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MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: October 4, 2013

INFORMATION: Online Education Survey Report

Background:

Utah Code 53A-1-410 directs the Utah State Office of Education (USOE) to select a vendor through a Request for Proposal (RFP) process to create and pilot an online school survey system to assist in school improvement efforts and educator evaluation.

Key Points:

53A-1-410 calls for a report to the Interim Committee on or before the November 2013 Interim meeting. The USOE and Utah Education Policy Center (UEPC) will present information to the Education Interim Committee and provide the Board with an update prior to that presentation.

Anticipated Action:

The Curriculum, Standards, and Student Success Committee will hear the report from UEPC.

Contact: Brenda Hales, 801-538-7794
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THE UNIVERSITY OF UTAH

UTAH EDUCATION
POLICY CENTER

School Surveys of Stakeholder Input

School Year 2012- 2013 Results

Report to the State Board of Education

Kristin Swenson, PhD and Andrea Rorrer, PhD

Stakeholder input surveys were administered to 51 public schools in accordance with House Bill 149 and the Educator Effectiveness efforts of the Utah State Office of Education. Students, parents, and teachers were surveyed. This document contains survey-wide results for participating schools, aggregated to the state level. A link to online school-level results is available at <http://uepc.ed.utah.edu>.

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Overview of Sample

Sample required by House Bill 149:

At least 5% of all student (=30,000),

At least 8 elementary schools,

At least 8 junior high schools,

At least 8 high schools,

At least 5 charter schools.

The schools in Table 1 were selected by the USOE for participation in the survey.

Table 1. Potential number of schools, student, and teachers selected for participation

Number of Schools	Number of Students	Number of Teachers
26 Elementary Schools	13327	687
10 Junior High Schools	8321	467
9 High Schools	7885	522
5 Charter Schools	1028	148
51 Total	30,561 Total	1824 Total

For the remainder of this report, charter schools are counted with district schools as Elementary, Junior High and High School. For the schools that spanned grade levels (e.g., George Washington Academy had both elementary school student and junior high school students) respondent was asked to self-select into the school category (i.e., elementary, junior high or high school) most typical given the age of student.

Student Survey—Number of Respondents

All schools in the sample were requested to administer Student Surveys to all of their students. Table 2 reflects the number of student responses and the percent of possible respondents per school category at the state level.

Table 2. Number and Percent of Actual Student Respondents

School Type	Number of responses	Percent of possible respondents
Elementary School (or 3rd-6th grade at a charter school)	1463	10%
Middle, Intermediate, or Junior High School (or 7th-9th grade at a charter school)	869	9%
High School (or 10th-12th grade at a charter school)	1071	12%
Total Responses: 3404		Overall percent of potential students: 11.13%

Student Survey—School Participation

School results were considered usable if 10 or more students from any particular school responded to the survey. Table 3 reports the number of schools from each school category (i.e., elementary, junior high and high school) with usable survey data.

Table 3. Number and Percentage of Schools with Usable Student Survey Data

	Number of Schools in Sample	Number of Schools with Usable Data	Percent of Schools with Usable Data
Elementary	29	6	21%
Junior High	12	2	17%
High Schools	10	3	30%
Total	51	11	22%

Although the overall response percentage was very low (i.e., 11% statewide), the response rates within schools with usable data was much higher. Table 4 shows the response rates for the schools with usable data.

Table 4. Response Rates for Schools with Usable Student Data

	Number of Responses	Number of Students	Response Rate
Elementary	1424	1676	74%
Junior High	830	911	91%
High Schools	1059	1331	80%
Total	3313	3918	85%

Student Survey—Overall Findings

In accordance with House Bill 149, student responded to items about school safety, school climate, their principals, and their teachers. Table 5 reflects the constructs measured, the number of items per construct, and examples of items within each construct in the Student Surveys.

Table 5. Student Survey Constructs, Numbers of Items, and Example Items.

Survey Construct	School Level	Number of Items	Example of Items
School Safety	Elementary	3	“There is a lot of bullying” *This item was reverse coded to reflect “There IS NOT a lot of bullying.”
	Secondary	4	“There is a lot of violence.”
School Climate	Elementary	3	“I like being in school.”
	Secondary	4	“There are many things about school that I like.”
Principal	Elementary	5	“My principal cares about me.”
	Secondary	6	“My principal looks out for all of the kids at this school.”
Teachers	Elementary	13	2 dimensions: <ul style="list-style-type: none"> emotional support e.g., “My teacher cares about me.” learning support e.g., “My teacher is good at helping me learn.”
	Secondary	13	3 dimensions: <ul style="list-style-type: none"> emotional support e.g., “This teacher cares about my well-being.” learning support e.g., “This teacher explains things so that I understand.” classroom management “The students respect this teacher.”

