



THE UNIVERSITY OF UTAH

UTAH EDUCATION
POLICY CENTER

SCHOOL SURVEYS OF EDUCATOR EFFECTIVENESS AND STAKEHOLDER INPUT

School Year 2013-2014 Results

*Report for Legislative Interim Committee and Utah State Board of
Education*

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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.utah.edu/online-surveys.php>

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Overview of the Educator Effectiveness and Stakeholder Input Survey Pilot Project

The Utah Education Policy Center (UEPC) was retained by the Utah State Office of Education (USOE) to develop and administer stakeholder input surveys¹ in accordance with Utah House Bill 149. The UEPC developed measures to collect and report stakeholder input and educator effectiveness for schools and educators. The educator effectiveness scales are aligned with the USOE Educator Evaluation efforts and collect feedback for individual teachers and school leaders. The UEPC administered surveys to students, parents, and teachers to capture attitudes and perspectives about experiences and educator practices. Consistent with the parameters of House Bill 149, the UEPC offered the surveys to 5% of all Utah public school students, their parents, and their teachers as part of the Survey Pilot, including the required five elementary schools, five junior high schools, five high schools, and five charter schools. Because the USOE was to provide funding for the surveys to the UEPC, pilot schools and districts were able to participate in the surveys for free. Most participating districts and schools were involved in both the first and second years of the pilot project, with the exception of one district and two charter schools that requested to be part of the pilot in year two.

In order to create valid and reliable instruments, the UEPC drew on research and its previous work in this area² that addresses teaching and learning, student experiences in school, engagement, school culture and climate, and trust. After the initial bank of items were constructed and administered in the first administration of the first year of the pilot project (January 2013), items underwent a psychometric vetting process that effectively reduced the pool of items from approximately 70 items per respondent group to approximately 30 items per respondent group. During each subsequent administration (May 2013, November 2013, and March 2014), the wording of items and scaling of responses were altered to standardize the items so that results from these surveys are interpretable and differences in results between schools, between teachers, and between individual items are meaningful. Constructs identified during the first administration (in January 2013) have emerged consistently from three subsequent survey administrations and, as will be described in this report, are valid and reliable measures of stakeholder opinions about educator effectiveness and school climate. The UEPC Stakeholder and Educator Effectiveness Survey constructs are described in Table 1.

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² The UEPC has previously developed surveys for schools interested in feedback on instructional quality and effectiveness.

The UEPC is now in the third year of the survey pilot (the 2014-2015 school year). The UEPC's goal for the final year of the pilot is to finalize five or fewer psychometrically sound items per construct per survey respondent group. For participating pilot districts and schools, the final year of administration will have two administrations: December 2014 and April 2015. Items will remain consistent between the two administrations to maximize interpretability of results and comparisons.

The overall participation among schools was quite low during the initial years of the pilot. Out of the 57 schools invited to participate in year two of the pilot (2013-2014 school year), only 20 schools met the critical number for reporting (the critical number of reporting was set at 10 or more responses³) on any of the three surveys, and only eight schools met the critical number requirement on all three of the surveys. Meeting the critical number of responses is synonymous with "participation" for the remainder of this document. The number of participating schools increased slightly from the previous year; 19 schools had sufficient numbers of responses for reporting on any of the three surveys, and six schools had sufficient numbers for reporting on all three of the surveys. It is important to note that within the schools that participated, response rates among students and teachers were encouraging with response rates of 82% and 62%, respectively. Generally, response rates for parents were low, as approximately 14% of parents from participating schools responded to the survey. The response rate on parent surveys remained low in Pilot Year 2 despite changing the survey administration windows from January and May during the 2012-2013 school year to November and March during the 2013-14 school year in order to align with parent/teacher conferences during the 2013-2014 school year.

During the Survey Pilot Year 2 (2013-2014 school year), administrators were encouraged to sign up for both the November and March administration windows to provide maximum feedback to educators; to provide assistance in assessing the test-retest reliability of the items; and to pilot reporting of within-year change for educators. Unfortunately, no schools ultimately participated in the two administrations within in the 2013-2014 school year, even though several schools agreed to two administrations.

Survey reports were made available to schools approximately eight weeks after administration.⁴ Reports are housed within the same secure server used to administer the surveys. Password protected links to the reports were emailed to principals to allow ease of access for credentialed school leaders. Administrators were encouraged to use the feedback provided in the reports as part of school-wide improvement efforts as well as to provide information to teachers that will

³ A minimum of 10 responses is a field standard for survey reporting, particularly when dealing with a vulnerable population such as students. This minimum number of respondents assures anonymity of the respondent as long as there are no results of 100% or 0% included in reports.

⁴ A blank school-level report is included in Appendix A for a preview of the school-level reports made available to participating schools.

allow them to increase communication and engagement with students and parents. School leaders can also access raw data for use with their educator effectiveness systems.

As part of this Survey Pilot process, the UEPC provided the constructs for the UEPC Stakeholder and Educator Effectiveness Surveys to the USOE. In response to inquiries about the contents of the UEPC Surveys, a survey overview document was provided for distribution to all districts and schools in Utah. (See Appendix B.) The UEPC Stakeholder and Educator Effectiveness Surveys developed for students, parents, and teachers are available for administration through the UEPC.

Description of UEPC Survey 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 improvement. In this report and the reports sent to the schools, data were presented using two types of scores: Agreement Scores and Topic Scores.

- **Agreement scores** were reported for each survey item. The agreement score reflected the percentage of respondents who agreed or strongly agreed with that item. For example, an agreement score of 68% for the item “My teacher is fair” meant that 68% of student respondents either agreed or strongly agreed with that item.
- **Topic scores (Levels)** were reported for each general construct measured with the surveys (e.g., teacher emotional support was a general topic comprised of four different survey items including, “My teacher is fair”). A Level 1 through Level 4 was assigned to each construct according to the following rubric.
 - Level 4: Average agreement of at least 90 percent across items within construct
 - Level 3: Average agreement between 80 percent and 89 percent across items within construct
 - Level 2: Average agreement between 70 and 79 percent across items within construct
 - Level 1: Average agreement of 69% or less across items within construct

Overview of UEPC Survey Constructs

Table 1. Overview of Survey Constructs and Dimensions

Survey Area	Respondents	General Description	Example items
School climate	Students and parents	Respondents like the school and find it welcoming.	There are many things about this school that I like.
School safety	Students, parents, and teachers	Respondents agree that people and property are safe at the school.	There is a lot of bullying at this school.
Professional environment	Teachers	Teachers feel the school provides a collaborative environment and adequate professional development.	I have regular opportunities to work with other teachers.
Resources	Teachers	Teachers have the resources they need for effective instruction and know how to use those resources.	I have access to the resources I need to be an effective teacher.
Leader conscientiousness	Students, parents, and teachers	Respondents feel the leader has integrity, is a capable leader for that school, and is kind and caring to the people in the school.	My principal is concerned about my well-being.
Teacher emotional support of students	Students and parents	Respondents feel the teacher is fair, supportive, helpful, and kind to students.	My teacher is fair.
Leader to teacher communication	Teachers	Teachers agree that the leader communicates effectively and is responsive.	My principal communicates effectively with teachers.
Teacher to parent communication	Parents	Parents agree that teachers communicate important information in a timely manner.	This teacher is responsive to my requests for communication.
Instructional support provided by leaders	Teachers	Teachers perceive that leaders support their teaching and offer valuable guidance for instruction.	My principal gives me useful feedback about my teaching.
Learning support provided by teachers	Students and parents	Respondents think teachers are academically rigorous, engaging in the classroom, and clear in their instruction.	My teacher makes sure I participate in class.

Overview of Pilot Year-Two (2013-2014) Survey Participation, Content and Results

As required in Utah House Bill 149, our sample contained:

- At least 5% of all students,⁵
- At least 8 elementary schools,
- At least 8 junior high schools,
- At least 8 high schools, and
- At least 5 charter schools.

Table 2 shows the numbers of schools, students, and teachers included in the 2013-2014 sample. The schools in Table 2 were selected by the Utah State Office of Education (USOE) for participation in the survey.

Table 2. Number of Schools, Students, and Teachers in 2013/2014 Sample

School Type	Number of Schools in Sample	Number of Students in Sample Schools (3 rd Grade or Higher)	Number of Teachers in Sample Schools
Elementary	28	7935	683
Junior High	12	9675	470
Senior High	9	9947	520
Charter	8	3227	205
Total	57	30,784	1878

For comparison, the number of schools, students, and teachers from the 2012-2013 sample is included in Table 3.

Table 3. Number of Schools, Students, and Teachers in 2012-2013 Sample

School Type	Number of School in Sample	Number of Students in Sample Schools (All Grades)	Number of Teachers in Sample Schools
Elementary	26	13327	687
Junior High	10	8321	467
Senior High	9	7885	522
Charter	5	1028	148
Total	50	30,561	1824

⁵ Five percent was 30,000 students.

