

**DEPARTMENT OF EDUCATION  
FEBRUARY 7, 2018**

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**SUBJECT**

Accountability – School Quality - Student Engagement Survey

**REFERENCE**

November 2016	Board approved pending rule creating the new statewide accountability system based on the Governor's K-12 Task Force recommendations, Accountability Oversight Committee Recommendations and public input gathered by staff through public forums held around the state.
August 2017	Board approved Idaho's Every Student Succeeds Act Consolidated Plan and approved the Department to submit the plan to the U.S. Department of Education, including the use of a student survey as a school quality indicator used for school identification for K-8 schools.
October 2017	Board was updated on the selection of the Panorama survey and process that would be used to administer the survey as part of the state accountability system during the 2017-2018 school year. There was no objection to the use of the Panorama survey.
December 2017	Board was asked to reconsider the survey used for the school quality indicator as part of the state accountability system. The Board requested the Department gather additional feedback prior to Board action.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-110, Idaho Code – Agency to Negotiate, and Accept, Federal Assistance  
IDAPA 08.02.03 – Section 111, Assessment in the Public Schools; IDAPA 08.02.03 – Section 112, Accountability

**BACKGROUND/DISCUSSION**

On December 10, 2015, the Every Student Succeeds Act (ESSA) was signed into law, reauthorizing the Elementary and Secondary Education Act (ESEA) for the first time since 2001. This reauthorization replaces the system of ESEA Waivers that states had been submitting to the US Department of Education (USDOE) since No Child Left Behind expired in 2014.

The Every Student Succeeds Act requires each state to submit a consolidated plan to the USDOE to reapply for federal education funds and explain to the USDOE how the state will be in compliance with ESSA.

The State Department of Education (Department) brought the draft consolidated plan to the State Board of Education (Board) for preliminary discussion in June

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2017. In July, the Department continued to seek public input through a final public comment period. During this time, the Department continued to receive feedback from the USDOE and monitored how federal peer reviewers and USDOE staff assessed plans submitted by other states. These discussions led to several substantive changes in Idaho's final plan. The Board approved the plan for submission to the USDOE in August 2017. The final plan included the use of a student survey in the school identification system for K-8 schools, and reported in high schools and alternative high schools on the report card.

In September the Department staff and Board staff sought feedback from stakeholders to identify themes a survey should cover to measure school quality or student success. Stakeholders identified common themes of school safety, school culture and student/teacher engagement. In addition, student tenacity or grit was identified for high school students. The themes were used to guide the work of the Department and Board staff in the identification of a survey.

The Panorama Education Student Survey was identified because it most closely matched the themes identified by stakeholders and the survey was released to stakeholders. The Board received an update on the selection of the Panorama survey in October 2017. Stakeholders, specifically educators, raised concerns regarding the presentation of questions on the Panorama survey. Feedback prompted the consideration of other surveys and many in the field highlighted AdvancED as a better option.

The Board was presented the surveys from Panorama Education and AdvancED along with stakeholder feedback received to date, in December 2017. The Board asked for more information and feedback before making a final decision.

## **IMPACT**

In order to implement the student survey in spring 2018 for use in the accountability system, including school identification in K-8 schools, The Board must make a final selection of the student survey.

## **ATTACHMENTS**

Attachment 1 – Timeline and Feedback Summary	Page 5
Attachment 2 – Technical Review of the Two Surveys	Page 22
Attachment 3 – Panorama Student Engagement Survey	Page 27
Attachment 4 – AdvancED Student Engagement Survey	Page 33

## **STAFF COMMENTS AND RECOMMENDATIONS**

The new state accountability system was established through the rulemaking process in 2016 and was accepted by the Legislature in 2017, becoming effective for the 2017-2018 school year. The accountability system includes all federally required indicators, groups schools into three categories, and then within each category divides the indicators between student achievement and school quality. The majority of the federally required indicators fall under student achievement,

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however, states are required to have at least one school quality indicator. The initial accountability framework recommendations included absenteeism as a school quality indicator, but in the process of conducting the public forums there was large amount of feedback received against using school absenteeism as a school quality indicator. This indicator was removed from the final version of the accountability system.

To meet the federal accountability requirements the school quality indicator must be able to be administered to every student and be able to be broken out by the required subgroups. Working with Department of Education (Department) staff, it was determined that for the first year, a student engagement survey could be administered through the Idaho Standards Achievement Test administration that would meet our federal requirements for a school quality indicator in the 2017-2018 school year and help inform the development of a longer term survey solution that would be administered starting in the following year (2018-2019 school year).