Description of Scoring

The purpose of scoring these surveys was to reduce the data to manageable and meaningful information that could be used to identify areas of strength as well as areas in need of attention. Two types of scores were given: agreement percentages and topic scores.

Agreement Percentages (*Agreement*): Respondents could agree or disagree with any item on a five point scale. Agreement for each item was reported as the percent of respondents who selected “Agree” or “Strongly Agree.” Respondents selecting “I don’t know or Not applicable” were not included in calculating percentages.

Topic Scores: Each of the topics listed in the survey design (e.g., school climate, principal, teacher emotional support, etc.) was measured using three to six items. We used average *Agreement* across items in each topic to assign topic scores. Topic scores at the state level are presented in Table 6 and were assigned using the following rubric:

Level 5: At least 90% agreement with each item in a category of items

Level 4: At least 80% agreement with each item or 90% agreement with all but one item in a category of items

Level 3: One item with less than 80% agreement in a category of items

Level 2: Two items with less than 80% agreement in a category of items

Level 1: Three or more items with less than 80% agreement in a category of items

Table 6. State-level Agreement Percentages and Topic Scores for Students

	Topic	Level of Agreement	Average Percent who Agreed or Strongly Agreed with Items in This Construct
School Topics			
School Safety	Elementary Students	LEVEL 1	76%
	Secondary Students	LEVEL 1	74%
School Climate	Elementary Students	LEVEL 2	78%
	Secondary Students	LEVEL 1	69%
Administration Topics			
Principal	Elementary Students	LEVEL 1	77%
	Secondary Students	LEVEL 1	76%
Teacher Topics			
Emotional Support	Elementary Students	LEVEL 3	85%
	Secondary Students	LEVEL 1	77%
Learning Support	Elementary Students	LEVEL3	88%
	Secondary Students	LEVEL 1	78%
Classroom Management			
	Secondary Students	LEVEL 1	66%

Schools and teachers with 10 or more responses were offered school- and teacher-level results with Agreement at the item level. State-level item agreement percentages are presented in Table 7 for elementary students and Table 8 for secondary students. Statewide averages are in parenthesis.

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Table 7. State-wide Agreement Percentages for Elementary Student Respondents

	State-wide Average Agreement Percent
SCHOOL SAFETY	
NOT a lot of things get stolen.	(73.7)
There is NOT a lot of fighting.	(76.2)
There is NOT a lot of bullying	(65.5)
There is NOT a lot of violence	(80.5)
SCHOOL CLIMATE	
There are many things about my school that I like.	(71.8)
The students are directly involved in making the school a better place.	(51.8)
Students from all different cultures feel welcomed.	(76.3)
There are a lot of opportunities for me to participate.	(75.5)
PRINCIPAL	
My principal is a good leader for this school.	(77.7)
My principal is fair when dealing with kids.	(75.8)
My principal is concerned with my well-being.	(76.3)
My principal looks out for all the kids at our school.	(76.7)
My principal speaks out against discrimination.	(78.9)
If I did something wrong, I could tell the principal the truth about it.	(69.3)
TEACHER CONSCIENTIOUSNESS	
This teacher treats all of the students fairly.	(80.8)
This teacher makes sure everybody is accepted in our class, no matter where	(84.1)
This teacher cares about my well-being.	(79.6)
This teacher would give me a second chance if I made a mistake.	(78.6)
My success in school really matters to this teacher.	(71.5)
TEACHER LEARNING SUPPORT	
This teacher is good at holding my attention.	(71.5)
I learn a lot in this teacher's class.	(75.2)
Class time is spent learning.	(78.3)
This teacher involves me in class discussions or activities.	(79.6)
This teacher explains things so that I understand.	(78)
This teacher insists that I work hard.	(86.4)
TEACHER CLASSROOM MANAGEMENT	
The students respect this teacher.	(70.7)
Students are well behaved in this teacher's classroom.	(61.9)

