



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

# **SCHOOL SURVEYS OF EDUCATOR EFFECTIVENESS AND STAKEHOLDER INPUT**

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*School Year 2014-2015 Results*

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

*Kristin Swenson, PhD and Andrea Rorrer, PhD*

In 2012, Utah House Bill 149 authorized a three-year online survey pilot program to collect stakeholder input from students, parents/guardians, and teachers in Utah schools and provide the results to teachers and administrators for school improvement purposes. This document provides an overview of the pilot project and contains results for the final year of the pilot program (2014-15) aggregated to the state level. You can access the online school-level results [by clicking here](#).

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## Overview of the Educator Effectiveness and Stakeholder Input Survey Pilot Project

In the 2012 General Session, the Utah Legislature passed House Bill 149, which created a three-year online survey pilot program to collect stakeholder input data in at least five elementary schools, five junior high schools, five high schools, and five charter schools each year. The Utah State Office of Education (USOE) was required to survey students, parents/guardians, and teachers at these schools to provide information to teachers and administrators for evaluation and improvement purposes. The Utah Education Policy Center (UEPC) was retained by the USOE to develop and administer the stakeholder input surveys.<sup>1</sup> The UEPC developed surveys with multiple scales to capture attitudes and perspectives about educational experiences and educator practices. The educator scales in the surveys were aligned with the USOE Educator Effectiveness Project.<sup>2</sup> For the purpose of feedback and improvement opportunities, the survey results were provided to individual teachers and school leaders. The UEPC developed different versions of the survey for students (including elementary and secondary versions), parents/guardians, and teachers. Schools in the Survey Pilot program participated at no cost to the pilot schools and districts.

A multi-year pilot study provided the opportunity to refine the instrumentation, administration, and reporting of the surveys. To maximize these refinements, the UEPC engaged in an iterative process across the three years of the pilot program (starting in school year 2012-13) with two administrations in each year. The survey administrations schedule is provided in Table 1. An overview of refinements related to instrumentation, administration, and reporting across administrations is provided in the following sections.

Table 1. Survey Administration Schedule

	1st Admin	2nd Admin
Year 1	Jan 2013	May 2013
Year 2	Nov 2013	March 2014
Year 3	Dec 2014	April 2015

### Overview of Instrumentation

As noted previously, the UEPC evaluated and refined the survey content for each administration. The following information includes a brief description of the instrumentation evaluations and refinements that occurred in each pilot year, and an overview of the survey content, as shown in Table 2.

During Year 1, UEPC researchers focused on the development of constructs. To begin, the survey development team drew on research and the UEPC's previous work in this area<sup>3</sup> to develop an initial

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<sup>2</sup> <http://www.schools.utah.gov/CURR/educatoreffectiveness/>

<sup>3</sup> The UEPC has previously developed surveys for schools interested in feedback on instructional quality and effectiveness.

bank of survey items across educational domains such as learning support, instructional leadership, and communication. Results from the first administration in Year 1 were subjected to an exploratory factor analysis to determine which categories or constructs were appropriate for measurement. We found that we could reliably measure the categories of school climate, school safety, professional environment, resources, leader conscientiousness, leader instructional support of teachers, teacher emotional support of students, teacher learning support of students, and communication (also, see Table 2). Results from the second administration in Year 1 were used to confirm these constructs and to select items that worked together to best reflect the constructs. Items that contributed conceptually to the breadth of the constructs and contributed positively to the reliability, or internal soundness, of the constructs were retained for inclusion in the Year 2, first administration. See the Year 1 report for results of psychometric tests conducted in Year 1 [by clicking here](#).

During Year 2, UEPC researchers focused on the refinement of items and response scales. UEPC researchers analyzed results from the Year 2, first administration and retained items if they minimized the amount of variance *within* schools or teachers and maximized the amount of variance *between* schools or teachers relative to other items in that construct. The UEPC team also tested different item scales and different item wordings across the two administrations. Results from both Year 2 administrations were used with the goal of selecting scales and item wordings that resulted in average agreement rates between 80% and 89%. Similar average agreement across items is desirable because consistency across items allows for responses to be compared to one another at the item level.

Although the target range for agreement rates was between 80% and 89%, in many cases we were not able to create items that resulted in averages as low as 89% or as high as 80%. For example, approximately 95% of elementary students and their parents/guardians agreed to all positively worded items about teachers and principals. On the other end of the spectrum, approximately 60% of secondary school students agreed to positively worded items about school safety. Within constructs in which we could not create items that resulted in average agreement rates between 80% and 89%, item wordings that resulted in similar average agreements were selected. Selecting items with similar average agreement allowed for items within each construct to be compared to one another. See the Year 2 report for results from all psychometric tests in Year 2 [by clicking here](#).

During Year 3, UEPC researchers focused on further refinements at the instrument level and conducted testing across constructs. For the Year 3 first administration, all school safety items were rewritten into positively worded statements (e.g., students at this school resolve differences peacefully) and a common scale was adopted for all items, across surveys (i.e., agree, somewhat agree, somewhat disagree, and disagree, with a not applicable/I don't know option). The scale that included somewhat disagree and somewhat agree was adopted because we found inclusion of those scale options to reduce the number of respondents who selected, "I don't know." Other changes to the surveys enacted during Year 3 included expansion of the teacher surveys to include a set of items addressing parent/guardian support and contextual prompts were added to some of the open-ended items (e.g., "Dear Teacher," was inserted into the text box where parents/guardians were asked to give feedback to teachers and, "Dear Principal," was inserted into the text box where parents/guardians and teachers were asked to give feedback about administrators). The set of parent/guardian support items was included to supplement

the limited information on parent/guardian support obtained from the parent/guardian surveys. The prompts were added to encourage parents/guardians and teachers to address educators directly in their comments.

In Year 3, UEPC researchers ran the same statistical tests on constructs and survey items as those conducted in Year 1 and Year 2 (see Appendix A), and conducted confirmatory factor analyses to determine whether hypothesized relationships among items and factors were supported by the data (see Appendix B). Table 2 provides an overview of the survey content at the culmination of the three-year survey pilot program.

Table 2. Overview of Survey Content

Survey Area	Respondents	General Description	Example Item
<b>School climate</b>	Students and parents/ guardians	Respondents like the school and find it welcoming.	There are many things about this school that I like.
<b>School safety</b>	Students, parents/ guardians, and teachers/staff	Respondents believe that people and property are safe at the school.	Students are safe from bullying at this school.
<b>Professional environment</b>	Teachers	Teachers feel the school provides a collaborative environment, adequate professional development, and a positive place to work.	I have regular opportunities to collaborate with other teachers.
<b>Professional environment</b>	Staff	Staff members feel appreciated and supported at the school.	This school provides a positive work environment.
<b>Resources</b>	Teachers/staff	Teachers and staff indicate that they have access to well-managed resources they need to do their job effectively and know how to use those resources.	I have access to the resources I need to do my job effectively.
<b>Leader conscientiousness</b>	Students, parents/ guardians, and teachers/staff	Respondents feel the leader has integrity, and is kind and caring to the people in the school.	My principal is concerned about my well-being.
<b>Teacher emotional support of students</b>	Students and parents/ guardians	Respondents feel the teacher is fair, supportive, helpful, and kind to students.	My teacher is fair.
<b>Teacher to parent/guardian communication</b>	Parents/ guardians	Parents/guardians agree that the teacher communicates important information in a timely manner and is responsive.	This teacher is responsive to my requests for communication.
<b>Leader to teacher communication</b>	Teachers	Teachers agree that the leader communicates effectively and is responsive.	My principal communicates effectively with teachers.
<b>Parental support</b>	Teachers	Parents/guardians are responsive to and supportive of teachers and have high academic expectation of the children.	In general, parents/guardians work with me to support student learning.
<b>Instructional support provided by leaders</b>	Teachers	Teachers perceive that leader supports their teaching and offers valuable guidance for instruction.	My principal gives me useful feedback about my teaching.
<b>Learning support provided by teachers</b>	Students and parents/ guardians	Respondents think teachers are academically rigorous, engaging in the classroom, and are clear in their instruction.	My teacher makes sure I participate in class.

## Overview of Participation

Although the survey was offered at no-cost to pilot schools, the overall participation in the surveys among schools was quite low during Year 1 and Year 2. Participation in the surveys improved during Year 3. Table 3 shows the number of schools that were invited to participate and the number of schools that did participate across each year of the three-year pilot program. A school was considered to have participated if at least 10 responses were received on at least one of the three surveys (i.e., student, parent/guardian, and/or teacher).<sup>4</sup> Differences in school-level participation across the years are attributed to the methods used to identify schools for participation. In Years 1 and 2, schools piloting other Educator Effectiveness tools were also asked to participate in the Survey Pilot. In Year 3, participation in the Survey Pilot was required by school districts that applied to be part of an Educator Effectiveness Pilot program. School-level participation of these schools approached 100% across the three surveys. Additional pilot schools were asked to participate in Year 3, but were not required to participate via the Educator Effectiveness Pilot. Participation rates of those pilot schools were similar to Year 1 and Year 2 participation rates across schools.

Table 3. Participation by Schools

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
Number of pilot schools invited to participate	57	50	43
Number of pilot schools that did participate	19	18	31
Percent of invited schools that participated	33%	36%	72%

Within schools that administered the surveys, response rates were mixed with high response rates for students and teachers and low response rates for parents/guardians. This pattern was seen in all three years. Table 4 shows participation rates for students, parents/guardians, and teachers in the participating schools across each year of the three year pilot program. Schools in some of the districts aimed to increase the number of participating parents/guardians by scheduling survey administration during parent/guardian/teacher conferences. While offering the surveys during parent /teacher conferences seems to be a good idea, as it potentially allowed parents/guardians who do not have access to the surveys elsewhere to participate, it was unclear that the strategy had any effect on response rates. In fact, as shown Table 4, response rates for parents/guardians actually fell in Year 3.

Table 4. Survey Response Rates

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
Students	85%	73%	74%
Parents/guardians	13%	13%	10%
Teachers	79%	62%	80%

Because low response rates can introduce non-response bias, response rates are important to valid interpretation of survey data (Groves, 2006). Unfortunately, standards for acceptable response rates are elusive.

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<sup>4</sup> In Year 3, surveys were administered to two small schools with fewer than 10 potential respondents for any of the surveys. A minimum of 10 responses was required for reporting. Those schools with fewer than 10 potential respondents are not included in any participation numbers, including response rates, in this report. The responses from those school were included in statewide averages for results in this report.



Standards for acceptance to peer-reviewed journals may provide guidance for determining for acceptable response rates in stakeholder input surveys, although the response rates may often be lower for surveys that are aimed at organizational learning. In an analysis of 1,607 survey studies published in peer-reviewed journals, the average individual-level response rate was 53% (Baruch & Holtom, 2006). As such, response rates for students and parents/guardians would be considered acceptable (i.e., publishable in a peer reviewed journal) and response rates for parents/guardians would not. Results from parent/guardian respondents may be considered valid in that they reflect the opinions of parents/guardians who responded to the survey. However, because of the sample size, these responses cannot be considered to reflect the opinions of parents/guardians, in general.

## Overview of Reporting

In each of the pilot years, survey reports were made available to schools approximately six weeks after administration. During Year 1 and for the first administration in Year 2, password protected reports were emailed to principals after they agreed to a set of requirements for the purpose of identity protection. Beginning with the second administration in Year 2, the reporting process was changed and reports were housed within the same secure server used to administer the surveys. District administrators received passwords and were trained regarding the requirements. District representatives then gained access to the district report and to reports for each of the participating schools within that district. District-level administrators served as liaisons with school-level administrators, obtaining agreement to the requirements and disseminating reports. School-level administrators were expected to review individual teacher-level reports with teachers.

To facilitate constructive use of the available survey reports, the UEPC developed a discussion guide (see Appendix A) and disseminated it along with the Year 3 reports. The purpose of the discussion guide was to provide technical assistance to aid interpretation of the reports and facilitate group discussions leading to action plan development at the school level. The UEPC also provided in-person technical support to several districts when requested, using the discussion guide with district-level administrators. The UEPC designed the discussion guide to be used by district administrators when reviewing reports with principals, and for principals to use with their schools and individual teachers when reviewing reports. All administrators were encouraged to use the feedback provided in the reports as part of their school-wide improvement efforts and to provide information to teachers that would allow them to increase communication and engagement with students and parents/guardians.

Changes to the reporting template were made during each of the pilot years. During the third year of administration, report templates were changed to include sample sizes for all tables, fields for the proportion of students who knew the principals, and fields for the proportion of parents/guardians who had personally met or spoken with the principals. For simplicity, reported numbers were rounded to the nearest whole number rather than including decimals in the results. A blank report template is included in Appendix B for reference.

## Year 3 Survey Results for Pilot Schools, 2014-15

### Response Rates

Table 5 shows participation rates for the different school categories (elementary, junior high, senior high, and charter) that House Bill 149 identified for participation in the pilot program.<sup>5</sup> In Table 5, schools that were counted in the *Number of Schools Invited* column were those that were invited to participate, agreed to participate, scheduled administration times and had surveys set up for the schools. Schools that were counted in the *Number of Schools Participating* column were those schools that generated at least 10 responses, the minimum number of responses required to make reports, on at least one version of the survey (student, parent/guardian, or teacher). The majority of schools not included in the Number of Schools Participating column did not generate any responses at all, and the maximum number of responses generated by any one of these schools was three. As noted earlier, schools that did not have a sufficient number of potential respondents were excluded from all response rate and participation calculations in this report.

Table 5. School Level Participation Rates in Year 3

	<b>Number of Schools Invited</b>	<b>Number of Schools Participating</b>	<b>Percent of Schools Participating</b>
<b>Elementary</b>	20	15	75%
<b>Junior High</b>	7	4	57%
<b>High Schools</b>	11	7	64%
<b>Charter</b>	5	2	40%
<b>Total/Average</b>	<b>43</b>	<b>31</b>	<b>72%</b>

Student, parent/guardian, and teacher response rates were calculated using data from only the schools that participated rather than from the schools that were invited to participate. This decision was based on the assumption that only schools that participated actually administered the surveys. Table 6, Table 7, and Table 8 provide estimates of the potential number of respondents within participating schools based on total number of eligible respondents at each level.<sup>6</sup> Table 6 reports response rates for students, Table 7 reports response rates for parents/guardians, and Table 8 reports response rates for teachers.

