

**MEMORANDUM**

**TO:** Members, Utah State Board of Education

**FROM:** Rich Nye, Associate Superintendent  
Jo Ellen Shaeffer, Director

**DATE:** March 17-18, 2016

**INFORMATION:** Teacher SAGE Survey

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**Background:**

At the request of the Standards and Assessment Committee, an electronic survey was made available to teachers that administer the SAGE Summative assessment. The survey focused on teacher and school usage of SAGE results, general attitudes regarding the SAGE Summative, the administration of the assessment, and recommendations for improvement. Results will be shared at the Committee's March meeting.

**Board Strategic Plan:**

This item supports the following imperative(s) and strategies in the Board's Strategic Plan:

- **Accountability:** Provide a transparent assessment system that includes diagnostic information to help parent, child, and teacher understand how to improve performance.

**Anticipated Action:**

The Committee will discuss and review the Teacher SAGE Survey and make recommendations to the Board.

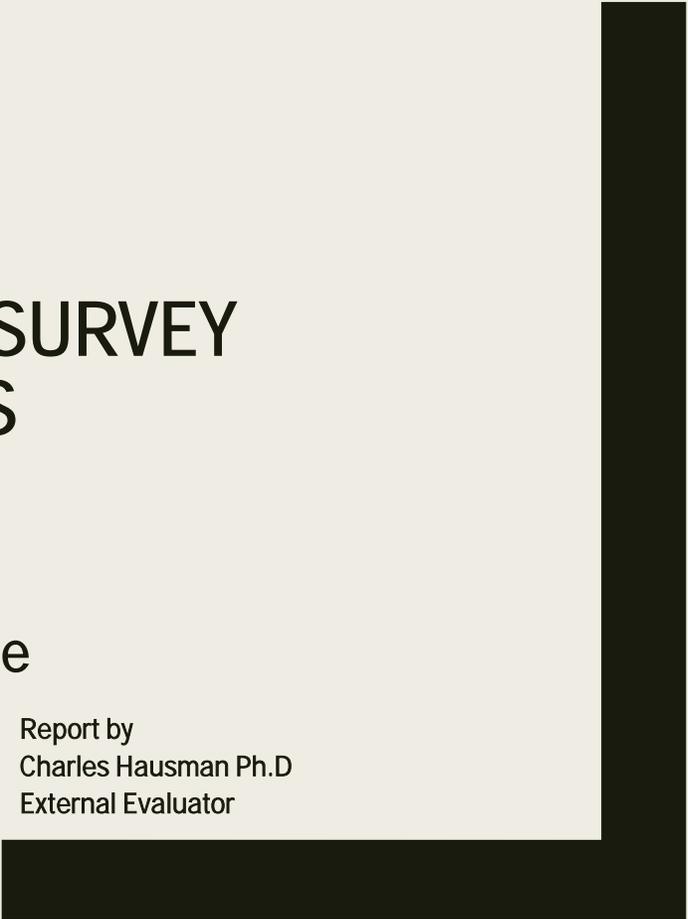
**Contact:** Jo Ellen Shaeffer, Director, Assessment and Accountability  
Rich Nye, Associate Superintendent, Data, Assessment and Accountability



# UTAH TEACHER SAGE SUMMATIVE SURVEY A REPORT OF KEY FINDINGS

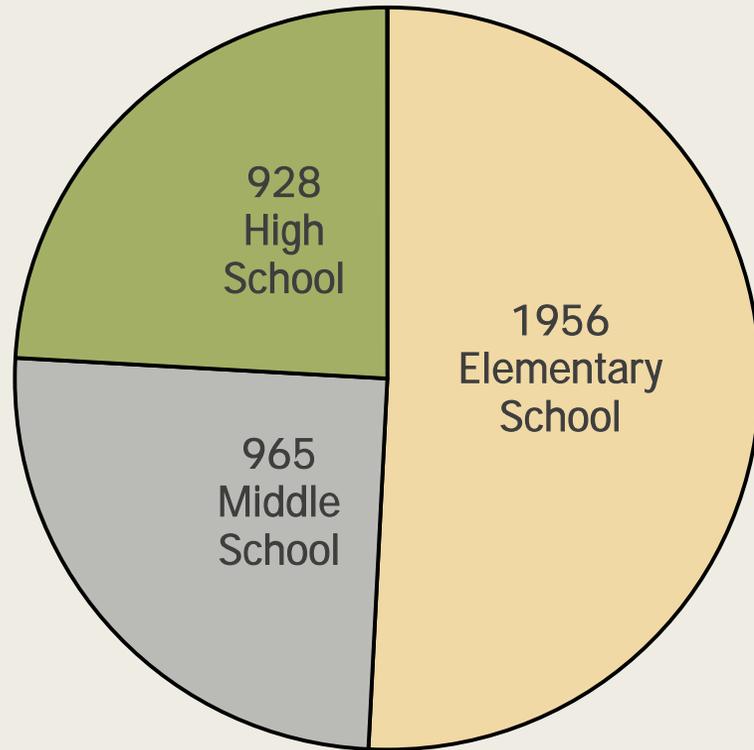
Prepared for  
The Utah State Board of Education  
Standards and Assessment Committee

Report by  
Charles Hausman Ph.D  
External Evaluator



Companion Powerpoint, Jo Ellen Shaeffer, Ed. D.  
Assessment and Accountability  
Utah State Office of Education

UTAH TEACHER SAGE SUMMATIVE SURVEY  
A REPORT OF KEY FINDINGS:



- 4,461 teachers that administered SAGE Summative assessments responded to the survey.
- *The survey focused on:*
- Teacher and school usage of SAGE Summative assessment
- General attitudes regarding the SAGE Summative assessment
- The administration of the assessment
- Recommendations for improvement of the assessment





## How does your school use SAGE Summative results?

### *Most frequent ways schools used SAGE Summative results:*

- *Determining if students are proficient in a content area*
- *Determining if students made growth from one year to the next in a content area*
- *Making comparisons to other schools were the three most frequent ways schools used SAGE Summative results.*

### *Least frequent ways schools used SAGE Summative results:*

- *Determining which educational programs are working*
- *Informing the selection of professional development*
- *Informing student placement in classes and programs*

**Take away:** *Schools and Districts are not fully utilizing SAGE Summative results to evaluate and inform programs and professional learning opportunities.*



👉 Teachers also were asked to describe their collaborative work with their colleagues to utilize SAGE Summative results:

My colleagues work in groups (grade level, departments, PLC's) to review SAGE Summative results



Teachers in our school work collaboratively to "progress monitor" student achievement



Our School staff uses SAGE Summative assessment results to identify student learning gaps that need to be addressed

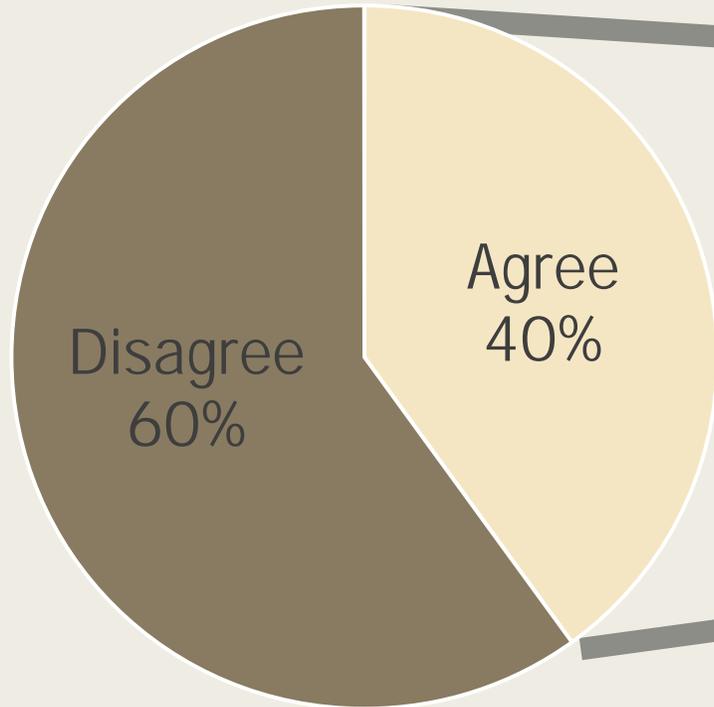


Teachers in our school use SAGE Summative assessment results to implement evidenced based instruction





# Overall, has SAGE Summative results helped my school to improve?

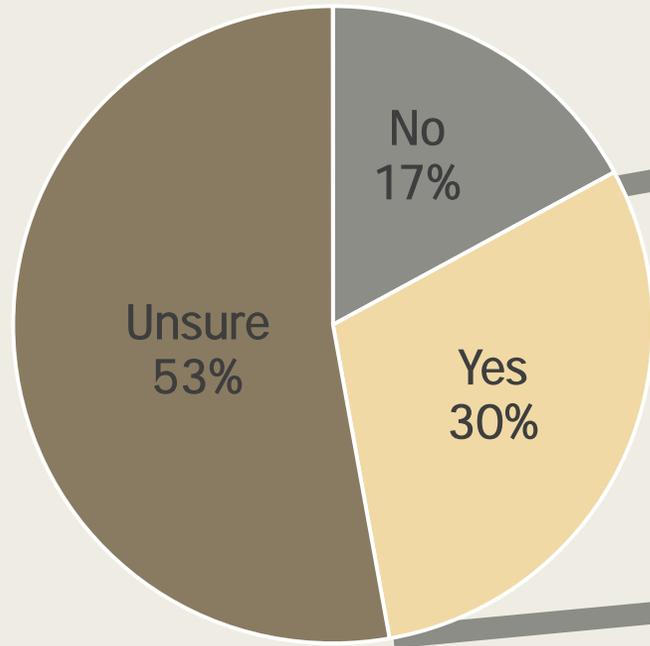


Correlations		Overall, SAGE Summative has helped my school improve.
Our school staff uses SAGE Summative results to identify student learning gaps that need to be addressed.	Sig. (2-tailed)	.589 .000 4391
Teachers in our school use SAGE Summative results to implement evidence-based instruction.	Sig. (2-tailed)	.629 .000 4396

## Take away:

*Teachers that work in schools that utilize SAGE Summative in those two ways are significantly more likely to believe that SAGE Summative has helped their schools improve. These are relatively high correlations that are statistically significant.*

Based on the SAGE Summative results, did your school meet its goals?



For teachers who reported that their schools met goals:

Teachers in our school use SAGE Summative results to implement evidence-based instruction.	Strongly Agree/ Agree 72%	Disagree/ Strongly Disagree 26%
Our school staff uses SAGE Summative results to identify student learning gaps that need to be addressed.	Strongly Agree/ Agree 74%	Disagree/ Strongly Disagree 28%

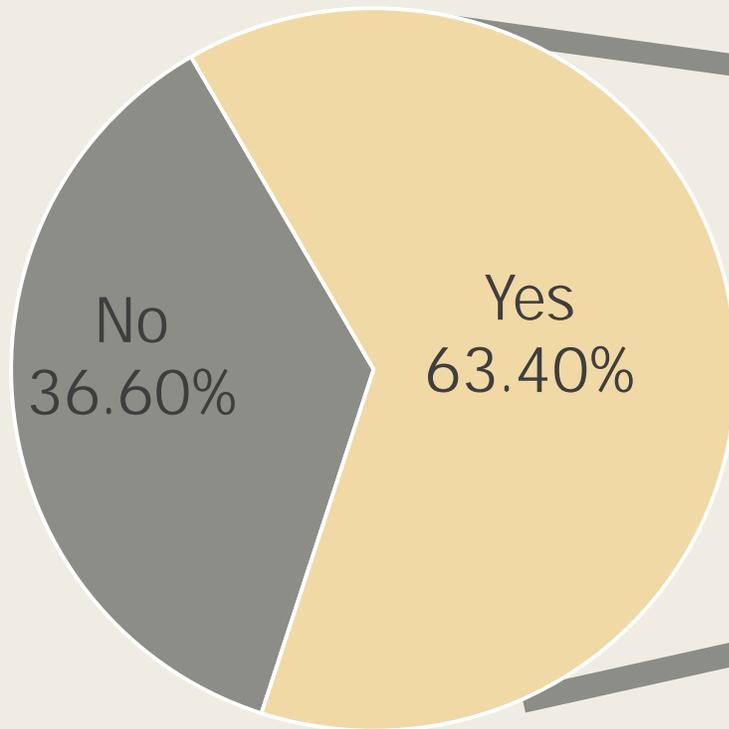
**Take away:** *Teachers in schools that reported that their school met its goals also reported using SAGE Summative data expressed greater agreement that teachers use the results to “identify student learning gaps” and “implement evidence-based instruction”.*

**Take away:** Do the schools really have measurable goals based on SAGE Summative results in their School Improvement Plans? If they do, why do almost one-half of the teachers not know if these goals were met? If they do not know if the goals have been met, how could the results be used to drive future school improvement?