Table 8. State-wide Agreement Percentages for Secondary Student Respondents

	State-wide Average Agreement
SCHOOL SAFETY	
NOT a lot of things get stolen.	(73.7)
There is NOT a lot of fighting.	(78.1)
There is NOT a lot of bullying	(77.5)
SCHOOL CLIMATE	
There are lots of ways for me to be involved	(77.3)
I like being in school	(73.1)
I feel safe when I am at school.	(83.2)
PRINCIPAL	
My principal is fair when dealing with kids.	(66.2)
My principal cares about me.	(78.2)
My principal is good at running the school.	(83.5)
My principal looks out for all the kids at our school.	(83.1)
If I did something wrong, I could tell the principal the truth about it.	(76.4)
TEACHER EMOTIONAL SUPPORT	
My teacher treats all of the students in our class the same.	(73.3)
My teacher cares about me.	(84.3)
My teacher will help me if I need help.	(92.6)
My teacher is fair.	(84.3)
I am proud of how much I am learning from my teacher this year.	(90.3)
I like learning from my teacher.	(87.8)
TEACHER LEARNING SUPPORT	
My teacher explains things so I understand.	(91.9)
My teacher prepares me to do well on tests.	(93.1)
My teacher is good at helping me learn.	(93.5)
My teacher gives me a lot to think about during class.	(78.5)
My teacher makes me work hard every day.	(85.3)

Additional findings. Prior to asking questions about administrators, students were asked if they knew their principals. The students who knew their principals were then asked if they thought their principal knew them. Responses to those two items are reported in Table 9.

Table 9. Percent of students indicating they knew their principals and that their principals knew them

Of the students who knew their principals what percent responded as:

	I know my principal	Yes, my principal knows me	I'm not sure if my principal knows me	My principal doesn't know me
Elementary	97%	64%	33%	3%
Secondary	47%	69%	26%	5%

Parent Survey—Number of Respondents

All schools in the sample were requested to make links to Parent Surveys available to all parents of all student using school web-sites, email lists, or notes home. Table 10 reflects the number of parent responses and the percent of possible respondents (calculated as 1.5 times the number of students enrolled October 1, 2012).

Table 10. Number and Percent of Parent Respondents

School Type	Number of responses	Percent of possible respondents
Elementary School (or 3rd-6th grade at a charter school)	726	3%
Middle, Intermediate, or Junior High School (or 7th-9th grade at a charter school)	303	2%
High School (or 10th-12th grade at a charter school)	217	2%
Total Responses: 1246		Overall percent of parents: 2.4%

Parent Survey—School Participation

School results were considered usable if 10 or more students from any particular school responded to the survey. Table 11 reports the number of schools from each school category (i.e., elementary, junior high and high school) with usable survey data.

Table 11. Number and Percentage of Schools with Usable Parent Survey Data

	Number of Schools in Sample	Number of Schools with Usable Data	Percent of schools with Usable Data
Elementary	29	8	28%
Junior High	12	5	42%
High Schools	10	3	30%
Total	51	16	22%

In the student sample, the schools that administered the survey had strong response rates (i.e., 85% participation, on average). This pattern was not repeated in the parent sample. Parent responses were low across schools (about 2% on average as reported in Table 10) and the within school response rates were also low. Table 12 shows the parent response rates for just the schools with usable data (i.e., ten or more respondents from the school).

Table 12. Parent Response Rates for Schools with Usable Data

	Number of Responses	Number of Parents	Response Rate
Elementary	693	5717	12%
Junior High	212	5461	4%
High Schools	296	1331	12%
Total	1201	13573	9%

Note on Table 12. One elementary school and one high school had parent response rates very close to 100%. These two schools positively skewed the distribution of responses. Without these outliers, the percent of elementary and senior high school students that responded would be approximately 4%, matching the junior high school rate.

Parent Survey Overall Findings

Parents responded to items about school safety, school climate, principals, and teachers. Table 13 reflects the constructs measured, the number of items per construct, and examples of items within each construct in the Student Surveys.

Table 13. Parent Survey Constructs, Numbers of Items, and Example Items

Survey Construct	Number of Items	Example Items
School Safety	4	<p>“I hear about fights”</p> <p>*This item was reverse code to reflect “I DO NOT hear about fights”</p>
School Climate	3	<p>“There are plenty of opportunities for me to be involved”</p>
Principal	4	<p>“This principal is really good at running the school”</p>
Teachers	14	<p>3 dimensions:</p> <ul style="list-style-type: none"> • Emotional Support e.g., “This teacher treats my child fairly” • Learning support e.g., “This teacher helps my child feel confident in his or her learning” • Communication e.g., “This teacher is responsive to my requests for communication”

Description of Scoring

The purpose of scoring these surveys was to reduce the data to manageable and meaningful information that could be used to identify areas of strength as well as areas in need of attention. Two types of scores were given: agreement percentages and topic scores.

Agreement Percentages (*Agreement*): Respondents could agree or disagree with any item on a five point scale. Agreement for each item was reported as the percent of respondents who

selected “Agree” or “Strongly Agree.” Respondents selecting “I don’t know or Not applicable” were not included in calculating percentages.