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<sup>5</sup> House Bill 149 required that surveys be administered in at least 5 elementary, 5 junior high, 5 senior high, and 5 charter schools.

<sup>6</sup> Eligible student respondents were equal to the number of students, third grade or higher enrolled at the school. Eligible parent/guardian/guardian respondents were equal to 1.5 times the number of students at the school—this number was based on the fact that all parents/guardians were encouraged to respond including multiple parents/guardians for each child and is consistent with estimations of parent/guardian populations across administration years. Eligible teacher respondents were based on the number of teachers in each school.

Table 6. Participation Rates for Student Surveys

School Type	Number of Responses	Number of Potential Respondents	Response Rate
Elementary	2671	3404	78%
Junior High*	1041	1141	91%
High Schools*	1023	2023	51%
Charter	457	489	93%
<b>Total/Average</b>	<b>5192</b>	<b>7057</b>	<b>74%</b>

At two senior high schools and one junior high school, surveys were administered to students multiple times. Although this administration error did not appear to affect the overall survey results, it obscured counts for the actual number of student respondents in those schools. As such, the potential respondents and the number of responses from those schools are not included in Table 6. The actual number of potential junior high student respondents was 1485 and the actual number of potential high school respondents was 4506.

Table 7. Participation Rates for Parent/Guardian Surveys

	Number of Responses	Approximate Number of Potential Parent/Guardian Respondents	Approximate Response Rate
Elementary	1021	11168	9%
Junior High	227	2228	10%
High Schools	534	7478	7%
Charter	396	1083	37%
<b>Total/Average</b>	<b>2178</b>	<b>21957</b>	<b>10%</b>

Table 8. Participation Rates for Teacher Surveys

School Type	Number of Responses	Number of Potential Teachers Respondents	Response Rate
Elementary	222	245	91%
Junior High	56	84	67%
High School	118	176	67%
Charter	34	34	100%
<b>Total/Average</b>	<b>430</b>	<b>538</b>	<b>80%</b>

Tables 5 through 9 show response rates in four different school categories: elementary, junior high, senior high, and charter. This was due to the legislated requirements to survey schools in each of those four categories. However, surveys were not designed or reported based on those categories. Surveys were designed and reported at only two levels: elementary and secondary. All future tables in this report present results at the elementary and secondary levels only.

## Response Rates for Items about Principals

In creating teacher surveys, UEPC assumed that all teacher respondents knew their school administrators well enough to respond to statements about him or her. We did not make that assumption when surveying students and parents/guardians. Prior to answering questions about principals, students and parents/guardians were asked if they knew the principal well enough to answer questions about him or her. Students and parents/guardians who responded, “No,” to this question were not asked to evaluate the administrator. Table 9 shows the percentage of students and parents/guardians who indicated that they knew the principal well enough to evaluate him or her.

Table 9. Percent of Respondents Who Knew the Principal

Respondents	Percent of respondents who knew the principal
Elementary School Students	94%
Secondary School Students	83%
Parents/Guardians of Elementary School Students	81%
Parents/Guardians of Secondary School Students	69%

The first item parents/guardians were asked in the series of questions about principals read, “Have you personally met or spoken with the principal?” In response to that question, 98% of elementary school parents/guardians and 94% of secondary school parents/guardians answered that they had.

## Description of Survey Scoring

Surveys were scored in order 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 and districts, data were presented using two types of scores: *Agreement Percentages* and *Topic Scores*.

- **Agreement Percentages (Agreement)** were reported for each survey item. The Agreement score reflects the percentage of respondents who agreed or somewhat agreed with that item. For example, an Agreement score of 68% for the item, “My teacher is fair,” meant that 68% of student respondents who expressed an opinion either somewhat agreed or agreed with that item. Respondents who did not respond, or selected “I don’t know or not applicable” were not considered in the calculation of Agreement for that item.
- **Topic Scores (Levels)** were reported for each general construct measured within this set of 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% across items within the construct
  - Level 3: Average agreement between 80% and 89% across items within the construct
  - Level 2: Average agreement between 70% and 79% across items within the construct
  - Level 1: Average agreement of 69% or less across items within the construct

## Percentage Agreement for Stakeholders in Pilot Elementary Schools

Tables 10 through 12 show the percentages of elementary school student, their parents/guardians and teachers who agreed or somewhat agreed with each item, which is identified as “Agreement Percentages.”

Table 10. Item-level Responses from Elementary School Students in Pilot Schools

	Agreement Percentages
<b>SCHOOL CLIMATE</b>	
I like my school.	93%
I feel safe at my school.	93%
I feel like I fit in at my school.	86%
There is a lot to do at my school.	88%
<b>SCHOOL SAFETY</b>	
Kids at my school solve problems without fighting.	71%
Kids are safe from bullying at my school.	74%
My things are safe at school.	80%
<b>PRINCIPAL*</b>	
My principal cares about me.	97%
My principal looks out for all kids at our school.	97%
My principal is fair when dealing with kids.	94%
<b>TEACHER EMOTIONAL SUPPORT</b>	
My teacher cares about me.	97%
My teacher is nice to all the students in our class.	94%
My teacher is fair.	95%
My teacher helps me if I need help.	97%
<b>TEACHER LEARNING SUPPORT</b>	
My teacher makes sure I work hard every day.	96%
My teacher teaches so that I understand.	96%
My teacher makes sure I take part in class.	96%

\*Percentage of students answering about principal who agreed with the statement, "My principal knows me": 72%

Table 11. Item-level Responses from Parents/guardians of Elementary School Students in Pilot Schools

	Agreement Percentages
<b>SCHOOL CLIMATE</b>	
There are many things about this school that I like.	98%
I feel welcome at this school.	97%
I think people from all different backgrounds would feel welcome at this school.	95%
There are plenty of opportunities for parents/guardians/guardians to be involved at this school.	96%
<b>SCHOOL SAFETY</b>	
I think students at this school resolve their differences peacefully.	94%
This school seems to do a good job keeping kids safe from bullying.	92%
I think my child's personal belongings are safe at the school.	92%
<b>PRINCIPAL*</b>	
I can rely on this principal to prioritize the learning needs of my child.	96%
This principal cares about my child's well-being.	97%
This principal is responsive to my concerns.	96%
This principal handles problems effectively.	95%
<b>PARENT/GUARDIAN SUPPORT</b>	
I am a partner in my child's education.	99%
I make sure my child completes homework assignments.	98%
I make sure my child attends school every day.	99%
I encourage my child to read (or I read to my young child).	100%
I often discuss college or career options with my child.	93%
<b>TEACHER EMOTIONAL SUPPORT</b>	
This teacher treats my child fairly.	97%
This teacher will help my child if my child needs help.	98%
This teacher is considerate of my child's feelings.	97%
This teacher is a good role model for the children.	97%
<b>TEACHER LEARNING SUPPORT</b>	
This teacher teaches so that my child understands.	97%
I am pleased with how much my child is learning in this teacher's class.	96%
This teacher challenges my child academically.	96%
This teacher helps my child feel confident in his or her learning.	96%
<b>TEACHER COMMUNICATION</b>	
This teacher is responsive to my requests for communication.	97%
This teacher communicates important information in a timely manner.	96%
This teacher is clear and concise when communicating with me.	96%
I am satisfied with the methods this teacher uses to communicate with me (i.e., email, websites, notes, etc.).	96%

Percentage of parents/guardians answering about the principal who agreed with the statement, "I have personally met or spoken with this principal": 98%

Table 12. Item-level Responses from Elementary School Teachers in Pilot Schools

	Agreement Percentages
<b>PROFESSIONAL ENVIRONMENT</b>	
I coordinate my instruction with other teachers.	96%
I have regular opportunities to collaborate with other teachers.	96%
I participate in professional development that supports my teaching of Utah Core Standards.	89%
Professional development generally aligns with school-wide goals.	94%
<b>SCHOOL SAFETY</b>	
Students at this school solve problems without fighting.	88%
Personal belongings are safe at this school.	85%
Students at this school are safe from bullying.	85%
<b>RESOURCES</b>	
I have access to the resources I need to teach effectively.	92%
The resources at this school are well-managed.	92%
I have the training necessary to use the resources available to me.	93%
<b>PARENTAL SUPPORT</b>	
In general, parents/guardians are responsive when I request communication.	88%
In general, parents/guardians work with me to support student learning.	81%
I believe the parents/guardians of my students have high academic expectations for their children.	78%
<b>PRINCIPAL CONSCIENTIOUSNESS</b>	
My principal is fair when dealing with teachers.	91%
My principal is concerned about my well-being.	96%
My principal shows respect toward all people at our school.	92%
<b>COMMUNICATION</b>	
My principal is an effective communicator.	88%
My principal is responsive to my communication attempts.	93%
My principal communicates important information to me in a timely manner.	88%
<b>INSTRUCTIONAL SUPPORT</b>	
My principal provides useful guidance on effective instruction.	91%
My principal observes my class and gives me useful feedback about my teaching.	88%
My principal and I discuss topics related to my progress as a teacher in a productive way.	90%

### Average Agreement for Stakeholders in Pilot Secondary Schools

Tables 13 through 15 show the percentages of secondary school students, parents/guardians, and teachers who agreed or somewhat agreed with each item.

Table 13. Item-level Responses from Pilot Secondary School Students in Pilot Schools

	Agreement Percentages
<b>SCHOOL CLIMATE</b>	
There are many things about this school that I like.	81%
I feel like I am accepted at this school.	81%
I think students from all backgrounds would feel welcome at this school.	72%
There are plenty of opportunities for me to be involved at this school.	82%
<b>SCHOOL SAFETY</b>	
Students at this school resolve differences peacefully.	57%
Students are safe from bullying at this school.	54%
My belongings are safe if I bring them to school.	63%
<b>PRINCIPAL*</b>	
My principal looks out for all of the students at this school.	88%
My principal is concerned about my well-being.	86%
My principal is fair when dealing with students.	86%
<b>TEACHER EMOTIONAL SUPPORT</b>	
This teacher cares about my well-being.	89%
This teacher shows respect for all the students in our class, no matter who they are.	87%
This teacher will help me if I need help.	89%
This teacher is fair when dealing with students.	88%
<b>TEACHER LEARNING SUPPORT</b>	
This teacher is good at holding my attention.	82%
I learn a lot in this teacher's class.	85%
This teacher involves me in class discussions or activities.	87%
This teacher teaches so that I understand.	85%
<b>TEACHER CLASSROOM MANAGEMENT</b>	
Students treat this teacher with respect.	84%
Students are well behaved in this teacher's classroom.	80%

\*Percentage of students answering about principal who agreed with the statement, "My principal knows me": 45%



Table 14. Item-level Responses from Parents/guardians of Secondary School Students in Pilot Schools

	Agreement Percentages
<b>SCHOOL CLIMATE</b>	
There are many things about this school that I like.	89%
I feel welcome at this school.	89%
I think people from all different backgrounds would feel welcome at this school.	83%
There are plenty of opportunities for parents/guardians/guardians to be involved at this school.	78%
<b>SCHOOL SAFETY</b>	
I think students at this school resolve their differences peacefully.	75%
This school seems to do a good job keeping kids safe from bullying.	73%
I think my child's personal belongings are safe at the school.	70%
<b>PRINCIPAL</b>	
I can rely on this principal to prioritize the learning needs of my child.	87%
This principal cares about my child's well-being.	89%
This principal is responsive to my concerns.	84%
This principal handles problems effectively.	81%
<b>PARENT/GUARDIAN/GAURDIAN SUPPORT</b>	
I am a partner in my child's education.	95%
I make sure my child completes homework assignments.	94%
I make sure my child attends school every day.	98%
I encourage my child to read (or I read to my young child).	94%
I often discuss college or career options with my child.	94%
<b>TEACHER EMOTIONAL SUPPORT</b>	
This teacher treats my child fairly.	87%
This teacher will help my child if my child needs help.	85%
This teacher is considerate of my child's feelings.	83%
This teacher is a good role model for the children.	85%
<b>TEACHER LEARNING SUPPORT</b>	
This teacher teaches so that my child understands.	85%
I am pleased with how much my child is learning in this teacher's class.	82%
This teacher challenges my child academically.	86%
This teacher helps my child feel confident in his or her learning.	81%
<b>TEACHER COMMUNICATION</b>	
This teacher is responsive to my requests for communication.	89%
This teacher communicates important information in a timely manner.	84%
This teacher is clear and concise when communicating with me.	85%
I am satisfied with the methods this teacher uses to communicate with me (i.e. email, websites, notes, etc.).	84%

Percentage of parents/guardians answering about the principal who agreed with the statement, "I have personally met or spoken with this principal": 94%

Table 15. Item-level Responses from Secondary School Teachers in Pilot Schools

	Agreement Percentages
<b>PROFESSIONAL ENVIRONMENT</b>	
I coordinate my instruction with other teachers.	88%
I have regular opportunities to collaborate with other teachers.	88%
I participate in professional development that supports my teaching of Utah Core Standards.	91%
Professional development generally aligns with school-wide goals.	93%
<b>SCHOOL SAFETY</b>	
Students at this school solve problems without fighting.	94%
Personal belongings are safe at this school.	80%
Students at this school are safe from bullying.	72%
<b>RESOURCES</b>	
I have access to the resources I need to teach effectively.	88%
The resources at this school are well-managed.	88%
I have the training necessary to use the resources available to me.	90%
<b>PARENTAL SUPPORT</b>	
In general, parents/guardians are responsive when I request communication.	88%
In general, parents/guardians work with me to support student learning.	82%
I believe the parents/guardians of my students have high academic expectations for their children.	70%
<b>PRINCIPAL CONSCIENTIOUSNESS</b>	
My principal is fair when dealing with teachers.	90%
My principal is concerned about my well-being.	91%
My principal shows respect toward all people at our school.	88%
<b>COMMUNICATION</b>	
My principal is an effective communicator.	84%
My principal is responsive to my communication attempts.	89%
My principal communicates important information to me in a timely manner.	89%
<b>INSTRUCTIONAL SUPPORT</b>	
My principal provides useful guidance on effective instruction.	87%
My principal observes my class and gives me useful feedback about my teaching.	81%
My principal and I discuss topics related to my progress as a teacher in a productive way.	86%

## Topic Scores across Pilot Elementary Schools

Topic Scores (agreement scores aggregated to the topic level) for elementary school respondents are presented in Table 16. A Score of 4 indicates that 90% or more of the respondents agreed to items within the topic, 3 indicates that 80-89% of respondents agreed with items within that topic, 2 indicates that 70-79% of respondents agreed with items within that topic, and 1 indicates that fewer than 70% of respondents agreed with the items within that topic. No Topic Scores of 1 were assigned to any elementary school topics.