Note that in 2012-2013 the number of students in sample schools were counted as total number of students and in 2013-2014 the number of students in sample schools included only students who were in the 3rd grade or higher. The numbers of schools, students, and teachers in the sample were quite consistent from year to year.

Student Survey

School Participation with Student Surveys

All schools and districts who were included in the Pilot sample (N=57) were contacted by the UEPC and the USOE to request participation. Despite the availability of the Surveys for no cost, not all schools or districts opted to participate. Table 4 reflects the number of schools that participated with Student Surveys in the 2013-2014 school year.

Table 4. Schools from the 2013/2014 Sample that Participated with Student Surveys

	Number of Schools in Sample	Number of Schools Participating	Percent of Schools Participating
Elementary	28	11	39%
Junior High	12	3	25%
High Schools	9	3	33%
Charter	8	2	25%
Total	57	19	33%

For comparison, the number and percent of schools that participated in the 2012-2013 pilot are included in Table 5.

Table 5. Schools from the 2012/2013 Sample that Participated with Student Surveys

	Number of Schools in Sample	Number of Schools with Usable Data	Percent of Schools with Usable Data
Elementary	26	9	35%
Junior High	10	4	40%
High Schools	9	1	11%
Charter	5	4	80%
Total	50	18	36%

School participation in the Student Surveys was generally equivalent from the first year of the pilot to the second year with 36% and 33% of schools participating, respectively. The most notable change in participation rates was among the charter schools with 80% of charter schools participating in the first year but only 25% participating in the second year.

Student Response Rates

Although school-level participation was low (see Table 4), response rates within participating schools was much more encouraging. Response rates were particularly high for elementary and junior high

schools with rates of 82% and 94% respectively. Table 6 shows student response rates for the 19 schools that participated in the Student Surveys.

Table 6. Student Response Rates for Schools that Participated with Student Surveys in 2013-2014

School Type	Number of Responses	Number of Potential Respondents	Response Rate
Elementary	2532	3144	81%
Junior High	1918	2086	92%
High Schools	1345	2482	54%
Charter	185	456	41%
Total	5980	8168	73%

For comparison, student response rates from 2012-2013 are included in Table 7. Please note that for the 2012/2013 results, we did not analyze response rates for charter schools separately but instead counted charter school participation with other elementary, junior high, or high schools.

Table 7. Student Response Rates for Schools that Participated with Student Surveys in 2012/2013

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

As with overall participation rates, overall response rates were fairly consistent from year to year. Even though the response rates were consistent, there were about 80% more respondents in 2013-2014 as there were in 2012-2013. This difference in the numbers of students taking the Student Survey was almost entirely due to participation of large schools from within one district during the 2013-2014 school year.

Student Survey Content

In accordance with House Bill 149, students responded to items about school safety, school climate, principals, and teachers. Table 8 reflects constructs included in the Student Survey, number of items per construct, and examples of items within each construct in the March 2014 administration of the surveys.

Table 8. Student Survey Constructs, Numbers of Items, and Example Items.

Survey Construct	School Level	Number of Items	Example of Items
School Safety	Elementary	3	Kids get bullied at my school.
	Secondary	4	There are a lot of fights at this school.*

Survey Construct	School Level	Number of Items	Example of Items
			*This item was reverse coded to reflect “There ARE NOT a lot of fights at this school.
School Climate	Elementary	4	I like being in school.
	Secondary	4	There are many things about school that I like.
Principal	Elementary	3	My principal cares about me.
	Secondary	4	My principal looks out for all the kids at this school.
Teachers	Elementary	7	2 dimensions: <ul style="list-style-type: none"> • Emotional Support (My teacher cares about me.) • Learning Support (My teacher makes me work hard every day.)
	Secondary	10	3 dimensions: <ul style="list-style-type: none"> • Emotional Support (This teacher cares about my well-being.) • Learning Support (This teacher explains things so that I understand.) • Classroom Management (Students are well behaved in this teacher’s classroom.)

Results from Student Surveys

Table 9 presents the Topic Scores and Average Rates of Agreement to items within each construct. As noted earlier, items were changed between the November 2013 administration and the March 2014 administration as we continued to test for a standardized set of items; however, constructs have remained the same since they emerged from the first administration of these surveys in January 2013. Except where indicated, Table 9 reflects the average response to all items within a construct including both November 2013 and March 2014 results.

Table 9. State-level Agreement Percentages and Topic Scores for Students

Topic	Respondent Group	Topic Score	Average Percentage of Respondents who Agreed or Strongly Agreed with Items in This Construct
School Topics			

Topic	Respondent Group	Topic Score	Average Percentage of Respondents who Agreed or Strongly Agreed with Items in This Construct
School Safety	Elementary Students ⁶	LEVEL 1	64%
	Secondary Students	LEVEL 1	60%
School Climate	Elementary Students	LEVEL 4	85%
	Secondary Students	LEVEL 1	71%
Administration Topics			
Principal	Elementary Students	LEVEL 4	88%
	Secondary Students	LEVEL 1	73%
Teacher Topics			
Emotional Support	Elementary Students	LEVEL 4	91%
	Secondary Students	LEVEL 1	79%
Learning Support	Elementary Students	LEVEL 4	90%
	Secondary Students	LEVEL 1	76%
Classroom Management	(Elementary students were not asked to respond to items in this construct)		
	Secondary Students	LEVEL 1	74%

We understand the desire to compare results from year to year. However, changes in average agreement from year to year cannot be made at this time because we continue to test items throughout the Survey Pilot period. At this point, changes observed from Year 1 to Year 2 of the Pilot period should *not* be interpreted necessarily as changes in attitudes, opinions, or practices (although those factors could have contributed to different rates of agreement). Instead, we note that changes may have occurred due to changes in items. For the purposes of validating the survey items, our goal is to create a set of items in which 80% of respondents agree with each item. Standardization in this way improves interpretability of results and psychometric properties of the instrument.

⁶ Elementary school safety results only include responses from November 2013 administration. Inclusion of an “I don’t know” skewed the March 2014 results.

Table 10 and Table 11 present the agreement rates for each individual item from the Elementary Student Survey and the Secondary Student Survey, respectively. Again, some items changed between the November 2013 and March 2014 administrations due to the iterative process of developing this survey. Table 10 and Table 11 show all items presented to students in the 2013-2014 school year. The administration time is indicated in parentheses for items that differed from administration to administration.

School safety items as read by student participants used non-negated wording (e.g., there IS a lot of fighting at my school), but negated wording (i.e., there is NOT a lot of fighting at my school) is included in the reports so that the readers of the reports can interpret all higher Agreement Rates as reflecting more positive school climate.

Table 10. Statewide Agreement Percentages for Elementary Student Respondents

	Statewide Average Agreement Percent
SCHOOL SAFETY⁷	
NOT a lot of things get stolen.	58
There is NOT too much fighting.	67
There is NOT too much bullying.	68
SCHOOL CLIMATE	
I like my school.	88
I feel safe at my school.	89
There are a lot of things for me to do at my school.	81
I feel like I fit in at my school.	80
PRINCIPAL	
My principal is good at running the school. (Students taking the survey in <i>November</i> responded to this item.)	83
My principal is fair when dealing with kids.	79
My principal cares about me.	86
My principal looks out for all the kids at our school.	88
TEACHER CONSCIENTIOUSNESS	
My teacher is fair.	91
My teacher gives me a second chance if I make a mistake. (Students taking the survey in <i>November</i> responded to this item.)	89
My teacher cares about me. (Students taking the survey in <i>March</i> responded to this item.)	91
My teacher cares about my well-being. (Students taking the survey in <i>November</i> responded to this item.)	95

⁷ Elementary school safety results only include responses from the November 2013 administration. Inclusion of an “I don’t know” option skewed the March 2014 results.

	Statewide Average Agreement Percent
My teacher will help me if I need help.	95
My teacher is nice to all the students in our class. (Students taking the survey in <i>March</i> responded to this item.)	84
My teacher treats all students in my class with respect. (Students taking the survey in <i>November</i> responded to this item.)	93
TEACHER LEARNING SUPPORT	
I am proud of how much I am learning from my teacher this year. (Students taking the survey in <i>November</i> responded to this item.)	93
My teacher prepares me to do well on tests. (Students taking the survey in <i>November</i> responded to this item.)	94
My teacher is good at helping me learn. (Students taking the survey in <i>November</i> responded to this item.)	94
My teacher gives me a lot to think about during class.	81
My teacher makes me work hard every day.	85
My teacher makes sure I participate in class. (Students taking the survey in <i>March</i> responded to this item.)	94

Table 11. Statewide Agreement Percentages for Secondary Student Respondents

	Statewide Average Agreement Percent
SCHOOL SAFETY⁸	
NOT a lot of things get stolen.	60
There is NOT a lot of fighting.	68
Students DO NOT get bullied at this school.	42
I am NOT concerned about the violence at this school.	72
SCHOOL CLIMATE	
There are many things about my school I like.	68
I feel like I am accepted by the other students at this school. (Students taking the survey in <i>March</i> responded to this item.)	72

⁸ Items within the school safety construct were worded differently to assess the impact of wording per se. Differences in agreement rates between items likely reflect the different phraseology and should be interpreted as such. In order for schools to interpret the individual results on these items, agreement rates at the state level were available for comparisons.