In reviewing validated surveys that had been developed at the national level, the group determined the four categories were met by the student engagement survey developed and validated by Panorama. The Panorama survey was also developed in a way that would allow Idaho to use specific sets of questions under various categories while still maintaining the integrity of the survey. The Panorama Student Survey grouped questions by grades 3-5 and 6-12, allowing for grade specific questions. The survey also included the following categories that were chosen based on their alignment with the initial feedback received:

- School Climate – Perceptions of the overall social and learning climate of the school,
- School Teacher-Student Relationships – How strong the social connection is between teachers and students within and beyond the school,
- School Safety – Perceptions of student physical and psychological safety while at school, and
- Grit – Perceptions of how well students are able to persevere through setbacks to achieve important long-term goals. (Grit would only be administered to students in Grades 9-12).

Following selection of the survey and process for administration during the 2017-2018 an additional email was sent out to state lawmakers and the education stakeholder groups with the survey questions, information on how the questions were developed and by whom, and a link to detailed information from Panorama on how the survey was validated to assure the questions were not leading. Additional information regarding the Panorama validation process may be found at: <https://www.panoramaed.com/panorama-student-survey>. Based on the limited feedback that was received, the survey and method for administration for the 2017-2018 school year was presented to the Board at the October 2017 Board meeting with a request that the Board provide any concerns they may have on the survey or the administration of the survey for the first year. Hearing none, Department

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staff moved forward with the implementation of the survey for the 2017-2018 school year.

Following the October Board meeting additional feedback was received from the Idaho School Administrators Association, Idaho School Boards Association and the Idaho Educators Association expressing concern about the Panorama survey and that the questions in the survey were leading or biased. Due to the new feedback on the Panorama survey the Department of Education approached AdvancED, Idaho's recognized accreditor for K-12 schools, regarding the use of AdvancED's student engagement survey. Both surveys were presented to the Board for consideration at the December 2017 regular Board meeting. The Board expressed concern over the process for obtaining feedback on the new survey and ability for stakeholders give feedback on the survey being proposed. The Board requested the Department use a more thorough processes for gathering feedback on the surveys, similar to the process used for developing the accountability system indicators.

Following the December Board meeting, the Department sent out an email to the members of the House and Senate Education Committees with the two surveys requesting feedback on the surveys. The Department sent additional e-mails requesting feedback to school district and charter school administrators (superintendents, principals, charter school directors) and school/district assessment directors. The Department also sent out an invitation in a weekly e-mail update to schools/districts for people to participate in a webinar on January 18<sup>th</sup> to learn about the options for "academic indicators" used in the state's accountability system and to provide feedback on those options. The survey was one of the items discussed during the webinar. A follow-up email was sent out after the webinar with information on how to view the recorded webinar and directions on how to provide additional feedback on the survey.

Attachment 2, contains a technical review of the two surveys conducted by the Board's research staff.

**BOARD ACTION**

I move to approve the use of the AdvancED Student Engagement Survey as the survey tool implemented in the spring of 2018 to measure school quality/student success as required by the Every Student Succeeds Act.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**Timeline of Selection, Communication and Summary of Feedback on the Student Survey**

**August 30, 2017:** A small work group consisting of Board staff, Department staff and Board member Debbie Critchfield met to discuss the student survey. The initial intent of the discussion was to talk about Gallup, which was discussed at a previous meeting of the Accountability Oversight Committee as a group that would offer a survey for free. At the meeting, the work group decided to contact stakeholders to identify themes the student survey should measure. Feedback was gathered August 30 to September 6, 2017.

**September 7, 2017:** The work group met to review the feedback, which identified common themes of School Safety, School Culture, Student/Teacher Engagement and Student Grit for high school students. Work group members agreed to send possible surveys to SDE staff member Allison Westfall to compile for group review on September 15.

**September 15, 2017:** The work group met and reviewed the surveys. The Panorama Education Student Survey was selected to address the themes identified by stakeholders.

**September 27 -29, 2017:** The Panorama Survey questions were shared with stakeholders by Board and Department staff in preparation for the next State Board of Education meeting.

**October 13, 2017:** The following email feedback was received from the Boise School District:  
Here are suggested revisions to the survey. We have tried to take much of the bias out of the questions, but they could use more work.