## Do individual teachers use prior year test scores?

I have reviewed my current (2016) student's prior year SAGE Summative score from the Spring 2015 administration.



Teachers agree with the following statements:

My students scores are one valid measure of teacher effectiveness

Strongly Agree/ Agree  
78%

Disagree/ Strongly Disagree  
22%

Student Score are an accurate measure of what my students have learned

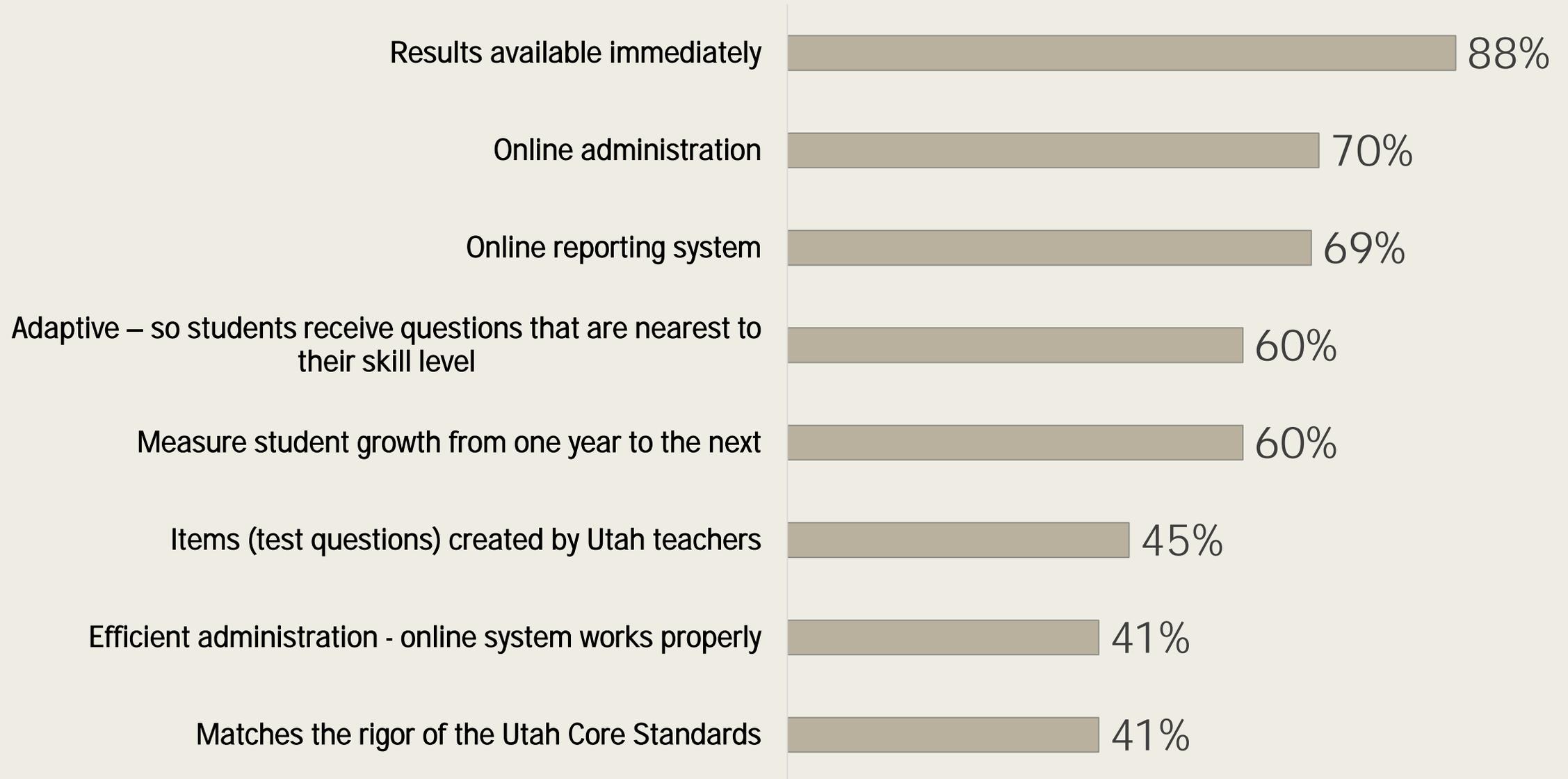
Strongly Agree/ Agree  
84%

Disagree/ Strongly Disagree  
16%

**Take Away:** *This is a lost opportunity to review data on the proficiency of their students at the beginning of the year. Possible explanations could include not valuing the data.*

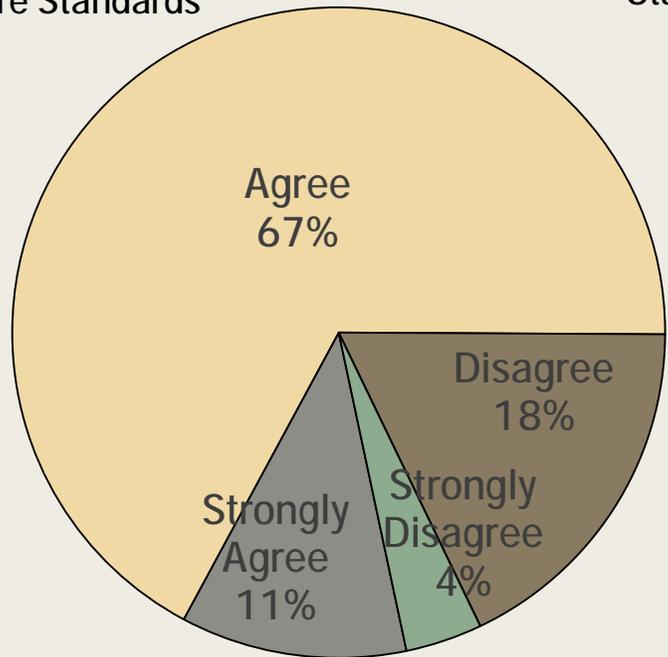


# What characteristics of SAGE Summative assessment do you value?

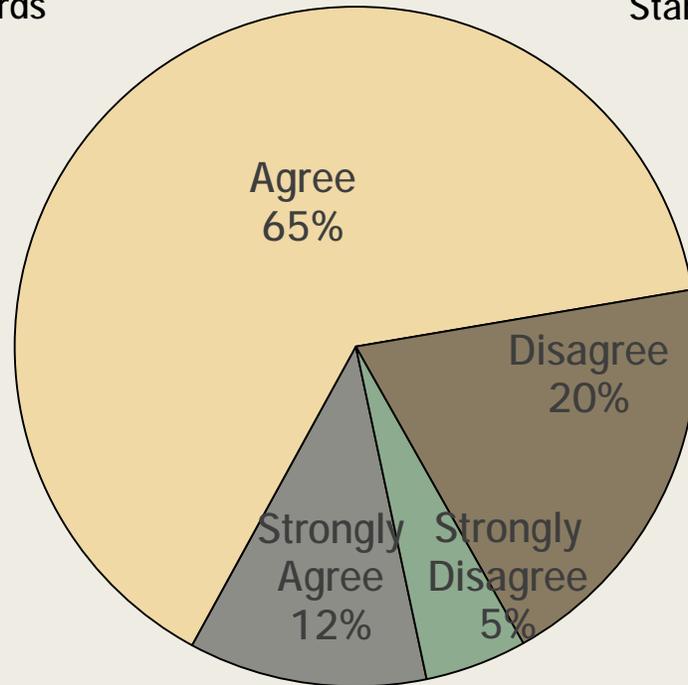


Do teachers perceive that the SAGE Summative assessment aligns to the Utah Core?

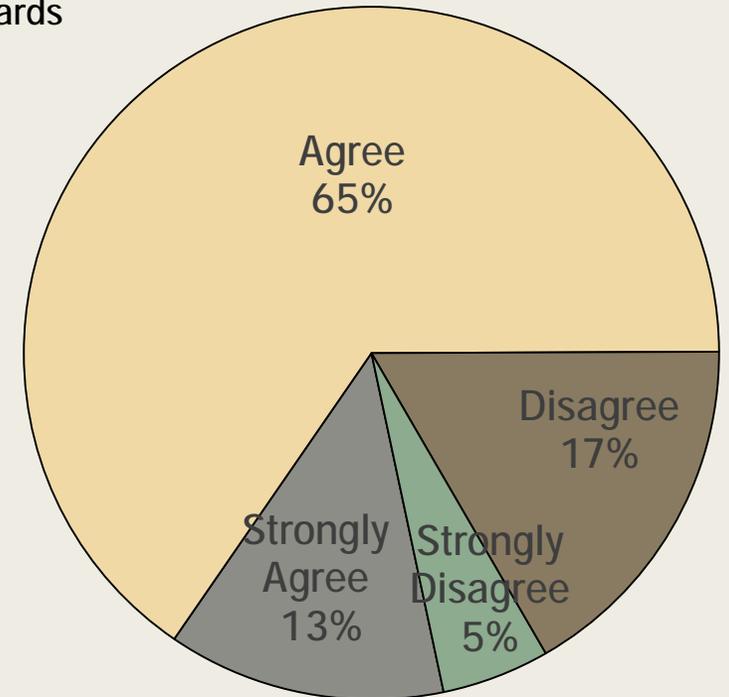
SAGE Summative assessment ELA/Literacy: Perception of Alignment with Utah Core Standards



SAGE Summative assessment Math: Perception of Alignment with Utah Core Standards

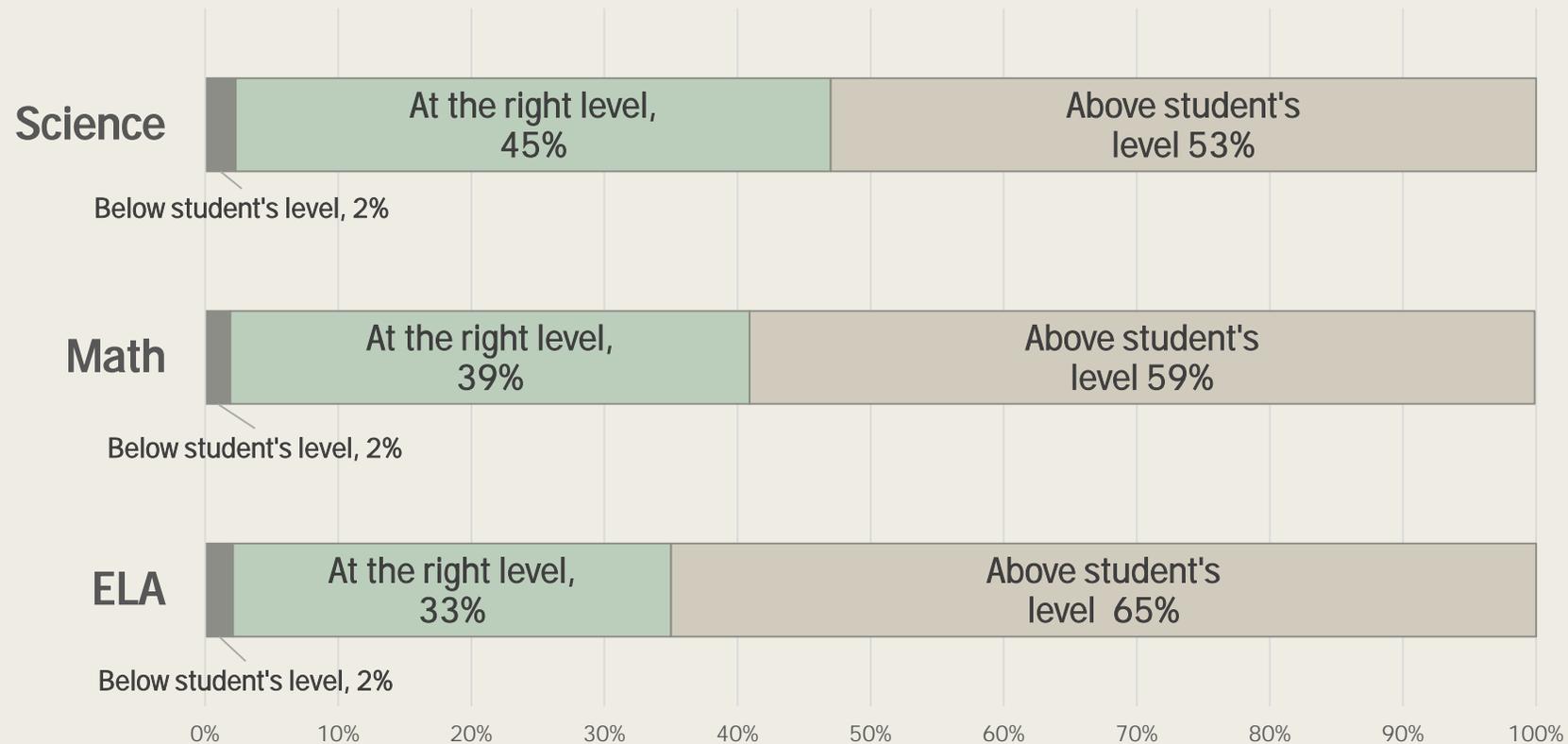


SAGE Summative assessment Science: Perception of Alignment with Utah Core Standards