I feel like I fit in at my school. (Students taking the survey in <i>November</i> responded to this item.)	69
I think students from different cultures would feel welcomed at this school.	67
There are a lot of opportunities for me to be involved at this school.	77
PRINCIPAL	
My principal is fair when dealing with students.	70
My principal cares about my well-being.	68
My principal is a good leader for this school.	76
My principal looks out for all students at this school.	75
My principal speaks out against discrimination. (Students taking the survey in <i>November</i> responded to this item.)	75
TEACHER EMOTIONAL SUPPORT	
This teacher is fair.	76
This teacher would help me if needed.	82
This teacher shows respect for all students in our class, no matter who they are. (Students taking the survey in <i>March</i> responded to this item.)	80
This teacher accepts all student no matter who they are. (Students taking the survey in <i>November</i> responded to this item.)	76
This teacher cares about my well-being.	78
This teacher wants me to succeed. (Students taking the survey in <i>November</i> responded to this item.)	81
TEACHER LEARNING SUPPORT	
This teacher is good at holding my attention.	70
I learn a lot in this teacher's class.	74
This teacher involves me in class discussions or activities.	77
This teacher explains things so that I understand.	76
This teacher insists that I work hard. (Students taking the survey in <i>November</i> responded to this item.)	81
TEACHER CLASSROOM MANAGEMENT	
Students respect this teacher.	73
Students are well behaved in this teacher's classroom.	68
This teacher has clear rules. (Students taking the survey in <i>November</i> responded to this item.)	80
This teacher follows through with consequences. (Students taking the survey in <i>November</i> responded to this item.)	76

Student Familiarity with School Principal

Prior to asking students to respond to items about their principal, students were asked if they knew their principal. Students who responded that they knew their principal were then asked if they thought their principal knew them. Responses to those two items are reported in Table 12. If students indicated that they did not know their principal, they were not asked to evaluate the principal.

Table 12. Percent of Students who knew and were known by their Principal

		Of the students who knew their principal, 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	96%	68%	30%	2%
Secondary	84%	47%	43%	10%

Parent Survey

School Participation with Parent Surveys

All schools and districts who were included in the Pilot Survey Sample (N=57) were contacted by the UEPC and the USOE to request participation. Despite the availability of the Surveys at no cost, not all schools or districts opted to participate. Table 11 reflects the number of schools that participated with Parent Surveys during the 2013-2014 school year.

Table 13. Schools from the 2013/2014 Sample that Participated with Parent Surveys

School Type	Number of Schools in Sample	Number of Schools Participating	Percent of Schools Participating
Elementary	28	10	36%
Junior High	12	3	25%
High Schools	9	3	33%
Charter	8	2	25%
Total	57	18	32%

For Comparison, the number and percentage of school that participated in the 2012/2013 Parent Surveys in included in Table 14.

Table 14. Schools from the 2012/2013 Sample that Participated with Parent Surveys

School Type	Number of Schools in Sample	Number of Schools with Usable Data	Percent of schools with Usable Data
Elementary	26	7	27%
Junior High	10	4	40%
High Schools	9	2	22%
Charter	5	3	60%
Total	50	16	32%

As with the student surveys, the participation rate of schools was consistent from the first year of administration to the second year of administration with 32% of school participating each year.

Parent Response Rates

Within the schools that participated by administering the Parent Survey, parent response rates were generally low, with an average 13% of parents responding. Table 15 shows the average response rates of

parents from schools that participated with the Parent Survey during the 2013-2014 school year. It is important to note that one school was able to attain parent response rates very close to 100%. A discussion with the leader of that school revealed that the school prioritized parent responses and implemented a reward system that encouraged the participation of parents.

Table 15. Parent Response Rates for Schools that Participated with Parent Surveys in 2013/2014

	Number of Responses	Approximate Number of Parents	Approximate Response Rate⁹
Elementary	521	5519	9%
Junior High	256	2086	12%
High Schools	238	2482	10%
Charter	415	686	60%
Total	1430	10,773	13%

For comparison, parent response rates from 2012-2013 are included Table 16. Please note that for the 2012-2013 results, we did not analyze response rates for charter schools separately but instead counted charter school participation with other elementary, junior high, or high schools.

Table 16. Parent Response Rates for Schools that Participated with Parent Surveys in 2012/2013

	Number of Responses	Approximate Number of Parents	Approximate Response Rate
Elementary	742	5006	15%
Junior High	187	2466	8%
High Schools	262	1509	17%
Total	1191	8981	13%

Parent Survey Content

In accordance with HB 149, parents responded to items about school safety, school climate, principals, teachers, and themselves. Table 17 reflects the constructs measured, the number of items per construct, and examples of items within each construct in the March 2014 administration of the Parent Survey.

⁹ All parents were encouraged to respond, meaning more than one parent per student could have participated. Additionally, parents could have had more than one student in a given school. Data on numbers of parents at each school are not available, thus the numbers of parents were approximated according to the numbers of students in the schools.

Table 17. Parent Survey Constructs, Numbers of Items, and Example Items

Survey Construct	Number of Items	Example Items
School Safety	4	I hear about fights at this school.
School Climate	4	There are plenty of opportunities for me to be involved at this school.
Principal	5	This principal is good at running the school.
Teachers	11	3 dimensions: <ul style="list-style-type: none"> • Emotional Support (This teacher treats my child fairly.) • Learning Support (This teacher helps my child feel confident in his or her learning.) • Communication (This teacher is responsive to my requests for communication.)
Themselves	5	I make sure my child completes homework assignments

Results from Parent Surveys

Table 18 presents an overview of Topic Scores for each construct on the Parent Survey as well as average rates of agreement to items within each construct. Although constructs, or topics, remained consistent from administration to administration, the items within the constructs were not always the same. Table 18 reflects the average response to all items within a construct averaged across the November 2013 and March 2014 results.

Table 18. State-level Agreement Percentages and Topic Scores for Parents

	Topic	Level of Agreement	Percent who Agreed or Strongly Agreed with this Construct
School	School Safety	LEVEL 2	72%
	School Climate	LEVEL 3	82%
Administration	Principal	LEVEL 3	81%
Teacher	Emotional Support	LEVEL 3	85%
	Learning Support	LEVEL 3	86%
	Communication	LEVEL 2	79%
Parents	Learning Support	LEVEL 4	95%

Table 19 presents agreement rates for each individual item from the Parent Survey. A number of items were changed between the November 2013 administration and the March 2014 administration. When items were included in one administration or the other, but not both, the time of administration (i.e., November or March) is indicated in parentheses next to that item. As with the Student Surveys, school safety items in the Parent Surveys used non-negated wording (i.e., there IS a lot of fighting at my school), but negated wording (i.e., there is NOT a lot of fighting at my school) is included in the reports so that the readers of the reports can interpret all higher agreement rates as reflecting more positive school climate.

Table 19. Statewide Average Agreement for Parent Respondents

	Statewide Average Agreement Percent
SCHOOL SAFETY	
I DO NOT hear about things being stolen from this school.	71
I DO NOT hear about fights at this school.	72
There is NOT a lot of bullying at this school.	63
I am NOT concerned about the violence at this school.	80
SCHOOL CLIMATE	
I feel welcome at this school.	87
There are plenty of opportunities for parents/guardians to be involved at this school.	83
I think all types of people would feel welcome at this school.	80
The administration wants me to participate in school events. (Parents taking the survey in <i>November</i> responded to this item.)	78
There are many things about this school that I like. (Parents taking the survey in <i>March</i> responded to this item.)	90
PRINCIPAL	
This principal is good at running the school.	84
I can rely on this principal to prioritize the learning needs of my child.	78
This principal looks out for what is important to my child. (Parents taking the survey in <i>November</i> responded to this item.)	80
This principal is responsive to my concerns.	78
This principal is a good role model for the children. (Parents taking the survey in <i>November</i> responded to this item.)	86
This principal cares about my child's well-being. (Parents taking the survey in <i>March</i> responded to this item.)	87

