



International Alliance for Invitational Education

<http://www.invitationaleducation.net>

April, 2015

Thank you for participating in the International Alliance for Invitational Education (IAIE) Inviting School Survey-Revised (ISS-R) program. Your ISS-R Summary Report is enclosed.

Presently, the IAIE is in the process of collecting ISS-R data from schools nationally and internationally. The IAIE Leadership believes that this instrument has the potential to significantly impact on education throughout the world. The ISS-R will help administrators, teachers, and other school community stakeholders in creating and maintaining truly inviting schools.

Should you have any questions or comments regarding the ISS-R or your Summary Report, please feel free to contact any one of us.

Again, thank you for your support to the IAIE and your participation in the development of the ISS-R.

Best wishes,

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SUMMARY REPORT

INVITING SCHOOL SURVEY REVISED (ISS-R)

A survey for measuring the invitational qualities of

**CHUNG SING BENEVOLENT SOCIETY
MRS. AWBOON HAW SECONDARY SCHOOL**

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Introduction

The revised Inviting School Survey-ISS-R (Smith, 2005) is a 50-item checklist based on the 100-item Inviting School Survey-ISS (Purkey & Schmidt, 1990, Purkey & Fuller, 1995). Both the original ISS and the ISS-R are designed for use by Grade four students and above, parents, teachers, school administrators and others associated with the school, such as counselors, psychologists, and social workers.

The Inviting School Survey-Revised (ISS-R) is designed to informally assess the invitational qualities of the total school climate and the five environmental areas as outlined in Invitational Education theory (Purkey & Novak, 1996): **People, Places, Processes, Policies, and Programs:**

People: Although all parts of a school are vital to its operation, from the standpoint of the Invitational Model, People are the most important part. People create and maintain the invitational climate. It is important in a school to know how people who are significant in the lives of the students are contributing to or detracting from human existence and development. The invitational model requires unconditional respect for people. The ISS-R identifies the extent that respect is manifested in the school environment. That is, the caring and appropriate behaviors that people exhibit toward themselves and others, in the quality of life reflected in the places they create and inhabit, by the policies and programs they establish and support, and through the processes employed to sustain their organization and environment. In the Invitational Model, people come first.

Places: When seeking to change an environment, the most obvious place to begin is the physical setting. Any part of the physical plant that is unpleasant, unattractive, littered, grimy, dusty, or dingy is disinviting. The ISS-R assists in identifying factors that can be altered, adjusted, or improved to create a more inviting physical place. Creating a pleasant physical environment is a major way that professionals demonstrate their concern for the people they seek to serve.

Processes: The ISS-R assesses the processes undertaken by a school. Process represents not only the content of what is offered, but also the context. The context of the Invitational Model is that life is never so busy that we have no time for caring, civility, politeness and courtesy. Any school that operates under a situation where the processes are negative (lack of concern, rudeness, insults, etc.) is likely to achieve poor results in the areas of academics and human development. Process is the factor that indicates how the school is operating, how the people are acting, rather than what is being done. Examples might be a democratic style of leadership, a cooperative spirit in the teaching/learning process, and interdisciplinary teaming among faculty.

Policies: The places people create are closely related to the policies they establish and maintain. Policies refer to guidelines, rules, procedures, codes, directives and so forth that regulate the ongoing functions of the school.

It is not the policy itself as much as what the policy communicates that is vital to the Invitational Model (i.e., trust or distrust, respect or disrespect, optimism or pessimism, intentionality or unintentionality). Policies reveal the perceptual orientations of the policy-makers. The ISS-R is designed to help appraise the governance of schools, and point out areas where schools might move away from "rule fixation" to assisting all who are concerned with the operation of the school (students, parents, administrators, teachers and staff) in becoming responsible for their own behavior.

Programs: As in the other factors, programs can be helpful or harmful to individuals and groups. Some programs are not inviting because they focus on narrow goals and neglect the wide scope of human concerns (for example, tracking or labeling students. People are not labels, and programs that label individuals as different can have negative effects). The ISS-R can assist in determining the inviting nature of school programs and in delineating programs that should be altered in some way to enhance the personal and professional growth and development of all the people in schools.