Don

**Boise School District Suggested Changes**

**I. School Teacher-Student Relationships**

**A. How strong the social connection is between teachers and students within and beyond the school.**

\*These questions will be difficult for many 3rd and 4th graders to really understand. The questions also evidence bias, as in when the question includes “how many of them are REALLY interested...”

**II. School Safety**

**A. Perceptions of student physical and psychological safety while at school.**

\*Do students understand the definition of bullying versus a one time mean or rude comment or interaction?

Stopbullying.gov defines bullying as: **Bullying** is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.

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**III. Grit**

**A. Perceptions of how well students are able to persevere through setbacks to achieve important long-term goals.**

*\*These are difficult questions for students to understand, let alone evaluate.*

Do you have a goal you are determined to accomplish this year? No – Maybe - Yes  
If you fail, do you think you will try again? No - Maybe - Yes  
Do distractions keep you from working on your goals? Never - Lots of times -  
Sometimes - Always  
OR Can you manage distractions that may keep you from working on your goals?  
Do teachers (or does school) help you stay focused on your academic goals?

**October 18, 2017:** Idaho Education News published a piece on the survey: Schools and teachers to be graded on what kids say: <https://www.idahoednews.org/news/schools-teachers-graded-kids-say/>

**October-November 2017:** Concerns from the field emerged. AdvancED surveys were suggested as an option. Panorama Education and AdvancED surveys were circulated to stakeholders, and their feedback was solicited.

**FEEDBACK RECEIVED**

After looking through both the Panorama and AdvancED surveys issued by the SDE, Prairie Jr/Sr High School chooses eProve surveys that AdvancED administer to our students. I have been impressed with the AdvancED surveys that we have been using this year during our accreditation process. They give us the necessary data we need to fine tune our continuous improvement plan.

Thank you

**Jon Rehder**

**Principal**

**Prairie Jr./Sr. High School**

**Cottonwood, Idaho 83522**

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After reviewing both of the proposed surveys, Genesee JH-HS is in favor of the eProve survey administered by AdvancED. We have used the AdvancED surveys for years and they provide accurate data to help us with our decision making.

Thank you

**Kelly Caldwell**

**7-12 Principal and Athletic Director**

**Genesee School District**

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After reviewing the two student survey options that were shared with me, I am in favor of using the AdvancED survey. Lewiston is using AdvancED in our accreditation process and feel that the data we receive from the surveys we have used, via eProve, have given us data that can be used as productive talking points as we discuss continuous improvement plans.

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Thank you.

**Phil Uhlorn**

**Principal**

**Sacajawea Junior High School**

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I did not like the Panorama survey at all. I thought the questions held a negative tone and they targeted teachers negatively. I believe that the outcome of administering a survey would not only reflect poorly on districts, purely because of the wording, but reflect poorly on the state as a whole. The overall tone of the surveys are negative and the results will be also. Just because the survey is free...doesn't mean it is good.

I support the use of AdvancED surveys. The majority of the schools in Idaho already use Advance Ed and allows districts to modify surveys if needed to meet any requirements in the future. I'm not sure that this would be a large expense for the state, because most of us already pay for it through our AdvancED membership. I believe this is a better worded survey and allows us to get a better perspective of students sentiment/ climates of districts. I recommend we go with AdvancED.

**Wendy J. Moore, PhD.**

**Superintendent**

**Genesee Joint School District No. 282**

**P.O. Box 98**

**Genesee, ID 83832**

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I have reviewed both proposed surveys and as the Principal at Clearwater Valley High School I am in favor of the eProve survey administered by AdvancED. Thank you,

**Adam Uptmor**

**Principal**

**Clearwater Valley Junior/Senior High School**

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There is no comparison on the comparative value of feedback to a school with the two surveys. The E-Prove document is much more valid and less negatively biased than the Panorama survey. That survey is a disaster waiting to happen, especially if Idaho Ed News were to get the results of a negatively slanted survey.

**Dennis Kachelmier, Superintendent**

**Nezperce Schools**

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Some thoughts on the surveys:

The first survey is interesting. I am uncertain what we learn from it...the scale of responses don't really seem to be in an ascending or descending order. Several of the options appear similar -- so maybe my question is how do we learn from this survey? Forced choice, unlike scaled data is difficult to draw appropriate conclusions from.

The second survey is labeled "student engagement". The only section that clearly and directly relates to student engagement seems to be the section on GRIT, but we don't have questions for the elementary. I remain concerned that the questions in the school safety section are leading

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and are survey questions that assume a bias. I understand these questions derive from the MET, but they wouldn't be questions that a basic survey class would consider "proficient". 😊 If these are the choices, I think the K-12 company that Nampa was working with asked clearer, more aligned questions. In addition, the results provided information that were actionable. Thanks.