	Statewide Average Agreement Percent
This principal handles problems effectively. (Parents taking the survey in <i>March</i> responded to this item.)	75
TEACHER EMOTIONAL SUPPORT	
This teacher treats my child fairly.	90
This teacher is helpful when my child needs help. (Parents taking the survey in <i>November</i> responded to this item.)	81
This teacher does the right thing when it comes to my child. (Parents taking the survey in <i>November</i> responded to this item.)	82
This teacher is considerate of my child's feelings.	86
This teacher helps my child feel confident in his or her learning. (Parents taking the survey in <i>March</i> responded to this item.)	86
This teacher is a good role model for the children.	87
TEACHER LEARNING SUPPORT	
This teacher instructs so that my child understands. (Parents taking the survey in <i>March</i> responded to this item.)	87
This teacher is a capable educator. (Parents taking the survey in <i>November</i> responded to this item.)	87
I am pleased with how much my child is learning in this teacher's class.	85
This teacher challenges my child academically.	86
TEACHER COMMUNICATION	
This teacher is responsive to my requests for communication.	84
This teacher communicates important information in a timely manner.	83
This teacher is clear and concise when communicating with me. (Parents taking the survey in <i>March</i> responded to this item.)	84
I am satisfied with the methods this teacher uses to communicate with me (e.g., email, websites, notes, etc.). (Parents taking the survey in <i>March</i> responded to this item.)	83
This teacher would let me know if my child was not completing assignments or turning in homework. (Parents taking the survey in <i>November</i> responded to this item.)	72
This teacher would alert me if my child needed help academically. (Parents taking the survey in <i>November</i> responded to this item.)	75
This teacher will let me know if my child has problems with other students. (Parents taking the survey in <i>November</i> responded to this item.)	74
SELF-REPORT OF STUDENT LEARNING SUPPORT	
I am a partner in my child's education.	98
I make sure my child completes homework assignments.	93

	Statewide Average Agreement Percent
I make sure my child attends school every day.	97
I encourage my child to read (or read to my young child).	97
I often discuss college or career options with my child.	90

Parent Familiarity with School Principal

Prior to asking questions about administrators, parents were asked if they knew the principal well enough to answer questions about him or her. Of parents who answered this question, 63% indicated that they *did* know the principal. Parents who indicated that they did not know the principal (37%) did not see items related to the principal and therefore did not evaluate the principal. Parents who indicated that they did know the principal were then asked if they had ever personally met or spoken with the principal. Ninety-two percent (92%) of parent respondents who indicated that they knew the principal also indicated that they had met or spoken with him or her.

Teacher Survey

School Participation with Teacher Surveys

All schools and districts who were included in the Pilot Survey Sample (N=57) were contacted by the UEPC and the USOE to request participation. Despite the availability of the Surveys at no cost, not all schools or districts opted to participate. Table 20 reflects the numbers of schools that participated with teacher surveys. Overall, schools had more participation from students and parents than from teachers.

Table 20. Schools from the 2013/2014 Sample that Participated with Teacher Surveys

School Type	Number of Schools in Sample	Number of Schools Participating	Percent of Schools Participating
Elementary	28	4	14%
Junior High	12	1	8%
High Schools	9	2	22%
Charter	8	2	25%
Total	57	9	16%

For comparison, the number and percentage of schools that participated in the 2012-2013 Teacher Surveys is included in Table 21.

Table 21. Schools from the 2012-2013 Sample that Participated with Teacher Surveys

School Type	Number of Schools in Sample	Number of Schools Participating	Percent of Schools Participating
Elementary	26	4	15%
Junior High	10	2	20%
High Schools	9	2	22%
Charter	5	2	40%
Total	50	10	20%

As with the Student and Parent Surveys, school participation with Teacher Surveys was fairly consistent from the first year of the Pilot to the second year with 20% and 16% of schools participating, respectively.

Teacher Response Rates

Although participation among schools was quite low, response rates within the schools that did participate was encouraging, with an average of 62% of teachers responding. Table 22 shows the average response rate from teachers in schools that participated in the Teacher Survey.

Table 22. Teacher Response Rates for Schools that Participated with Teacher Surveys in 2013/2014

School Type	Number of Responses	Number of Teachers	Percent of Teachers Responding
Elementary	93	189	49%
Junior High	19	36	53%
High School	60	69	87%
Charter	32	33	97%
Total	204	327	62%

For comparison, teacher response rates from 2012-2013 are included in Table 23. Please note that for the 2012-2013 results, we did not analyze response rates for charter schools separately but instead counted charter school participation with other elementary, junior high, or high schools.

Table 23. Teacher Response Rates for Schools that Participated with Teacher Surveys in 2012/2013

School Type	Number of Responses	Number of Teachers	Response Rate
Elementary	88	95	93%
Junior High	47	70	67%
High Schools	82	110	75%
Total	217	275	79%

Response rates were considerably higher in the first year of the Pilot than they were in the second year, dropping from 79% of teachers completing surveys to 62% of teachers completing surveys.

Teacher Survey Content

Teachers responded to items about school safety, professional climate, resources, and school leaders. Table 24 reflects the constructs measured, the number of items per construct, and an example of items within each construct in the Teacher Surveys.

Table 24. Teacher Survey Constructs, Numbers of Items, and Example Items

Survey Construct	Number of Items	Example Items
School Safety	4	There is a lot of violence at this school.
School Climate	7	<u>Two dimensions:</u> Professional environment (e.g., I have regular opportunities to work with other teachers.) Resources (e.g., I have access to the resources I need to be an effective teacher.)
Principal	10	<u>Three dimensions:</u> Conscientiousness (e.g., My principal backs me up when I make a decision.) Instructional support (e.g., My principal provides guidance on effective instruction.) Communication (e.g., My principal communicates effectively with teachers.)

Results from Teacher Surveys

Table 25 presents an overview of Topic Scores for each construct on the Teacher Survey as well as average rates of agreement to items within each construct. Although constructs, or topics, remained consistent from administration to administration within the Pilot, items within constructs changed from administration to administration due to the need to standardize items for interpretability. Table 25 reflects the average response to all items within a construct across November 2013 and March 2014 results.

Table 25. 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 2	73%
School Climate	Professional Environment	LEVEL 4	93%
	Resources	LEVEL 3	84%
Administration	Principal Conscientiousness	LEVEL 3	80%

Principal Instructional Support	LEVEL 2	76%
Principal Communication	LEVEL 3	83%

Table 26 presents agreement rates for each of the individual items on the Teacher Survey. A number of items were changed between the November 2013 administration and the March 2014 administration. When items were included in one administration or the other, but not both, the time of administration (i.e., November or March) is indicated in parentheses next to that item. As with the Student and Parent Surveys, school safety items in the Teacher Survey used non-negated wording (e.g., there IS a lot of fighting at my school), but negated wording (e.g., there is NOT a lot of fighting at my school) is included in the reports so that readers can interpret all higher agreement rates as reflecting more positive school climates.

Table 26. Statewide Agreement Percentages for Teacher Respondents

	Statewide Average Agreement Percent
SCHOOL SAFETY	
There is NOT a lot of violence.	84
There is NOT a lot of theft.	69
There is NOT a lot of fighting. (Teachers taking the survey in <i>November</i> responded to this item.)	85
There is NOT a lot of bullying.	55
PROFESSIONAL ENVIRONMENT	
I have participated in professional development that supports my teaching of Utah Core Standards.	92
Professional development is generally aligned with school-wide goals.	91
I coordinate my instruction with other teachers.	89
I have regular opportunities to work with other teachers.	92
I discuss individual student needs with other teachers. (Teachers taking the survey in <i>November</i> responded to this item.)	100
RESOURCES	
I have access to the technology I need to be an effective teacher. (Teachers taking the survey in <i>November</i> responded to this item.)	84
I have access to the non-technological resources I need to be an effective teacher. (Teachers taking the survey in <i>November</i> responded to this item.)	87

	Statewide Average Agreement Percent
I have access to the resources I need to be an effective teacher. (Teachers taking the survey in <i>March</i> responded to this item.)	77
I have training necessary to use the resources available to me.	83
The resources at this school are well managed.	80
PRINCIPAL CONSCIENTIOUSNESS	
My principal does an excellent job running this school. (Teachers taking the survey in <i>November</i> responded to this item.)	80
My principal keeps his or her word. (Teachers taking the survey in <i>November</i> responded to this item.)	77
My principal is fair in dealing with teachers.	79
My principal is concerned about my well-being.	85
My principal backs me up when I make a decision.	80
My principal is a positive role model for welcoming all kinds of people.	88
My principal involves me in decisions about our school. (Teachers taking the survey in <i>November</i> responded to this item.)	69
PRINCIPAL INSTRUCTIONAL SUPPORT	
How often does your principal observe your classroom? (Teachers taking the survey in <i>November</i> responded to this item.)	Median was more than once a month but less than once a week
My principal provides guidance on effective instruction.	78
My principal gives me useful feedback about my teaching.	72
My principal and I discuss topics related to my progress as a teacher.	77
COMMUNICATION	
How often does your principal talk with you directly? (Teachers taking the survey in <i>November</i> responded to this item.)	Median was more than once a week but less than once a day
My principal communicates important information to me in a timely manner.	79
My principal listens when I have a problem. (Teachers taking the survey in <i>November</i> responded to this item.)	90
I am satisfied with the amount of communication I have with my principal. (Teachers taking the survey in <i>November</i> responded to this item.)	79
I am satisfied with the quality of communication I have with my principal. (Teachers taking the survey in <i>November</i> responded to this item.)	76
My principal encourages communication between teachers. (Teachers taking the survey in <i>November</i> responded to this item.)	91