Placed together on a 50-item Likert-type scale, with items addressing each of the five factors of People, Places, Processes, Policies, and Programs, the Inviting School Survey (ISS-R) presents a global picture of life in school, inviting or disinviting.

Individuals completing the ISS-R are asked to respond to 50 items on a five point Likert-type scale ranging from "Strongly Agree" to "Strongly Disagree" ("N/A" if a question is not applicable to the participant's context).

References

- Purkey, W., & Fuller J. (1995). *The inviting school survey (ISS) user's manual*. Greensboro, NC: The University of North Carolina at Greensboro.
- Purkey, W., & Novak, J. (1996). *Inviting school success: A self-concept approach to teaching, learning, and democratic practice* (3rd ed.). Belmont, CA: Wadsworth.
- Purkey, W., & Schmidt, J. (1990). *Invitational learning for counseling and development*. Ann Arbor, MI: Eric/Caps Clearinghouse: The University of Michigan.
- Smith, K. (2005). The Inviting School Survey - Revised (ISS-R): A survey for measuring the Invitational Qualities (I.Q.) of the total school climate. *Journal of Invitational Theory and Practice*, 11, 35-53.

Interpretation and Recommendations

Name of School: CSBS Mrs. Awboon Haw Secondary School

Date of Survey: April, 2015

Readers are advised to treat the following results with caution as presently the ISS-R is undergoing pilot testing. Norms and reliability indices are currently being formulated. Thus, any decisions based on this instrument need to take into account other school-related information.

Of the 98 participants, 98 participants satisfactorily completed the IAIE Inviting School Survey (ISS-R) – 12 Administrators, 40 Teachers, 20 Students, 25 Parents, and 1 Other.

According to the IAIE ISS-R **CSBS Mrs. Awboon Haw Secondary School** scored an ISS-R Total of approximately **85%**. Subscales ranged from **84%** (Policy, Process, Place) to **87%** (Program).

At the present time there are no available norms to make comparisons, however, it would be expected that schools should attempt to score a minimum of **85%** in the Invitational Theory 5P areas and the Total Invitational Quality (ISS-R Total).

It is recommended that individual items be investigated (refer to Appendix 1) to determine how the school can improve in particular aspects of the 5Ps. A systematic ISS-R item analysis will inform school officials on how to facilitate **CSBS Mrs. Awboon Haw Secondary School** to become an even more inviting school.

Additionally, it is recommended that other information be obtained, such as **document analyses**, **interviews**, **focus groups**, etc. be utilized in order to make informed decisions regarding implementing changes within the school that will influence perceptions of the invitational qualities of the school by the relevant school community members.

The following four books are recommended to schools wishing to further develop invitational qualities within their school community:

Novak, J., Rocca, W., & DiBiase, A-M. (Eds.) (2006). *Creating inviting schools*. San Francisco, CA: Caddo Gap.

Purkey, W., & Novak, J. (2008). *Fundamentals of invitational education*. Kennesaw, GA: International Alliance for Invitational Education.

Purkey, W., & Stanley, P. (1997). *The inviting school treasury: 1001 ways to invite student success*. Greenville, NC: Brookcliff.

Purkey, W., & Novak, J. (1996). *Inviting school success: A self-concept approach to teaching, learning, and democratic practice* (3rd ed.). Belmont, CA: Wadsworth.

Table 1. CSBS Mrs. Awboon Haw Secondary School (N = 98) Mean Percentages (M) and Standard Deviations (SD) for ISS-R Subscales and Total Score

People%	Program%	Process%	Policy%	Place%	Total ISS-R%
M = 84.63	M = 86.50	M = 84.16	M = 84.37	M = 83.81	M = 84.58
SD = 5.48	SD = 5.70	SD = 4.87	SD = 6.16	SD = 5.07	SD = 5.08