Table 16. Topic Scores for Elementary Schools

	School Topics	Administration Topics	Teacher Topics
Students	School climate: 4	Principal (general): 4	Emotional support: 4
	School safety: 2		Learning support: 4
Parents/ Guardians	School climate: 4	Principal (general): 4	Emotional support: 4
	School safety: 4		Learning support: 4
			Communication: 4
Teachers	Professional environment: 4	Principal conscientiousness: 4	
	School safety: 3	Principal communication: 4	
	Resources: 4	Principal instructional support: 3	
	Parental support: 3		

## Topic Scores across Secondary Schools

Topic Scores (agreement scores aggregated to the topic level) for secondary school respondents are presented in Table 17. A Score of 4 indicates that 90% or more of the respondents agreed to items within the topic, 3 indicates that 80-89% of respondents agreed with items within that topic, 2 indicates that 70-79% of respondents agreed with items within that topic, and 1 indicates that fewer than 70% of respondents agreed with the items within that topic.

Table 17. Topic Scores for Pilot Secondary Schools

	School Topics	Administration Topics	Teacher Topics
Students	School climate: 2	Principal (general): 3	Emotional support: 3
	School safety: 1		Learning support: 3
			Classroom management: 3
Parents/ Guardians	School climate: 3	Principal (general): 3	Emotional support: 3
	School safety: 2		Learning support: 3
			Communication: 3
Teachers	Professional environment: 4	Principal conscientiousness: 3	
	School safety: 3	Principal communication: 3	
	Resources: 3	Principal instructional support: 3	
	Parental support: 3		

## Findings and Considerations

UEPC’s overarching goal of this iterative survey pilot project was to create a suite of surveys that effectively measure education-relevant constructs to provide reliable, valid, and useful results to practitioners on educator effectiveness and stakeholder input. To that end, we have conducted psychometric testing after each year of survey administration; collaborated with the USOE and discussed details of administration and reporting with school and district level administrators; and conducted qualitative analyses on survey responses. This section reflects Year 3 findings as well as the culmination of data and findings from across the three-year pilot process. Findings are considered in the aggregate to provide a set of considerations for stakeholder input and educator effectiveness surveys.

### Psychometric Testing Results

Appendices C, D, and E provide results from the psychometric testing of the Year 3 survey results. Table 18 provides an overview of psychometric testing and includes a summary of Year 3 findings as well as a summary of findings across the three-year pilot project. The summary of findings highlights areas in which test results were particularly good or particularly bad.

Table 18. Overview of Psychometric Testing

Goal	Measure of Goal Achievement	Purpose of Goal	Summary of Psychometric Testing Findings
<b>Standardize average agreement across items</b>	All items will have average agreement rates between 80% and 89%. (Results are provided in Tables 10-15.)	Consistency across items allows for comparison across items.	On average, responses from elementary school students and their parents/guardians were much higher than the target when answering items about educators (teachers and administrators). Similarly, responses from students (both elementary and secondary) on school safety items were much lower than the target.
<b>Maximizing sensitivity of each item</b>	All items will have standard deviations of .75 or greater for four point Likert scales. (Results are provided in Appendix C)	Lack of variability within an item indicates that most respondents answer the question the same way. This generally indicates that the item is very stable and is not sensitive to differences across respondents or settings, thereby making it unlikely that the item will provide useful comparison information between schools and teachers.	For the items with very high average agreement rates, we found a corresponding lack of variability. Or in other words, most respondents selected “I agree” when responding to positively worded statements. Low variability was observed across items for constructs in which elementary school students responded to about educators, all items in which parents/guardians of elementary school students responded, and items in which parents/guardians of secondary students responded about their own support of their child’s education.

Goal	Measure of Goal Achievement	Purpose of Goal	Summary of Psychometric Testing Findings
<p><b>Maximizing ability of items to differentiate between schools or teachers</b></p>	<p>One-way ANOVA results will be significant for all items. (Results are provided in Appendix C)</p>	<p>Significant ANOVAs show that there are significant differences between schools and between teachers, at the item level. This significance supports the premise that apparent differences between schools or teachers are not simply due to random sampling error.</p>	<p>Items in which parents/guardians evaluate themselves do not show significant differences between schools. Secondary teachers did not differ significantly from school to school in their ratings of most principal items in Year 3. This finding is not consistent across years. The Year 3 results are likely driven by the relatively small number of secondary school teachers responding to items about principals (not every teacher responded to every item, there were about 180 responses, on average) and the small number of secondary teacher respondents within each school (about 15 responses per school, on average).</p>
<p><b>Maximizing ability of items to differentiate between schools or teachers</b></p>	<p>Significant ANOVAs have effect sizes exceeding .1, which is commonly accepted as a medium sized effect (Murphy &amp; Myors, 2004; results are provided in Appendix C).</p>	<p>After determining that there are significant differences among schools or teachers, the effect sizes show how large those differences are. Effect sizes communicate the proportion of variance in items that can be attributed to the school or the teacher.</p>	<p>Effect sizes for significant ANOVA results have steadily increased across the three-year pilot project. This indicates that item refinements have been effective in developing a set of items that differentiates between school and teachers. Many items, including items about school safety and items that parents/guardians respond to about teachers show effect sizes that exceed common standards for “large” effects.</p>

Goal	Measure of Goal Achievement	Purpose of Goal	Summary of Psychometric Testing Findings
<p><b>Validating constructs within each survey</b></p>	<p>All items subjected to a factor analysis will "load" on the construct they are intended to and will not load on other constructs. (Results are provided in Appendix D)</p>	<p>Confirmation that topics included in these surveys are measuring what we intended to measure with the set of items reported under each topic.</p>	<p>Results from factor analyses have consistently shown the topics to be measurable and distinct from one another. Some items grouped inconsistently during survey administrations in Year 1 and 2; those items were modified and now group appropriately. The results of some items have grouped inconsistently across administration. For example, "I feel safe at this school" grouped with school climate items in Year 1 and Year 2. In Year 3, the school safety items were rewritten as positively worded statements and the "I feel safe..." item grouped with those items cross-loaded on the two constructs. Similarly, the "My teacher helps me if I need help" item has typically grouped with the Emotional Support items but this year it cross-loaded with the Learning Support items.</p>
<p><b>Maximizing the internal consistency of constructs</b></p>	<p>Cronbach's Alpha statistics for all constructs will be within the range of .7 through .95. (Results are provided in Appendix E)</p>	<p>Cronbach's Alpha levels above .7 suggest that Topic Scores reflect a construct rather than measurement error. Alpha levels above .95, however, indicate that items do not contribute uniquely to the construct and are redundant to each other. The goal is to develop items that are distinct from one another but measure a common construct.</p>	<p>The teacher level Topic Scores from elementary student and parent/guardian surveys show internal consistency statistics that are below the target range of .7. This finding, which has been consistent across administrations, indicates that the items do not measure distinct and easily-interpretable constructs.</p>

Goal	Measure of Goal Achievement	Purpose of Goal	Summary of Psychometric Testing Findings
<b>Confirming that the surveys, in totality, measure what they are purported to measure.</b>	Confirmatory factor analyses will show adequate model fit as measured by RMSEA statistics below .05 and CFI statistics above .95. Furthermore, alignment between items and constructs will be at least .8. (Results are provided in Appendix F)	Fit statistics are measures of how well the predicted relationships are corroborated by the data.  High correlations between items and their constructs indicate that the items are good measures of their intended constructs.	Confirmatory factor analyses results showed moderate to good fit across surveys and respondent groups, indicating that the surveys did an adequate to good job measuring the intended educational dimensions. Correlations between items and constructs were low across the board in the elementary school students, reflecting measurement challenges when surveying elementary school respondents.

Since Year 1, surveys have included open-ended sections for responses about the principal or teacher, if the respondent wanted to make comments. In an effort to increase the usefulness of these comments, surveys were changed during the final survey administration in Year 3 to include the prompts “Dear Principal” and “Dear Teacher” in the comment boxed. For the final test of survey refinements, the UEPC conducted qualitative analyses of the open-ended survey responses before and after these prompts were added. Findings indicated that there was an increase in the proportion of respondents directly addressing the educator (i.e., using second person language to talk *to* the educator rather than third person grammar to talk *about* the educator) after the prompts were added (see Figure 1). Findings also showed that respondents were more likely to express appreciation or gratitude in their comments after the prompts were added (see Figure 2).

Figure 1. Change in the Proportion of Comments Using Direct Languages, Pre and Post Prompt

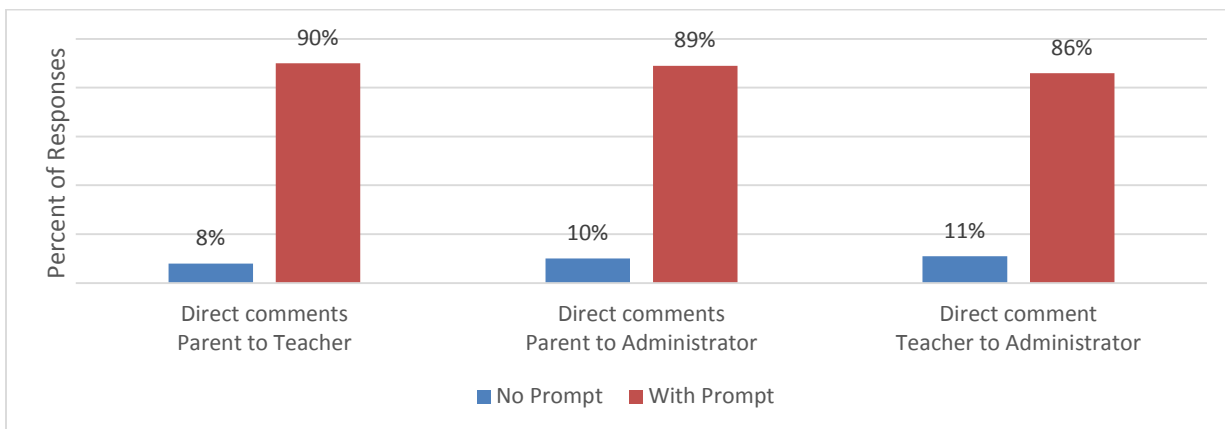
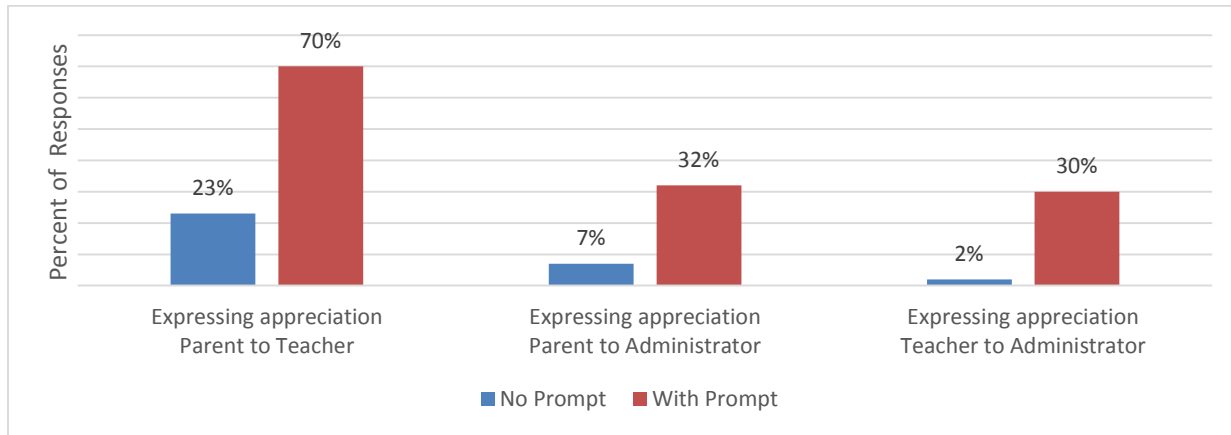




Figure 2. Change in the Proportion of Comments Expressing Gratitude, Pre and Post Prompt



### Conclusions and Considerations

After reviewing the data, the UEPC is prepared to offer a set of conclusions and considerations related to the administration of stakeholder input surveys.

- Results from the surveys should be used to direct efforts toward responsiveness and improvement.** Survey results are not appropriate as a means of identifying teachers as ineffective or effective, but rather to inform and guide conversations about stakeholder perceptions regarding educator effectiveness. As noted in the UEPC Discussion Guide, results from the Educator Effectiveness and Stakeholder Survey Suite can be used to inform educators and schools about their perceived impact with students. These results provide opportunities for growth and opportunities to further engage students and their families in the learning process.
- Elementary school students provide limited data when asked about their teachers or principals.** The elementary schools students have difficulty distinguishing between teachers or schools and, for the most part, agree to every positively worded item. Deviations for “agree” do appear to be meaningful when they occur, but they occur rarely. High response rates of elementary students indicate that the high level of item endorsement, low variability within and across items, and low effect sizes at the school and teacher levels are not due to sampling bias. Adjustments to scales and item wordings have had very little effect on the data generated by elementary students. Although elementary students do not produce much variability, their data appear to be valid. The problem does not seem to be that students misunderstand the questions or lack experience taking surveys. Instead, it appears that nearly all elementary students really think their teachers and principals care about them and are good at helping them learn, which does not distinguish the results. Based on the results in the secondary schools, elementary students tend to outgrow this optimism with time. Some alternatives to consider when surveying elementary students include reporting means and standard deviations in addition to percentages of agreement because the mean is extremely sensitive to deviations in response; limiting survey items to school and safety related topics rather than collecting data about individuals (i.e., teachers and principals); and collecting additional data from students using focus groups or interviews.
- On average, parents/guardians/guardians have very low response rates when asked to voluntarily participate in stakeholder input surveys.** Unlike the results of elementary students, the high levels of item endorsement and low variability across items in the results of parents/guardians might be

attributed to the low response rate. Additional research would have to be conducted before attempting to make inferences based on the self-selection of 10 to 15% of the parent/guardian population. Although there was little variability in the responses of parents/guardians, the variability observed was meaningful. The responses of parents/guardians showed acceptable differentiation between schools, excellent differentiation between teachers, and good alignment with the measured topics. These findings suggest that parents/guardians can and do provide useful information about schools and educators and that if response rates can be addressed, these data could be useful for making inferences about schools and educators from the perspective of parents/guardians. An interview with an administrator of the one school that consistently produced high parent/guardian response rates indicated that incentives were used at the classroom level to generate higher response rates among parents/guardians.