	Statewide Average Agreement Percent
My principal communicates effectively with teachers. (Teachers taking the survey in <i>March</i> responded to this item.)	77
My principal is responsive to my communication attempts. (Teachers taking the survey in <i>March</i> responded to this item.)	86
ASSISTANT PRINCIPAL (Teachers taking the survey in <i>November</i> responded to these items.)	
My assistant principal(s) effectively assist(s) in providing leadership for our school.	78
My assistant principal(s) has/have a positive influence on the learning environment at our school.	89
My assistant principal(s) has/have a positive rapport with teachers.	91
My assistant principal(s) has/have a positive rapport with students.	91

Comparative Information from Educator Effectiveness and Stakeholder Surveys

At the forefront of the UEPC Educator Effectiveness and Stakeholder Survey is to provide reliable and valid information to educators and other interested parties on how students, parents, and teachers perceive their experiences. The UEPC’s participation in this Pilot has provided the opportunity to ensure that valid and reliable instruments are available for classroom, school, and district use, and to test a system for administering surveys and reporting results at both school and teacher levels. The UEPC has created a valid and reliable set of survey items that maximizes the information available from survey participation while minimizing the number of items and the impact of survey participation on respondents.

The purpose of engaging in a Survey Pilot is instrumentation, administration, and reporting refinement. To ensure precision in the survey instruments, the UEPC has used an iterative development process, including survey refinement through each administration. These refinements were made to ensure reliability and validity of survey results. Construct items were further evaluated after each survey administration; items with the best psychometric properties (e.g., highest reliability coefficients, strongest convergent validity, greatest variability within items, etc.) were retained.

At this point in the Survey Pilot survey results are not intended to be compared from school year to school year or from administration period to administration period and utilized for evaluative judgments. However, comparisons from school to school or teacher to teacher within a school and within an administration period are appropriate. Also, results related to whole schools can be interpreted by comparing results from a particular school to the average results at the state level, again within an administration period. Similarly, results related to individual teachers can be interpreted by comparing

results from a particular teacher to the average results for other teachers at that school and the average results for other teachers across the state within a survey administration period.

We recognize the importance of the surveys providing comparative information of individual teacher impact over time, as well as the ability to offer comparative information across schools and districts. To offer comparative information, we need a valid and reliable standardized instrument statewide.

In December 2014, we will complete the standardization of the UEPC Educator Effectiveness and Stakeholder Input Survey. Items will be standardized and have approximately the same expected values. In addition to utilizing a valid and reliable instrument, offering a standardized instrument across schools and districts will permit appropriate comparisons. Once sets of items are fixed (beginning December 2014), comparisons from administration to administration or from year to year will be appropriate and changes may be meaningful even without a comparison group.

Psychometric Testing for Educator Effectiveness and Stakeholder Input Surveys

After completion of each survey administration, items and constructs for schools that participated with Parent Surveys in 2013-2014 were tested for reliability and validity and adjusted in response to the psychometric testing. Again, the UEPC’s overarching goal of this iterative development process has been to create a suite of surveys that effectively measure education-relevant constructs to provide reliable, valid, and useful results to practitioners. To that end, we conducted each of the tests described in Table 27.¹⁰

Table 27. Matrix of Psychometric Testing

Goal	Assessment of Goal	Measure of Goal Achievement	Purpose of Goal	Results Presented in Report
Standardize average agreement across items	Analysis of percent of respondents who agree at item level.	All items will have average agreement rates between 80% and 90%.	Consistency across items will allow for comparison across items.	Appendix C

¹⁰ Results from testing are available in Appendices C-E.

Goal	Assessment of Goal	Measure of Goal Achievement	Purpose of Goal	Results Presented in Report
Maximizing sensitivity of each item	Analysis of standard deviations at item level.	All items will have standard deviations of 1 or greater for five point Likert scales.	Variability across items will ensure that some schools and teachers have high scores and some schools and teachers have low scores. This is extremely important if surveys will be used for any kind of comparison. Without variance, there can be no comparisons.	Appendix C
Maximizing ability of items to differentiate between schools or teachers	Analysis of one-way ANOVAs at item level.	One-way ANOVA results will be significant for all items.	Significant one-way ANOVAs show that the variance is between schools or between teachers (testing under the previous goal). Significant results indicate that there is more variance in responses between groups than within those groups. This assures that differences in scores between schools or teachers are not simply due to random error.	Appendix C
Validating overarching constructs within each survey	Factor analysis (specifically, principal components analysis)	All items will "load" on the construct they are intended to and will not load on other constructs.	Confirmation of each factor included in these surveys will indicate that we are actually measuring what we intended to measure with these sets of items.	Appendix D

Goal	Assessment of Goal	Measure of Goal Achievement	Purpose of Goal	Results Presented in Report
Maximizing the internal consistency of constructs	Cronbach's Alpha	Cronbach's Alpha for all constructs will be within the range of .7 through .95.	Cronbach's Alpha levels above .7 suggest Topic Scores more likely reflect underlying levels of the trait rather than measurement error. Alpha levels above .95, however, indicate that items do not contribute uniquely to the construct.	Appendix E

Survey Development and Refinement for Pilot Year 3

As the UEPC moves forward into the third and final year of this pilot project, the UEPC will continue the iterative process of survey development but anticipate few, if any, item level changes between the December 2014 and the April 2015 survey administrations. Items included in the December administration will be based on results of psychometric testing as described in the previous section (see Appendices C-E). We will also adjust surveys based on stakeholder feedback in the following ways:

- Display teacher names with the last names first to facilitate students and parents in finding their teachers on the lists.
- Reword the school safety items to reflect positive climate. For example, the item “There is a lot of bullying at my school” will be reworded to read “Kids are safe from bullying at my school.”
- Rescale the elementary school response options from a five point scale that previously included options from Strongly Disagree to Strongly Agree into a three-point scale that includes the options “Yes,” “Not really,” and “No.”
- Include sample sizes for all results in the reports, including state level comparisons.
- Provide upon request a technical assistance guide to facilitate both interpretation of the reports and group discussions leading to action plans at the school level.

Appendix A: Secondary School Reporting Template

The following 12 pages are a template for reporting results to secondary schools.



THE UNIVERSITY OF UTAH
**UTAH EDUCATION
POLICY CENTER**

School Survey of Stakeholder Input

*School Results
for
School*

Response Rates for School

- Number of students taking survey.....
- Number parents taking survey.....
- Number of teachers taking survey.....
- Number of students who know the principal.....
- Number of students known by the principal.....
- Number of parents who have met or spoken with the principal.....

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Survey Overview

The Utah Education Policy Center (UEPC) developed the Stakeholder Surveys to collect and report input about schools and educators for the purposes of improvement. Stakeholder Surveys are available for administration to students, parents, and teachers.

This report only includes teacher-level results for teachers when there were 10 or more students or parents that completed a survey about that teacher.

Table 1. Survey Design: Survey Content and Respondents

Respondents	About Schools	About the Administration	About Teachers
Students	<ul style="list-style-type: none"> • School Climate • School Safety 	Principal	<ul style="list-style-type: none"> • Conscientiousness • Learning Support • Classroom Management
Parents	<ul style="list-style-type: none"> • School Climate • School Safety 	Principal	<ul style="list-style-type: none"> • Conscientiousness • Learning Support • Communication
Teachers	<ul style="list-style-type: none"> • Professional Environment • School Safety • Resources 	Principal	

Description of Scoring

The purpose of scoring these surveys was to reduce the data to manageable, meaningful information that can be used to identify areas of strength as well as areas in need of attention. Two types of scores are 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.” School-level agreement was reported in Tables 3, 4, and 5.