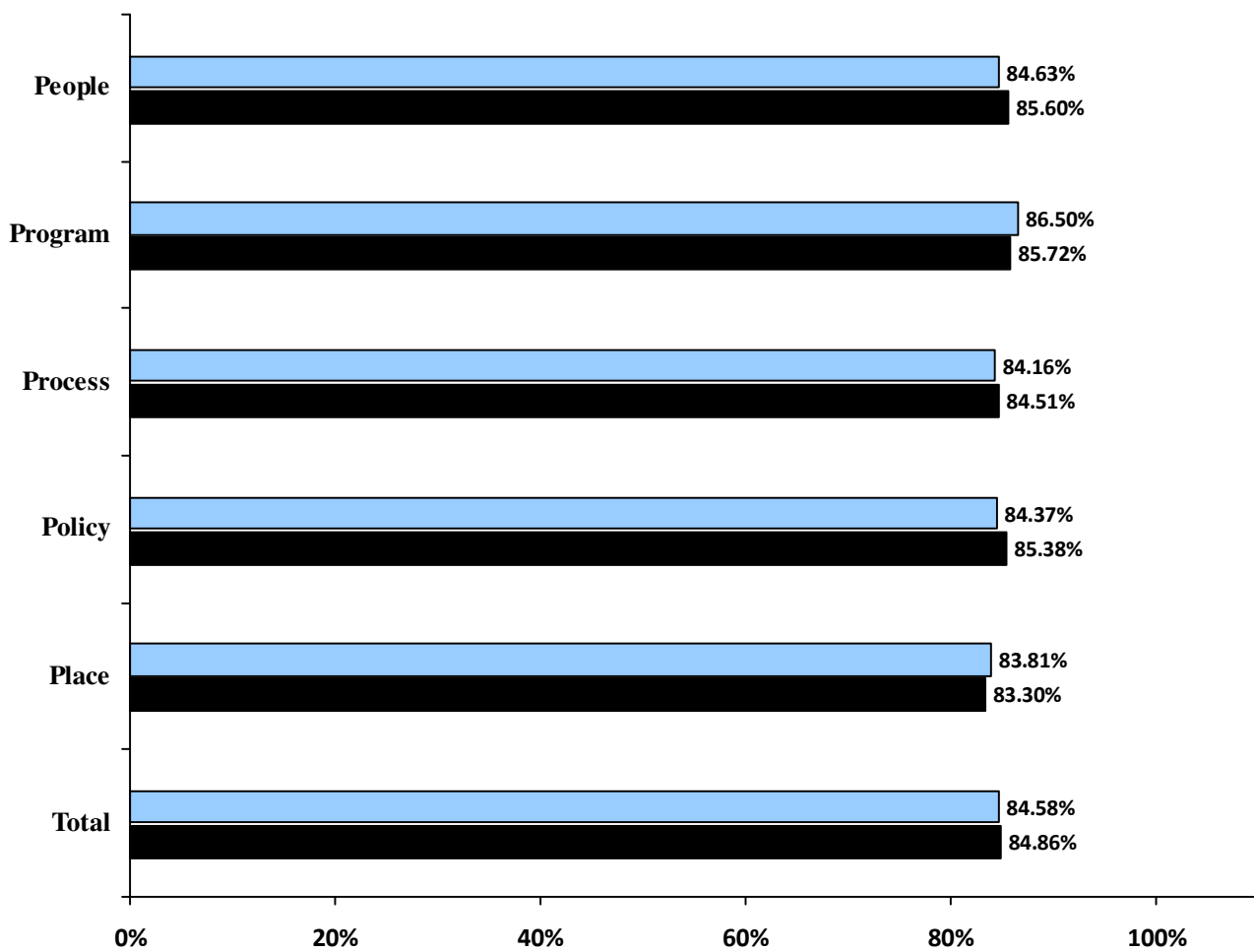


Figure 1. CSBS Mrs. Awboon Haw Secondary School (Light Bar; N = 98) and Years 2005-2014 Participants (Dark Bar; N = 14,229) Mean Percentages for ISS-R Subscales and Total Score.

