

Student Experience Survey: 2015-2016

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At-a-Glance

As a component of the Teacher Excellence Initiative (TEI), the Dallas Independent School District (Dallas ISD) conducted a student experience survey in grades three through twelve. The survey asked questions about students' experiences in the classroom with specific teachers. The district conducted this survey to 1) better understand the experiences and instructional needs of its students and 2) evaluate and improve teacher effectiveness in the District.

Background and Goals

The student perception survey was developed by Panorama Education under the leadership of Dr. Hunter Gehlbach, Harvard Graduate School of Education. Dallas ISD has administered the survey for the past two years, beginning in 2014-15.

Two surveys were administered: the secondary survey (grades 6-12) had 26 questions, while the elementary survey (grades 3-5) had 21 questions. Both were available in English and Spanish. Two questions were removed from each survey this year because they were either not applicable to all teachers, redundant, or unclear. Students were asked to provide feedback on five topics: Expectations and Rigor (E.R.), Student Engagement (S.E.), Classroom Environment (C.E.), Supportive Relationships (S.R.), Pedagogical Effectiveness (P.E.).

As part of professional development, teachers had access to a peer-to-peer learning platform called Playbook. Playbook was designed by Panorama and works in conjunction with the survey to improve performance in the specific topics surveyed.

Purpose and Methods of the Evaluation

The main focus of the 2015-16 student survey evaluation was to describe survey implementation and to answer questions about survey outcomes and playbook participation. This evaluation was based primarily on review of program documents and an examination of student survey and Playbook data.

Eligibility Criteria for Participants

Eligibility criteria for students was based on attendance, special education status, and language proficiency. To be eligible to participate in the survey students had to meet *all* three criteria. 1) Attendance – students who attended class with the same teacher for 30 days or more between the beginning of the spring

semester (January 6th) and February 26th. 2) Special Education Status – Students whose instructional setting was classified in the district database as one of the following: no restriction, mainstream, resource room 1-49 percent, and no instructional setting (receiving speech therapy). 3) Language proficiency – Students who met one or more of the following criteria: a) students whose primary language (language the student speaks most of the time) AND secondary language (language spoken at home most of the time) was either English or Spanish; b) non-English/Spanish (native) speaking students in grades 3 and 4 who scored Advance or Advanced High on the 2014-15 TELPAS; c) non-English/Spanish (native) speaking students in grades 5 – 12 who scored 3, 4, 5, or 6 on 2015-16 Woodcock Muñoz Broad ability and had 2014-15 TELPAS scores of Advance or Advanced High; and d) Non-English/Spanish (native) speaking students in grades 3 – 12 who were new to Dallas ISD who scored 4, 5, or 6 on 2015-16 Woodcock Muñoz Broad ability.

Most teachers with rostered classrooms in grades 3-12 who were listed as the Teacher of Record in the district database were eligible to participate. Educators not eligible to participate included guests, itinerants, head coaches, instructional coaches, media specialists, substitutes, high school ROTC, and teachers on an hourly pay schedule.

Sampling

The sampling process was designed to randomly assign surveys to students to maximize the number of surveys each teacher received until all eligible students on each campus were assigned two surveys. Surveys were first maximized for teachers with low enrollments, and then for remaining teachers. If a student had only one eligible teacher, the student received one survey. On average, at elementary schools, 28 students were assigned to take surveys per teacher, and in secondary schools, 32 students were assigned per teacher.

Survey Administration

All campuses were required to administer the survey on paper during the week of April 11, 2015. District test coordinators served as survey coordinators and received training in March. They were then responsible for training 'proctors' at each campus. In order to ensure consistency across schools, elementary campuses administered the survey before

lunch and secondary campuses administered the survey during second period only. Teachers were asked to swap classrooms by grade-level to protect the confidentiality of students.

Surveys were delivered to coordinators at each campus prepackaged by homeroom or 2nd period enrollment the week before survey administration. Coordinators distributed prepackaged surveys to proctors and proctors distributed surveys to students. Surveys were delivered to students in individual envelopes addressed to each student. Each survey had the name of the teacher on top and course name at the bottom. Students completed surveys, placed them in envelopes, sealed them, and returned them to proctors. Proctors gave all surveys to coordinators, who shipped the surveys to the survey vendor for scoring. Survey results were available on Schoolnet by mid-May.

Scoring

Survey forms with fewer than 30% of items answered were classified as incomplete and excluded. For every *question* on the survey, the percentage of “favorable” responses were calculated. For questions with five possible responses, the top two answers were considered favorable. For questions with seven possible responses, the top three answers were considered favorable. Non-responses, or “blanks,” were not counted.

For every survey topic (e.g., *Classroom Environment*), a *topic score* and *overall score* was calculated. The *topic score* was the average of favorable-response percentages across all topic items, weighted by the number of responses for each item. The *overall score* was the average of the favorable-response percentages across all survey items, weighted by the number of responses for each item.

Teachers were only eligible to receive results if at least ten students took surveys about their classroom. Their overall scores were ranked by the group, which was based on school type and courses. There were four groups: elementary with core courses, elementary with non-core courses, middle, and high.

Table 1: Target Distribution Points for Student Perception Survey

Point value	0	3	6	9	12	15
Percentile range	0-3	4-15	16-40	41-80	81-92	93-99
Percentage teachers	3%	12%	25%	40%	12%	8%

Teachers’ percentile ranks within their group determined the number of target distribution points earned. Points for the student survey score were

assigned based on the target distribution as defined in Table 1. The last row displays the approximate percentage of teachers within a school type who earned that number of points. Weighted averages were used for teachers with data from two or more groups.