Topic Score: Each topic listed in the survey design (i.e. school climate, principal, or teacher emotional support) was measured using multiple items. We used agreement with all of the items within each topic to assign a topic score (see Tables 2 and 6) according to the following rubric:

- Level 4:** Average agreement of at least 90 percent across items
- Level 3:** Average agreement between 80 percent and 89 percent across items
- Level 2:** Average agreement between 70 percent and 79 percent across items
- Level 1:** Average agreement of 69 percent or less across items

Table 2. School-Level Topic Scores

	School Topics	Administration Topics	Teacher Topics
Students	School Climate: LEVEL School Safety: LEVEL	Principal: LEVEL	Conscientiousness: LEVEL Learning Support: LEVEL Classroom Management: LEVEL
Parents	School Climate: LEVEL School Safety: LEVEL	Principal: LEVEL	Conscientiousness: LEVEL Learning Support: LEVEL Communication: LEVEL
Teachers	Professional Environment: LEVEL School Safety: LEVEL Resources: LEVEL	Principal Conscientiousness: LEVEL Communication: LEVEL Instructional Support: LEVEL	

Table 3. School-level Input from Students

	School Average Agreement	District Average Agreement	State Average Agreement
SCHOOL CLIMATE			
I feel accepted by the other students at this school.			71
There are many things about my school that I like.			72
I think students from all cultures would feel welcome at this school.			69
There are many opportunities for me to get involved at this school.			81
SCHOOL SAFETY			
There are NOT many fights that occur at this school.			92
I am NOT concerned about the violence at this school.			91
Students DON'T get bullied at this school.			68
There is NOT a lot of theft at this school.			85
PRINCIPAL			
My principal is a good leader for this school.			78
My principal looks out for all the kids at our school.			76
My principal is concerned with my well-being.			67
My principal is fair in dealing with students.			70
TEACHER CONSCIENTIOUSNESS			
This teacher cares about my well-being.			80
This teacher shows respect for all students in our class, no matter who they are.			77
My teacher will help me if needed.			83
My teacher is fair.			77
TEACHER LEARNING SUPPORT			
This teacher is good at holding my attention.			70
I learn a lot in this teacher's class.			75
This teacher involves me in class discussions or activities.			78
This teacher explains things so that I understand.			77
TEACHER CLASSROOM MANAGEMENT			
The students respect this teacher.			74
Students are well behaved in this teacher's classroom.			69

Table 4. School-level Input from Parents

	School Average Agreement	District Average Agreement	State Average Agreement
SCHOOL CLIMATE			
I feel welcome at this school.			85
I think all types of people would feel welcome at this school.			75
There are plenty of opportunities for parents/guardians to be involved at this school.			70
There are many things about this school that I like.			89
SCHOOL SAFETY			
I DO NOT hear about fights occurring at this school.			89
There is NOT a lot of bullying at this school.			83
I DO NOT hear about things being stolen at the school.			82
I am NOT concerned about the violence at the school.			96
PRINCIPAL			
This principal is good at running the school.			88
I can rely on this principal to prioritize the learning needs of my child.			78
This principal cares about my child's well-being.			85
This principal is responsive to my concerns.			81
This principal handles problems effectively.			75
TEACHER EMOTIONAL SUPPORT			
This teacher treats my child fairly.			86
This teacher helps my child feel confident in his/her learning.			79
This teacher is considerate of my child's feelings.			82
This teacher is a good role model for the children.			82
TEACHER LEARNING SUPPORT			
This teacher instructs so my child understands.			80
I am pleased with how much my child is learning in this teacher's class.			78
This teacher challenges my child academically.			81
TEACHER COMMUNICATION			
This teacher is responsive to my requests for communication.			80
This teacher communicates important information in a timely manner.			77
This teacher is clear and concise when communicating with me.			81
I am satisfied with the methods this teacher uses to communicate with me (i.e. email, websites, notes, etc.).			79
PARENT SUPPORT			
I am a partner in my child's education.			NA
I make sure my child completes homework assignments.			NA
I make sure my child attends school every day.			NA
I encourage my child to read (or I read to my young child).			NA
I often discuss college or career options with my child.			NA

Parent Comments about School:

Parent Comments about Leadership:

Table 5. School-level Input from Teachers

	School Average Agreement	District Average Agreement	State Average Agreement
PROFESSIONAL ENVIRONMENT			
I coordinate my instruction with other teachers.			73
I have participated in professional development that supports my teaching of Utah Core Standards.			85
Professional development is generally aligned with school-wide			85
I have regular opportunities to work with other teachers.			85
SCHOOL SAFETY			
There is NOT a lot of violence.			96
There is NOT a lot of theft.			66
There is NOT a lot of bullying.			63
RESOURCES			
I have access to the resources I need to be an effective teacher.			72
The resources at this school are well managed.			72
I have the training necessary to use the resources available to me.			72
PRINCIPAL CONSCIENTIOUSNESS			
My principal backs me up when I make a decision.			80
My principal is fair in dealing with teachers.			77
My principal is a positive role model for welcoming all kinds of people at our school.			88
My principal is concerned about my well-being.			76
COMMUNICATION			
My principal communicates effectively with teachers.			78
My principal is responsive to my communication attempts.			82
My principal communicates important information to me in a timely manner.			77
INSTRUCTIONAL PRACTICES			
My principal gives me useful feedback about my teaching.			67
My principal and I discuss topics related to my progress as a teacher in a productive way.			72
My principal provides useful guidance on effective instruction.			72

Teacher Comments about Schools:

Teacher Comments about Principal:

Teacher ID = ####

Input from Students	Teacher Average Agreement	School Average Agreement	District Average Agreement
TEACHER CONSCIENTIOUSNESS			
This teacher cares about my well-being.			
This teacher shows respect for all students in our class, no matter who they are.			
This teacher will help me if needed.			
This teacher is fair.			
TEACHER LEARNING SUPPORT			
This teacher is good at holding my attention.			
I learn a lot in this teacher's class.			
This teacher involves me in class discussions or activities.			
This teacher explains things so I understand.			
TEACHER CLASSROOM MANAGEMENT			
Students respect this teacher.			
Students are well behaved in this teacher's classroom.			

Input from Parents	Teacher Average Agreement	School Average Agreement	District Average Agreement
TEACHER EMOTIONAL SUPPORT			
This teacher treats my child fairly.			
This teacher helps my child feel confident in his or her learning.			
This teacher is considerate of my child's feelings.			
This teacher is a good role model for the children.			
TEACHER LEARNING SUPPORT			
This teacher teaches so that my child understands.			
I am pleased with how much my child is learning in this teacher's class.			
This teacher challenges my child academically.			
TEACHER COMMUNICATION			
This teacher is responsive to my requests for communication.			
This teacher communicates important information in a timely manner.			
This teacher is clear and concise when communicating with me.			
I am satisfied with the methods this teacher uses to communicate with me (i.e. Email, websites, notes, etc.).			

Comments from parents for Teacher ID = ###

Appendix B: Information Brochure for District Superintendents

The following 2 pages are a template for reporting results to secondary schools.

Appendix C: Item Level Psychometric Tests

Appendix C Table 1. Student responses about elementary school/principal by school

Survey item	N	Mean (Likert scale 1-5) Goal=4	Standard deviation Goal >1	P value for one way ANOVA Goal <.05	Effect size (ω^2) Bigger is better
I like my school	1739	4.35	.942	.000	.014
I feel safe	1706	4.32	.883	.000	.015
There are lots of things for me to do	1710	4.11	1.014	.000	.012
I feel like I fit in	1671	4.07	1.104	.001	.011
A lot of things get stolen	2009	3.42	1.376	.000	.067
Kids get bullied	2079	3.36	1.343	.000	.096
There are lots of fights	2013	3.53	1.209	.000	.049
My principal is fair when dealing with kids	2084	4.16	.985	.000	.075
My principal cares about me	2004	4.3	.854	.000	.073
My principal looks at for all the kids	2292	4.4	.874	.000	.058

Appendix C Table 2. Student responses about elementary teacher by teacher

Survey item	N	Mean (Likert scale 1-5) Goal=4	Standard deviation Goal >1	P value for one way ANOVA Goal <.05	Effect size (ω^2) Bigger is better
My teacher cares about me	2981	4.52	.728	.000	.087
My teacher is nice to all the students in my class	3076	4.34	.867	.000	.134
My teacher is fair	3019	4.41	.82	.000	.102
My teacher will help me if I needed help	3060	4.48	.784	.000	.073
My teacher makes me work hard every day	3027	4.19	.913	.000	.056
My teacher gives me a lot to think about during class	2978	4.11	.961	.000	.062

Appendix C Table 3. Student responses about secondary school/principal by school

Survey item	N	Mean (Likert scale 1-5) Goal=4	Standard deviation Goal >1	P value for one way ANOVA Goal <.05	Effect size (ω^2) Bigger is better
There are many things about my school I like	3272	3.71	1.017	.000	.06
I feel like I fit in with other the students	3245	3.77	.991	.000	.015
I think students from all cultures would feel welcomed at this school	3151	3.72	1.083	.000	.045
There are a lot of opportunities for me to be involved	3212	3.89	.913	.000	.033
There is a lot of theft	2676	3.62	1.146	.000	.182
There is too much bullying	2866	3.17	1.172	.000	.048
I am concerned about the violence	3001	3.91	1.064	.000	.115
There are a lot of fights	2905	3.85	1.073	.000	.106
My principal is a good leader	2596	3.91	.944	.000	.062
My principal is fair in dealing with the students	2470	3.79	1.036	.000	.065
My principal is concerned with my well-being	2397	3.76	1.022	.000	.03
My principal looks out for all of the students	2607	3.91	.965	.000	.062

Appendix C Table 4. Student responses about secondary teacher by teacher

Survey item	N	Mean (Likert scale 1-5) Goal=4	Standard deviation Goal >1	P value for one way ANOVA Goal <.05	Effect size (ω^2) Bigger is better
This teacher cares about my well-being	10220	4.08	1.167	.000	.266