Appendix: Individual ISS-R Items

People Subscale Table

3. The principal involves everyone in the decision-making process.							
DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE	
N	%	N	%	N	%	N	%
6	6%	3	3%	52	53%	37	38%

People Subscale Table

6. Teachers in this school show respect for students.			
AGREE		STRONGLY AGREE	
N	%	N	%
52	53%	46	47%

People Subscale Table

9. Teachers are easy to talk with.			
AGREE		STRONGLY AGREE	
N	%	N	%
48	49%	50	51%

People Subscale Table

12. Teachers take the time to talk with students about students' out-of-class activities.					
UNDECIDED		AGREE		STRONGLY AGREE	
N	%	N	%	N	%
1	1%	85	87%	12	12%

People Subscale Table

15. Teachers are generally prepared for class.					
UNDECIDED		AGREE		STRONGLY AGREE	
N	%	N	%	N	%
1	1%	74	76%	23	23%

People Subscale Table

18. Teachers exhibit a sense of humor.							
DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE	
N	%	N	%	N	%	N	%
1	1%	1	1%	87	89%	9	9%

People Subscale Table

21. People in this school are polite to one another.			
AGREE		STRONGLY AGREE	
N	%	N	%
87	89%	11	11%

People Subscale Table

24. Teachers work to encourage students' self-confidence.			
AGREE		STRONGLY AGREE	
N	%	N	%
59	60%	39	40%

People Subscale Table

27. The principal treats people as though they are responsible.			
AGREE		STRONGLY AGREE	
N	%	N	%
70	71%	28	29%

People Subscale Table

30. Students work cooperatively with each other.			
AGREE		STRONGLY AGREE	
N	%	N	%
89	91%	9	9%

People Subscale Table

33. People in this school want to be here.			
AGREE		STRONGLY AGREE	
N	%	N	%
85	87%	13	13%

People Subscale Table

36. People in this school try to stop vandalism when they see it happening.			
AGREE		STRONGLY AGREE	
N	%	N	%
70	71%	28	29%

People Subscale Table

39. Teachers appear to enjoy life.					
UNDECIDED		AGREE		STRONGLY AGREE	
N	%	N	%	N	%
3	3%	84	86%	11	11%

People Subscale Table

42. School pride is evident among students.							
DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE	
N	%	N	%	N	%	N	%
1	1%	1	1%	89	91%	7	7%

People Subscale Table

45. Teachers share out-of-class experiences with students.			
AGREE		STRONGLY AGREE	
N	%	N	%
81	83%	17	17%

People Subscale Table

48. Teachers spend time after school with those who need extra help.			
AGREE		STRONGLY AGREE	
N	%	N	%
49	50%	49	50%

Program Subscale Table

2. Everyone is encouraged to participate in athletic (sports) programs.			
AGREE		STRONGLY AGREE	
N	%	N	%
43	44%	55	56%

Program Subscale Table

10. There is a wellness (health) program in this school.			
AGREE		STRONGLY AGREE	
N	%	N	%
57	58%	41	42%

Program Subscale Table

17. School programs involve out of school experience.			
AGREE		STRONGLY AGREE	
N	%	N	%
65	66%	33	34%

Program Subscale Table

23. Good health practices are encouraged in this school.					
DISAGREE		AGREE		STRONGLY AGREE	
N	%	N	%	N	%
1	1%	89	91%	8	8%

Program Subscale Table

31. Interruptions to classroom academic activities are kept to a minimum.					
UNDECIDED		AGREE		STRONGLY AGREE	
N	%	N	%	N	%
2	2%	85	87%	11	11%

Program Subscale Table

38. The school sponsors extracurricular activities apart from sports.			
AGREE		STRONGLY AGREE	
N	%	N	%
59	60%	39	40%

Program Subscale Table

46. Mini courses are available to students.			
AGREE		STRONGLY AGREE	
N	%	N	%
58	59%	40	41%

Process Subscale Table

1. Student discipline is approached from a positive standpoint.			
AGREE		STRONGLY AGREE	
N	%	N	%
23	23%	75	77%

Process Subscale Table

7. Grades are assigned by means of fair and comprehensive assessment of work and effort.							
DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE	
N	%	N	%	N	%	N	%
1	1%	1	1%	62	63%	34	35%

Process Subscale Table

14. All telephone calls to this school are answered promptly and politely.					
UNDECIDED		AGREE		STRONGLY AGREE	
N	%	N	%	N	%
1	1%	80	82%	17	17%