## Do teachers perceive that the SAGE Summative assessment assesses students at their level?

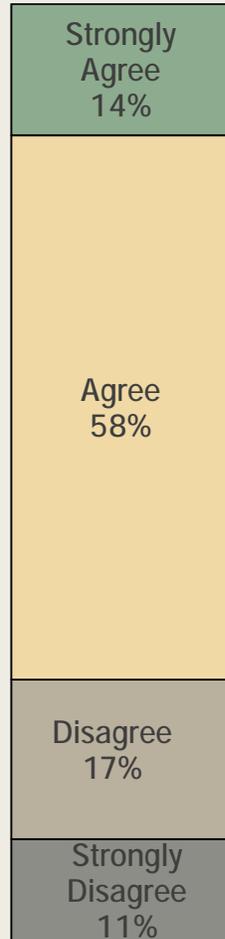


**Take away:** *If the assessments are aligned with the Utah Core Standards (78% agreement) but do not reflect teacher instruction in the content areas they assess (57.6% disagreement) whether or not teachers are teaching the Utah Core Standards with enough rigor or whether the students' current abilities are at grade level warrants discussion.*



# Perceptions of expectations and effects of SAGE Summative assessment

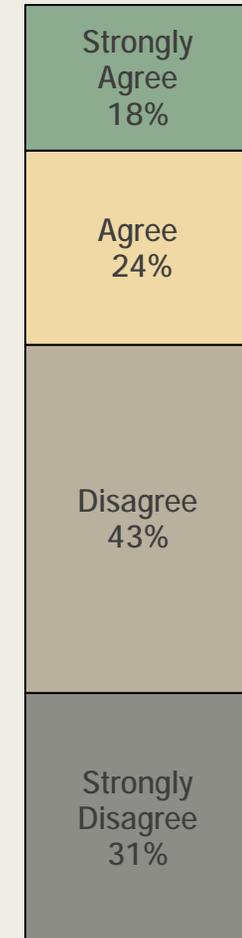
SAGE Summative assessment embodies high expectation for students



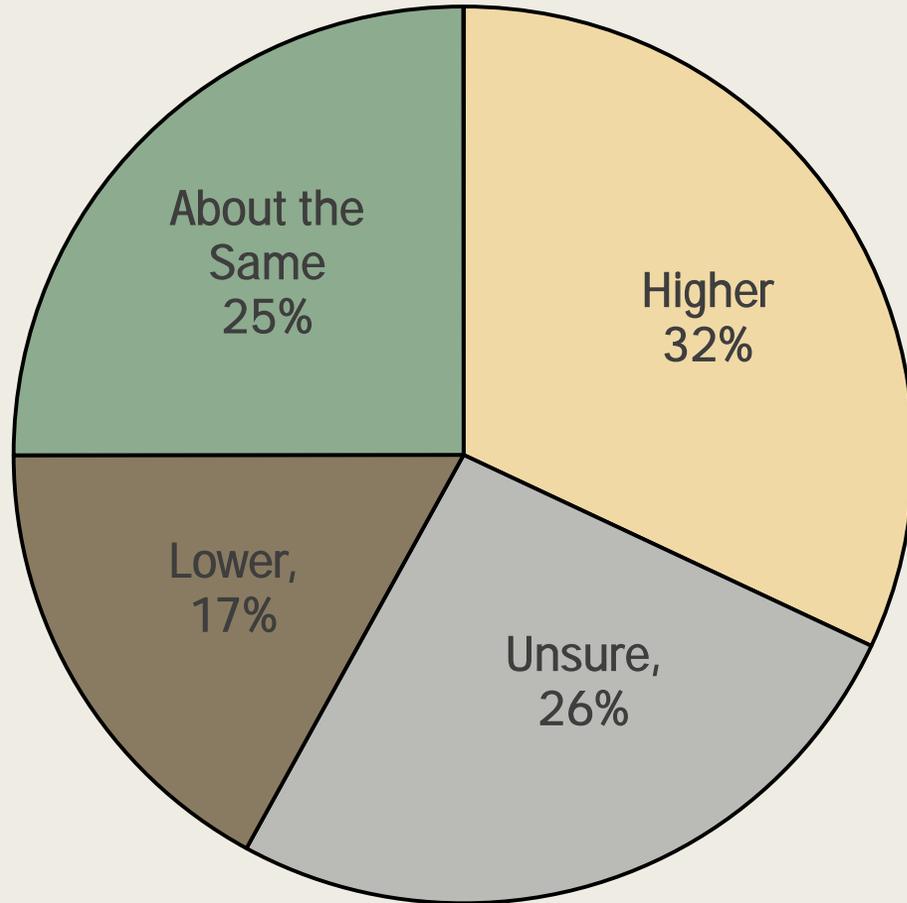
**Take away:** *Teachers agree that the assessments are aligned with the Utah Core Standards and embody high expectations for students but disagree that it has a positive effect on student learning. The following conclusions should be considered:*

- *Results are the belief that the expectations embodied in SAGE Summative are too high.*
- *Teachers are not using the results of SAGE Summative to inform instructional changes.*
- *Teachers need more training to teach higher complexity skills required by the new Utah core standards.*

SAGE Summative assessment has had a positive effect on student learning



How do teachers view the quality of SAGE Summative compared to previous CRTs?



**Take Away:** Teachers were almost twice as likely to rate the quality of SAGE Summative as higher (32.2%) than lower (17%) compared to the previous CRTs.



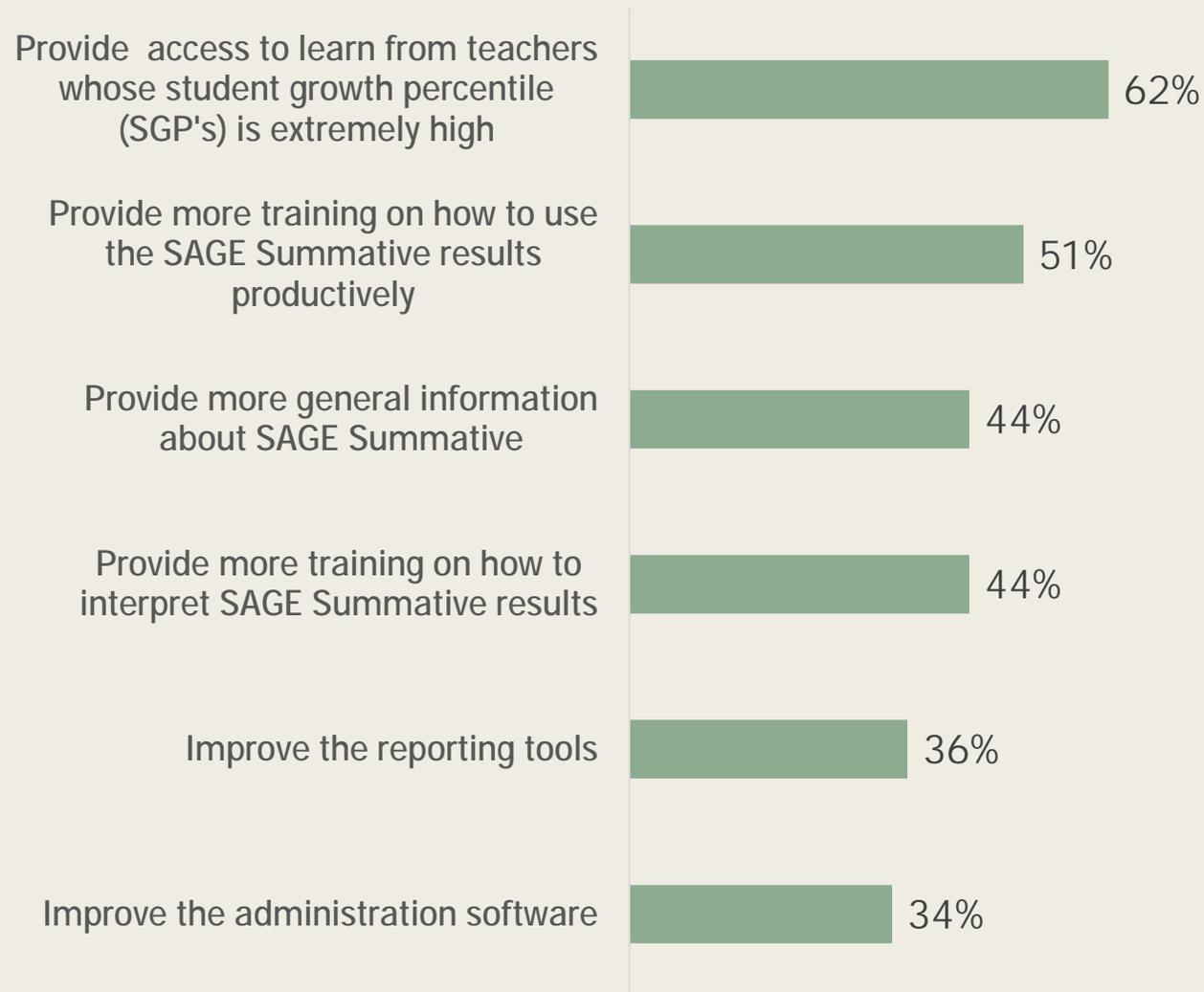
# What improvements would teachers make to the SAGE Summative assessment ?

**Take away:** *Teacher recommendations are not improvements to the actual assessment but rather recommendations on how to help teachers utilize the results better and learn from their peers who have produced high student growth rates.*

- This is further evidence of the additional need for professional development for teachers on how to interpret and use SAGE results.
- *Assessment to Achievement provided PL for 45 schools in 2015-16 and additional 45 for 2016-17*
  - *Additional PL was provided for 279 administrators around data and accountability in 2015-16.*

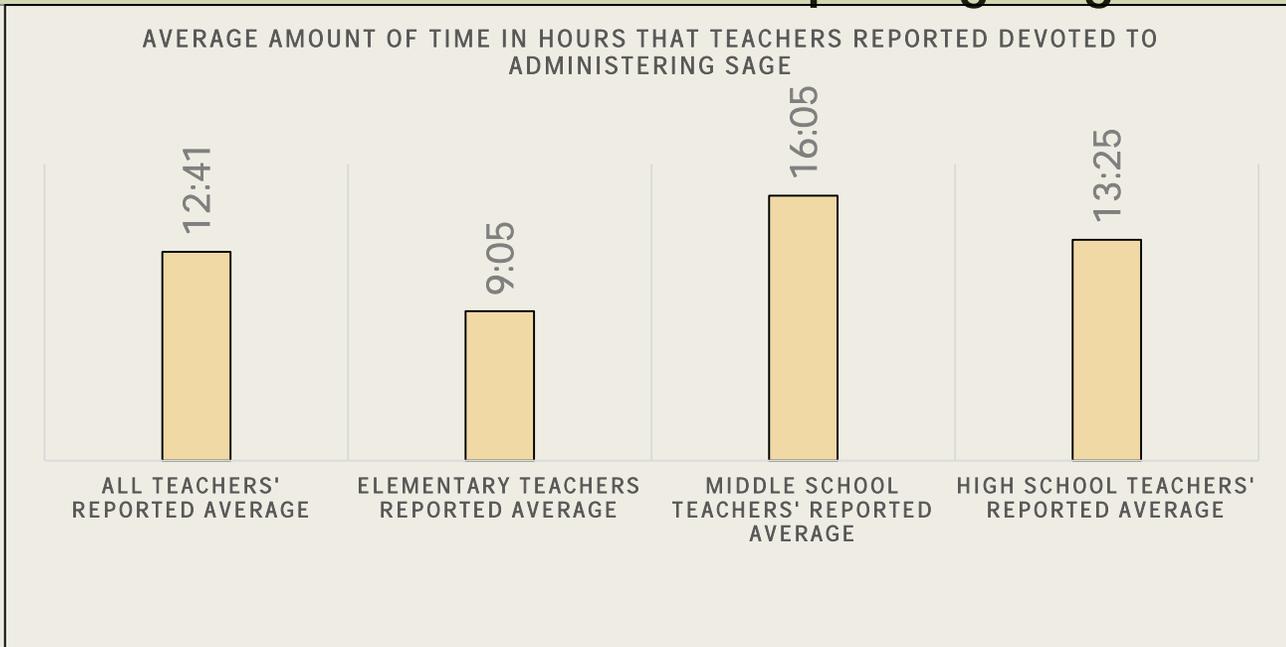
**Biggest take-away from the entire report:** *There is a critical need for teachers to understand what SAGE Summative means for their students and their instruction.*