This teacher shows respect for all students in my class, no matter who they are	10367	4.07	1.209	.000	.288
This teacher would help me if I needed help	10346	4.21	1.129	.000	.269
This teacher is fair	10359	4.05	1.227	.000	.282
This teacher is good at holding my attention	10308	3.84	1.307	.000	.3
I learn a lot in this teacher's class	10333	4	1.253	.000	.268
This teacher involves me in class discussion or activities	10329	4.06	1.159	.000	.23
This teacher explains things so that I understand	10336	4.02	1.244	.000	.262
The students respect this teacher	10276	3.94	1.216	.000	.298
Student are well behaved in this teacher's classroom	10328	3.81	1.154	.000	.21

Appendix C Table 5. Parent responses about elementary school/principal by school

Survey item	N	Mean (Likert scale 1-5) Goal=4	Standard deviation Goal >1	P value for one way ANOVA Goal <.05	Effect size (ω^2) Bigger is better
I feel welcome at this school	866	4.45	.825	.000	.076
There are plenty of opportunities for me to be involved	864	4.59	.725	.000	.07
A person from any culture would feel comfortable at this school	861	4.34	.873	.000	.041
I hear about fights	812	4.07	1.111	.000	.086
There is too much bullying	821	3.89	1.088	.000	.161

I am concerned about the violence	845	4.39	.919	.000	.174
I hear about things being stolen	810	4.17	1.056	.000	.152
This principal is good at running the school	594	4.23	1.019	.000	.224
I can rely on this principal to prioritize the learning needs of my child	586	4.12	1.05	.000	.171
This principal is responsive to my concerns	571	4.09	1.097	.000	.169

Appendix C Table 6. Parent responses about elementary teacher by school

Survey item	N	Mean (Likert scale 1-5) Goal=4	Standard deviation Goal >1	P value for one way ANOVA Goal <.05	Effect size (ω^2) Bigger is better
This teacher treats my child fairly	1288	3.69	.669	.000	.242
This teacher helps my child feel confident in his/her learning	1281	3.67	.718	.000	.258
This teacher is considerate of my child's feelings	1282	3.67	.735	.000	.254
This teacher is a good role model	1286	3.71	.697	.000	.266
This teacher teaches so that my child understands	1284	3.66	.711	.000	.265
I am pleased with how much my child is learning	1277	3.62	.765	.000	.183
This teacher challenges my child academically	1277	3.6	.788	.000	.214
This teacher is responsive to my requests for communication	1276	3.71	.701	.000	.246
This teacher communicates	1275	3.66	.755	.000	.242

important information in a timely manner					
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Appendix C Table 7. Parent responses about secondary school/principal by school

Survey item	N	Mean (Likert scale 1-5) Goal=4	Standard deviation Goal >1	P value for one way ANOVA Goal <.05	Effect size (ω^2) Bigger is better
I feel welcome	558	3.96	.943	.039	.016
I think all different types of people would feel welcome	549	3.76	1.017	.002	.031
There are plenty of opportunities for me to be involved	542	3.69	1.033	.000	.044
I hear about fights	515	3.83	1.143	.000	.151
There is a lot of bullying	523	3.5	1.152	.000	.187
I hear about things being stolen	522	3.64	1.168	.000	.115
I am concerned about the violence	535	3.99	.982	.000	.166
This principal is good at running the school	294	4.1	.923	Not significant	Not applicable
I can rely on this principal to prioritize the learning needs of my child	288	3.95	1.098	Not significant	Not applicable
This principal is responsive to my concerns	290	3.97	1.143	Not significant	Not applicable

Appendix C Table 8. Parent responses about secondary school teacher by teacher

Survey item	N	Mean (Likert scale 1-5) Goal=4	Standard deviation Goal >1	P value for one way ANOVA Goal <.05	Effect size (ω^2) Bigger is better
This teacher treats my child fairly	732	4.21	1.037	.000	.299
This teacher helps my child feel confident in his or her learning	732	4.03	1.284	.000	.345
This teacher is considerate of my child's feelings	728	4.07	1.183	.000	.327
This teacher is a good role model	733	4.11	1.196	.000	.36
This teacher teaches so that my child understands	731	3.99	1.271	.000	.35
I am pleased with how much my child is learning	729	3.99	1.298	.000	.325
This teacher challenges my child academically	721	4.15	1.117	.000	.283
This teacher is responsive to my requests for communication	661	4.14	1.024	.000	.226
This teacher communicates important information in a timely manner	692	3.99	1.161	.000	.241

About the Surveys

The Utah Education Policy Center has developed a measure to collect and report stakeholder input about schools and educators. The UEPC Stakeholder Input Surveys include an educator effectiveness scale, aligned with the Utah State Office of Education Educator Evaluation efforts, that collects feedback for individual teachers and school leaders.

The feedback on the Stakeholder Input Surveys can be used as part of school-wide improvement efforts as well as to provide information to teachers that will allow them to increase communication and engagement with students and parents.

Stakeholder Input Surveys

Who takes the Stakeholder Input Surveys?

- Elementary students (third grade and older)
- Secondary students
- Parents
- Teachers

How were the surveys developed?

Surveys were developed by the research and evaluation team at the Utah Education Policy Center through a process established to maximize reliability and validity. Items included in the survey have been selected using rigorous statistical methods.

All items included in the survey item pool were:

- grounded in educational theory,
- reflective,
- short,
- positively framed,
- unambiguous, and
- readable at a specified grade level.

After analysis, the item pool was further refined to only include items that:

- Showed acceptable variance (i.e., not all respondents agreed)
- Discriminated between teachers, schools, administrators.
- Represented single constructs and did not load on more than one factor
- Combined together to form internally consistent scales

What kinds of kinds of items are on the surveys?

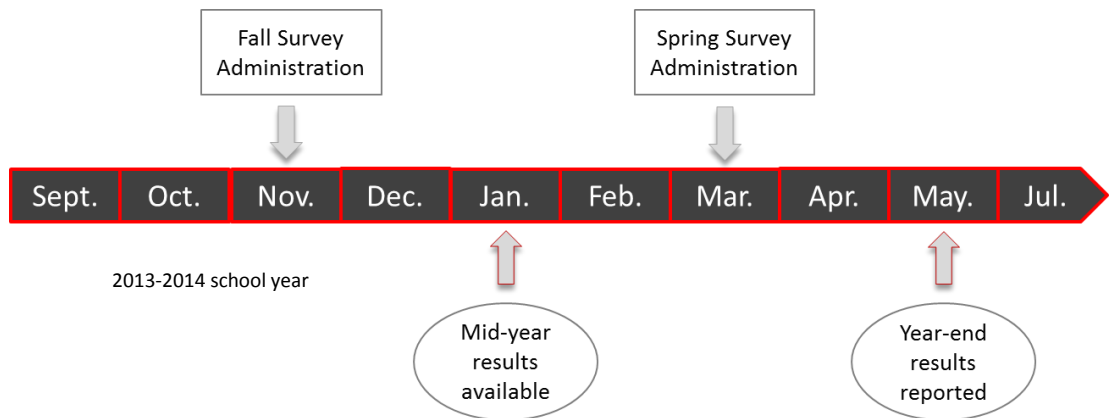
	School Safety	School Climate	Principal	Teachers
Elementary Students	<u>3 items</u> "There is a lot of bullying"	<u>4 items</u> "I like being in school"	<u>4 items</u> "My principal cares about me"	<u>7 items</u> 2 dimensions: • emotional support • learning support
Secondary students	<u>4 items</u> "There is a lot of theft"	<u>4 items</u> "There are many things about school that I like"	<u>4 items</u> "My principal looks out for all of the kids at this school"	<u>10 items</u> 3 dimensions: • emotional support • learning support • classroom management
Parents	<u>4 items</u> "I hear about fights"	<u>4 items</u> "There are plenty of opportunities for me to be involved"	<u>5 items</u> "The principal looks out for what is important to my child"	<u>11 items</u> 3 dimensions: • conscientiousness • learning support • communication
Teachers	<u>3 items</u> "There is a lot of violence"	<u>10 items</u> 2 dimensions: • professional environment • resources	<u>10 items</u> 2 dimensions: • conscientiousness • instructional leadership	

Stakeholder Input Surveys

Why gather stakeholder input with a UEPC designed survey?