- **Parents/guardians who respond to the surveys report support of their child’s education, but this information may not provide schools or educators with useful data.** When analyzing data from the small percentage of parents who respond to the survey, we found that nearly all parents agreed to all positively worded items about themselves. In reporting these numbers, we are basically telling the teachers and schools that the parents who do respond think they are doing a great job as parents. This can be informative for teachers, some of whom report not believing that parents are invested in their child’s education.
  - Questions about support of education were included on the stakeholder input surveys to fulfill legislative requirements. These items have not produced meaningful results in any of the survey administrations. Parents/guardians who volunteer to participate on the survey nearly unanimously endorse their own support their children’s education. The fact that parents/guardians of secondary school children are more likely to endorse “I often discuss college or career options with my child” than parents/guardians of elementary school children indicates that the responses are valid but not useful. A set of parent/guardian engagement items were added to the teacher surveys in Year 3. These items yielded results that were within the target range on all psychometric tests. Inferences made from these items should be made with caution, however. For example, teachers may not know about the expectations that parents/guardians have of their children and their impressions about those expectations might say more about the teachers than about the parents/guardians.
- **Asking teachers about the support they received from parents/guardians generated more useful information than asking parents about their own support.** Whereas nearly all teachers and very few parents responded to the surveys, we were better able to make inferences about the populations of the teachers within the schools and districts than we were to make inferences about the population of parents, this was true across all items on the surveys, not just for the parental/guardian support items. Specific to the parental/guardian support items, these items showed good psychometric properties when asked of teachers and poor psychometric properties when asked for parents.
- **Open-ended questions generate useful constructive responses for educators, which can be tempered by including default language in the answer space.** The analysis of open-ended comments revealed that stakeholders are very responsive to external cues regarding who will see their responses. Prior to including, “Dear Teacher,” in the open-ended answer boxes, comments were not directed to the

educator but tended to be about the educator. After including the “Dear Teacher,” prompt, nearly all respondents directed their comments to the educator. Furthermore, the nature of the comments changed with stakeholders more likely to express gratitude to the educator.

## References

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## Appendix A: UEPC Discussion Guide

### School Survey of Educator Effectiveness and Stakeholder Input Discussion Guide

This document is designed to provide guidance for reviewing findings from the School Survey of Educator Effectiveness and Stakeholder Input. Several discussion protocols, worksheets and planning templates are included to help turn survey results into action for ongoing school improvement and planning.

#### Audience

Principals and other school leaders who will be reviewing survey results and facilitating discussions with teachers and school teams.

#### Objectives

After using this discussion guide to review your school's survey data, you should

1. Understand the survey content and scoring methods,
2. Understand the survey report and how it is organized, and
3. Develop an understanding about stakeholder perceptions concerning strengths and opportunities for growth at your school.

#### Survey Overview

This Educator Effectiveness and Stakeholder Input Surveys were designed to gather information from three respondent groups:

1. Students
2. Parents
3. Teachers

The concepts addressed in the surveys were identified through a review of research literature on effective schools and were aligned with the Utah Educational Leadership Standards and the Utah Effective Teaching Standards.<sup>7</sup>

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<sup>7</sup> Standards available at <http://www.schools.utah.gov/cert/Educator-Effectiveness-Project/Teaching-and-Leadership-Standards.aspx>.

## Overview of Survey Areas and Items

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

## Scoring Overview

Survey results provide two types of scores—agreement scores and topic scores.

- **Agreement scores** are reported for each survey item. The agreement score reflects the percent of respondents who agreed or strongly agreed with that item. For example, an agreement score of 68% for the item “*My teacher is fair*” means 68% of respondents agreed (or strongly agreed) with that item. Higher percentages of agreement indicate areas of strength; lower levels of agreement indicate areas for growth.
- **Topic scores (Levels)** are reported for each general topic (for example, teacher conscientiousness is a general topic comprised of four different survey items including, “*My teacher is fair*”). The Level (1 through 4) indicates average agreement with all items in the topic: higher levels reflect higher agreement. For example:
  - Level 4 on teacher conscientiousness indicates that, on average, 90% or more respondents agreed with the four survey items that comprised that topic.
  - Level 1 on teacher conscientiousness indicates that, on average, less than 70% of respondents agreed with the four survey items that comprised that topic.

## Report Organization

The report is organized in three parts:

1. Introduction
  - a. Response rates (Page 1)
  - b. Survey Overview and scoring methods (Page 3)
2. School Level Results
  - a. Overview of School Level Topic Scores (Page 4: Table 2)
  - b. School Level Input from Students (Page 5: Table 3)
  - c. School Level Input from Parents (Page 6: Table 4) followed by comments from parents
  - d. Input from Teachers (Table 5) followed by comments from teachers
3. Teacher Level Results
  - a. Overview of Teacher Level Topic Scores (Table 6)
  - b. Individual Teacher Reports (including agreement scores from students and parents and parent comments)

## Guiding Principles for Reviewing Survey Results and Steps for Facilitating Conversations about Results

In order to review survey results in the spirit of inquiry and improvement, please keep the following guiding principles in mind:

- Survey results provide one data source and do not tell the whole story at your school.
- All stakeholders have valid perspectives (e.g., our reality is our perception).
- While not all feedback may be positive, it is important to use the information for productive reflection and discussions about possibilities for growth.
- Survey results can provide a starting point for developing common goals and vision for school improvement efforts.

We recommend providing structured time to reflect and discuss the findings with whole staffs, school teams, and individuals to build ownership and commitment to growth and improvement.

The following pages describe four steps that *may be used* to facilitate this structured reflection time. The four steps include

1. Making predictions about the data
2. Reviewing the data
3. Explaining the data and drawing inferences and implications from the data
  - a. Going deeper into why
4. Prioritizing and action planning



## 1. Data Driven Discussions

We suggest reviewing your school-level data, first privately as the school leader and then with your teachers or school teams, using the four steps in this guide:

### 1. Predictions (10 minutes)

Before you look at your survey results, take a few minutes to anticipate and make predictions about what the data might reveal. The Predictions and Data Review Worksheet (pages 9 and 10 of this document) will help you complete this step.

### *Group Facilitation*

We suggest that before you dialogue with others that you reflect privately, using the worksheet to record your thoughts and predictions. You will then be prepared to guide your teachers through this process.

## 2. Data Review (15 minutes)

It is now time to engage with the survey results and note only the facts from the report.

- First, use the overview of school data on table page 4 of the report (Table 2) to obtain your school's Levels (1-4 with 4 being the highest) and enter the levels into the Predictions and Data Review Worksheet (pages 9 and 10 of this document).
- Second, look at the item-level results (tables 3, 4, and 5) to understand stakeholder responses to particular items.
- Finally, reflect on the data and enter your observations in the worksheet.

*In order to be open to the data and to explore as many possibilities as possible, we suggest that conjectures, explanations, conclusions, and inferences are off-limits at this stage.* At this stage, simply reflect on and write down what you observe in the data. For example, identify quantities and/or numerical relationships (e.g., School safety was low and about half the respondents reported bullying...) or identify patterns (e.g., parent input was consistently more positive than student input...). Avoid judgments about quality and avoid making interpretations at this stage. It may be helpful to identify where the observation is being made (e.g., "On page 4 in the second column, third row . . .").

### *Group Facilitation*

If you are facilitating a group discussion with school teams, have the group make predictions and then check to see how closely predictions aligned with the data. Next, have participants share *fact based* observations about the data with the group. We recommend you keep track of observations from this review on a large post-it or some kind of white board as the group is sharing out.

**Facilitation Hint: Just the facts!** If you catch yourself (or group members) using..., "Because..." "Therefore..." "It seems..." "However..." then stop and refocus on the facts, there is time for conjectures and explanations at the next step.

Use the following prompts to help your group make observations about the survey results:

- What do you see?
- What do you notice?
- Are there any patterns?
- I observe that...
- Some patterns/trends that I notice...
- I can count...

### 3. Data Explanations, Inferences and Implications (20 minutes-1 hour as time allows)

In this stage, generate multiple explanations about what you saw in the data. Use the Explanations, Inferences and Implications Worksheet (pages 11 and 12 of this document) to brainstorm about why you might be seeing what you are seeing in your data, and what the results might mean. As you think about different interpretations or explanations, evaluate your ideas against the evidence. *Now is the time to read the comments from the stakeholders, to help you interpret results and evaluate your own explanations.* You may want to Identify additional data would help you confirm/contradict your explanations.

Then “go deeper” to understand the root causes underlying the data. The “Go deeper” Worksheet (pages 13-14 of this document) along with the “Five Why’s” handout will help you think critically about your data.

#### *Group Facilitation*

Again, we recommend that the school leader keep track of observations on a large post-it or some kind of white board as their faculty is sharing out. We additionally recommend that before beginning to dialogue as a faculty you have your teachers jot down their explanations, inferences, and implications on their own.

Discussion starters:

- I believe the data suggests... because...
- What implication do these data have for school improvement priorities?
- Which areas of strength can we infer from these results?
- Additional data that would help me verify/confirm my explanations is...
- I’m surprised that I see...

#### 4. Prioritizing and Action Planning (15 minutes)

At this stage it is helpful to develop specific action steps and propose solutions based on your explanations about the survey data. This is also the time to identify data needed to monitor implementation of your action steps or solutions.

Use the Action Steps Worksheet (page 18 of this document) to indicate areas you have identified as areas to celebrate success or areas in need of improvement.

Based on survey results, which are the areas do you feel should be addressed or further explored?

- What steps could be taken next?
- What strategies might be most effective?
- What does this conversation make you think about in terms of your own practice? About teaching and learning in general?
- What are the implications for equity?
- I think the following are appropriate action steps or solutions that address the needs implied in the data...
- Additional data that would help guide implementation of the solutions or action steps and determine if they are working...

An action planning worksheet has been provided to facilitate action planning.

Again, we would like to recommend that each of the preceding steps (predictions, observations, interpretations, and action planning) be done first by yourself in private, then as school team to discuss school level results and finally with individual teachers to discuss teacher level results.

## Predictions and Data Review Worksheet

Directions: Before you look at your survey results, take a few minutes to make predictions about what the data might reveal. Follow the example to indicate how you believe the respondents rated this topic area (i.e. low = 1 = <70% agreement; medium low = 2 = 70-79% agreement; medium high = 3 = 80-89% agreement; high = 4 = 90% agreement or higher) and to give a rationale for your predictions. **Note: predictions go into grey areas on the worksheet and no predictions (or observations) go in the cells with Xs.**

Topic	Student	Parent	Teacher	Rationale or Observation
<i>Example</i> (School Safety)	1 2 3 4	1 2 3 4	1 2 3 4	<i>The school is generally safe and there are no real safe-school issues. Some kids might report bullying since we are campaigning and might report to their parents</i>
<i>Example</i> Predicted results for School safety	1	2	4	<i>There was a big public fight right before the survey went out and the students and their parents might have responded to that but the teachers know that the school is generally safe.</i>
Predicted results for <b>School climate</b>	1 2 3 4	1 2 3 4	NA	
Actually results for <b>School climate</b>			NA	
Predicted results for <b>School safety</b>	1 2 3 4	1 2 3 4	1 2 3 4	
Actual results for <b>School safety</b>				
Predicted results for <b>Professional climate</b>	NA	NA	1 2 3 4	
Actual results for <b>Professional climate</b>	NA	NA		
Predicted results for <b>Resources</b>	NA	NA	1 2 3 4	

Topic	Student	Parent	Teacher	Rationale or Observation
Actual results for <b>Resources</b>				
Predicted results for <b>Leader to teacher Communication</b>	NA	NA	1 2 3 4	
Actual results for <b>Leader to teacher Communication</b>	NA	NA		
Predicted results for <b>Principal's conscientiousness</b>	1 2 3 4	1 2 3 4	1 2 3 4	
Actual results for <b>Principal's conscientiousness</b>				
Predicted results for <b>Principal's support of Instruction</b>	NA	NA	1 2 3 4	
Actual results for <b>Principal's support of Instruction</b>	NA	NA		
Predicted results for <b>Teachers' Emotional support of students</b>	1 2 3 4	1 2 3 4	NA	
Actual results for <b>Teachers' emotional support</b>			NA	
Predicted results for <b>Teachers' support of learning</b>	1 2 3 4	1 2 3 4	NA	
Actual results for <b>Teachers' support of learning</b>			NA	

Topic	Student	Parent	Teacher	Rationale or Observation
Predicted results for <b>Teacher to parent communication</b>	NA	1 2 3 4	NA	
Actual results for <b>Teacher to parent communication</b>	NA		NA	

### Explanations, Inferences and Implications Worksheet

Survey Category (respondent group)	Brainstorm: Explanations, Inferences, and Implications
<b>School Climate (students and parents)</b>	
<b>School Safety (students, parents, and teachers)</b>	
<b>Professional Climate (teachers)</b>	
<b>Resources (teachers)</b>	

Survey Category (respondent group)	Brainstorm: Explanations, Inferences, and Implications
Communication between leader and teacher (teachers)	
Principal Conscientiousness (student, parent, and teacher)	
Principal's Support of Instruction (teachers)	
Teacher's Emotional support of students (students and parents)	
Teacher's support of student learning (students and parents)	



Survey Category (respondent group)	Brainstorm: Explanations, Inferences, and Implications
<b>Teacher-&gt;Parent Communication (parents)</b>	

## Going Deeper Worksheet (to be used with “5 Whys” handout)

Survey Category (respondent group)	Explanations	Go Deeper- 5 Whys
School Climate (students and parents)	Identify for each category: <ol style="list-style-type: none"> <li>1. If this is an area of strength answer: What is working that might you highlight, celebrate, or continue?</li> <li>2. If this is an area of possible growth answer: What might be some explanations for why respondent answered the way they did in this category?</li> </ol>	For all items identified as a “2” or an area for possible growth in the previous column, please work through the attached “5 Whys” protocol with a team. The intent of the five why’s is to move a data team from problem identification to identification of root causes.
School Safety (students, parents, and teachers)		