Process Subscale Table

22. Everyone arrives on time for school.					
UNDECIDED		AGREE		STRONGLY AGREE	
N	%	N	%	N	%
5	5%	85	87%	8	8%

Process Subscale Table

29. People often feel welcome when they enter the school.			
AGREE		STRONGLY AGREE	
N	%	N	%
89	91%	9	9%

Process Subscale Table

35. Many people in this school are involved in making decisions.					
UNDECIDED		AGREE		STRONGLY AGREE	
N	%	N	%	N	%
1	1%	75	77%	22	22%

Process Subscale Table

43. Daily attendance by students and staff is high.							
DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE	
N	%	N	%	N	%	N	%
1	1%	3	3%	88	90%	6	6%

Process Subscale Table

50. Classes get started quickly.					
UNDECIDED		AGREE		STRONGLY AGREE	
N	%	N	%	N	%
4	4%	83	85%	11	11%

Policy Subscale Table

5. Teachers are willing to help students who have special problems.			
AGREE		STRONGLY AGREE	
N	%	N	%
60	61%	38	39%

Policy Subscale Table

11. Students have the opportunity to talk to one another during class activities.					
UNDECIDED		AGREE		STRONGLY AGREE	
N	%	N	%	N	%
4	4%	85	87%	9	9%

Policy Subscale Table

19. School policy encourages freedom of expression by everyone.					
DISAGREE		AGREE		STRONGLY AGREE	
N	%	N	%	N	%
1	1%	70	71%	27	28%

Policy Subscale Table

26. The messages and notes sent home are positive.			
AGREE		STRONGLY AGREE	
N	%	N	%
58	59%	40	41%

Policy Subscale Table

34. A high percentage of students pass in this school.							
DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE	
N	%	N	%	N	%	N	%
7	7%	3	3%	79	81%	9	9%

Policy Subscale Table

41. School buses wait for late students.					
UNDECIDED		AGREE		STRONGLY AGREE	
N	%	N	%	N	%
1	1%	78	80%	19	19%

Policy Subscale Table

47. The grading practices in this school are fair.			
AGREE		STRONGLY AGREE	
N	%	N	%
66	67%	32	33%

Place Subscale Table

4. Furniture is pleasant and comfortable.			
AGREE		STRONGLY AGREE	
N	%	N	%
81	83%	17	17%

Place Subscale Table

8. The air smells fresh in this school.			
AGREE		STRONGLY AGREE	
N	%	N	%
42	43%	56	57%

Place Subscale Table

13. The school grounds are clean and well-maintained.			
AGREE		STRONGLY AGREE	
N	%	N	%
82	84%	16	16%

Place Subscale Table

16. The restrooms in this school are clean and properly maintained.			
AGREE		STRONGLY AGREE	
N	%	N	%
89	91%	9	9%

Place Subscale Table

20. The principal's office is attractive.							
DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE	
N	%	N	%	N	%	N	%
5	5%	2	2%	84	86%	7	7%

Place Subscale Table

25. Bulletin boards are attractive and up-to-date.			
AGREE		STRONGLY AGREE	
N	%	N	%
90	92%	8	8%

Place Subscale Table

28. Space is available for student independent study.			
AGREE		STRONGLY AGREE	
N	%	N	%
85	87%	13	13%

Place Subscale Table

32. Fire alarm instructions are well posted and seem reasonable.			
AGREE		STRONGLY AGREE	
N	%	N	%
82	84%	16	16%

Place Subscale Table

37. Classrooms offer a variety of furniture arrangements.			
AGREE		STRONGLY AGREE	
N	%	N	%
89	91%	9	9%

Place Subscale Table

40. Clocks and water fountains are in good repair.					
UNDECIDED		AGREE		STRONGLY AGREE	
N	%	N	%	N	%
1	1%	86	88%	11	11%

Place Subscale Table

44. There are comfortable chairs for visitors.			
AGREE		STRONGLY AGREE	
N	%	N	%
81	83%	17	17%

Place Subscale Table

49. The lighting in this school is more than adequate.			
AGREE		STRONGLY AGREE	
N	%	N	%
40	41%	58	59%