Topic Scores: Each of the topics listed in the survey design (e.g., school climate, principal, teacher emotional support, etc.) was measured using three to six items. We used average *Agreement* across items in each topic to assign topic scores. Topic scores (along with average agreement rates) at the state level are presented in Table 14 and were assigned using the following rubric:

- Level 5:** At least 90% agreement with each item in a category of items
- Level 4:** At least 80% agreement with each item or 90% agreement with all but one item in a category of items
- Level 3:** One item with less than 80% agreement in a category of items
- Level 2:** Two items with less than 80% agreement in a category of items
- Level 1:** Three or more items with less than 80% agreement in a category of items

Table 14. State-level Agreement Percentages and Topic Scores for Parents

	Topic Scores	Level of Agreement	Percent who Agreed or Strongly Agreed with this Construct
School	School Safety	LEVEL 4	93%
	School Climate	LEVEL 1	76%
Administration	Principal	LEVEL 3	80%
Teacher	Emotional Support	LEVEL 4	90%
	Learning Support	LEVEL 3	88%
	Communication	LEVEL 5	91%

Schools and teachers with 10 or more responses were offered school- and teacher-level results with Agreement percentages at the item level. State-level item agreement percentages are presented in Table 15 in parenthesis.

Table 15. State-wide Agreement Percentages for Parent Respondents

	State-wide Average Agreement
SCHOOL SAFETY	
There is NOT lot of theft.	(95.8)
I DO NOT hear about fights.	(90)
There is NOT a lot of bullying.	(88.8)
There is NOT a lot of violence.	(98.3)
SCHOOL CLIMATE	
There are plenty of opportunities for me to be involved.	(79.3)
A person from any culture would feel comfortable at this school.	(76.7)
The administration wants me to participate in school events.	(73)
PRINCIPAL	
This principal is really good at running the school.	(87.3)
I can rely on this principal to prioritize the learning needs of my	(84.9)
This principal looks out for what is important to my child.	(67.9)
This principal is responsive to my concerns.	(82)
TEACHER EMOTIONAL SUPPORT	
This teacher treats my child fairly.	(94.3)
This teacher helps my child when my child needs help.	(94)
This teacher does the right thing when it comes to my child.	(91.7)
This teacher is considerate of my child's feelings.	(91.4)
This teacher is a good role model for the children.	(70.6)
This teacher is a capable educator.	(95.6)
TEACHER LEARNING SUPPORT	
This teacher helps my child feel confident in his or her learning.	(92.4)
I am pleased with how much my child is learning in this teacher's	(90.8)
This teacher challenges my child academically.	(89.6)
TEACHER COMMUNICATION	
This teacher is responsive to my requests for communication.	(94.4)
This teacher communicates important information in a timely	(91)
This teacher would let me know if my child was not completing	(90.5)
This teacher would alert me if my child needed help academically.	(92.6)
This teacher would let me know if my child had problems with	(90.1)

Teacher Survey, Number of Respondents

All schools in the sample were asked to email survey links to their faculty. Table 16 reflects the number of teachers who responded and the total number of teacher is each school.

Table 16. Number and Percent of Teacher Respondents

School Type	Number of Responses	Number of Teachers	Percent of Teachers Responding
Elementary	114	528	22%
Junior High	53	378	14%
High School	37	457	8%
Charter	59	178	33%
Total	263	1541	17%

Teacher Survey School Participation

School results were considered usable if 10 or more Teachers from any particular school responded to the survey. Table 17 reports the number of schools from each school category (i.e., elementary, junior high and high school) with usable survey data.

Table 17. Number and Percentage of Schools with Usable Teacher Survey Data

	Number of Schools in Sample	Number of Schools with Usable Data	Percent of schools with Usable Data
Elementary	29	5	17%
Junior High	12	2	17%
High Schools	10	3	30%
Total	51	10	20%

Within the schools that had ten or more teachers who responded to the survey the response rate was quite high at 79%. Table 18 shows the response rates for just the schools with usable data (i.e., there were ten or more respondents from the school).

Table 18. Response Rates for Schools with Usable Data

	Number of Responses	Number of Teachers	Response Rate
Elementary	88	95	93%
Junior High	47	70	67%
High Schools	82	110	74%
Total	217	275	79%

Teacher Survey Overall Findings

Teachers responded to items about school safety, school climate, and administrators Table 19 reflects the constructs measured, the number of items per construct, and examples of items within each construct in the Student Surveys.

