2017-18 Student Experience Survey

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At-a-Glance

As a component of the Teacher Excellence Initiative, the Dallas Independent School District administered a student experience survey in grades 3-12. 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 since 2014-15. The survey includes questions related to five topics: Expectations and Rigor, Student Engagement, Classroom Environment, Supportive Relationships, Pedagogical Effectiveness.

To assist teachers in improving their survey results, teachers had access to a peer-to-peer learning platform called Playbook. Playbook was designed by Panorama and works in conjunction with the survey.

Sampling

The sampling process randomly assigned 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, 28 elementary students and 32 secondary students survey were assigned to take surveys per teacher.

Survey Administration

The survey for secondary students (grades 6-12) had 26 questions, and the elementary survey (grades 3-5) had 21 questions. Both were available to all students in English and Spanish. Students in schools with a large Burmese population were also provided Burmese surveys.

All campuses were required to administer the survey on paper between April 23 and April 27. Survey results were available on School Net the week of May 29.

Training for Test Coordinators

District test coordinators were responsible for managing survey administration at their campuses and received training on protocols in April.

After the training, test coordinators were asked to complete a survey about the quality of the training and the effectiveness of the trainers. Only 42 coordinators completed the survey this year compared to 145 coordinators last year. As was the case in the previous year, most coordinators were satisfied with the training. Over 95 percent responded positively to all questions on the survey, except for the question about attending the training next year. About 10 percent of test coordinators said they would not attend the training again next year, if given the choice, likely because many of them received a similar training in previous years.

Eligibility Criteria for Participants

Most teachers with rostered classrooms in grades 3-12 who were listed as the "teacher of record" in the district's student information system were eligible to participate. Students had to meet criteria based on attendance, special education status, and language proficiency. They must have attended class with the teacher for a sufficient period of time and have been able to understand and take the survey in English or Spanish (or Burmese, for select campuses).

For more information on survey administration, see the TEI Rulebook available in the System Resources section at https://tei.dallasisd.org/home/resources.

Irregularities

For the 2018 survey, policies and best practices related to maintaining the integrity of survey results were created and disseminated through the Weekly Administrative Information Packet and test coordinator trainings. All individuals involved in survey administration were additionally required to sign an oath.

There were two elementary campuses and one high school campus that reported irregularities related to the administration of the student survey. At the elementary schools, there was a group of students who did not receive instruction in Spanish, their primary language, and a report related to a teacher influencing student responses. At the high school, a student posted a photo

on social media implying she would respond to the survey negatively.

Per the recommendation of principals and test coordinators at the campuses, survey results for teachers involved were not suppressed.

Scoring

Survey forms with fewer than 30 percent 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 ("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. The *overall score* was the average of the favorable-response percentages across all survey items.

Point Assignment

Teachers were only eligible to receive student survey results if at least ten students took surveys about their classroom. For eligible teachers, points were assigned based on their overall scores ranked by group. There were four groups of teachers: elementary with core courses, elementary with non-core courses, middle, and high.

Table 1: Target Distribution Points

Point value	0	3	6	9	12	15
Percentage of teachers	3%	12%	25%	40%	12%	8%

Teachers' percentile ranks within their group determined the number of points earned. Points for the student survey score were assigned based on the target distribution as defined in Table 1. For teachers with data from more than one group, an average of points from each group, weighted by the number of students in the group, was used to calculate the total number of points assigned.

Outcomes

As shown in Table 2, 180,318 surveys were administered, and 6,247 teachers in grades 3-12 received survey scores as a component of their evaluation.

Table 2: Frequencies by Survey Type

Survey Category	Surveys Administered	Eligible Teachers
Elementary	64,039	2,333
Secondary	115,709	3,945
Total	179,748	6,278*

**31 teachers taught courses in both elementary and secondary.*

Results by Topic

For the last two years, results for all categories were similar or the same at both the elementary and secondary levels. The 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. This is consistent with previous year's results.