Survey Category (respondent group)	Explanations	Go Deeper- 5 Whys
Professional Climate (teachers)	Identify for each category: <ol style="list-style-type: none"> <li>1. If this is an area of strength answer: What is working that might you highlight, celebrate, or continue?</li> <li>2. If this is an area of possible growth answer: What might be some explanations for why respondent answered the way they did in this category?</li> </ol>	For all items identified as a “2” or an area for possible growth in the previous column, please work through the attached “5 Whys” protocol with a team. The intent of the five why’s is to move a data team from problem identification to identification of root causes.
Resources (teachers)		

Survey Category (respondent group)	Explanations	Go Deeper- 5 Whys
<b>Communication between leader and teacher (teachers)</b>	Identify for each category: <ol style="list-style-type: none"> <li>1. If this is an area of strength answer: What is working that might you highlight, celebrate, or continue?</li> <li>2. If this is an area of possible growth answer: What might be some explanations for why respondent answered the way they did in this category?</li> </ol>	For all items identified as a “2” or an area for possible growth in the previous column, please work through the attached “5 Whys” protocol with a team. The intent of the five why’s is to move a data team from problem identification to identification of root causes.
<b>Principal Conscientiousness (student, parent, and teacher)</b>		

Survey Category (respondent group)	Explanations	Go Deeper- 5 Whys
Principal's Support of Instruction (teachers)	Identify for each category: <ol style="list-style-type: none"> <li>1. If this is an area of strength answer: What is working that might you highlight, celebrate, or continue?</li> <li>2. If this is an area of possible growth answer: What might be some explanations for why respondent answered the way they did in this category?</li> </ol>	For all items identified as a "2" or an area for possible growth in the previous column, please work through the attached "5 Whys" protocol with a team. The intent of the five why's is to move a data team from problem identification to identification of root causes.
Teacher's Emotional support of students (students and parents)		

Survey Category (respondent group)	Explanations	Go Deeper- 5 Whys
Teacher's support of student learning (students and parents)	Identify for each category: <ol style="list-style-type: none"> <li>1. If this is an area of strength answer: What is working that might you highlight, celebrate, or continue?</li> <li>2. If this is an area of possible growth answer: What might be some explanations for why respondent answered the way they did in this category?</li> </ol>	For all items identified as a "2" or an area for possible growth in the previous column, please work through the attached "5 Whys" protocol with a team. The intent of the five why's is to move a data team from problem identification to identification of root causes.
Teacher->Parent Communication (parents)		

## Action Steps Worksheet

Directions: After you have made predictions about the results, observed the data, and thought about what the data might mean, use this worksheet to organize initial ideas about action steps.

Topic	Will this area be identified for action?	Ideas and rationale for action:
<i>Example (School Safety)</i>	<i>YES</i>	Students reported much more bullying than we expected. Ideas: look into anti-bullying programs offered through the district, interview students in focus groups to determine level and type of bullying.
School climate		
School safety		
Professional climate		
Resources		
Leader to teacher communication		
Principal's conscientiousness		
Principal's support of instructions		
Teachers' emotional support		
Teachers' support of leaning		
Teacher to parent communication		

# SCHOOL SURVEY OF STAKEHOLDER INPUT SECONDARY SCHOOL REPORT

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*[Month] [Year] Results*  
*for*  
*[Secondary School Name]*



## 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 results about any entity (school, administrator, teachers) if 10 or more respondents completes survey questions about that entity.

Table 19. Survey Design: Respondents by Topics

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

## 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 four point scale. Agreement for each item was reported as the percent of respondents who selected “Agree” or “Somewhat agree.” Agreement at the school-level is 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, etc.) 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 20. Topic Scores at School Level

	School Topics	Administration Topics	Teacher Topics
Students	School climate:	Principal:	Learning support:
	School safety:		Emotional support:
			Classroom management:
Parents	School climate:	Principal:	Emotional support:
	School safety: 1		Learning support:
			Communication:
Teachers/Staff	Professional environment:	Principal conscientiousness:	
	School safety: 3	Principal instructional support:	
	Resources:	Principal communication:	
	Parental support:		

Table 21. School-level Input from Students

Percentage of students answering about principal who thought the principal knew them: 35%	School Average Agreement	State Average Agreement
<b>SCHOOL CLIMATE</b>		
<b>There are many things about this school that I like.</b>		
<b>I feel like I am accepted at this school.</b>		
<b>I think students from all backgrounds would feel welcomed at this school.</b>		
<b>There are plenty of opportunities for me to be involved at this school.</b>		
<b>SCHOOL SAFETY</b>		
<b>Students at this school resolve differences without fighting.</b>		
<b>Students are safe from bullying at this school.</b>		
<b>My belongings are safe at school.</b>		
<b>PRINCIPAL</b>		
<b>My principal is concerned about my well-being.</b>		
<b>My principal looks out for all of the students at this school.</b>		
<b>My principal is fair when dealing with students.</b>		
<b>TEACHER LEARNING SUPPORT</b>		
<b>This teacher is good at holding my attention.</b>		
<b>I learn a lot in this teacher's class.</b>		
<b>This teacher involves me in class discussions or activities.</b>		
<b>This teacher explains things in a way that I understand.</b>		
<b>TEACHER EMOTIONAL SUPPORT</b>		
<b>This teacher is fair when dealing with students.</b>		
<b>This teacher cares about my well-being.</b>		
<b>This teacher shows respect for all students in our class, no matter who they are.</b>		
<b>This teacher helps me if I need help.</b>		
<b>TEACHER CLASSROOM MANAGEMENT</b>		
<b>Students treat this teacher with respect.</b>		
<b>Students are well behaved in this teacher's classroom.</b>		

Table 22. School-level Input from Parents/Guardian

Percentage of parents/guardians answering about the principal that reported ever meeting or speaking with the principal: 100%	School Average Agreement	State Average Agreement
<b>SCHOOL CLIMATE</b>		
There are many things about this school that I like.		
I feel welcome at this school.		
I think people from all different backgrounds would feel welcome at this school.		
There are plenty of opportunities for parents/guardians to be involved at this school.		
<b>SCHOOL SAFETY</b>		
I think students at this school resolve their differences peacefully.		
This school seems to do a good job keeping kids safe from bullying.		
I think my child's personal belonging are safe at the school.		
<b>PRINCIPAL</b>		
I can rely on this principal to prioritize the learning needs of my child.		
This principal cares about my child's well-being.		
This principal is responsive to my concerns.		
This principal handles problems effectively.		
<b>PARENT SUPPORT</b>		
I am a partner in my child's education.		
I make sure my child completes homework assignments.		
I make sure my child attends school every day.		
I encourage my child to read (or I read to my young child).		
I often discuss college or career options with my child.		
<b>TEACHER EMOTIONAL SUPPORT</b>		
This teacher treats my child fairly.		
This teacher would help my child if my child needed help.		
This teacher is considerate of my child's feelings.		
This teacher is a good role model for the children.		
<b>TEACHER LEARNING SUPPORT</b>		
This teacher instructs so my child understands.		
I am pleased with how much my child is learning in this teacher's class.		
This teacher challenges my child academically.		
This teacher helps my child feel confident in his or her learning.		
<b>TEACHER COMMUNICATION</b>		
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.).		

*Parent Comments about School:*

*Parent Comments about Leadership:*

Table 23. School-level Input from Teachers

	School Average Agreement	State Average Agreement
<b>PROFESSIONAL ENVIRONMENT</b>		
This school provides a positive work environment for teachers.		
I coordinate my instruction with other teachers.		
I have regular opportunities to collaborate with other teachers.		
I receive effective professional development that supports my teaching of Utah Core Standards.		
Professional development generally supports school-wide goals.		
<b>SCHOOL SAFETY</b>		
Students at this school solve problems without violence.		
Students at this school are safe from bullying.		
Personal belongings are safe at this school.		
<b>RESOURCES</b>		
I have access to the resources I need to teach effectively.		
The resources at this school are well-managed.		
I have the training necessary to use the resources available to me.		
<b>PARENTAL SUPPORT</b>		
In general, parents/guardians are responsive when I request communication.		
In general, parents/guardians work with me to support student learning.		
I believe the parents/guardians of my students have high academic expectations for their children.		
<b>PRINCIPAL CONSCIENTIOUSNESS</b>		
My principal is fair when dealing with teachers.		
My principal is concerned about my well-being.		
My principal shows respect for all people at our school.		
My principal is an effective leader for this school.		
<b>INSTRUCTIONAL SUPPORT</b>		
My principal provides useful guidance on effective instruction.		
My principal observes my class and gives me useful feedback about my teaching.		
My principal and I discuss topics related to my progress as a teacher in a productive way.		
<b>COMMUNICATION</b>		
My principal communicates effectively with teachers.		
My principal is responsive to my communication attempts.		
My principal communicates important information to me in a timely		

*Teacher Comments about Schools:*

*Teacher Comments about Principal:*



**Note to administrator: The information provided in the following table (Topic Scores at Teacher Level) is private. This table is provided to you as an administrator of this school, it is for your use only and it should not be shared.**

Table 24. Topic Scores at Teacher Level

TEACHER ID	Input from Parents			Input from Students		
	<i>Emotional Support</i>	<i>Learning Support</i>	<i>Communication</i>	<i>Learning Support</i>	<i>Emotional Support</i>	<i>Classroom Management</i>

## Appendix C: Item Level Psychometric Tests

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

Survey item	N	Mean (Likert scale 1-4) Goal=3	Standard deviation Goal >1	P value for one way ANOVA Goal <.05	Effect size ( $\eta^2$ ) Bigger is better
I like my school	2791	3.67	.704	<.001	.019
I feel safe at my school	2700	3.64	.703	<.001	.018
I feel like I fit in at my school	2666	3.41	.910	.004	.013
There is lots to do at my school	2704	3.48	.841	.004	.012
Kids at my school solve problems without fighting	2562	2.93	1.036	<.001	.033
Kids are safe from bullies at my school	2600	3.03	1.036	<.001	.035
My things are safe at school	2629	3.26	1.008	<.001	.029
My principal cares about me	2480	3.82	.510	<.001	.017
My principal looks at for all kids at our school	2646	3.83	.517	.006	.012
My principal is fair when dealing with kids	2509	3.72	.667	<.001	.022

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

Survey item	N	Mean (Likert scale 1-4) Goal=3	Standard deviation Goal >1	P value for one way ANOVA Goal <.05	Effect size ( $\eta^2$ ) Bigger is better
My teacher cares about me	2925	3.85	.504	<.001	.117
My teacher is nice to all students in my class	2956	3.71	.662	<.001	.126
My teacher is fair	2966	3.76	.617	<.001	.119
My teacher helps me if I need help	2965	3.84	.497	<.001	.097
My teacher makes sure I work hard every day	2960	3.79	.559	<.001	.105
My teacher teachers so that I understand	2947	3.79	.558	<.001	.088

My teacher makes sure I take part in class	2874	3.80	.560	<.001	.102
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Appendix C Table 3. Student responses about secondary school/principal by school

Survey item	N	Mean (Likert scale 1-4) Goal=3	Standard deviation Goal >1	P value for one way ANOVA Goal <.05	Effect size ( $\eta^2$ ) Bigger is better
I feel like I am accepted at this school	6752	3.29	.898	<.001	.047
There are many things about this school that I like	6782	3.24	.897	<.001	.056
I think students from all backgrounds would feel welcome at this school	6665	3.07	.991	<.001	.070
There are plenty of opportunities for me to be involved at this school	6770	3.39	.843	<.001	.044
Students at this school resolve differences without fighting	6466	2.79	1.002	<.001	.094
Students at are safe from bullying at this school	6583	2.76	1.023	<.001	.109
My belongings are safe at school	6621	2.86	1.057	<.001	.102
My principal is concerned with my well-being	4947	3.40	.896	<.001	.083
My principal looks out for all of the students at this school	5206	3.46	.868	<.001	.068
My principal is fair when dealing with students	4984	3.41	.916	<.001	.053

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

Survey item	N	Mean (Likert scale 1-4) Goal=3	Standard deviation Goal >1	P value for one way ANOVA Goal <.05	Effect size ( $\eta^2$ ) Bigger is better
This teacher cares about my well-being	10864	3.57	.830	<.001	.160

This teacher shows respect for all students in our class, no matter who they are	11039	3.58	.838	<.001	.186
This teacher helps me if I needed help	11041	3.60	.820	<.001	.173
This teacher is fair when dealing with students	10996	3.56	.853	<.001	.189
This teacher is good at holding my attention	10979	3.37	.949	<.001	.197
I learn a lot in this teacher's class	11017	3.45	.916	<.001	.185
This teacher involves me in class discussions or activities	10977	3.52	.850	<.001	.157
This teacher teaches so that I understand	11018	3.46	.924	<.001	.194
Students treat this teacher with respect	11023	3.40	.900	<.001	.212
Students are well behaved in this teacher's classroom	10998	3.28	.938	<.001	.197

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

<b>Survey item</b>	<b>N</b>	<b>Mean (Likert scale 1-4) Goal=3</b>	<b>Standard deviation Goal &gt;1</b>	<b>P value for one way ANOVA Goal &lt;.05</b>	<b>Effect size (<math>\eta_p^2</math>) Bigger is better</b>
I feel welcome at this school	1322	3.82	.530	<.001	.094
There are many things about this school that I like	1324	3.81	.502	<.001	.116
I think people from all backgrounds would feel welcome at this school	1317	3.71	.635	<.001	.073
There are plenty of opportunities for parents/guardians to be involved at this school	1318	3.81	.541	<.001	.094
I think students at this school resolve their differences peacefully	1264	3.51	.694	<.001	.129

This school seems to do a good job keeping kids safe from bullying	1278	3.50	.754	<.001	.101
I think my child's personal belongings are safe at this school	1306	3.57	.726	<.001	.176
I can rely on this principal to prioritize the learning needs of my child	1001	3.72	.674	<.001	.188
This principal cares about my child's well-being	1006	3.78	.625	<.001	.208
This principal is responsive to my concerns	983	3.73	.685	<.001	.227
This principal handles problems effectively	988	3.68	.727	<.001	.227
I am a partner in my child's education	1290	3.90	.353	.032	.024
I make sure my child completes homework assignments	1290	3.85	.408	<.001	.041
I make sure my child attends school every day	1286	3.92	.295	.148	Not applicable
I encourage my child to read (or read to my young child)	1291	3.93	.269	<.001	.036
I often discuss college or career options with my child	1248	3.57	.692	.275	Not applicable

