strom et al., 2022; Strom et al., 2014).

## **DISTINCTIONS OF STUDENT POLLING**

Understanding the ways in which student polling is unique helps faculties determine ways to better serve students. Some anticipated benefits of polling were confirmed in preliminary studies like an increased student sense of empowerment, providing more effective forms of instruction and online homework, increased student involvement in tutoring, and opportunities to engage the democratic process. Some other less obvious advantages of this method to gather student opinion include: (a) applicability of poll results, (b) motivation to stimulate school change, (c) broader community involvement in education decision making, and, (d) determining the effects of tentative reforms in policies and practices. Each of these advantages is briefly considered.

### ***Applicability of Poll Outcomes***

The Gallup, Harris, Rasmussen, and Roper polling organizations caution that the findings they report can generalize to a larger population within some margin of error, typically 3 to 5%. In contrast, the purpose of polling is to assess opinions of students at only one school. This deliberately narrow focus eliminates concerns about generalizing the results to students at other schools.

The applicability of findings is found by calculating the percentage of invited students who completed polls. For example, all 2,000 students at Edison High School were invited to complete the Time Management Poll. When polling closed it was determined that 1,700 students or 85% of the entire school population had submitted poll responses. This high rate of response along with results for each option on every poll item is quickly communicated to all stakeholder groups (students, faculty, parents, and community of taxpayers). In the Edison High example, opinions of the 15% of non-respondents remain unknown because anonymous polls protect the identity of individuals.

When students believe adults want to understand their thinking about the development of a better learning environment, polling participation rates are higher than among schools where students doubt whether the faculty would seriously consider their views about new ways of doing things. Most studies conducted by Strom and Strom have recorded poll response rates greater than 70% of students invited to participate. Analysis of demographic data students provide regarding their ethnicity, gender, grade level, and age can be used to assess how each of the variables influence perceptions about school and detect needs that may be more prominent for subgroups. In turn, planning can lead to better deployment of resources and a more suitable scale for intervention.

### *Motivation to Stimulate School Change*

A major obstacle that prevents individuals and institutions from making progress is the failure to be self-critical, and willingness to consider shortcomings as well as accomplishments. When school reports to families and the community identify student achievements but exclude information regarding student deficiencies and unmet academic goals, parents are misled, and the school board does not recognize there is a need for reform. A related factor that can inhibit reform is parent inclination to suppose that their local school performs better than schools in other districts. Surveys have consistently found that parents believe poor performance of students and teachers across the nation is unacceptable and should be the focus of change, but the school their child attends is seen as being a favorable exception (Houston et al., 2021).

How can schools more accurately gauge their effectiveness, acknowledge the aspects of student performance that fall below expectation, and confirm evidence of progress and success? Student polling is a way to enlarge the traditional perspective regarding quality of instruction. If school improvement committees are made aware of the student experiences, innovative practices are more likely to receive attention. Because student expectations for their schools are often higher than expectations held by other stakeholder groups, the views of adolescents should be disseminated and considered for continuous school improvement planning.



### ***Community Participation in the Decision-Making Process***

The 16,800 school districts across the nation are governed by locally elected boards and have considerable autonomy in making decisions about academic standards, curriculum, instruction, and evaluation (Bouchrika, 2022; Irwin et al., 2022). The rationale for having independent boards that oversee the nation's public K–12 schools rather than reliance on a central authority reflects a common belief in local control where elected board members have a vested interest and greater awareness of community needs.

In the past, this system worked well. However, as the proportion of families with children in school declines for many districts, a rising proportion of taxpayers are unfamiliar with the local schools and are less willing to support budget override elections. Community involvement also seems to be eroding at the most basic level as a growing proportion of families conclude that making schools accountable should be the responsibility of federal government instead of citizens living in the local district (Houston et al., 2021).

New mechanisms must be devised to allow more population segments of the community to become involved in oversight of their schools. One strategy that could counter the common practice of schools reporting only favorable news regarding institutional progress is to inform stakeholders (school boards, students, parents, faculty, tax payers) about the results of student polls along with implications for change. Stakeholders should reflect, share their interpretations with others, and make group recommendations to the school improvement committee. This process enlarges the school mission from an exclusive emphasis on seeking parent involvement to expecting greater involvement from the community. Providing an education for students is a responsibility of all adults in the community.

### ***Determining the Impact of School Change***

Innovative practices should be subject to a trial period before adoption is considered. This procedure reflects the popular opinion that every school is unique in certain ways and should figure out how to respond to its own needs rather than feel obliged to replicate approaches credited for success that occurs in schools elsewhere. Federal directives often pressure underperforming sites to imitate other institutions when it would be more sensible to determine, with help from students, better ways to improve schools. External pressures to change the culture of a school are seldom successful. Student polling is preferable because it provides an internal source of observation to detect assets, shortcomings, and direction for change.