Figure 1: Elementary Results by Topic

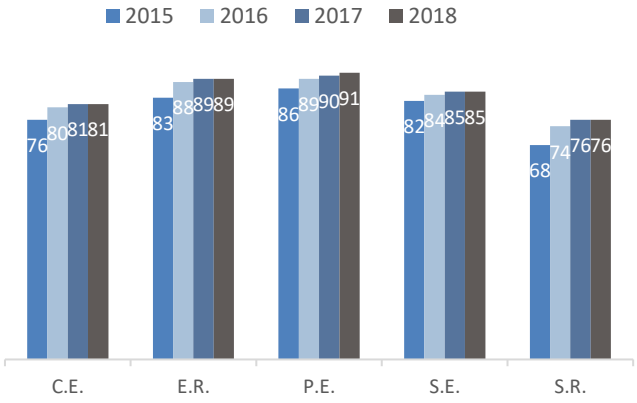
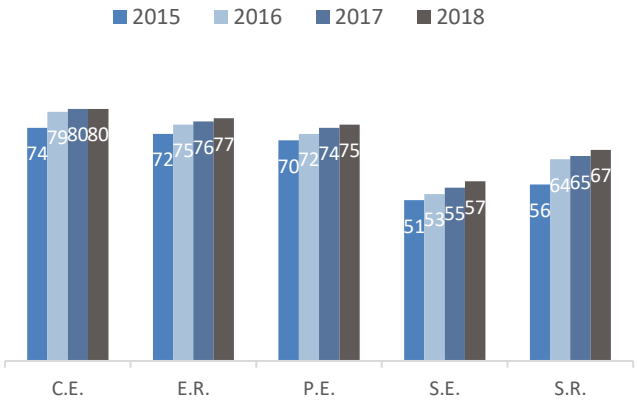


Figure 2: Secondary Results by Topic



As was the case in previous years, elementary school teachers had more favorable student feedback for all topics compared to secondary teachers. In 2018, *Student Engagement* showed the widest gap between

the two groups (28 percent), followed by *Pedagogical Effectiveness* (16 percent). The category with the smallest gap between groups was *Classroom Effectiveness* (1 percent)

Point Assignment

Teachers' overall survey scores were ranked by group to assign the points earned for the TEI Student Experience Component. As has been discussed, percentile rank was calculated for each teacher (see Table 1), 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.

Elementary school teachers of core subjects had the highest average survey scores, 86 percent, while high school teachers had the lowest scores at 68 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 teacher would earn 9 points and a middle teacher would earn 12 points.

Table 3: Average Score and Points Assigned by Group

	Elem (Core)	Elem (Non-Core)	Middle	High
Average	86	79	71	68
Points				
0	0-64	0-56	0-38	0-38
3	65-76	57-68	40-55	39-56
6	77-84	69-76	56-68	57-70
9	85-94	77-87	69-82	71-85
12	95-98	88-92	83-87	86-90
15	99-100	93-100	88-100	91-100

Professional Development

Playbook is an online learning platform that has been available to teachers since the district began administering surveys in 2014-15. It is utilized by over 400 school districts across the country.

According to Panorama Education, Playbook was built by teachers for teachers, and every strategy on Playbook came from a successful classroom teacher. With this as its foundation, Playbook has also evolved to become a broader content repository and professional learning community for teachers and school leaders through Panorama's partnership with leading curricular and pedagogical organizations such as Second Step, Teaching Tolerance, Open Circle, Character Lab, and Transforming Education.

Table 4: Playbook Participation for Teachers

	14-15	15-16	16-17	17-18
Users	584	1,029	1,598	945
Active users*	71	171	915	581
Total	655	1,200	2,513	1,526

** The number of users with multiple sessions.*

As shown in Table 4, teacher participation in Playbook decreased in 2017-18 compared to 2016-17. In 2017, the district offered an online module through the Summer Personalized Professional Learning & Development, and 137 teachers took the course. The module may have slightly increased the number of 2017 users. It was not provided in 2018.

Summary and Recommendations

Overall, scores for elementary and secondary teachers were similar or the same this year across all topics. Like last year, elementary teachers scored highest in Pedagogical Effectiveness and lowest in Supportive Relationships. Secondary teachers scored highest in Classroom Effectiveness and lowest in Student Engagement.

The following recommendations are based on the district's experience administering the survey:

- **Update the survey instrument.** Panorama has an updated instrument that utilizes similar categories and questions. Implementing the new instrument will allow Dallas ISD users to compare their results with national comparison data.
- **Continue to provide professional development opportunities.** Provide information about reports and Playbook to administrators and teachers through additional training opportunities. This is particularly important if the survey instrument is updated.

For more information, please contact the Office of Institutional Research at studentsurvey@dallasisd.org.

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