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

<b>Survey item</b>	<b>N</b>	<b>Mean (Likert scale 1-4) Goal=3</b>	<b>Standard deviation Goal &gt;1</b>	<b>P value for one way ANOVA Goal &lt;.05</b>	<b>Effect size (<math>\eta_p^2</math>) Bigger is better</b>
This teacher treats my child fairly	1468	3.87	.478	<.001	.409
This teacher would help my child if my child needed help	1465	3.89	.452	<.001	.374

This teacher is considerate of my child's feelings	1471	3.84	.537	<.001	.381
This teacher is a good role model for the children	1468	3.86	.522	<.001	.403
This teacher teaches so that my child understands	1459	3.85	.499	<.001	.390
I am pleased with how much my child is learning in this teacher's class	1464	3.80	.582	<.001	.416
This teacher challenges my child academically	1463	3.79	.575	<.001	.401
This teacher helps my child feel confident in his or her learning	1459	3.82	.589	<.001	.376
This teacher is responsive to my requests for communication	1444	3.87	.510	<.001	.391
This teacher communicates important information in a timely manner	1457	3.83	.549	<.001	.402
This teacher is clear and concise when communicating with me	1455	3.85	.538	<.001	.403
I am satisfied with the methods this teachers uses to communicate with me (i.e., email, websites, notes, etc.)	1460	3.82	.569	<.001	.413

Appendix C Table 7. Parent responses about secondary school/principal by school

Survey item	N	Mean (Likert scale 1-4) Goal=3	Standard deviation Goal >1	P value for one way ANOVA Goal <.05	Effect size ( $\eta_p^2$ ) Bigger is better
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I feel welcome at this school	799	3.46	.826	<.001	.060
There are many things about this school that I like	803	3.37	.839	<.001	.118
I think people from all backgrounds would feel welcome at this school	782	3.25	.929	<.001	.079
There are plenty of opportunities for parents/guardians to be involved at this school	788	3.11	.976	<.001	.062
I think students at this school resolve their differences peacefully	751	2.96	.956	<.001	.104
This school seems to do a good job keeping kids safe from bullying	756	2.96	.981	<.001	.095
I think my child's personal belongings are safe at this school	779	2.85	1.046	<.001	.150
I can rely on this principal to prioritize the learning needs of my child	509	3.31	.951	<.001	.166
This principal cares about my child's well-being	511	3.42	.910	<.001	.108
This principal is responsive to my concerns	501	3.29	1.002	<.001	.131
This principal handles problems effectively	506	3.17	1.041	<.001	.137
I am a partner in my child's education	732	3.72	.638	.492	Not applicable
I make sure my child completes homework assignments	735	3.58	.694	.046	.031
I make sure my child attends school every day	736	3.83	.486	.011	.037
I encourage my child to read (or read to my young child)	731	3.65	.659	.203	Not applicable

I often discuss college or career options with my child	731	3.68	.633	<.001	.059
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Appendix C Table 8. Parent responses about secondary school teacher by teacher

Survey item	N	Mean (Likert scale 1-4) Goal=3	Standard deviation Goal >1	P value for one way ANOVA Goal <.05	Effect size ( $\eta_p^2$ ) Bigger is better
This teacher treats my child fairly	878	3.55	.902	<.001	.356
This teacher will help my child if my child needs help	878	3.52	.929	<.001	.354
This teacher is considerate of my child's feelings	878	3.47	.972	<.001	.361
This teacher is a good role model for the children	864	3.49	.971	<.001	.401
This teacher teaches so that my child understands	869	3.45	.974	<.001	.390
I am pleased with how much my child is learning in this teacher's class	868	3.41	1.027	<.001	.385
This teacher challenges my child academically	856	3.49	.923	<.001	.415
This teacher helps my child feel confident in his or her learning	872	3.38	1.056	<.001	.391
This teacher is responsive to my requests for communication	788	3.55	.885	<.001	.380
This teacher communicates important information in a timely manner	811	3.41	1.006	<.001	.380
This teacher is clear and concise when communicating with me	799	3.45	1.002	<.001	.375
I am satisfied with the methods this teachers uses to communicate with me (i.e., email, websites, notes, etc.)	807	3.44	.999	<.001	.390



Appendix C Table 9. Teacher responses about elementary school by school

Survey item	N	Mean (Likert scale 1-4) Goal=3	Standard deviation Goal >1	P value for one way ANOVA Goal <.05	Effect size ( $\eta_p^2$ ) Bigger is better
I coordinate my instruction with other teachers	212	3.66	.592	.019	.119
I have regular opportunities to collaborate with other teachers	214	3.70	.552	.075	Not applicable
I receive effective professional development that supports my teacher of Utah Core Standards	211	3.45	.757	<.001	.203
Professional development generally supports school-wide goals	213	3.58	.666	.001	.159
Students at this school solve problems without violence	217	3.21	.688	<.001	.223
Students at this school are safe from bullying	220	3.13	.756	<.001	.241
Personal belongings are safe at this school	219	3.16	.807	<.001	.313
I have access to the resources I need to teach effectively	216	3.45	.776	.059	Not applicable
The resources at this school are well-managed	217	3.49	.734	.019	.115
I have the training necessary to use the resources available to me	216	3.47	.715	.097	Not applicable
In general, parents/guardians are responsive when I request communication	211	3.31	.766	<.001	.280
In general, parents/guardians work with me to support student learning	211	3.16	.824	<.001	.291
I believe the parents/guardians of my students have high	212	3.01	.837	<.001	.260

academic expectations for their children					
My principal is fair when dealing with teachers	214	3.63	.725	.001	.156
My principal is concerned about my well-being	216	3.71	.611	.004	.138
My principal shows respect for all people at our school	215	3.70	.708	.010	.126
My principal communicates effectively with teachers	215	3.47	.853	<.001	.234
My principal is responsive to my communication attempts	216	3.63	.716	<.001	.164
My principal communicates important information to me in a timely manner	216	3.50	.830	<.001	.267
My principal provides useful guidance on effective instruction	208	3.56	.802	<.001	.280
My principal observes my class and gives me useful feedback about my teaching	202	3.51	.806	<.001	.259
My principal and I discuss topics related to my progress as a teacher in a productive way	204	3.59	.773	<.001	.203

Appendix C Table 10. Teacher responses about secondary school by school

<b>Survey item</b>	<b>N</b>	<b>Mean (Likert scale 1-4) Goal=3</b>	<b>Standard deviation Goal &gt;1</b>	<b>P value for one way ANOVA Goal &lt;.05</b>	<b>Effect size (<math>\eta_p^2</math>) Bigger is better</b>
I coordinate my instruction with other teachers	169	3.32	.782	.091	Not applicable
I have regular opportunities to collaborate with other teachers	177	3.40	.827	.004	.148
I receive effective professional development	173	3.39	.789	.013	.134

that supports my teacher of Utah Core Standards					
Professional development generally supports school-wide goals	175	3.42	.775	.009	.138
Students at this school solve problems without violence	181	3.37	.633	<.001	.213
Students at this school are safe from bullying	182	2.77	.879	<.001	.189
Personal belongings are safe at this school	182	3.05	.900	<.001	.218
I have access to the resources I need to teach effectively	179	3.40	.789	.002	.158
The resources at this school are well-managed	178	3.35	.819	<.001	.187
I have the training necessary to use the resources available to me	180	3.38	.764	.133	Not applicable
In general, parents/guardians are responsive when I request communication	179	3.33	.748	<.001	.183
In general, parents/guardians work with me to support student learning	179	3.21	.805	.006	.143
I believe the parents/guardians of my students have high academic expectations for their children	178	2.85	.851	.008	.138
My principal is fair when dealing with teachers	175	3.44	.841	.012	.134
My principal is concerned about my well-being	176	3.55	.854	.138	Not applicable
My principal shows respect for all people at our school	176	3.45	.867	.206	Not applicable
My principal communicates effectively with teachers	173	3.28	.904	.026	.124

My principal is responsive to my communication attempts	173	3.54	.824	.177	Not applicable
My principal communicates important information to me in a timely manner	174	3.51	.810	.008	.142
My principal provides useful guidance on effective instruction	172	3.31	.841	.118	Not applicable
My principal observes my class and gives me useful feedback about my teaching	168	3.12	.904	.057	Not applicable
My principal and I discuss topics related to my progress as a teacher in a productive way	167	3.28	.904	.170	Not applicable

## 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.			0.684
I feel safe at my school.	0.368		
I feel like I fit in at my school.			
There is a lot to do at my school.			0.497
Kids at my school solve problems without fighting.	0.534		
Kids are safe from bullies at my school.	0.796		
My things are safe if I bring them to school.	0.507		
My principal cares about me.		0.737	
My principal looks out for all kids at our school.		0.708	
My principal is fair when dealing with kids.		0.589	

Extraction Method: Principal Axis Factoring.

Rotation Method: Promax 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>
I feel like I am accepted at this school.		0.776	
There are many things about this school that I like.		0.788	
I think students from all backgrounds would feel welcomed at this school.		0.547	
There are a lot of opportunities for me to be involved at my school.		0.780	
Students at this school resolve differences without fighting.			0.807
Students are safe from bullying at this school.			0.879
My belongings are safe at school.			0.620
My principal is concerned about my well-being.	0.849		
My principal looks out for all of the students at this school.	0.969		
My principal is fair when dealing with students.	0.827		

Extraction Method: Principal Axis Factoring.

Rotation Method: Promax 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>
I feel welcomed at this school.		0.925		
There are many things about this school that I like.		0.673		
I think people from all backgrounds would feel welcomed at this school.		0.718		
There are plenty of opportunities for parents/guardians to be involved at this school.		0.655		
I think students resolve their differences peacefully.			0.863	
This school seems to do a good job keeping kids safe from bullying.			0.866	
I think my child's personal belongings are safe at this school.			0.667	
I can rely on this principal to prioritize the learning needs of my child.	0.862			
This principal cares about my child's well-being.	0.915			
This principal is responsive to my concerns.	0.983			
This principal handles problems effectively.	0.886			
I am a partner in my child's education.				0.573
I make sure my child completes homework assignments.				0.686
I make sure my child attends school every day.				0.486
I encourage my child to read (or read to my young child).				0.632
I often discuss college or career options with my child.				0.374

Extraction Method: Principal Axis Factoring.

Rotation Method: Promax 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>	<u>Factor 6</u>	<u>Factor 7</u>
I coordinate my instruction with other teachers.			0.746				
I have regular opportunities to collaborate with other teachers.			0.793				
I receive effective professional development that supports my teaching of Utah Core Standards.						-0.695	
Professional development generally supports school-wide goals.						-0.862	
Students at this school solve problems without violence.				-0.753			
Students at this school are safe from bullying.				-0.658			
Personal belonging are safe at this school.				-0.790			
I have access to the resources I need to teach effectively.					-0.873		
The resources at this school are well-managed.					-0.716		
I have the training necessary to use the resources available to me.					-0.623		
In general, parents/guardians are responsive when I request communication.		0.806					
In general, parents/guardians work with me to support student learning.		0.983					
I believe the parents/guardians have high academic expectations for their children.		0.666					
My principal is fair when dealing with teachers.	0.866						
My principal is concerned about my well-being.	0.884						
My principal shows respect for all people at our school.	0.923						
My principal communicates effectively with teachers.	0.712						
My principal is responsive to my communication attempts.	0.694						
My principal communicates important information to me in a timely manner.	0.534						
My principal provides useful guidance on effective instruction.							-0.596

My principal observes my class and gives me useful feedback about my teaching.	-0.941
My principal and I discuss topics related to my progress as a teacher in a productive way.	-0.771

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Extraction Method: Principal Axis Factoring.  
 Rotation Method: Oblimin with Kaiser Normalization.  
 Convergence in 8 iterations.

Appendix D Table 5  
 Elementary School Students about Teachers

<u>Item</u>	<u>Factor 1</u>	<u>Factor 2</u>
My teacher cares about me.	0.547	
My teacher is nice to all students in our class.	0.801	
My teacher is fair.	0.844	
My teacher helps me if I need help.	0.364	
My teacher makes sure I work hard every day.		0.596
My teacher teaches so that I understand.		0.460
My teacher makes sure I take part in class.		0.579

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Extraction Method: Principal Axis Factoring.  
 Rotation Method: Promax with Kaiser Normalization.  
 Convergence in 3 iterations.

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 cares about my well-being.	0.764		
This teacher shows respect for all students in our class, no matter who they are.	0.904		
This teacher helps me if I need help.	0.639		
This teacher is fair when dealing with students.	0.827		
This teacher is good at holding my attention.		0.773	
I learn a lot in this teacher's class.		0.849	
This teacher involves me in class discussions or activities.		0.578	
This teacher teaches so that I understand.		0.785	
Students treat this teacher with respect.			0.865
Students are well behaved in this teacher's classroom.			0.874

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Extraction Method: Principal Axis Factoring.  
 Rotation Method: Promax with Kaiser Normalization.  
 Convergence in 5 iterations.

Appendix D Table 7



Parents about Teachers

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<u>Item</u>	<u>Factor 1</u>	<u>Factor 2</u>	<u>Factor 3</u>
This teacher treats my child fairly.		0.857	
This teacher will help my child if my child needs help.		0.628	
This teacher is considerate of my child's feelings.		0.949	
This teacher is a good role model for the children.		0.687	
This teacher teaches so that my child understands.			0.586
I am pleased with how much my child is learning in this teacher's class.			0.934
This teacher challenges my child academically.			0.695
This teacher helps my child feel confident in his or her learning.		0.446	0.440
This teacher is responsive to my requests for communication.	0.719		
This teacher communicates important information in a timely manner.	0.863		
This teacher is clear and concise when communicating with me.	0.779		
I am satisfied with the methods this teacher uses to communicate with me (i.e., email, websites, notes, etc.).	0.921		

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Extraction Method: Principal Axis Factoring.

Rotation Method: Promax with Kaiser Normalization.

Convergence in 6 iterations.