## Improvements to SAGE Summative that would assist teachers:



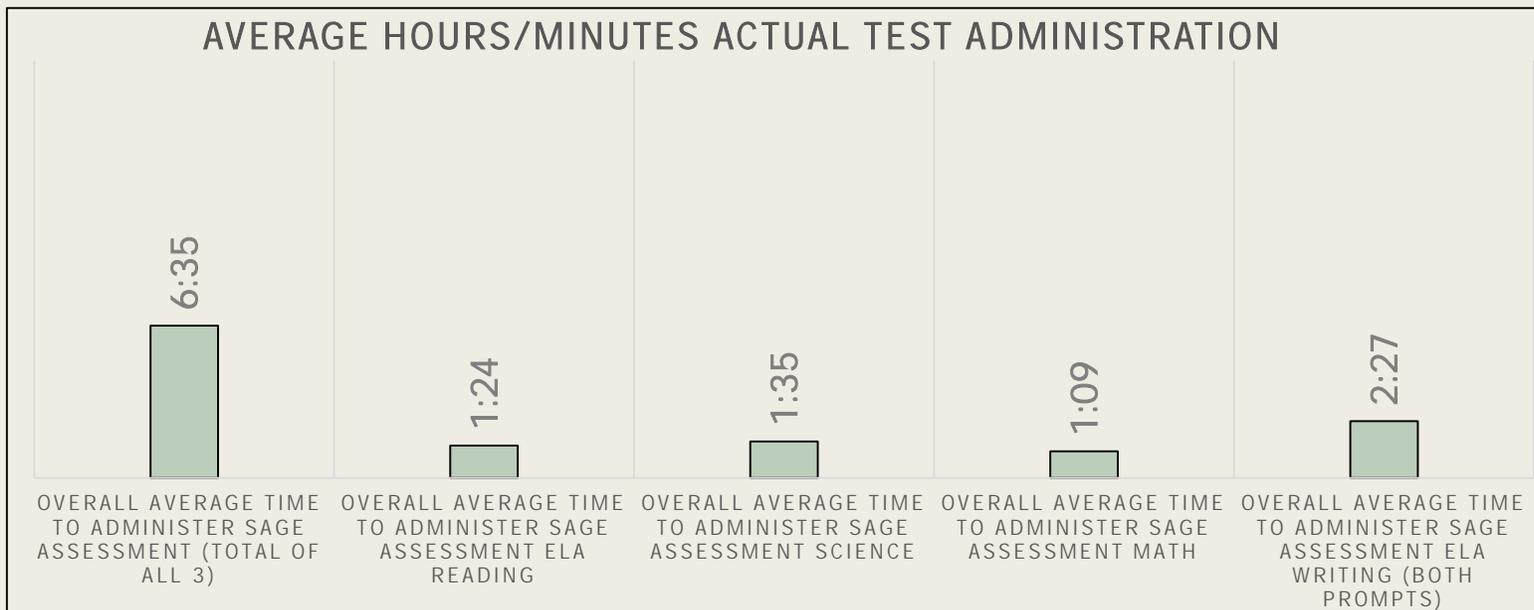


# How much time do teachers spend giving the SAGE Summative assessment?



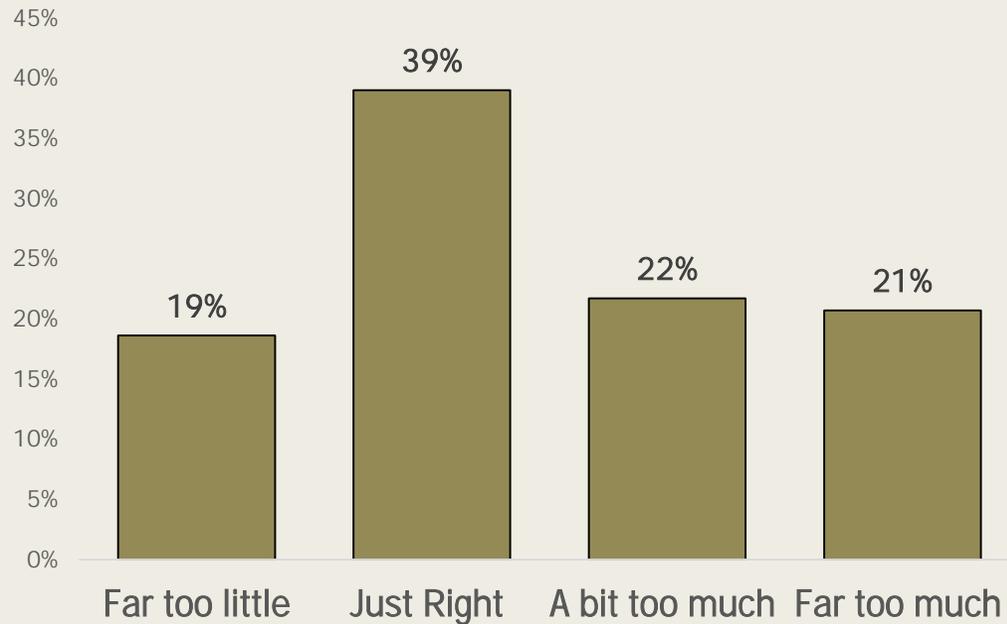
**Take away:** *The average amount of time in hours that teachers reported devoted to test administration were far greater than the actual average assessment time. There were outliers of teachers reporting (1-90 hours). The median value was 9 hours.*

- § *Do teachers let some students have excessive time?*
- § *Computer lab and availability could be issues?*
- § *How do teacher perceptions influence total administration?*

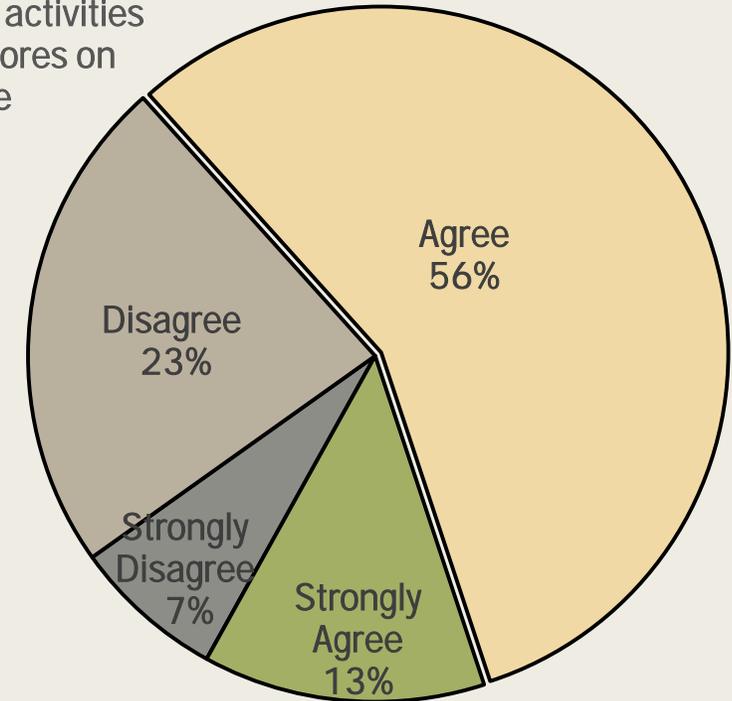


# How much time do teachers spend preparing to give the SAGE Summative assessment?

Teacher perception of time spent in student preparation for SAGE Summative



Test preparation activities lead to higher scores on SAGE Summative

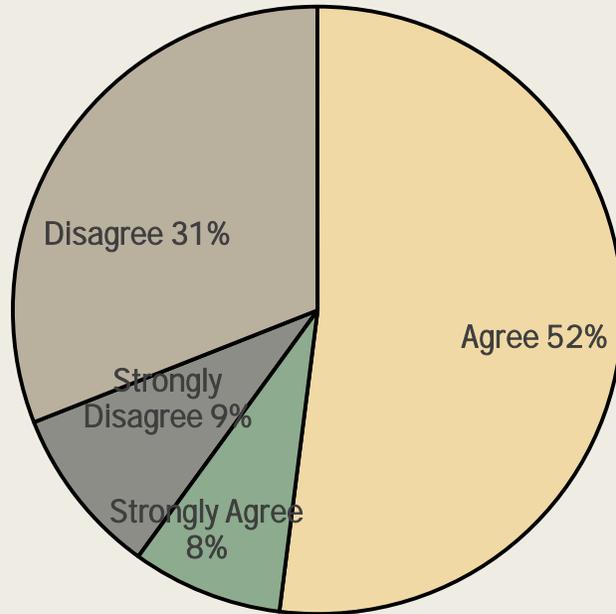


## Take away:

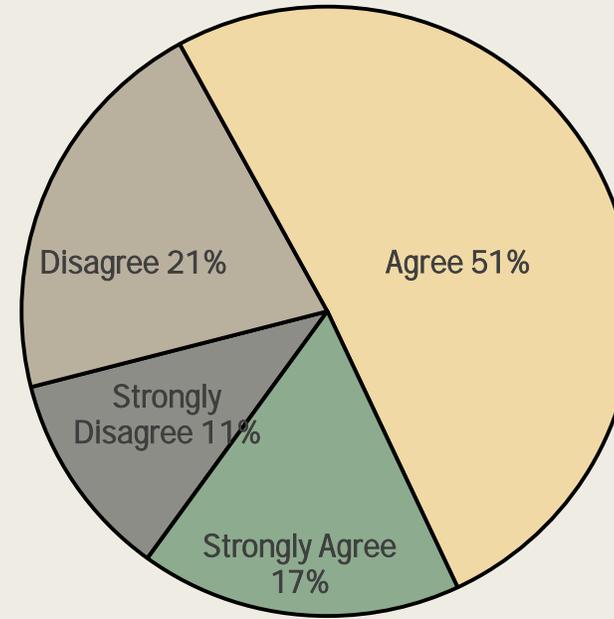
*Low levels of concern regarding the amount of time spent on test preparation could be due to 70.3% of teachers who "strongly agreed" or "agreed" that "Test preparation activities lead to higher test scores" which appears to justify the time spent on preparation.*

*Do teachers who use the data feel like longer preparation is warranted compared to teachers who don't use the data?*

The school in which I work provides quality training on SAGE Summative administration.



Our school has sufficient technology to administer SAGE Summative assessment.



**Take away:**

- *Quality of training appears to be diluted as it filters down to those responsible for training classroom teachers.*
- *If improving the software/tools may help the user experience, however the take-away here is that 30%+ of teachers don't feel like there's enough technology. Ongoing technology funding is severely needed.*



# Summary:



- Recommendations are not improvements to the actual assessment but rather recommendations on how to help teachers utilize the results better and learn from their peers.
- Collectively, these recommendations would likely increase the agreement levels of responses.
  - *“I use SAGE Summative results to inform my instruction.”*
  - *“SAGE Summative results are one valid measure of my own teaching effectiveness.”*
  - *“I have reviewed my previous year’s SAGE Summative scores.”*
- The desire to better understand SAGE Summative assessment is a critical need for teachers to understand what SAGE Summative means and a crucial need for additional professional development for teachers on how to interpret and use SAGE Summative results to inform their instruction.
- Quality training and sufficient technology in schools continues to be an essential need.

**UTAH TEACHER SAGE SUMMATIVE SURVEY  
A REPORT OF KEY FINDINGS**

**Prepared for  
The Utah State Board of Education  
Standards and Assessment Committee**

**February 29, 2016**

**Submitted by  
Charles Hausman, PhD  
External Evaluator**

**Assessment and Accountability Section  
Jo Ellen Shaeffer, Ed. D. Director**

## Purpose

At the request of the Standards and Assessment Committee, on February 1, 2016, an electronic survey was made available to teachers that administer the SAGE Summative. The survey focused on teacher and school usage of SAGE results, general attitudes regarding the SAGE Summative, the administration of the assessment, and recommendations for improvement. This report provides a summary of the findings.

## Sample

The survey was left open for ten days. At the time it was closed, 4,461 teachers responded. Of those identifying the level of their school, 1,956 (50.8%) teach in elementary schools, while 965 (25.1%) and 928 (24.1%) teach at the middle school/junior high and high school levels, respectively. Of all elementary teachers, 94.6% teach at the 3<sup>rd</sup> grade level or higher. Of all middle/junior high and high school respondents, 626 (34.9%) teach English Language Arts, 562 (30.9%) teach Math, and 424 (23.3%) teach Science as their primary subject. The most common years of experience teaching was over 20 years—853 (22.4%). In contrast, 560 (14.7%) teachers were in their first three years of teaching. The teachers worked in 41 districts or a charter school, serving a total of 767 schools.

## School Usage of SAGE Summative

Figures 1-3 display the percentage of teachers by school level reporting that their school uses SAGE Summative in the ways assessed (0=No, 1=Yes). Therefore, a mean of .75 indicates that 75% of teachers responded that their school uses data in a particular way.

Several patterns emerge from the results across the three school levels. ***First, at all three levels, “Determining if students are proficient in a content area;” “Determining if students made growth from one year to the next in a content area;” and “Making comparisons to others schools” were the three most frequent ways schools used SAGE Summative results.*** Relative to elementary (75%) and middle school/junior high teachers (73%), a lower percentage of high school teachers (58%) reported that their schools use SAGE Summative to determine if students made growth from one year to the next. This finding is likely due to elementary and middle school classes being organized by grade levels (e.g. 5<sup>th</sup> to 6<sup>th</sup> Math) which lends itself to growth calculations, while high school classes are organized more by content. Calculating growth from Chemistry one year to Physics the next is more problematic.