People become a community when they respond to the needs of all the subgroups in their population. When such conditions are not met, the idea of a community ceases to have meaning. Schools should expect stakeholders to become informed about student poll outcomes, reflect on policy implications, and propose recommendations to the school improvement committee. This process motivates

trial changes that can be evaluated by inviting students to retake the same polls that served as the basis for implementing tentative reforms. Teachers and parents should also share their observations on advantages and limitations associated with trial innovation. Finally, decisions about whether to alter, adopt, abandon, or extend the duration of trial practices should be disseminated so everyone is assured their school retains its capacity for effective adjustment (Strom et al., 2009).

### NATIONAL CALL TO ACTION FOR SCHOOLS AND COLLEGES

International achievement testing results have shown that students in the United States score below many other countries (Organisation for Economic Co-operation and Development, 2022). Disappointing results from national student testing also have confirmed the need to assign greater attention to the problem of academic progress (National Center for Education Statistics, 2022).

Janet Godwin (2022), CEO of ACT (American College Testing), has provided further predictive evidence about unacceptable student performance. ACT scores for the high school class of 2022 declined to the lowest level in more than 30 years. Sub scores declined in all four of the benchmarks (English, Mathematics, Science, and Reading) used to predict student success during the first year of college. Godwin reported, “This is the fifth consecutive year of declines in average scores, a worrisome trend that began long before the disruption of the COVID-19 pandemic and has persisted.” She recommended establishing student academic recovery as a national priority.

#### *Orientation to the Polling Process Model*

Some observers believe that structural changes are necessary to improve public schools. This could mean a principal is replaced, some or all of the faculty are fired, or a charter operator takes over daily operations of the school. Student polling does not examine structural change but instead assumes that all schools can be improved by revision of processes used to make decisions about reform so they include involvement by more stakeholders. Use of this strategy means that reliance on adult opinion as the single basis for reform is replaced by a broader intergenerational perspective that respects the views of students. When anonymous poll results about conditions of learning at school are communicated to all stakeholder groups, community perspective about the merits and shortcomings of existing practices and policies can be more accurate than if the only observers to shape change are adults.

The field test in schools identified limitations of the polling process. Administrators agreed that stakeholders should have access to results of polls and some mechanism should be in place that allows them to recommend reforms based on objective interpretation of poll outcomes. However, the dissemination of reports to a broad group of stakeholders as well as processing their reactions presented a new challenge, and no planning to manage such communication had been de-

TABLE 1.2. Ten Steps for the School Improvement Polling Process Model

Steps	Polling Process
1	During Fall semester faculty and administrators are oriented to student polling.
2	The students, parents, and other stakeholders are oriented to student polling.
3	Relevant polls to detect needs chosen by the faculty [teachers & administrators].
4	Principal establishes a schedule and invites students to take the poll(s).
5	Students complete the poll(s) according to the planned schedule.
6	Poll results are analyzed and a Summary of Implications is prepared.
7	Disseminate Summary of Implications to students, faculty and parents.
8	New trial practices for implementation are announced by the Principal.
9	During Spring semester, students are polled again to evaluate effects of trial practices.
10	The stakeholders are notified about school improvements confirmed by student polling.

Note. Adapted from: Strom et al. (2008, December).

veloped. This limitation also related to the training of educational administrators who, generally, felt their obligation was to disseminate positive information on their school but not convey to the public negative aspects of how the institution functions. The consequent lack of transparency is bound to have the effect of misleading students, parents, and the community about how to make progress in improving the quality of education. To merge student insights about conditions of learning with actions to be taken by adults, a school improvement polling process model was devised shown in Table 1.2 Ten Steps for the School Improvement Polling Process Model

*Continuous school improvement planning* is a cyclical process meant to help a school set goals, identify ways to improve, and evaluate results of change by applying a process of continuous feedback. Successful poll planning that is initiated by school principals should include a concerted effort to mobilize the community. This effort involves stakeholder groups in decision-making, and merges the results of student views about conditions of learning with supportive actions to be taken by adults (Elgart, 2017).

Table 1.2 briefly describes the process model for continuous school improvement which consists of ten steps and further details are provided here.

- Step 1.* The collaboration process begins by orienting school administrators, faculty, and staff. This interactive presentation should: (a) provide a rationale for student polling; (b) explain the logistics of polling and privacy safeguards; (c) show how results of polls will be reported; (d) discuss expected efforts to inform stakeholders and motivate their engagement in making decisions about school improvement; (e) explain how the effects of trial improvements will be monitored; and (f) elaborate the benefits of collaborative reform.