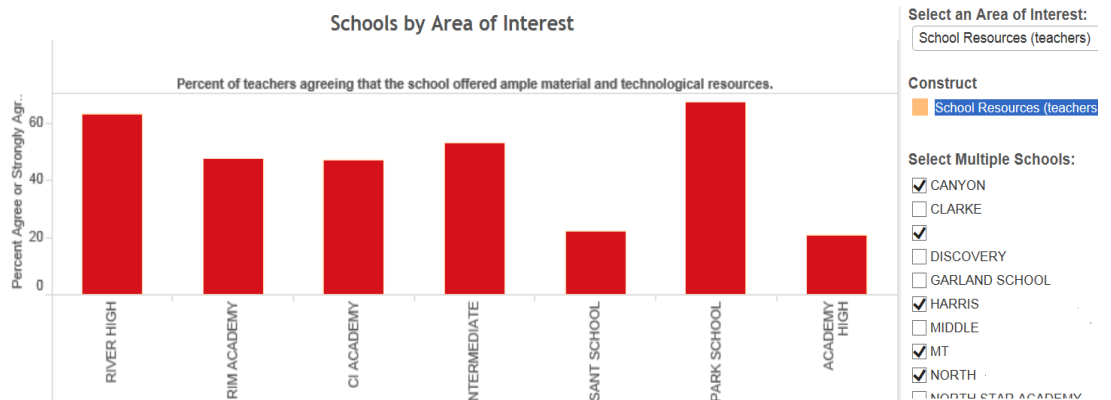
- The surveys align with Educator Effectiveness efforts of the USOE.
- The results are valid and reliable.
- The feedback allows administrators to identify areas of strength and weakness within the schools .
- The feedback allows teachers to identify areas of strength and weakness in their own practices.
- The mid-year results can be used to improve teacher-student and teacher-parent interactions.
- Opportunities for targeted professional development, and peer sharing of successful strategies.

When are the surveys given and when do results become available?



How are results reported?

District-level results are available online through an *interactive* dashboard. A screen shot of a dashboard is shown below.



School-level and teacher-level results are available in PDF format. Reports include a snapshot of the school, a snapshot of each teacher at the school, results for each item at the school level and for each item at the teacher level. An example of results for teacher-level items is shown below.

Input from Parents about Teacher A	TEACHER	STATE
CONSCIENTIOUSNESS		
This teacher treats my child fairly.	89.5	94.3
This teacher helps my child when my child needs help.	89.5	94.0
This teacher does the right thing when it comes to my child.	78.9	91.7
This teacher is considerate of my child's feelings.	78.9	91.4
This teacher is a good role model for the children.	84.2	93.1

Appendix D: Factor Analysis Results

Appendix D Table 1

Elementary School Students about Schools

<u>Item</u>	<u>Factor 1</u>	<u>Factor 2</u>	<u>Factor 3</u>
I like my school.	0.827165		
I feel safe at my school.	0.753289		
I feel like I fit in at my school.	0.726997		
There are lots of things for me to do at my school.	0.713762		
My principal looks out for all the kids at our school.		0.839346	
My principal is fair when dealing with kids.		0.835145	
My principal cares about me.		0.825804	
Kids get bullied at my school.			0.847871
There are lots of fights at my school.			0.832484
A lot of things get stolen at my school.			0.731064

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

Convergence in 5 iterations

Appendix D Table 2

Secondary School Students about Schools

<u>Item</u>	<u>Factor 1</u>	<u>Factor 2</u>	<u>Factor 3</u>
My principal looks out for all of the students at this school.	0.9122		
My principal is a good leader for this school.	0.8939		
My principal is fair when dealing with students.	0.8748		
My principal is concerned with my well-being.	0.8563		
There are a lot of fights at this school.		0.8299	
I am concerned about the violence at this school.		0.7913	
Students get bullied at this school.		0.7158	
There is a lot of theft at this school.		0.6963	
There are many things about this school that I like.			0.7745
There are a lot of opportunities for me to be involved at my school.			0.7267
I think students from all different cultures would feel welcomed at this school.			0.7078
I feel like I am accepted by the other students at this school.			0.6953

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

Convergence in 5 iterations

Appendix D Table 3

Parents about Schools

<u>Item</u>	<u>Factor 1</u>	<u>Factor 2</u>	<u>Factor 3</u>	<u>Factor 4</u>
This principal handles problems effectively.	0.9003			
This principal is responsive to my concerns.	0.8980			
This principal is good at running this school	0.8813			
I can rely on this principal to prioritize the learning needs of my child.	0.8757			
This principal cares about my child's well-being.	0.8445			
There are plenty of opportunities for parents/guardians to be involved at this school.		0.8105		
I feel welcome at this school.		0.7951		
There are many things about this school that I like.		0.7802		
I think all different types of people would feel welcome at this school.		0.7271		
I am concerned about the violence at this school.			0.8254	
I hear about fights at this school.			0.8210	
There is a lot of bullying at this school.			0.7935	
I hear about things being stolen from the school.			0.7404	
I make sure my child completes homework assignments.				0.7893
I encourage my child to read (or read to my young child).				0.7770
I make sure my child attends school every day.				0.7169
I am a partner in my child's education.				0.7028
I often discuss college or career options with my child.				0.5287

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

Convergence in 5 iterations

Appendix D Table 4

Teachers about Schools

<u>Item</u>	<u>Factor 1</u>	<u>Factor 2</u>	<u>Factor 3</u>	<u>Factor 4</u>	<u>Factor 5</u>
My principal backs me up when I make a decision.	0.8822				
My principal is concerned about my well-being.	0.8561				
My principal is responsive to my communication attempts.	0.8434				
My principal communicates important information to me in a timely manner.	0.8009				
My principal communicates effectively with teachers.	0.7370				
My principal is a positive role model for welcoming all kinds of people at our school.	0.7050				
My principal is fair in dealing with teachers.	0.5658		0.5099		
I coordinate my instruction with other teachers.		0.8238			
I have participated in professional development that supports my teaching of Utah Core Standards.		0.7939			
I have regular opportunities to work with other teachers.		0.7759			
Professional development is generally aligned with school-wide goals		0.7321			
My principal gives me useful feedback about my teaching.			0.8733		
My principal provides useful guidance on effective instruction.			0.7707		
My principal and I discuss topics related to my progress as a teacher in a productive way.	0.5106		0.6408		
There is a lot of violence.				0.8700	
There is a lot of bullying.				0.8629	
There is a lot of theft.				0.8372	
I have access to the resources I need to be an effective teacher.					0.8605
The resources at this school are well managed.					0.7664
I have the training necessary to use the resources available to me.					0.6384

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

Convergence in 5 iterations

Appendix D Table 5

Elementary School Students about Teachers

<u>Item</u>	<u>Factor 1</u>	<u>Factor 2</u>
My teacher is fair.	0.7879	
My teacher treats all the students in our class with respect.	0.7515	
My teacher cares about me.	0.7158	
My teacher will help me if I need help.	0.6719	
My teacher makes sure I participate in class.	0.4985	0.4826
My teacher gives me a lot to think about during class.		0.8003
My teacher makes me work hard every day.		0.7976

Extraction Method: Principal Component Analysis.

Rotation Method: Oblimin with Kaiser Normalization.

Appendix D Table 6

Secondary School Students about Teachers

<u>Item</u>	<u>Factor 1</u>	<u>Factor 2</u>	<u>Factor 3</u>
This teacher makes sure everybody is accepted in our class, no matter where they come from.	1.0344		
This teacher cares about my well-being.	0.9580		
This teacher would help me if I needed help.	0.9419		
This teacher is fair.	0.8763		
Students are well behaved in this teacher's classroom.		1.1048	
The students respect this teacher.		0.7116	
I learn a lot in this teacher's class.			1.0447
This teacher is good at holding my attention.			1.0239
This teacher involves me in class discussions or activities.			0.8104
This teacher explains things so that I understand.			0.7435

Extraction Method: Principal Component Analysis.

Rotation Method: Oblimin with Kaiser Normalization.

Appendix D Table 7
 Parents about Teachers

<u>Item</u>	<u>Factor 1</u>	<u>Factor 2</u>	<u>Factor 3</u>
This teacher is clear and concise when communicating with me.	0.9484		
I am satisfied with the methods this teacher uses to communicate with me (i.e., email, websites, notes, etc.).	0.9376		
This teacher communicates important information in a timely manner	0.9225		
This teacher helps my child feel confident in his or her learning		0.8506	
This teacher is considerate of my child's feelings.		0.7774	
This teacher treats my child fairly.		0.7459	
This teacher is a good role model for the children.		0.5094	
I am pleased with how much my child is learning in this teacher's class.			0.7961
This teacher teaches so that my child understands.			0.6815
This teacher challenges my child academically			0.6807
Extraction Method: Principal Component Analysis.			
Rotation Method: Oblimin with Kaiser Normalization.			
Convergence in 4 iterations.			

Appendix E: Internal Reliability Results

Topic	Elementary Student Respondents	Secondary Student Respondents	Parent Respondents	Teacher Respondents
School Climate	.782	.772	.887	NA
School Safety	.747	.786	.866	.820
Professional Climate	NA	NA	NA	.826
Resources	NA	NA	NA	.779
Leader to Teacher Communication	NA	NA	NA	.911
Principal's Conscientiousness	.824	.920	.959	.876
Principal's Support of Instruction	NA	NA	NA	.873
Emotional Support of Students	.736	.907	.691	NA
Teachers' Support of Learning	.511	.879	.460	NA
Teacher to Parent Communication	NA	NA	.913	NA