Student Perception Survey Outcome

As shown in Table 2, 180,318 surveys were administered, and 6,243 teachers in grades 3-12 received survey scores as a component of their evaluation.

Table 2: Frequencies by Survey Category

Survey Category	Surveys Administered	Eligible Teachers
Elementary	67,091	2,452
Secondary	113,227	3,791
Total	180,318	6,243*

*53 teachers taught courses in both categories.

In 2016, survey categories Pedagogical Effectiveness and Expectations and Rigor received the most positive feedback in elementary schools (see Figure 1), while Classroom Environment and Expectations and Rigor received the most positive feedback in secondary schools (see Figure 2). In elementary school, Supportive Relationships received the lowest score, while Student Engagement received the lowest score in secondary schools.

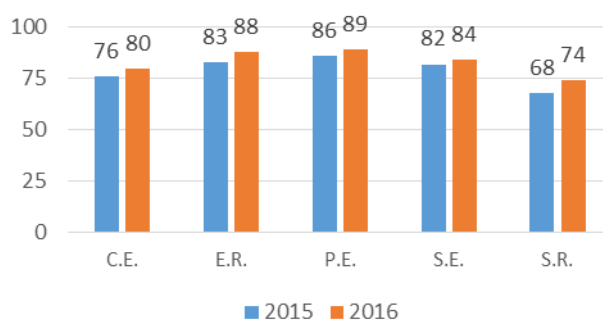


Figure 1: Survey Results for Elementary by Topic

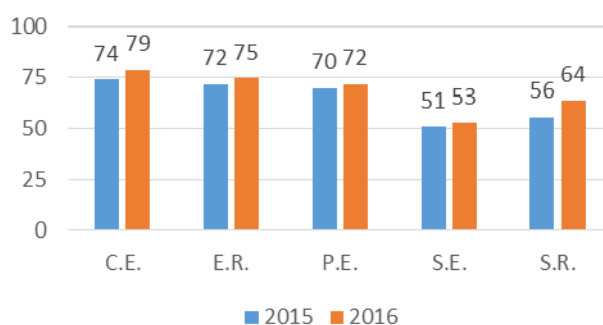


Figure 2: Survey Results for Secondary by Topic

As was the case in 2015, elementary school teachers had more favorable student feedback in each of the five survey categories compared to secondary teachers. Student Engagement showed the widest gap in 2016 between the two groups (31 percent), followed by Pedagogical Effectiveness (17 percent). The gap between the two groups was smallest for the category Classroom Environment (1 percent). Scores for both elementary and secondary teachers increased in 2016 for all categories. Supportive Relationships was the category with the greatest increase for both elementary (6 percent) and secondary (8 percent) teachers.

As mentioned previously, teachers' overall survey scores were ranked within school type. Percentile rank was calculated for each teacher, which determined the number of points earned. Table 3 displays the average survey score by group, as well as the range of survey scores and points earned by group. Please see Table 1 for the percentile rank that corresponds with points assigned.

Table 3: Average Score and Points Assigned by Group

	Survey Score			
	Elem (Core)	Elem (Non-Core)	Middle	High
Average	85	77	67	70
Points				
0	0-63	0-54	0-36	0-37
3	64-75	55-66	37-51	38-53
6	76-83	67-75	52-65	54-69
9	84-93	76-85	66-79	70-83
12	94-96	86-89	80-85	84-89
15	97-100	90-100	86-100	90-100

Elementary school teachers of core subjects had the highest average survey scores, 85 percent, while middle school teachers had the lowest scores at 67 percent. This is reflected in the range of scores that correspond to points for each group. For example, an elementary core teacher with a score of 83 percent favorable would earn 6 points, while an elementary non-core or high school teacher would earn 9 points for the same score and a middle school teacher would earn 12 points for the same score.

Professional Development

Playbook is an online learning platform that was available to teachers beginning in the 2014-15 school year. Its purpose is to help teachers improve their students' experiences in their classroom. It is utilized by approximately 200 school districts across the country and based on a peer-to-peer model that allows teachers to share strategies with one another. Teachers can also rate strategies and access research articles using the platform.

As shown in Table 4, in 2015-16, there were 1,029 teachers that used Playbook (16 percent), and 172 teachers logged on to the platform more than once. This was an increase from the previous year, but the number of active users represents only 3 percent of teachers. Strategies were submitted by six teachers and rated by seven. Instructional coaches were offered the opportunity to participate in a training on student survey reports and Playbook, and this training may have contributed to the increase in Playbook participation this year.

Table 4: Playbook Participation for Teachers

	2015-16	2014-15
Users	1,029	584
Active Users*	171	71
Users submitting strategies	3	6
Users rating strategies	5	7

*Based on the number of users with multiple sessions.

Summary and Recommendations

Overall, scores for elementary and secondary teachers increased this year across all topics. Like last year, elementary teachers scored highest in Pedagogical Effectiveness and lowest in Student Engagement. Secondary teachers scored highest in Classroom Effectiveness and lowest in Student Engagement.

The following recommendations are based on the evaluation's outcomes and informal feedback from Dallas ISD administrators and teachers:

- Continue to provide administrators and coordinators all relevant information and materials with adequate lead time.
- Campus administrators should continue communicate the purpose of the survey to their students prior to survey administration.
- Refine survey administration guides for survey coordinators and proctors to include information about testing irregularities.
- Provide additional information about Playbook to administrators and teachers through training opportunities and TEI News Emails.

For more information, please contact the Office of Institutional Research at 972-925-6446 or email studentsurvey@dallasisd.org.