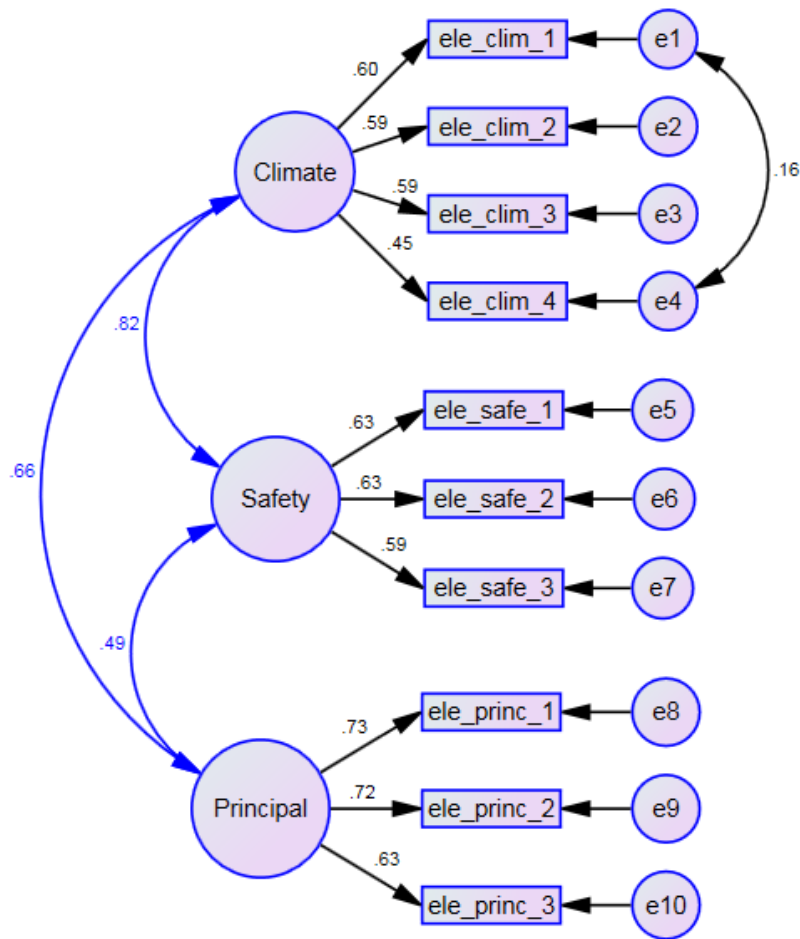
## Appendix E: Internal Reliability Results

<b>Topic</b>	<b>Elementary Student Respondents</b>	<b>Secondary Student Respondents</b>	<b>Parent Respondents</b>	<b>Teacher Respondents</b>
<b>School Climate</b>	.660	.863	.886	NA
<b>School Safety</b>	.661	.839	.870	.776
<b>Professional Climate</b>	NA	NA	NA	.761
<b>Resources</b>	NA	NA	NA	.805
<b>Leader to Teacher Communication</b>	NA	NA	NA	.879
<b>Principal's Conscientiousness</b>	.761	.924	.960	.922
<b>Principal's Support of Instruction</b>	NA	NA	NA	.925
<b>Parental Support</b>	NA	NA	.736	.863
<b>Teacher's Emotional Support of Students</b>	.813	.946	.960	NA
<b>Teachers' Support of Learning</b>	.658	.934	.956	NA
<b>Teacher's Classroom Management</b>	NA	.878	NA	NA
<b>Teacher to Parent Communication</b>	NA	NA	.962	NA

## Appendix F: Confirmatory Factor Analysis Results

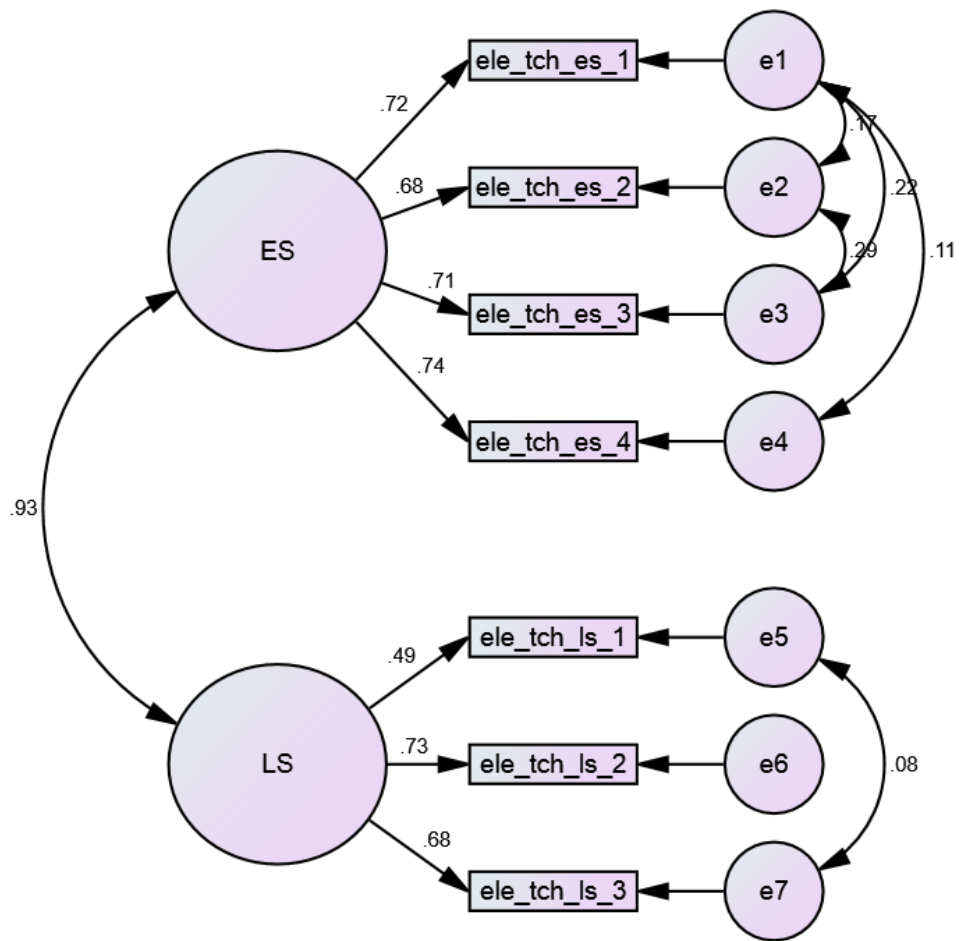
The purpose of confirmatory factor analysis is to determine if hypothesized relationships among variables and factors are supported by real data. The diagrams below show how strongly the hypothesized factors (represented as circles) are correlated with each other and how strongly each item (represented as rectangles) is correlated with its hypothesized factor. Fit indices help researchers determine how well the hypothesized relationships and the real data line up. Below each diagram are values for two fit indices: RMSEA and CFI. RMSEA values equal to or less than .05 indicates a good fit of the model to the data, a value of .08 indicates an acceptable fit, and any value greater than .10 indicates an unacceptable fit. CFI values equal to or greater than .95 indicate a good model fit and values ranging from .90-.95 are considered acceptable. Anything below .90 is considered to reflect an inadequate fit of the model to the data.