Second, at all three school levels, “Determining which educational programs are working;” “Informing the selection of professional development;” and “Informing student placement in classes and programs” were the least frequent uses of SAGE Summative results. ***The infrequent use of SAGE at the school level to determine what educational programs are working***

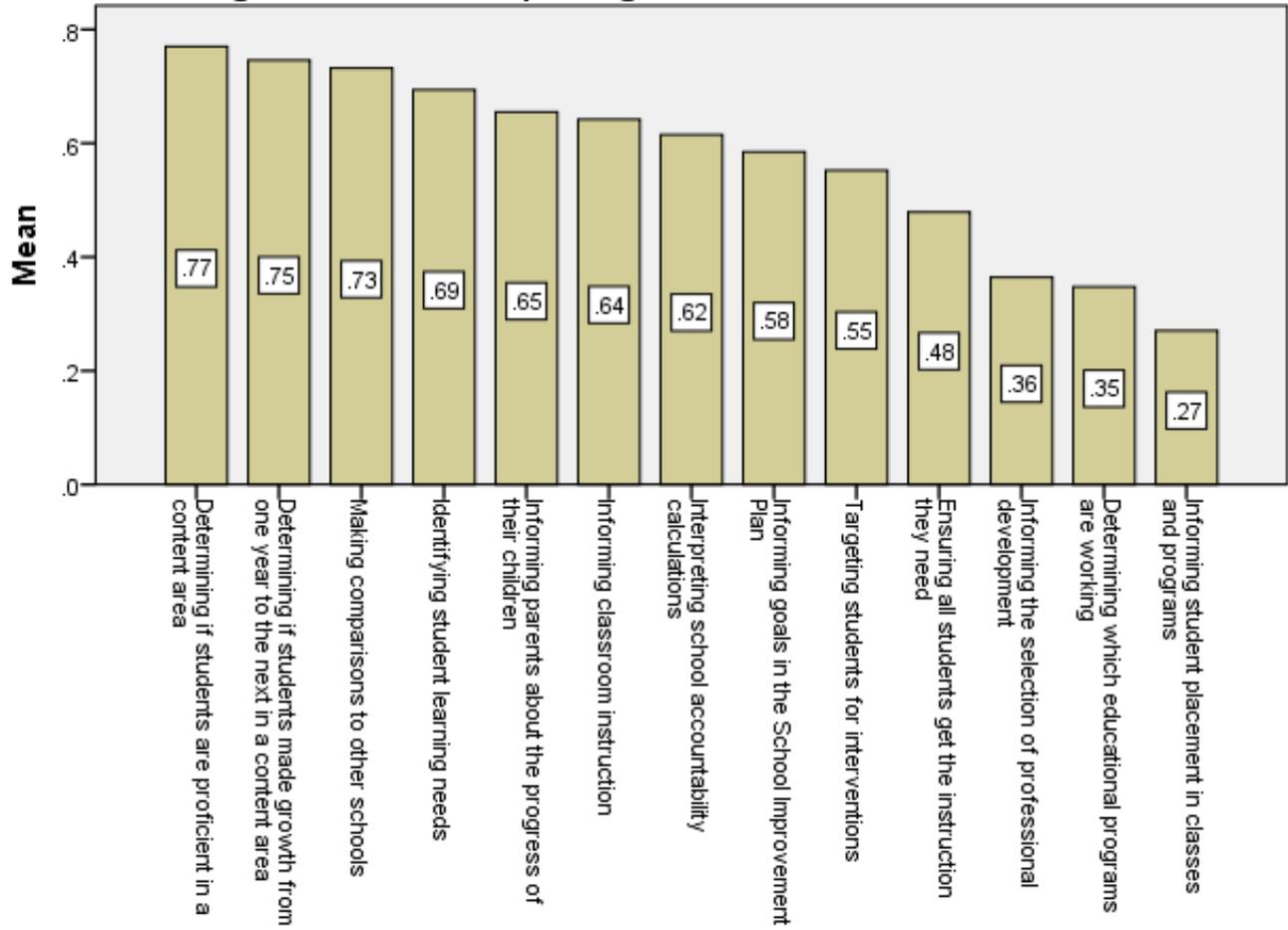
**highlights the need for districts and USOE to conduct evaluations of programs. The infrequent use of SAGE results to inform the selection of professional development (33% of all schools) is inconsistent with strategic planning and raises the question of on what professional development selection is based.**

Finally, of the thirteen ways SAGE Summative results could be used, **high school teachers reported that their schools used the data less frequently in twelve of the thirteen ways assessed compared to elementary and middle/junior high school teachers.** The one exception was “making comparisons to other schools,” which 80% of high school, 79% of middle school/junior high, and 73% of elementary teachers indicated their schools did. Benchmarking your results to those of other comparable schools may be useful, but it is unlikely to result in the same type of school improvement that looking within your school results and utilizing them to plan, select professional development and identify students in need of improvement would.

Teachers also were asked to describe their collaborative work with their colleagues to utilize SAGE Summative results and the extent to which these results were used to “‘progress monitor’ student achievement” and “implement evidence-based instruction.” **As evidence of the extent to which teachers are collaborating around SAGE results, 74.5% (3,368) of teachers strongly agreed or agreed with “My colleagues work in groups (e.g. grade levels, departments, PLCs...) to review SAGE Summative results,” and 79.8% (3,588) strongly agreed or agreed that “Teachers in our school work collaboratively to ‘progress monitor’ student achievement.”** The percentages decline when this collaboration results in specific planning or change in practice. For example, 62.5% (2,787) of respondents strongly agreed or agreed “Our school staff uses SAGE Summative results to identify student learning gaps that need to be addressed,” while 57.9% (2,578) strongly agreed or agreed that “Teachers in our school use SAGE Summative results to implement evidence-based instruction.”

## Elementary School Teachers

### Percentage of Teachers Reporting How SAGE is Used in their School



## Middle School/Junior High Teachers

### Percentage of Teachers Reporting How SAGE is Used in Their Schools

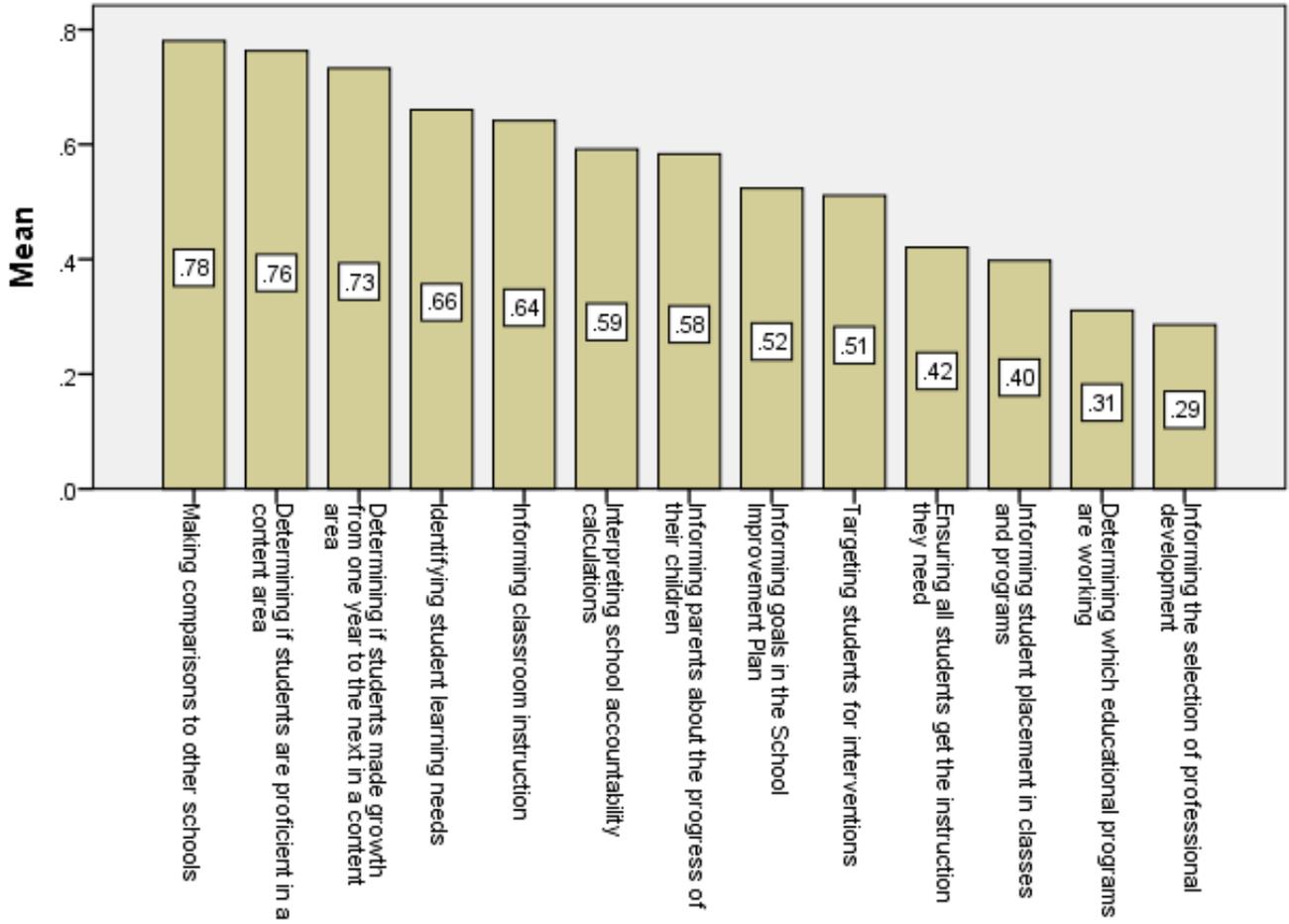
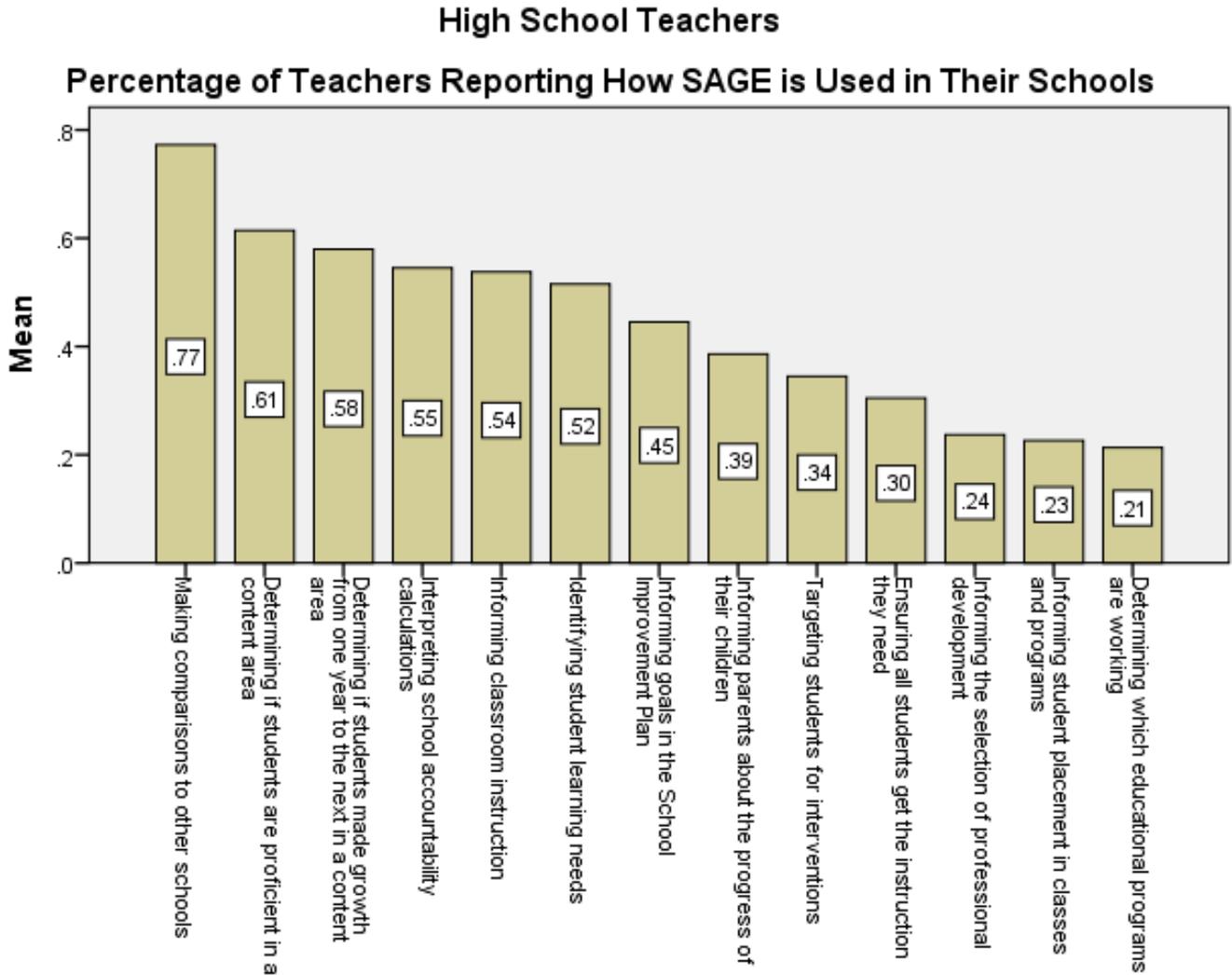