Paula

**Paula Kellerer, Ph.D.  
Superintendent  
Nampa School District**

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I prefer the eProve student survey. It is student centered and would yield useful information about student engagement, student motivation, and how students feel and perceive their world. The Panorama survey was good but would be more judgmental to schools given the issues we all experience to varying degrees.

**Judi Sharrett, Plummer Worley Joint School District**

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I really like the surveys. I would welcome the insight that they would provide. It would be useful for our district and staff growth and development of strategic plans.

**Jamie Holyoak  
Superintendent of Schools  
Grace Joint School District #148**

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I am not against having surveys per se. In Madison, we have asked for the last ten years that Principals provide annual parental surveys. Which **they** then review to assess perceptions. (I do not see them)

That being said, I have two major concerns:

1. That survey questions will not be well crafted and thus, children may be answering either poorly designed leading questions or struggling to answer the questions because there may be two "right" answers for them.
2. That these surveys will become "**Weaponized.**" Idaho, sadly, has a long and colorful history of weaponizing seemingly benign programs, reports, evaluations, and now potentially surveys to beat teachers up or show the SBOE or legislature that "Bad" teachers are at long last being held accountable.

"Idaho districts are "riddled" with bad teachers. The data does not show you are firing them." - Senator Gary Schroeder (Direct quote to me)

The aforementioned senator was the ***Chair of the Senate Education Committee***! Hence, you can see my concern.

My hope is that the surveys will be carefully and professionally scripted to not be leading and that yet another required "Artifact" then be used to demonstrate that our teachers are not measuring up.

I can just read the Idaho Ed News headlines now.... "Idaho children do not feel cared for by their teachers!"



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I would like to say I am being facetious, but I can almost promise that given past history, the survey data will be skewed and used against all of us in the court of public opinion.

We need to tread very carefully.

Thanks for listening.

Sincerely,

**Dr. Geoff Thomas**

**Superintendent**

**Madison School District 321**

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one thing really jumps off the page - the fourth question under "School Safety" — At your school, how unfairly do the adults treat the students? I'm wondering why that is phrased as a negative (which will surely impact how students respond) rather than a positive, as in "how fairly do the adults treat the students?" I assume this has been talked about, but I would love to understand the thought process.

**Kathleen Tuck**

**Nampa School District**

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**Idaho Education Association**  
**School Quality Survey Feedback**

Thank you for the opportunity to solicit feedback on the surveys from educators across the state of Idaho. Educators spoke clearly about a desire to understand the role and purpose of the student survey. They also want to ensure educators and parents are surveyed as well. Neither survey was wildly popular. Educators believed there were serious flaws with each and expressed a desire to look beyond both of these tools if any sort of survey was used at all in the future. Please see a compilation of responses below which share comments and concerns about each.

**EPROVE Survey by AdvancED**

**Pros**

- Worded to get information about not only the teacher and school but also the student and their family values toward education.
- More student focused and data could be useful at a school setting;
- Will provide insight into personal motivation for students;
- Prefer this survey;
- Better fit for my students- easier to read and understand;
- Prefer this one because it puts more responsibility for learning on the student;
- Prefer this survey;
- This is more personal and relate to how students feel rather than just rating their teachers;
- Easy to understand and age specific;
- Questions are more concrete though still about feelings;

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- Questions seem easier to clearly answer;
- Looks at child, teacher, and institution; better measure of student effort;
- Questions are more genuine, and students are more likely to answer honestly;
- Gives better information of student perceptions based on their personal involvement in the school;
- Like because it has the student reflect on what they are putting into the climate of the school, not how the school is serving their emotional needs;
- Fairly simple and easy to use and get data from;
- Looks promising;
- Better balance regarding the student and their interaction with their environment and less about their perception;
- Questions seem less biased or driver toward a particular response; Encourage students to think about how they really feel;
- Gives students more opportunity to express their feelings without having to choose between teacher "A" or teacher "B"
- Like this one better than the alternative;
- Responses would give more insight into students;
- The general format of the survey and the wording of the questions are far more beneficial tools to Idaho school districts;
- It seems professionally-worded and the questions direct the child to think about how he/she responds to classroom situations, unlike the other one which asks the child to make judgments based on conjecture.
- Seems more student focused on how a child is contributing to their own education through their motivation and actions;
- Prefer this survey;
- Better assessment methodology;
- Places more responsibility for learning and behavior on student answering the survey;
- Will generate more specific information about students and learning environment;