Table 19. Teacher Survey Constructs, Numbers of Items, and Example Items

Survey Construct	Number of Items	Example Items
School Safety	4	“I hear about fights” *This item was reverse code to reflect “I DO NOT hear about fights”
School Climate	8	<u>8 items reflecting two dimensions:</u> Professional environment e.g., “I have regular opportunities to work with other teachers.” Resources e.g., “I have access to the technology I need to be an effective teacher.”
Principal	13	<u>13 items reflecting three dimensions:</u> Conscientiousness e.g., “My principal is fair in dealing with others” Instructional support e.g., “My principal provides guidance on effective instruction.” Communication e.g., “My principal communicates effectively with teachers.”
Assistant Principal (when applicable)	4	“The assistant principal(s) has(have) a positive influence on the learning environment at our school”

Description of Scoring

The purpose of scoring these surveys was to reduce the data to manageable and meaningful information that could be used to identify areas of strength as well as areas in need of attention. Two types of scores were given: agreement percentages and topic scores.

Agreement Percentages (*Agreement*): Respondents could agree or disagree with any item on a five point scale. Agreement for each item was reported as the percent of respondents who selected “Agree” or “Strongly Agree.” Respondents selecting “I don’t know or Not applicable” were not included in calculating percentages.

Topic Scores: Each of the topics listed in the survey design (e.g., school safety, professional environment, principal conscientiousness, etc.) was measured using three to six items. We used average *Agreement* across items in each topic to assign topic scores. Topic scores (along with average agreement rates) at the state level are presented in Table 20 and were assigned using the following rubric:

- Level 5:** At least 90% agreement with each item in a category of items
- Level 4:** At least 80% agreement with each item or 90% agreement with all but one item in a category of items
- Level 3:** One item with less than 80% agreement in a category of items
- Level 2:** Two items with less than 80% agreement in a category of items
- Level 1:** Three or more items with less than 80% agreement in a category of items

Table 20. State-level Agreement Percentages and Topic Scores for Teachers

Topic		Level of Agreement	Percent who Agreed or Strongly Agreed with this Construct
School Safety	School Safety	LEVEL 5	97%
School Climate	Professional Environment	LEVEL 4	88%
	Resources	LEVEL 1	60%
Administration	Principal Conscientiousness	LEVEL 2	81%
	Principal Instructional Support	LEVEL 2	88%
	Principal Communication	LEVEL Not Available	80%
	Assistant Principal	LEVEL 2	80%

Schools with 10 or more responses were offered school -level results with Agreement percentages at the item level. State-level item agreement percentages are presented in Table 21 in parenthesis.

Table 21. State-wide Agreement Percentages for Teacher Respondents

	State-wide Average Agreement
SCHOOL SAFETY	
There is NOT a lot of violence.	(100)
There is NOT a lot of theft.	(97.1)
There is NOT a lot of fighting.	(99)
There is NOT a lot of bullying.	(92.3)
PROFESSIONAL ENVIRONMENT	
I have participated in professional development that supports my teaching of	(81)
Professional development is generally aligned with school-wide goals.	(87.5)
I coordinate my instruction with other teachers.	(91.4)
I have regular opportunities to work with other teachers.	(92.4)
I discuss individual student needs with other teachers.	(87.5)
RESOURCES	
I have access to the technology I need to be an effective teacher.	(71.2)
The resources available at this school are top notch.	(51.4)
I have a wide array of resources available to support my teaching.	(58.6)
PRINCIPAL CONSCIENTIOUSNESS	
My principal does an excellent job running this school.	(81.5)
My principal is a good manager.	(80.5)
My principal keeps his or her word.	(76.7)
My principal is fair in dealing with others.	(70.7)
My principal is concerned about my well-being.	(85.8)
My principal backs me up when I make a decision.	(80.5)
My principal is a positive role model for welcoming all kinds of people.	(88.8)
PRINCIPAL INSTRUCTIONAL SUPPORT	
How often does your principal observe your classroom?	<1/mo.
My principal provides guidance on effective instruction.	(86.2)
My principal gives me feedback about my teaching	(90.4)
My principal and I discuss topics related to my progress as a teacher.	(86.8)
COMMUNICATION	
How often does your principal talk with you, directly?	(~1.5/wk.)
My principal communicates effectively with teachers.	(73.8)

My principal is responsive to my communication attempts.	(86.1)
ASSISTANT PRINCIPAL	
Assist in providing leadership for our school.	(81.9)
Have a positive influence on the learning environment at our school.	(81.9)
Has a positive rapport with teachers.	(77.3)
Has a positive rapport with students.	(77.3)

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