Figure 3:



#### SAGE Summative and School Improvement

Despite the many ways that teachers report SAGE Summative is used in their schools and the widespread collaboration around its results, 60% (1,666) of teachers strongly disagreed or disagreed with “Overall, SAGE Summative has helped my school improve.” Given the apparent disconnect between SAGE usage and its frequency and scope of use with overall school improvement, this finding was explored in greater detail by looking for relationships across survey questions. **Table 1 reports the correlations of “Overall, SAGE Summative has helped my school improve” with “Our school staff uses SAGE Summative results to identify student learning gaps that need to be addressed” ( $r=.589$ ) and “Teachers in our school use SAGE Summative results to implement evidence-based instruction” ( $r=.629$ ), which are relatively high correlations. In other words, teachers that work in schools that utilize SAGE Summative**

***in those two ways are significantly more likely to believe that SAGE Summative has helped their schools improve.*** In descriptive terms, of all teachers that strongly disagreed with “Teachers in our school use SAGE Summative results to implement evidence-based instruction,” 84.8% strongly disagreed that “Overall, SAGE Summative has helped my school improve.” On the contrary, of all teachers that strongly agreed with “Overall, SAGE Summative has helped my school improve,” 79.3% also strongly agreed that “Teachers in our school use SAGE Summative results to implement evidence-based instruction.” ***Collectively, these findings lead to the obvious conclusion that SAGE Summative is most beneficial to overall school improvement when the results are utilized to identify student learning gaps and implement evidence-based instruction.*** When the results are not utilized in these ways in schools, teachers in these schools are unlikely to agree that SAGE helps their school improve. This relationship raises a critical question: why do 42.1% of teachers in this sample strongly disagree or disagree with “Teachers in our school use SAGE Summative results to implement evidence-based instruction.”

**Table 1**

<b>Correlations</b>		Overall, SAGE Summative has helped my school improve.
Our school staff uses SAGE Summative results to identify student learning gaps that need to be addressed.	Sig. (2-tailed)	.589 .000 4391
Teachers in our school use SAGE Summative results to implement evidence-based instruction.	Sig. (2-tailed)	.629 .000 4396

## School Improvement Plan Goals Measured by SAGE Summative Results

As an additional indicator of school improvement and effectiveness, teachers were asked if their school met its goals in the School Improvement Plan that were based on SAGE Summative results in English/Language Arts, Math and Science. Of all elementary teachers, 45.2%, 44.9% and 51.9% answered “Unsure” in English/Language Arts, Math and Science, respectively. Similar results were found at the middle/junior high and high school levels. Three major questions emerge from such high percentages. Do the schools really have measurable goals based on SAGE Summative results in their School Improvement Plans? If they do, why do almost one-half of the teachers not know if these goals were met? If they do not know if the goals have been met, how could the results be used to drive future school improvement?

On a positive note, of all elementary teachers that knew if their school goals involving SAGE Summative results had been met, 65.6% responded that they had. However, awareness only goes so far. It is necessary but not sufficient for school improvement. ***Teachers in schools that reported that their school met its goals also reported using SAGE Summative data in more of the 13 ways assessed on the survey and expressed greater agreement that teachers use the results to “identify student learning gaps” and “implement evidence-based instruction.”*** In other words, teachers in schools that met goals moved beyond awareness to taking action. Specifically, of elementary teachers indicating that their school achieved its goals in English/Language Arts, 72.2% strongly agreed or agreed “Teachers in our school use SAGE Summative results to implement evidence-based instruction,” and 73.8% strongly agreed or agreed that “Our school staff uses SAGE Summative results to identify student learning gaps that need to be addressed.” In contrast, 43.9% of teachers reporting that their school did not meet its goals in English/Language Arts strongly disagreed or disagreed that “Teachers in our school use SAGE Summative results to implement evidence-based instruction.” ***These findings are consistent with those in the previous section that showed teachers who believe the SAGE Summative has helped their school improve also agree more that their colleagues are utilizing SAGE Summative results to “identify student learning gaps” and “implement evidence-based instruction.”***

### Individual Teacher Usage of SAGE Summative

As highlighted in Table 2, over one-third (36.6%) of teachers in this sample indicated having “reviewed my current (2016) students’ prior year SAGE Summative scores from the spring 2015 administration.” This is a lost opportunity to review data on the proficiency of their students at the beginning of the year. Possible explanations could include not valuing the data, using a formative assessment at the beginning of the year, teaching a course for which the data cover different concepts from one year to the next, (e.g. Biology in 2015 and Chemistry in 2016) or a lack of professional development at the LEA level on how to utilize the results, which will be discussed more later in this report. Regardless of the reason, 36.6% of teachers is enough teachers for this to be addressed.

**Table 2**

**I have reviewed my current (2016) students' prior year SAGE Summative scores from the Spring 2015 administration.**

		Frequency	Valid Percent
Valid	No	1565	36.6
	Yes	2715	63.4
Total		4280	100.0

To explore this finding in greater detail, 4<sup>th</sup> through 6<sup>th</sup> grade teachers were selected. Elementary teachers serving grades K-3 serve students that do not have a prior year SAGE score. While the percentage dropped, it remained at 31.1%. Therefore, crosstabs were calculated with reviewing prior year scores by attitudes regarding SAGE Summative. Teacher beliefs regarding the validity of SAGE scores influences whether they review previous year scores. Specifically, 84.6% of these elementary teachers strongly agreeing and 78.6% of those agreeing that “My students’ scores on SAGE Summative are an accurate measure of what they have learned” reviewed their current students’ prior year SAGE scores. Similarly, 87.5% of these teachers strongly agreeing and 77.7% of those agreeing with “My students’ scores on SAGE Summative are one valid measure of my teaching effectiveness” review prior year scores. By contrast, 37.8% of teachers strongly disagreeing and 32.9% of teachers disagreeing that “My students’ scores on SAGE Summative are an accurate measure of what they have learned” reviewed their current students’ prior year SAGE scores. **Thus, teachers who believe in the validity of SAGE Summative as a measure of what their students have learned and an indicator of their teaching effectiveness are over twice as likely to review their current students’ prior year SAGE Summative scores.**

All teachers also were asked to respond to “I will review my current (2016) students’ SAGE Summative scores before this school year ends.” Somewhat shockingly, 13.7% (587) responded “No.” This finding is most surprising since SAGE Scores are available immediately after the student completes the assessment. To provide some explanation on the possible reasons these teachers resist looking at their current students’ results, all 3<sup>rd</sup> through 6<sup>th</sup> grade teachers were selected as a sample since they all administer the SAGE Summative to their classes. While the percentage not planning to look at their students’ 2016 SAGE results declined, it remained at 9.7% (163). In other words, **there a large number student’s scores for the current year not being reviewed by the 3<sup>rd</sup> through 6<sup>th</sup> teachers in this sample.**

To assess other indicators of teacher’s use of SAGE Summative results, a sample including all elementary teachers of grades 3 through 6 and all secondary teachers with primary assignments in English/Language Arts, Math and Science was selected. As noted in Table 3, 74.4% of these teachers strongly disagreed or disagreed that “My students’ scores on SAGE

Summative are an accurate measure of what they have learned.” Similarly, as highlighted in Table 4, 65.1% strongly disagreed or disagreed with “My students’ scores on SAGE Summative are one valid measure of my teaching effectiveness.”

**Table 3**

**My students’ scores on SAGE Summative are an accurate measure of what they have learned.**

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	888	26.8	26.8
	Disagree	1579	47.6	74.4
	Agree	792	23.9	98.3
	Strongly Agree	58	1.7	100.0
	Total	3317	100.0	

**Table 4**

**My students’ scores on SAGE Summative are one valid measure of my teaching effectiveness.**

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	902	27.2	27.2
	Disagree	1252	37.8	65.1
	Agree	1052	31.8	96.8
	Strongly Agree	105	3.2	100.0
	Total	3311	100.0	

To assess possible contributing factors to the common perception of a lack of SAGE validity, the above two items were crossed with other ratings of SAGE. To focus these cross-tabulations, all 4<sup>th</sup>-6<sup>th</sup> grade elementary teachers and secondary teachers with primary assignments in English/Language Arts were selected as the sample. The extent to which teachers agree that

“The English Language Arts SAGE Summative is aligned to the Utah Core Standards” is a one determinant of the extent to which teachers agree that SAGE Summative is an accurate measure of what their students have learned and “one valid measure of my teaching effectiveness.” Specifically, 94.9% and 92.0% of all teachers that strongly agreed or agreed that “The English Language Arts SAGE Summative is aligned to the Utah Core Standards” also strongly agreed or agreed “My students’ scores on SAGE Summative are an accurate measure of what they have learned” and “My students’ scores on SAGE Summative are one valid measure of my teaching effectiveness,” respectively. However, of all teachers that strongly disagreed or disagreed that “My students’ scores on SAGE Summative are an accurate measure of what they have learned,” only 26.9% also strongly disagreed or disagreed that “The English Language Arts SAGE Summative is aligned to the Utah Core Standards.” Therefore, the perception of a lack of alignment with the Utah Core does not fully explain the high percentage of teachers that do not believe their students’ scores on SAGE Summative accurately measure what they have learned.

To further examine factors partially accounting for the perceived lack of validity of SAGE Summative scores, two items were crossed by teacher perception of the difficulty of the test. Of all teachers that strongly agreed or agreed that “My students’ scores on SAGE Summative are an accurate measure of what they have learned,” 51.3% reported they “believe the 2015 SAGE Summative in English Language Arts was “At the right level” considering the students they teach. Similarly, 48.0% of teachers that strongly agreed or agreed with “My students’ scores on SAGE Summative are one valid measure of my teaching effectiveness.” On the contrary, 70.9% of teachers that strongly disagreed or disagreed with “My students’ scores on SAGE Summative are an accurate measure of what they have learned” reported that the 2015 SAGE Summative in English Language Arts was “Above their level” considering the students they teach.

***Collectively, the beliefs that the SAGE Summative in English Language Arts is not aligned with the Utah Core and it is above the level of their students are major contributing reasons that a large percentage of teachers do not believe the assessment is an accurate measure of what their students have learned or a valid measure of their teaching effectiveness.***

To explore additional indicators of teacher’s use of SAGE Summative results, the sample including all elementary teachers of grades 3 through 6 and all secondary teachers with primary assignments in English/Language Arts, Math and Science was selected. A significant number of teachers lack understanding of SAGE Summative outcomes. Specifically, 19.2% of this sample strongly disagreed or disagreed with “I understand my students’ proficiency levels on the SAGE Summative,” while 35.9% expressed a level of disagreement with “I understand my students’ growth percentiles (SGP) on the SAGE Summative. Therefore, it is not surprising that 42.6% of teachers expressed disagreement with “I feel comfortable explaining to parents their student’s SAGE Summative results.” ***The percentage of teachers not fully understanding SAGE scores is likely largely due to the complexity of the scores, especially SGPs. Extensive training on scores has been provided to District Assessment Coordinators, administrators, and at school sites. In additions, presentations explaining the scores in detail are available on USOE’s website.***

***Almost one-half of these teachers (47.6%) expressed disagreement with “My principal has reviewed my students’ SAGE Summative results with me.”*** This finding is likely due to the additive role of the principal; they continually receive new responsibilities without others ones being removed. Regardless of the reason, the core mission of schools is teaching and learning, and all principals should serve as instructional leaders, which includes reviewing assessment data with all teachers. This serves as further evidence of critical need for increased professional development on the use and interpretation of SAGE data.

Given the belief that the SAGE Summative is not aligned with the Utah Core held by some and that it is above their students’ level held by many, as well as the lack of understanding of the results on the part of some teachers, it is not surprising that over one-third (36.3%) of teachers strongly disagreed or disagreed with “I use SAGE Summative results to inform my instruction.” Furthermore, 11.8% of these teachers indicated they do not intend to review their current students’ 2016 scores, and 47.6% reported that their principal does not review results with them. Thus, it also should come as no surprise that only 34.4% of teachers strongly agreed or agreed that “Overall, SAGE Summative has a positive effect on my instruction.”