**Cons**

- Too wordy and long for elementary students; needs a simpler format; provides answers students feel they should answer to get them right;
- Appears to be untested in the real world (multiple answers potentially correct for a student)
- Provide a list of behaviors without causes which would not be helpful;
- Lots of choices; A few students may read the first 3 and pick 1 while some will read each 1 & ask what's the difference between them; Some kids will take this very serious & take over an hour to complete.
- Not sure how accurate the information will be to use & for what.
- Data not as easy to use for school improvement efforts;

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- Responses need to be simplified for elementary students;
- Scaffolded responses are not truly scaffolded;
- Answers are so varied picking just one doesn't seem fair to students;
- Demographic information is not needed;
- Many questions not all kids will find appropriate to their situation;
- Students may have difficulty choosing just one response;
- Some questions students may want to mark more than one response;
- Many questions don't have anything to do with educator teaching abilities;
- Too long and too many responses per question;
- Too long and some questions seem redundant;
- Asking students to identify as male or female is inappropriate when there are also transgender students;
- Multiple answers could be true;
- Survey could be confusing to students;
- Doesn't ask enough about school/teacher actions.

**PANORAMA Survey**

**Pros**

- More thoughtfully put together;
- Easier to understand and will provide a better general idea of climate and human relationships;
- Could be used to improve relationships;
- Fits the goal of the survey much better;
- Will be answered more honestly by students because of length and better differentiation of degrees of response;
- Prefer this survey;
- Better accessibility to kids;
- Responses are more logical for students;
- Like the design with concrete sections and elements of accountability;
- Simplicity in completing because spectrum makes for quicker and easier comprehension; Verbiage is better;
- More clear and easier to understand;
- More teacher/school climate focused;
- Prefer the scales of this survey;
- Adequate survey to assess school climate;

**Cons**

- Negative way to try and get feedback; Wording appears to slam education and make teaching a popularity contest; Does not ensure all parties participation in the education process.
- Opinionated and arbitrary; opens opportunity for students to portray school and

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its settings according to teenagers, individuals with underdeveloped analytical thinking skills and biased in their limited scope of school as the real world;

- Requires an emotionally immature child to project her own attitudes and judgments about what constitutes "excited" or "unfair" --just to name a couple of the abstract, emotionally-charged words used here. How does using this as an accountability measurement make sense to anybody but the Accountability Police at the state level?
- Questions are not age appropriate- do third graders understand connotations of being respected?
- Introduction is too long and questions too open ended;
- Grit questions may not be interpreted to apply to school;
- School Safety sections seems to assume negative things are occurring;
- Seems to invite students to blame others around them for lack of involvement or success;
- Middle school students will not thoughtfully respond but answer based on their mood that day;
- Would not allow anyone to know students are learning just whether the environment is comfortable;
- Would not help to know if students are engaged in their learning, making progress, or are challenged by the content;
- Tone is very disconcerting;
- Difficult to understand;
- Scale is too wide and seems a bit negative;
- Survey needs a lot of work if it is going to be used; many of the questions involving student attitudes about the school environment and teacher performance and of teacher feelings toward students, were somewhat leading and bias in their wording.
- Focus is too narrow;
- Wording of several statements have negative presuppositions about school and/or teachers. Kids would have an easier time reading a positive statement and deciding whether to agree or disagree with it, versus a negative statement and deciding what it means to agree or disagree with it;
- This survey is very much driven by questions designed to get student perceptions of external school factors versus perceptions by students as they perceive themselves within the school.
- Not a fan of this survey; It would be more beneficial "Does your teacher have knowledge of their subjects and share that knowledge in a meaningful/positive way?"
- This survey seems to punish teachers;
- Grit sections is very vague;
- Long and overly academic and formal;
- Questions are too long and confusing;
- Questions are written negatively;
- Too vague and would not provide specific areas a school or teacher could improve upon; Information gathered will not be useful at all;

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- 32 percent of questions were specific to teachers;
- Most questions were asking about "warm fuzzies": Are your teachers excited to teach? Do you feel your teachers are respectful? How does the behavior of other students hurt or help your learning? How unfairly do adults treat the students?
- Too much language. The students at my alternative school would see all that language and not answer in a "valid or reliable" manner. It would be garbage in garbage out and not give meaningful data. There are many big words that our students would not know the meaning of. This might be a skew that higher socioeconomic students answer the survey because they have the language skills and lower socioeconomic students don't read or answer the questions reliably or validly because they don't have the reading skills to understand the questions or become discouraged with too many reading words.