### Elementary Students about Schools



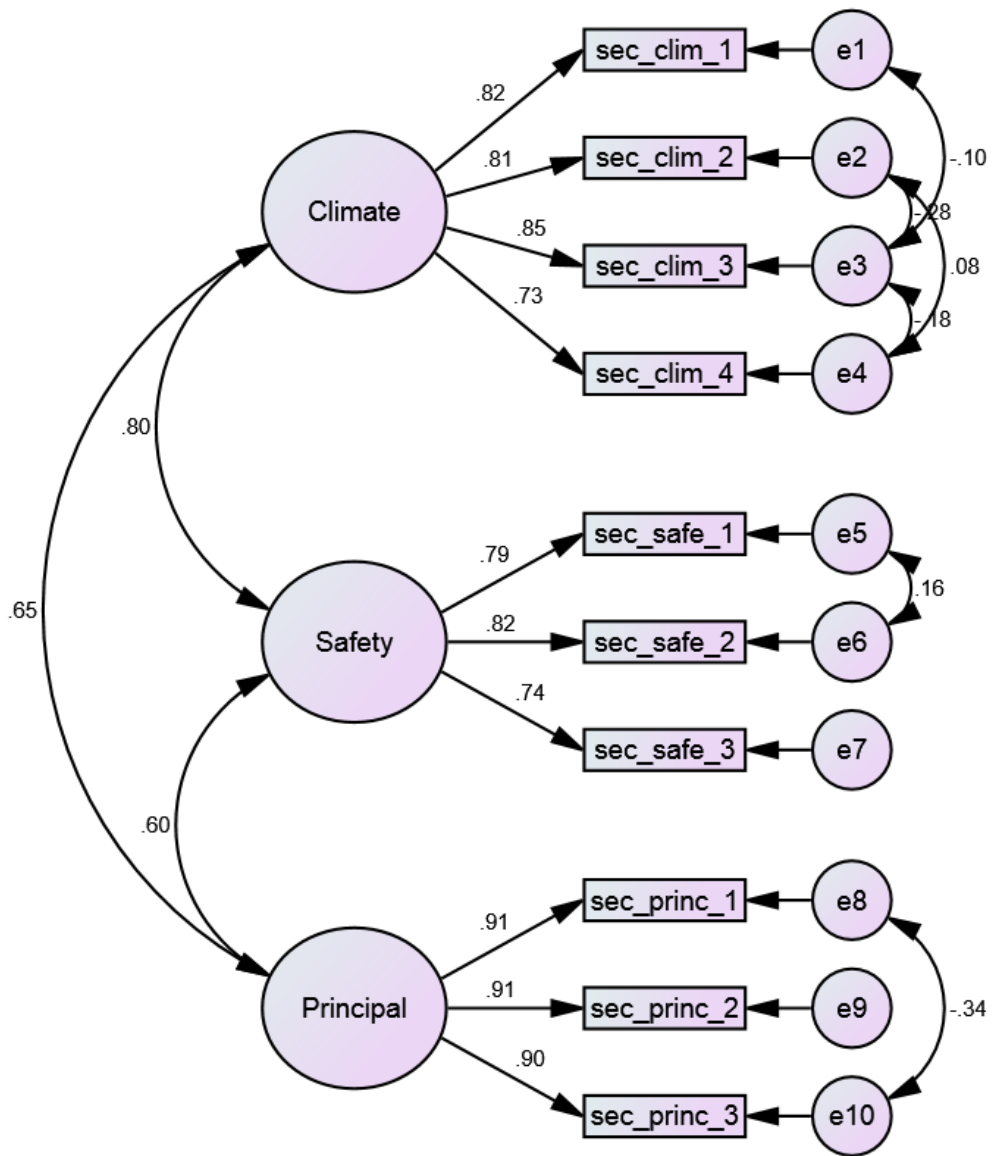
Fit Index	Value
RMSEA	.048
CFI	.968

## Elementary school students about teachers



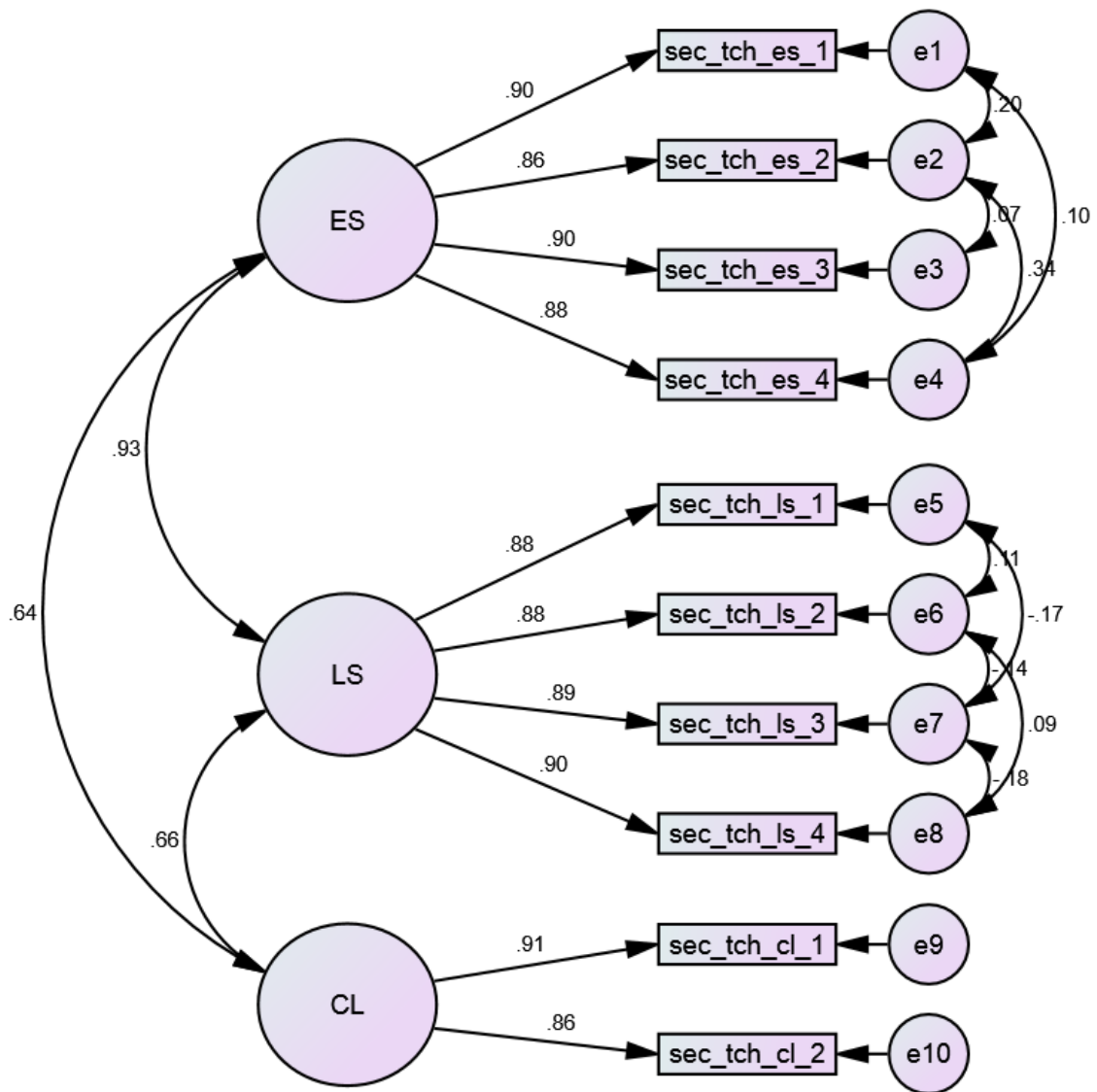
Fit Index	Value
RMSEA	.048
CFI	.992

## Secondary school students about school



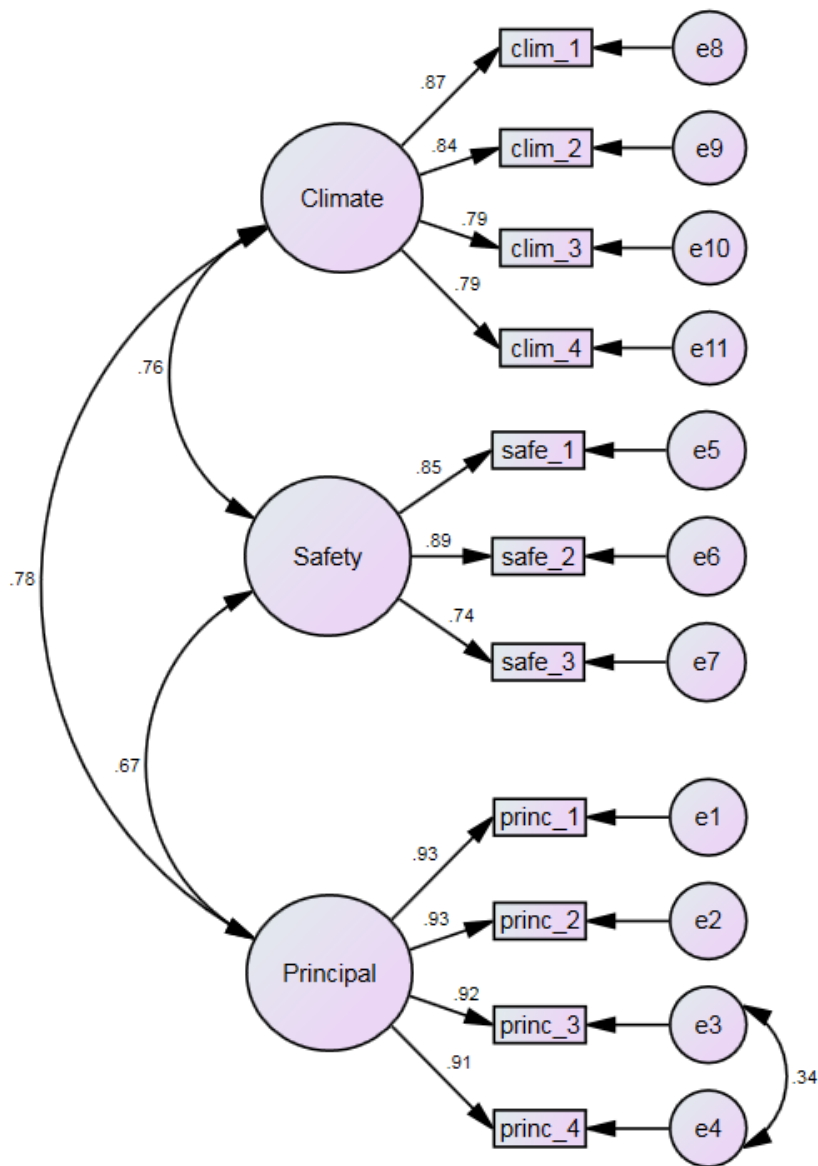
Fit Index	Value
RMSEA	.031
CFI	.995

Secondary school students about teachers



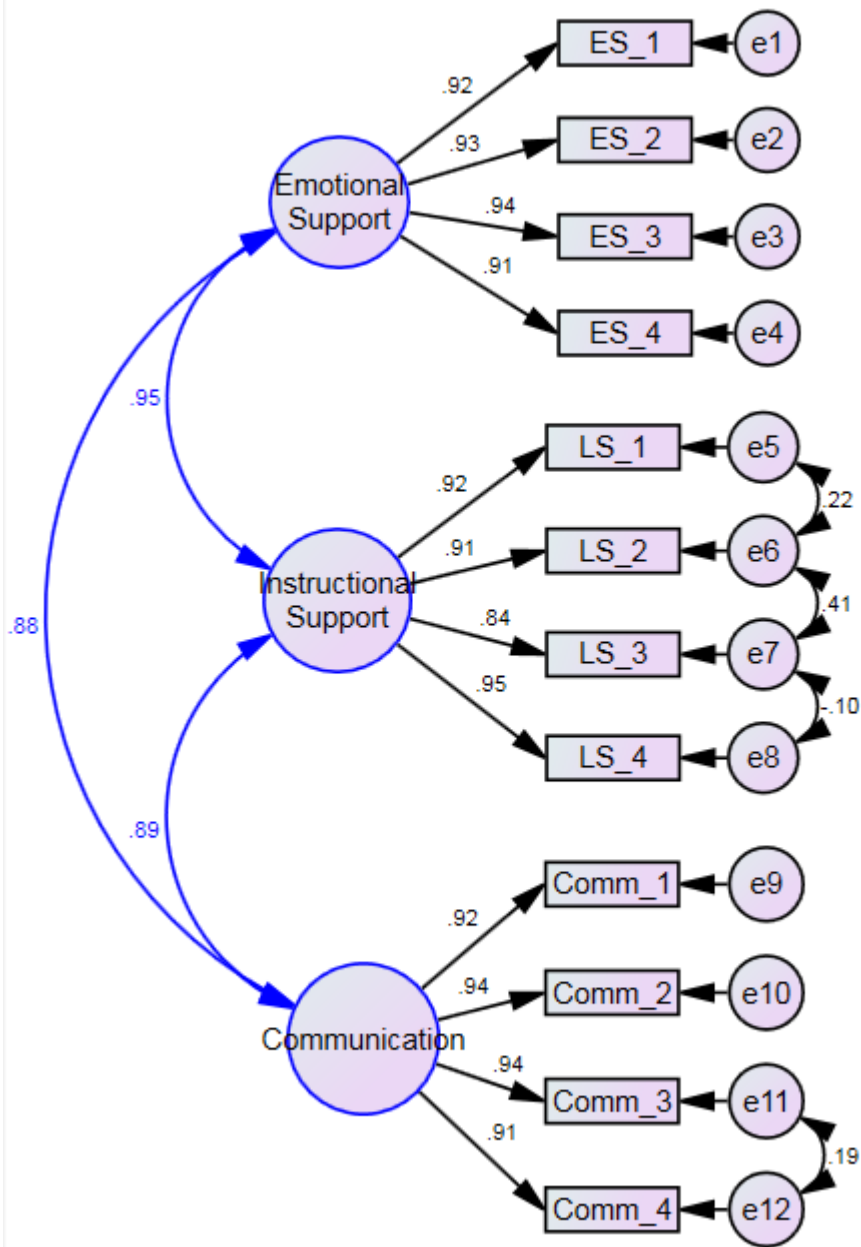
Fit Index	Value
RMSEA	.044
CFI	.995

## Parents about Schools



Fit Index	Value
RMSEA	.050
CFI	.990

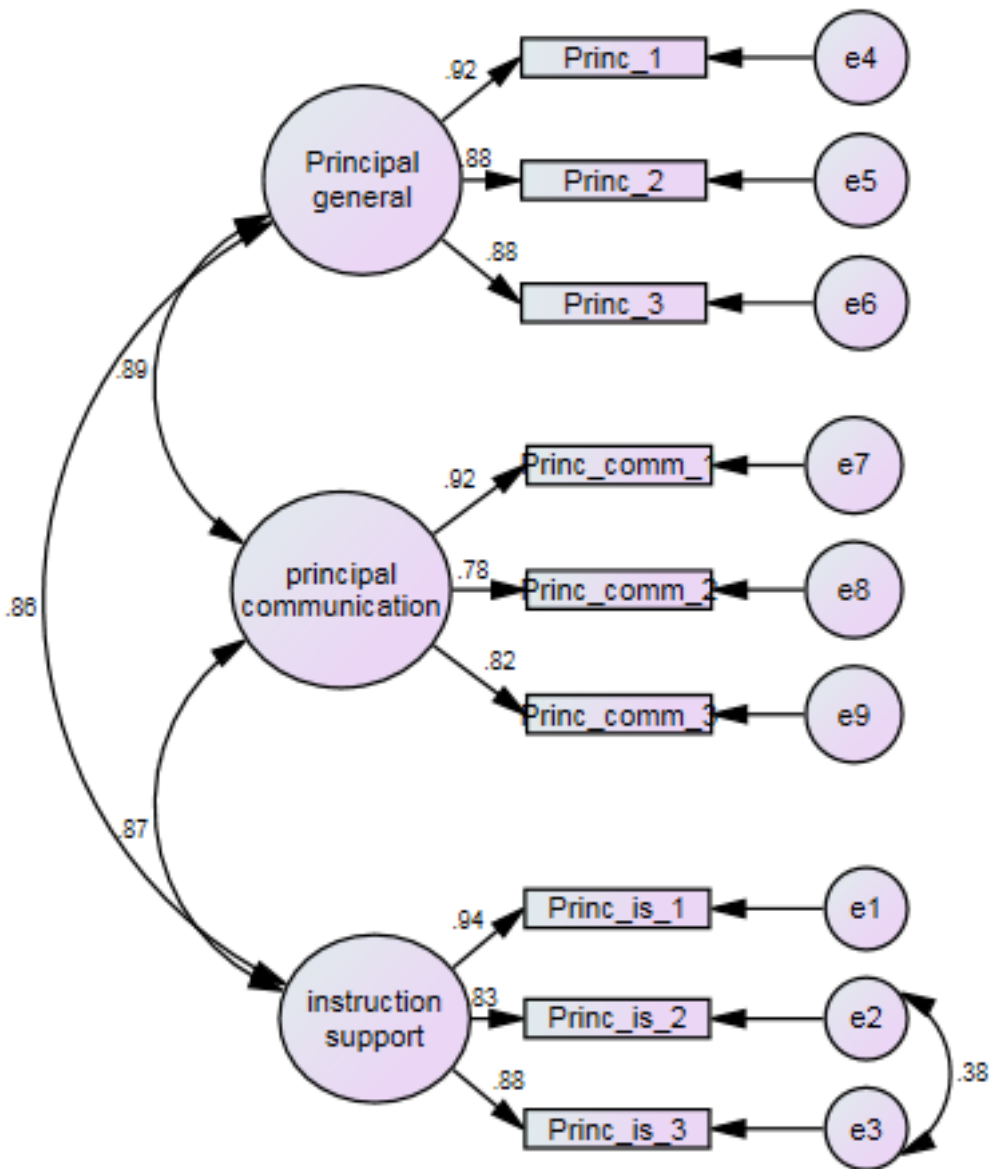
## Parents about Teachers



Fit Index	Value
RMSEA	.084
CFI	.981

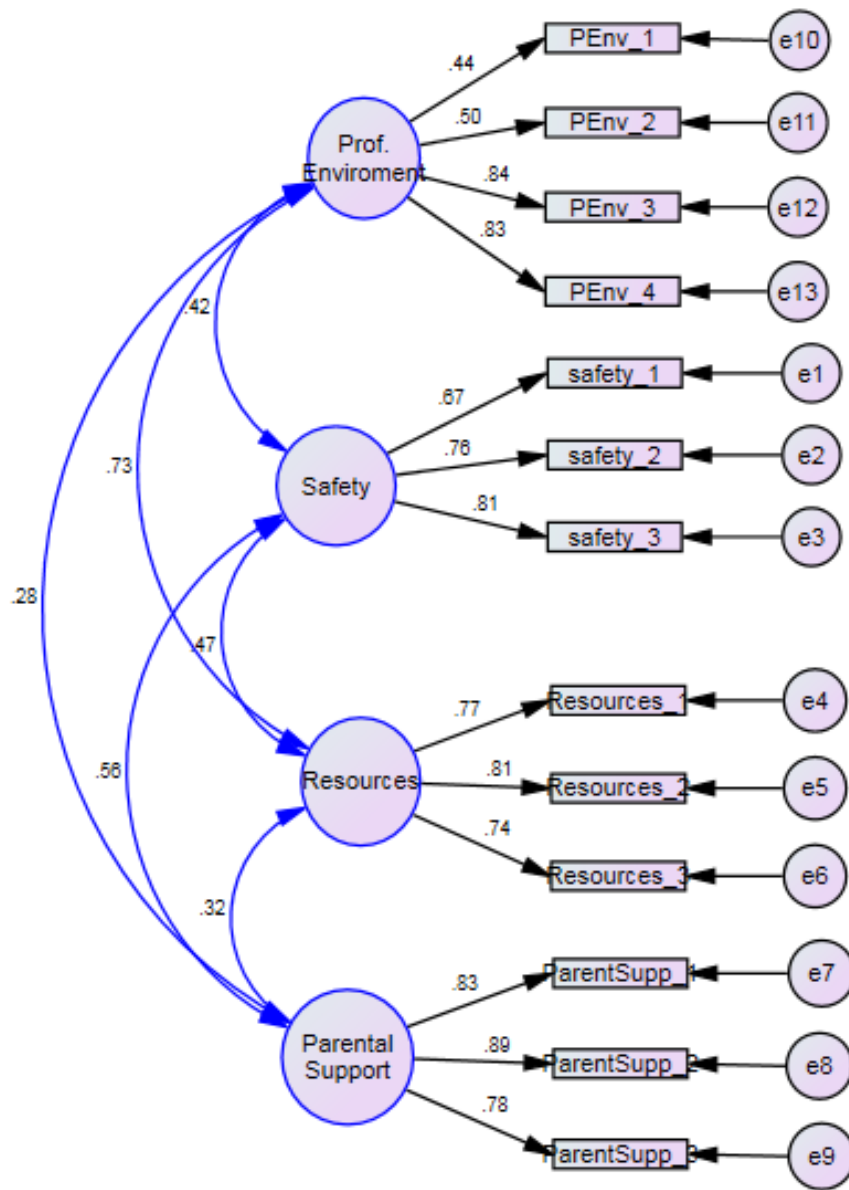


## Teachers about Leaders



Fit Index	Value
RMSEA	.097
CFI	.975

## Teachers about Schools



Fit Index	Value
RMSEA	.097
CFI	.975