**Table 5**

**Overall, SAGE Summative has a positive effect on my instruction.**

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	868	26.3	26.3
	Disagree	1299	39.3	65.6
	Agree	1001	30.3	95.9
	Strongly Agree	134	4.1	100.0
	Total	3302	100.0	

It is important to note that these survey results are based on teacher perception. Although some teachers believe that the SAGE Summative in English Language Arts is not aligned with the Utah Core, there is ample psychometric evidence indicating that it is. However, believing is seeing, and teachers act based on their beliefs.

### Valued Characteristics of SAGE Summative

All teachers were asked to select the characteristics of the SAGE Summative assessment that they value. Table 6 displays the percentage of all teachers in descending order that identified each characteristic. ***The most valued characteristics include the results being available immediately (88%), online administration (70%), and online reporting system (69%). The least valued characteristics are still valued by a significant percentage of Utah teachers: matches the rigor of the Utah Core (41%), efficient administration (41%) and test items created by Utah teachers (45%).***

Table 6

Descriptive Statistics		
	N	Mean
Results available immediately	3943	.88
Online administration	3943	.70
Online reporting system	3943	.69
Adaptive – so students receive questions that are nearest to their skill level	3943	.60
Measure student growth from one year to the next	3943	.60
Items (test questions) created by Utah teachers	3943	.45
Efficient administration - online system works properly	3943	.41
Matches the rigor of the Utah Core Standards	3943	.41

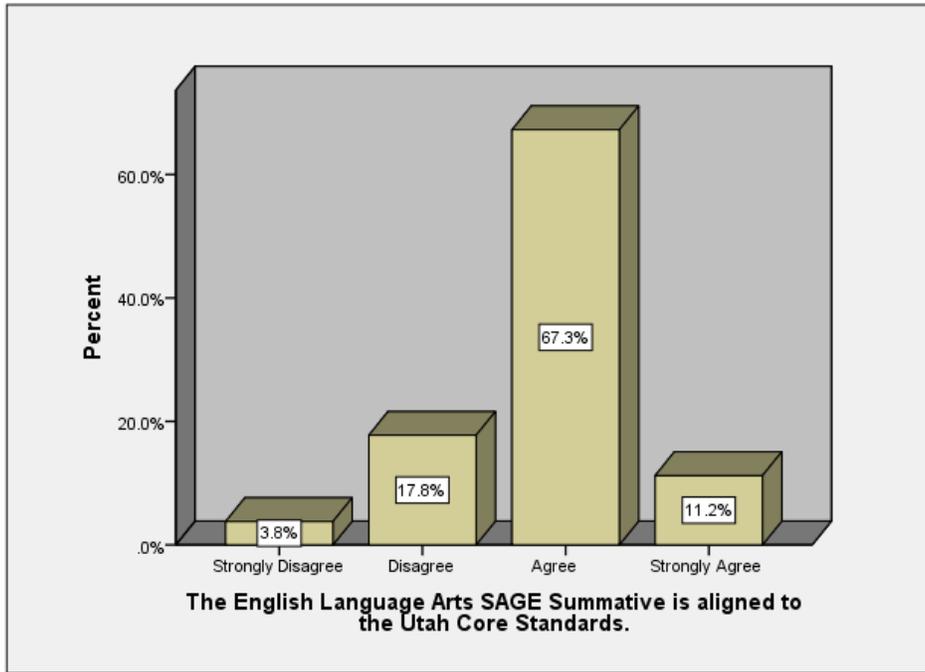
### Alignment to the Utah Core Standards

Next, teachers were asked to express their agreement that the SAGE Summative assessments are aligned to the Utah Core Standards. In each case, the sample includes all 3<sup>rd</sup> through 6<sup>th</sup> grade elementary teachers. At the secondary level, teachers are included in the sample only when their primary assignment is to teach the content assessed in the question. The same samples are used to describe the extent to which teachers believe the assessment is below, at, or above their students' level.

As displayed in Figure 4, ***78.5% of teachers agree or strongly agree “The English Language Arts SAGE Summative is aligned to the Utah Core Standards.” Similar results were found regarding the alignments of the Math SAGE Summative and Science Sage Summative with 77.0% and 78.2% of teachers strongly agreeing or agreeing that these assessments are aligned to the Utah Core Standards, respectively*** (see Figures 5 and 6).

**Figure 4**

**SAGE Summative in English Language Arts: Perception of Alignment with Utah Core Standards**



**Figure 5**

**SAGE Summative in Math: Perception of Alignment with Utah Core Standards**

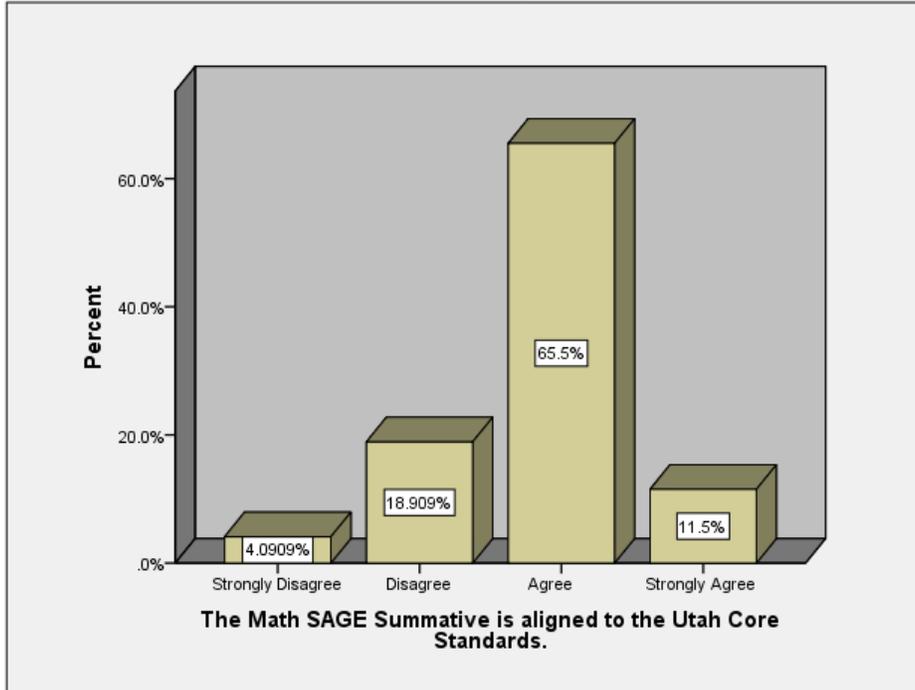
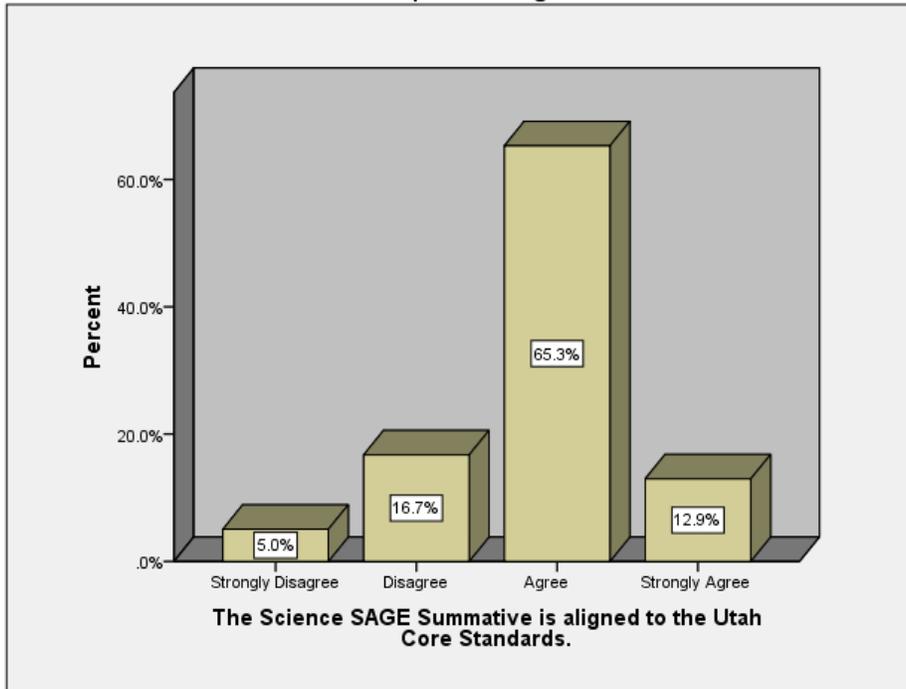


Figure 6

SAGE Summative in Science: Perception of Alignment with Utah Core Standards



### Rigor of SAGE Summative

Tables 7 through 9 display teachers' views on the extent to which the 2015 SAGE Summative in each content area was at the level of the students they teach. Two patterns emerge across these findings. First, **over one-half (53%-65%) of the teachers in these samples (primary assignments in each content area and 3<sup>rd</sup> through 6<sup>th</sup> grade elementary teachers) report that the SAGE Summative in their content area(s) is above the level of the students they teach.** On the contrary, only 1.9% to 2.3% reported that the assessments were below their students' level. These views are likely attributable to a lower percentage of students scoring proficient on SAGE Summative compared to the CRT administered in the past. However, the results from SAGE are consistent with those from the National Assessment of Educational Progress (NAEP), and Utah is one of only six states for which this is the case. In all other states, proficiency levels on state assessments are significantly higher than NAEP proficiency levels.

**Table 7**

**I believe the 2015 SAGE Summative in English Language**

**Arts was:**

		Frequency	Percent
Valid	Below their level	46	2.1
	At the right level	722	32.9
	Above their level	1424	65.0
	Total	2192	100.0

**Table 8**

**I believe the 2015 SAGE Summative in Math was:**

		Frequency	Percent
Valid	Below their level	40	1.9
	At the right level	831	39.0
	Above their level	1258	59.1
	Total	2129	100.0

**Table 9**

**I believe the 2015 SAGE Summative in Science was:**

		Frequency	Percent
Valid	Below their level	37	2.3
	At the right level	720	44.7
	Above their level	852	53.0
	Total	1609	100.0

### Impact on Student Learning

For this section, the sample includes all 3<sup>rd</sup> through 6<sup>th</sup> grade elementary teachers. At the secondary level, teachers are included in the sample only when their primary assignment is to teach the content assessed in the question. As noted in Table 10, 57.6% of these teachers strongly disagree or disagree with “SAGE Summative reflects my instruction in the content areas it assesses.” These views are likely attributable to their belief reported above that the SAGE Summative assessments are above their students’ level. However, approximately 78% of these teachers also reported that the SAGE Summative assessments in English Language Arts, Math, and Science are aligned with the Utah Core Standards. ***If the assessments are aligned with the Utah Core Standards (78% agreement) but do not reflect teacher instruction in the content areas they assess (57.6% disagreement), whether or not teachers are teaching the Utah Core Standards warrants discussion.***

**Table 10**

SAGE Summative reflects my instruction in the content areas it assesses.				
		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	546	16.5	16.5
	Disagree	1359	41.1	57.6
	Agree	1316	39.8	97.4
	Strongly Agree	85	2.6	100.0
	Total	3306	100.0	

Next, all high school teachers were asked if “SAGE Summative data is one valid measure of being on track for ‘College and Career Readiness.’” Since the ACT is utilized in the state accountability model to determine College Readiness, it is not surprising that 59.5% of high school teachers reported strongly disagree or disagree. However, ***extensive analyses have demonstrated that the SAGE Summative assessments are strongly correlated with ACT scores. Therefore, if the ACT accurately measures College Readiness, the SAGE Summative assessments do as well. Consistent with these correlations, USOE has emphasized that SAGE results can be used to determine whether students are on-track for college readiness, and more schools should be utilizing the results for that purpose.***

As portrayed in Table 11, of all teachers in the sample, 72.1% strongly agreed or agreed that the “SAGE Summative embodies high expectations for students.” However, 74.6% of these teachers also strongly disagreed that “Overall, SAGE Summative has a positive effect on student learning” (see Table 12). ***Since the majority of teachers agree that the assessments are aligned with the Utah Core Standards and embody high expectations for students but disagree that it***

*has a positive effect on student learning, the latter is likely the result of the belief that the expectations embodied in SAGE are too high.*

**Table 11**

**SAGE Summative embodies high expectations for students.**

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	464	11.3	11.3
	Disagree	683	16.6	27.9
	Agree	2386	58.1	86.0
	Strongly Agree	577	14.0	100.0
	Total	4110	100.0	

**Table 12**

**Overall, SAGE Summative has a positive effect on student learning.**

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1284	31.2	31.2
	Disagree	1787	43.4	74.6
	Agree	971	23.6	98.2
	Strongly Agree	73	1.8	100.0
	Total	4115	100.0	

**Comparisons with Other Assessments**

On this section of the survey, teachers were asked to respond to “Compared to all other assessments required by your school and district (benchmark or interim assessments, formative assessments, end-of-unit or end-of-term assessments, other assessments) the overall amount of time required by SAGE Summative is: less, about the same, or more.” As reported in Table 13, almost two-thirds (64.3%) of teachers report that SAGE Summative takes more time. It is unclear, however, whether teachers are comparing the time to administer SAGE Summative assessments to other tests individually or to the total amount of time required to administer all other assessments. When this question is considered with other questions assessing time spent on testing, *it is clear that the vast majority of teachers believe too much time is spent on testing. The actual total of amount of time spent on assessment would be most accurately reported by District Assessment Coordinators.*