**Other General Comments**

- Must balance student survey with survey of parents and educators;
- Students will complete these based on emotions not overall engagement with their school
- Different results will be achieved on survey dependent upon when the survey is given (after a class reward versus after a difficult situation)
- Multiple Choice responses tend to lead students to answer
- Surveying students is a good idea;
- Open ended questions would be nice;
- Question the purpose of the surveys; Could be used as a witch hunt or proof a school is doing poorly based on the feelings of students;
- What benefit will either of these provide to change district educational focus or content?
- It would be a total misuse of either survey to summarize this statewide for rating and ranking purposes
- Use the survey for its intended purpose and work with districts on the process to take information such as this and actually target goals and practices for improvement in the school environment. Spend your time and money for that and leave the political manipulation of information out of the process;
- Options need to be the same for all sections and questions;
- Read surveys through the eyes of an ELL, Low SES or Special Ed Kid. How would they read the survey?
- Many students will not invest the time necessary to make thoughtful responses; Data gathered could lead to erroneous conclusions or attempts to solve the wrong problems or problems that don't really exist;
- Teachers should be surveyed the same as students;
- Neither assessments provide clear insight into the strengths or weaknesses of the academic and social setting of schools;
- The survey should be a measure of the role of education and teaching. Is the primary role of a teacher to educate academically or to take over parent's roles

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to teach social, emotional, physical, behavioral, citizenship, and moral training of students?

**November 27, 2017:** Linda Clark, Sherri Ybarra, Matt Freeman, Pete Koehler, and Tim McMurtrey and Debbie Critchfield (on phone) met to discuss the survey. Dale Kleinert from AdvancED joined the discussion.

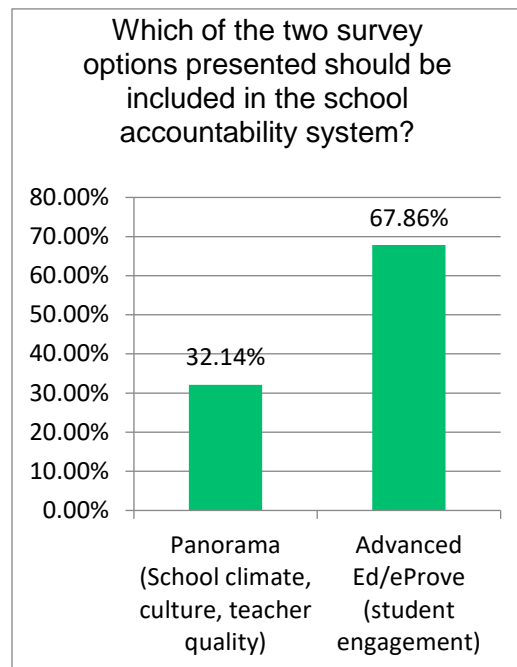
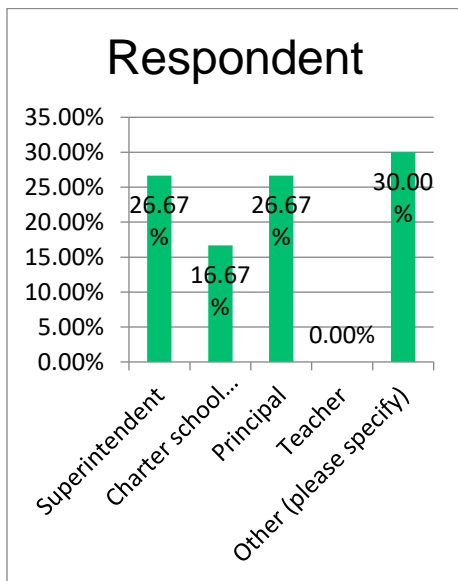
**December 2017:** PPGAC presented student survey options to the Board at its December meeting. The Board requested more time to gather additional feedback before final decision and for surveys to be presented at a special meeting.

**January 18, 2018**

The Department hosted a webinar for district principals and superintendents highlighting the feedback Idaho received on the ESSA plan, including N-Size, Growth in the accountability system for school identification, and the options for a student engagement/school quality survey. Of the 127 people who registered for the webinar, 87 participated.