- Step 2.* Students and parents are oriented to the polling process by presentations at school and on the school website. Reasons will be given for why student input is essential to detect conditions of learning for improvement. The anonymous process of polling will be illustrated along with an explanation of how stakeholder groups will be informed about poll results. Students will decide whether they are willing to complete a poll. Some frequently asked questions will be answered on the website, campus media, homeroom meetings, or school assemblies. The parents of students and other stakeholders can be given a separate orientation convened by the Parent Teacher Organization with information also available on the website.
- Step 3.* The school administrators, in consultation with faculty and students, choose polls considered most relevant for this particular school year. The polls selected will be administered early in the academic year and again toward the close of the year after trial improvements have been implemented to assess student opinion about changes in their conditions of learning.
- Step 4.* Principals establish a schedule and invite students to take the poll starting at least one month after the beginning of Fall classes so students will not prematurely evaluate conditions of learning. Principals in the field test agreed that students using the computer lab or on campus with their own devices for polling is better than students completing polls outside school. By arranging a special time in the school schedule, the importance of gathering student opinions by polling is acknowledged. Teachers should be notified by the administration about the timing for students to complete their choice of available polls or abstain from participation. Timing is more important than where the polling is completed.
- Step 5.* Students complete the poll(s) according to the planned schedule.
- Step 6.* Poll results are analyzed and a Summary of Implications is prepared.
- Step 7.* Poll outcomes are disseminated to students, faculty and parents. Graphic reports show the proportionate responses from students for each item on the poll with Summary of Implications. Interested taxpayers who may not have children in the local schools could be contacted by representatives from civic organizations, such as churches, senior centers, ethnic associations, television news, and local newspapers.

The benefit of having a broad spectrum of community involvement has been confirmed by studies of social capital. For example, Harvard professor Robert Putnam's research with all 50 states was intended to determine the relationship between civic behavior of adults and the well-being of adolescents including school test performance (Putnam, 2021). The states where adults engaged most frequently in civic affairs

were the same states where students performed best on achievement tests. The correlation coefficient between social capital and adolescent development was +.80. Social capital studies provide valuable guidance about getting a greater proportion of residents to participate in oversight of their local schools. Such involvement is recognized as a necessity that should no longer be ignored by educators (Ravitch, 2020).

A common practice by business executives is to direct their staff to advise them about the meaning of raw data figures presented in reports. The same procedure helps school stakeholders to interpret proportionate responses given by students for poll items. Stakeholders should have access to complete outcomes and also a Summary of Implications for practices and policies to guide deliberations on possible reform.

*Step 8.* The school improvement committee identifies reforms they recommend to the principal on a trial basis to find out whether the new practices improve conditions of learning in the estimate of students and teachers. The time designated for trial reforms will be announced to faculty, students, and parents. Other stakeholder groups will also be informed of the timeline to experiment with new practices. Based on feedback, principals may announce new trial practices for implementation.

Faculty departments (e.g., mathematics, English, Science) will provide specific examples of ways they are implementing changes recommended by the school improvement committee. Some examples will be shared during regular faculty meetings to acquaint teachers with how colleagues in other departments are trying to respond and motivate creative efforts.

*Step 9.* At the end of the designated trial period for reforms, effects of change will be evaluated by polling students a second time. The principal will again schedule opportunities for teachers to administer the polls to students during a designated time during school. At this time, the rate of student response will also be noted because school improvement as perceived by the students is likely to increase their rate of response on the second time around polling. Such an indicator is seen as a sign of progress in student trust and commitment by faculty to take student views seriously. Faculty will complete qualitative assessment about merits of the trial practices. Administrators will make decisions based on whether evidence gathered from the students and teachers justify adoption of trial reforms to be a regular aspect of school policies or practices.

*Step 10.* All stakeholder groups should be notified by the school administrators about effects of the improvement practices and consequent decisions

for the future. A summary report describing the Poll project should be prepared by the administration and available for future use.

### *Institution and Student Variables*

The benefits of poll analysis can increase when institutional and student variables are examined. Some of the possibilities for analysis of institutional variables are described.

1. Most schools operate programs designed to meet specific needs of subgroups such as special education, gifted and talented or second language learners. These programs can improve when views of participants are solicited and taken into account. The way to gather subgroup opinion for separate analysis is to schedule polling for them at other times than the general population. After each special program is polled, data files can be designated for a separate analysis as well as included with the total school population. The opinions of each program group should be taken into account by responsible faculty as well as compared with impressions of other students who do not participate in the special programs.
2. Designate a school code number to retain institutional site identity when aggregating the poll outcomes in an evolving data bank for determination of norms and progress for a district and comparison of schools within a district.
3. Compare schools that underperform in a district with schools having acceptable performance. States must decide how they can help underperforming schools avoid being taken over by the department of education using evidence, besides test scores, that documents the unique needs of each institution.
4. Rural schools can be compared with schools located in urban centers. The different demands of these institutions should more often implicate differential training for teachers who expect to work in rural settings instead of metropolitan areas.
5. Schools serving mainly low-income households could be compared to schools serving middle class and affluent groups. Sometimes, schools in affluent areas can experience a scarcity of resources compared to schools located in low-income neighborhoods that may be rich in access to resource materials. Title I schools receive federal assistance and, combined with business contributions, could have greater or even excess hardware and other resources. Educators should realize that the concept of socioeconomic status could be deceptive when household income is the single criterion to define need. School resources should be taken into account when comparing student opinions.