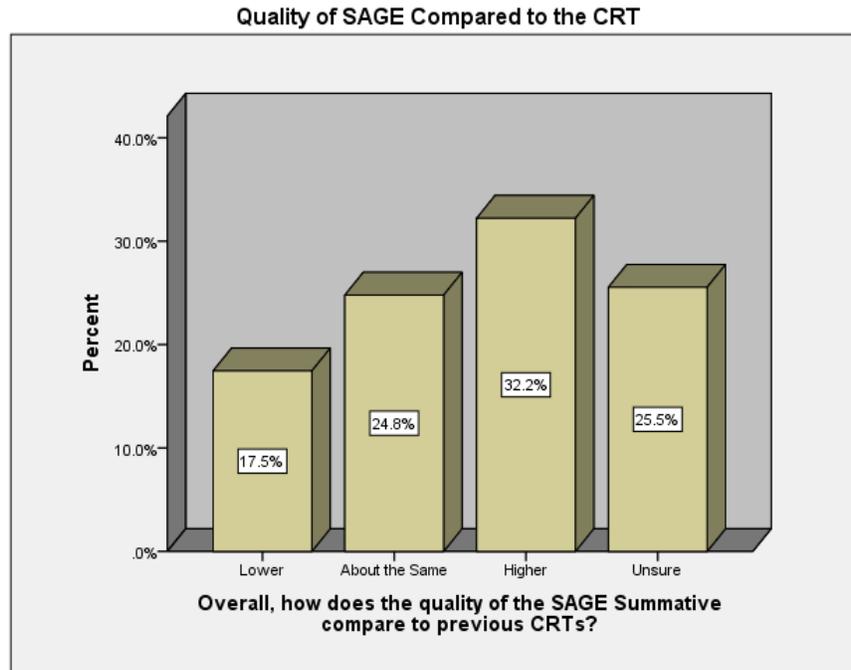
**Table 13**

**Compared to all other assessments required by your school and district (benchmark or interim assessments, formative assessments, end-of-unit or end-of-term assessments, other assessments) the overall amount of time required by SAGE Summative is:**

		Frequency	Valid Percent
Valid	Less	300	7.4
	About the same	1156	28.4
	More	2621	64.3
	Total	4077	100.0

When all teachers were asked to compare the quality of SAGE Summative to the previous CRTs, 25.5% (1,045) responded that they were “unsure.” Many of these teachers had not administered both assessments because they were relatively new in their role. As displayed in Figure 7, more teachers indicated that SAGE quality was “higher” than any other response. In fact, **teachers were almost twice as likely to rate the quality as higher (32.2%) than lower (17.5%) compared to the previous CRTs** (see Figure 7). Given this finding, it is likely that many of the concerns teachers report regarding SAGE are less specific to SAGE and more general concerns and limitations teachers attribute to summative assessment in general.

Figure 8



### Improvements to SAGE that would Assist Teachers

Table 14 reports the percentage of all teachers making various recommendations to improve SAGE in ways that would assist them. The recommendations are arranged from most frequent to least frequent. A value of .62 means that 62% of teachers made that recommendation, which was the case for the most frequently made recommendation—“provide me access to learn from teachers whose student growth percentile (SGP’s) is extremely high.” The next most frequent recommendation, “Provide more training on how to use SAGE Summative results productively” was cited by 51% of these teachers. ***These recommendation are not improvements to the actual assessment but rather recommendations on how to help teachers utilize the results better and learn from their peers who have produced high student growth rates.*** Collectively, these recommendations would likely increase the agreement levels of responses to items such as “I use SAGE Summative results to inform my instruction,” “Overall, SAGE Summative has a positive effect on my instruction,” and “Overall, SAGE Summative has a positive effect on student learning.” This is further evidence of the need for professional development for teachers on how to interpret and use SAGE results.

The theme of the desire to better understand SAGE encapsulates the next most frequent recommendations. Specifically, 44% of teachers reported the need to “Provide more general information about SAGE Summative” and “Provide more training on how to interpret results.” These recommendations are consistent with ratings presented earlier in this report on the

percentage of teachers that do not understand students' proficiency levels and growth percentiles.

The final two recommendations were made by approximately one-third of the sample and relate to the administration and reporting systems. Specifically, 36% of teachers recommended improving the reporting tools, and 35% suggested improving the administration software.

**Table 14**

Descriptive Statistics		
	N	Mean
Provide me access to learn from teachers whose student growth percentile (SGP's) is extremely high	3353	.62
Provide more training on how to use the SAGE Summative results productively	3353	.51
Provide more general information about SAGE Summative	3353	.44
Provide more training on how to interpret SAGE Summative results	3353	.44
Improve the reporting tools	3353	.36
Improve the administration software	3353	.34

### SAGE Administration

Teachers were asked to estimate the total amount of time in hours that they devote to administering SAGE Summative, not the amount of time a student spends completing the assessments. As reported in Table 15, the responses ranged from 1 to 90 hours with a mean of 12.41 hours. Middle/junior high (M=16.82 hrs.) and high school (M=13.72 hrs.) teachers reported longer administration times than elementary teachers (M=9.77 hrs.). Similarly, Special Education (M=16.10 hrs.) and English Language Arts (M=19.84 hrs.) teachers reported longer administration times than their colleagues teaching other content areas. One hour and 90 hours are clearly outliers. ***The mode, the most common number of total hours teachers spend administering SAGE Summative was 6 hours, and the median value was 9 hours. Additionally, over one-third (34.1%) of teachers spend 6 or fewer total hours administering SAGE.***

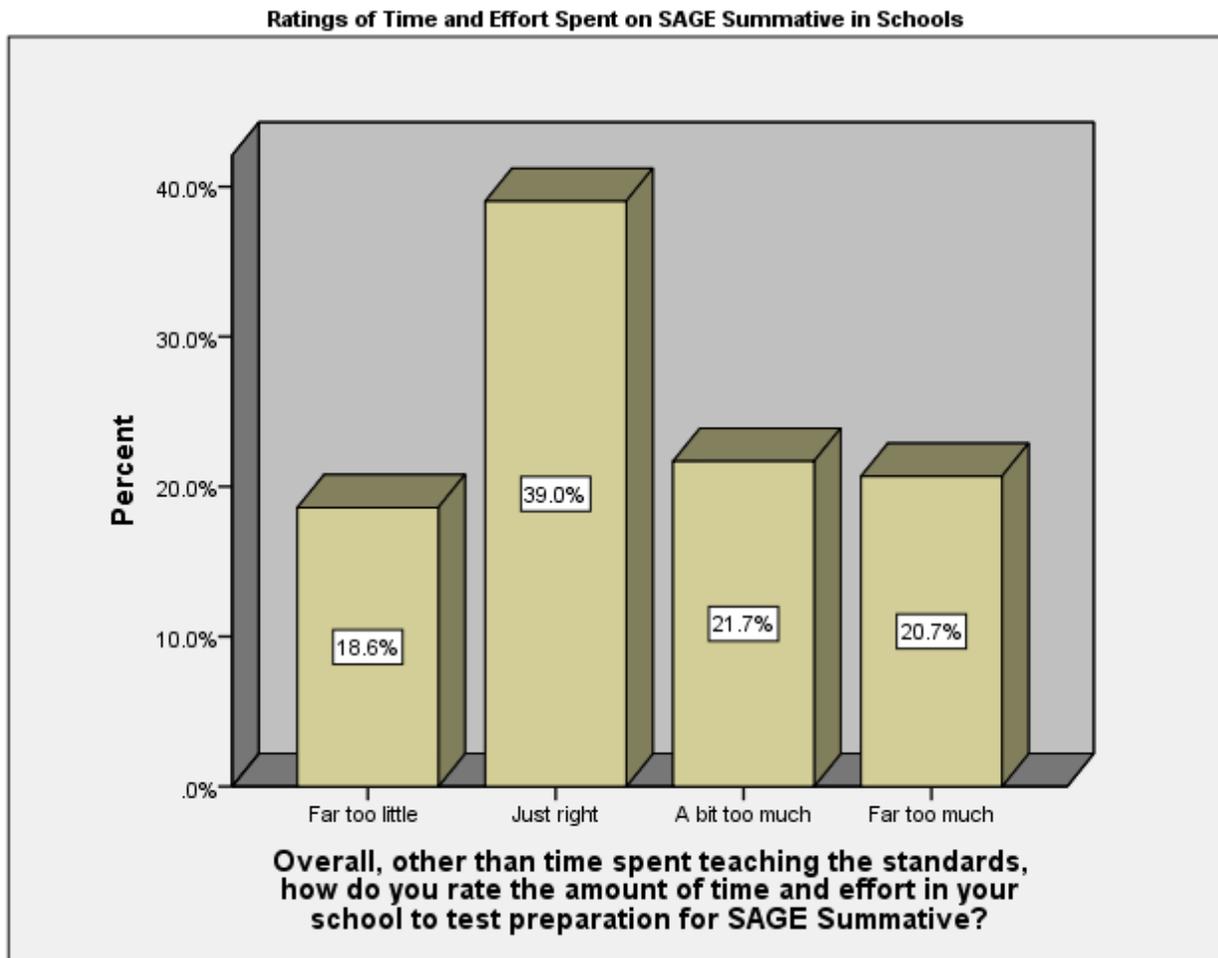
**Table 15**

**Descriptive Statistics**

	N	Minimum	Maximum	Mean
Please estimate the total amount of time in hours that you devoted to administering the SAGE Summative?	3521	1	90	12.41

The times above do not include time spent on test preparation activities. Therefore, teachers were asked “Overall, other than time spent teaching the standards, how do you rate the amount of time and effort in your school devoted to test preparation for SAGE Summative?” The results are presented in Figure 9. In light of the level of concern expressed by these teachers regarding the amount of time required to administer SAGE Summative, these results are surprising. Specifically, 39% of the teachers described the time and effort spent on test preparation as “just right,” and 18.6% rated it as “Far too little.” In fact, teachers were almost twice as likely to rate the time and effort as just right compared to “a bit too much” (21.7%) and “far too much” (20.7%).

**Figure 9**



**One reason explaining the relatively low levels of concern regarding the amount of time spent on test preparation activities becomes clear in the following question. Specifically, 70.3% of teachers strongly agreed or agreed that “Test preparation activities (other than teaching the core standards) lead to higher test scores,” which appears to justify the time spent on preparation.**

**Table 16**

**Test preparation activities (other than teaching the core standards) lead to higher scores on SAGE Summative.**

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	278	7.2	7.2
	Disagree	874	22.5	29.7
	Agree	2238	57.6	87.3
	Strongly Agree	495	12.7	100.0
	Total	3885	100.0	

As additional indicators of SAGE administration, teachers were asked to rate their school’s capacity to support SAGE administration. **Approximately 40% of teachers strongly disagreed or disagreed with “The school in which I work provided quality training on SAGE Summative administration” (see Table 17). Thus, the quality of training appears to be diluted as it filters down to those responsible for training classroom teachers.** In addition, almost one-third (31.4%) of these teachers strongly disagreed or disagreed that “Our school has sufficient technology to administer SAGE Summative assessments” (see Table 18). Therefore, recommendations to improve the administration software and reporting tools described earlier may have as much to do with some school’s lack of adequate technology to support the test administration as limitations of the administration and reporting tools. **Since over 30% of teachers disagree that their school has sufficient technology to administer SAGE, additional and ongoing funding for technology in schools is a critical need.**

**Table 17**

**The school in which I work provides quality training on SAGE Summative administration.**

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	343	8.8	8.8
	Disagree	1203	30.9	39.7
	Agree	2034	52.2	91.9
	Strongly Agree	316	8.1	100.0
	Total	3896	100.0	

**Table 18**

**Our school has sufficient technology to administer SAGE Summative assessment.**

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	419	10.7	10.7
	Disagree	813	20.7	31.4
	Agree	2004	51.1	82.5
	Strongly Agree	686	17.5	100.0
	Total	3922	100.0	

Finally, teachers were asked to rate the level of difficulty of administering the Sage Summative. Of all respondents, **19.2% rated administration as “very easy,” and 46.6% rated it as “somewhat easy.” Only 6.4% of teachers described SAGE Summative administration as “very difficult.”**

**Summary**

This report describes results from the Utah Teacher SAGE Summative Survey, which was made available via SurveyMonkey to all teachers that administer the SAGE Summative. The survey focused on teacher and school usage of SAGE results, general attitudes regarding the SAGE Summative, the administration of the assessment, and recommendations for improvement. This report provides a summary of the findings with the hope that stakeholders will reflect on the data and implement any changes that enhance services for Utah’s educators, students, and families.

## **Acknowledgements**

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