Following the webinar, the Department sent a survey to webinar attendees to solicit input on the information presented.

Superintendents, Charter School Administrators, Principals and other webinar registrants that did not attend received a link to the recording of the webinar, the documents reviewed during the webinar, and the same survey to broaden the outreach and gather additional feedback. The graphs below represent feedback from 60 respondents.



**What feedback would you share with the State Board of Education supporting your survey choice? Respondents preferring AdvancED:**

- We all already have access to AdvancED and their tools. It makes sense that we use

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their survey for the measure. And it is a BIG plus that we can see the full results of the AdvancED surveys. That will allow schools to actually use those results better for making changes to increase student engagement.

- The AdvancED survey appears more student focused. The Panorama questions appeared leading to me.
- I really don't feel we are needing another survey as we have a great one specific to our virtual school with longevity data. If we are forced to have one, the AdvancED one would be better since we have the results from last year when we completed accreditation.
- The majority of schools are most likely already using AdvancED surveys as part of their accreditation process, so it is a natural fit for schools to use the Eprove surveys for the Accountability report. Let schools work smarter using the same tools for multiple reports. The surveys are quality surveys and give administrators good information about how student engagement and school climate and culture. The Panorama survey has a negative slant to the questions and responses, and will paint schools in a negative light regardless of the answers, especially compared to the Eprove survey. As one administrator stated, "whoever wrote this hated schools."
- I am concerned about using a student survey as one of the measures. If a survey must be used, then the participation percentage should be lowered. Average survey response rate is 10-15%. Internal survey response rate average is 30-40%. The state is expecting 90-95% response. I believe the thinking is that schools are expected to have 95% ISAT participation, and students will just take the survey when they take ISAT. Adding a 20+ minute survey to the ISAT experience could have a negative effect on student ISAT performance. For virtual schools, it could be even more impactful. If the solution is to give the survey outside of the ISAT window, participation is going to be an issue, as well. Do we really want school personnel spending time and energy on getting a 95% student survey response rate when they could be spending that time working with students on academics? Please think of virtual schools in this scenario, too. I appreciate the opportunity to provide feedback and thank the SDE on the work they are doing. Thank you for listening.
- We have a survey, we've used for years. This provides us with very specific longevity data. We do not wish to nor appreciate be forced to use a different survey. It isn't feasible to have two surveys, which means we would lose the ability to track the data specific to our virtual school.
- I think the only thing I am concerned about is making sure that small schools have a way to still be identified for funding if needed.
- I believe the AdvancED Ed/eProve is a better measure for the survey since it is "tried and true."  
Thank you for soliciting our input. :)
- I may be wrong, but my understanding was that Panorama survey results would not be available to the school. This would make the survey useless to those most able to solve the problems learned from the survey.
- Survey doesn't matter to me. I've studied both. I prefer AdvancED only because it may

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reduce work by combining surveys for accreditation purposes and for ESSA purposes. More bang for the buck, schools familiar, can use for two purposes.

**What feedback would you share with the State Board of Education supporting your survey choice? Respondents preferring Panorama:**

- We are a small district and don't have many students that take advanced ed classes so it would be more beneficial for use to have a panorama of the entire process.
- As I read through the questions I felt Panorama would be more clearly understood by the students. I also thought the data could be more clearly interpreted.
- I like that it can be administered through an existing system that everyone is familiar with. I believe you'll get more responses if you coordinate with testing.
- The Panorama survey covers school safety, climate and culture - - these all relate to our District's Strategic Direction. Further, this survey can be delivered through ISAT test delivery systems which we are already using.
- Neither of the surveys are well suited for students in virtual schools as they ask brick and mortar based school questions. Would it be possible to use a different survey for the virtual schools? I also have a great concern about getting a 95% response rate from virtual school students. Since they are not in a classroom where we can require everyone to log in and take the survey it is often difficult to get this high of a return rate.
- The Panorama survey offers virtual schools the best opportunity for a high return rate as we can tie it to ISAT testing for students in grades 3-10. Are we also required to survey students in grades 11-12?  
Regardless of which survey is chosen, we will do our best, however, I fear the results from the student surveys will not be a valid indicator for virtual schools.
- The Panorama provides key indicators that support Student Success rather than solely engagement.

**Other Feedback Received in Email**

**From:** Nick Smith [mailto:[nick.smith@boiseschools.org](mailto:nick.smith@boiseschools.org)]

**To:** Karlynn Laraway <[klaraway@sde.idaho.gov](mailto:klaraway@sde.idaho.gov)>; Allison Westfall <[awestfall@sde.idaho.gov](mailto:awestfall@sde.idaho.gov)>

**Cc:** Don Coberly <[don.coberly@boiseschools.org](mailto:don.coberly@boiseschools.org)>

**Subject:** Re: Idaho's ESSA Plan: Revised N Size and Accountability Survey

Good afternoon Karlynn and Allison,

Thank you for hosting the webinar and giving Districts an opportunity to provide feedback on the ESSA changes. We truly appreciate the opportunity to collaborate and provide input on these important decisions. After reviewing the AdvancED survey that was sent out in your email earlier today, we have found that it is a different survey than the AdvancED survey that we were recommending and different than the one that Idaho schools use for accreditation purposes through AdvancED. In reviewing the survey you sent out, we have just as many



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concerns about it as we did the Panorma survey. Attached to this email are two documents that contain the questions that are asked of students as part of the accreditation process through AdvancED. We would ask that the SDE consider contacting AdvancED and look into the potential of utilizing one or a combination of these two products for the student survey rather than either of the surveys that you sent out earlier today. If you have any questions regarding this, or if I can be of any assistance, please do not hesitate to contact me.

Thank you and take care, Nick Smith, Boise SD

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On Fri, Jan 19, 2018 at 4:02 PM, Allison Westfall <[awestfall@sde.idaho.gov](mailto:awestfall@sde.idaho.gov)> wrote:

Nick

Thank you for your response! I reached out to Dale Kleinert after that question: "Is this the same survey used for accreditation." His response is below and I've included him on the response.

"Schools have a choice of which surveys to use for accreditation. Some use the Engagement survey, others use the climate and culture survey and others use one that is much more extensive that has been around for several years. The Engagement survey was designed to meet ESSA guidelines and as you've found out is approved by the feds in North Dakota and other states because of its certified content."

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**From:** Don Coberly [mailto:[don.coberly@boiseschools.org](mailto:don.coberly@boiseschools.org)]

**Sent:** Friday, January 19, 2018 5:50 PM

**To:** Allison Westfall <[awestfall@sde.idaho.gov](mailto:awestfall@sde.idaho.gov)>

**Cc:** Nick Smith <[nick.smith@boiseschools.org](mailto:nick.smith@boiseschools.org)>; [dkleinert@advanc-ed.org](mailto:dkleinert@advanc-ed.org); Karlynn Laraway <[klaraway@sde.idaho.gov](mailto:klaraway@sde.idaho.gov)>

**Subject:** Re: Idaho's ESSA Plan: Revised N Size and Accountability Survey

Allison-

Even considering Dale's response, the AdvanceED survey he references is unacceptable to us, and I think you will find causes as many or more problems than the Panorama survey. However, the Climate survey we are recommending, also from AdvancED is far better.

We sincerely hope that you will consider the survey we recommended, as described by Nick.  
Thanks,

Don

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Good evening Allison,

Below are the comments that we submitted through the survey. I wanted to make sure you received them as well.

Both the Panorama and Student Engagement Survey from AdvancED are unacceptable as the questions are biased and written in such a way that encourage students to respond negatively. For example, question number 13 from the AdvancED Student Engagement Survey asks students, "The activities I do in class....

- Are ones I like.
- Are done because my teacher makes me.
- Are not fun.
- Are not fun, but I do them anyway.
- Are not fun, so I pretend that I am sick so that I don't have to do them."

As you can see, this question provides one option to answer positively with four options that we consider to be negative.

On the Panorama Survey, the first question asks, "How often do your teachers seem excited to be teaching your classes?

- Almost never
- Once in a while
- Sometimes
- Frequently"

Again, the question and options are presented in a negative context. Conversely, it is our opinion that the questions contained in the Student Culture and Climate Survey from AdvancED are appropriate and are structured in such a way that will generate appropriate responses that provide Districts with useful feedback.

If you have any questions regarding our thoughts and concerns, please do not hesitate to contact me.

Thank you and take care,  
Nick Smith, Boise SD

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Duncan,

I found eProve somewhat lacking. A couple of observations on EProve:

- Why do we have the ethnicity questions twice?
  - Are you Hispanic?
  - What is your Ethnicity, not including Hispanic?
- Most questions, in my thought, might need to allow the student to fill more than one bubble.

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- Question 8e, double negative. Which confirmed that I thought much of the questions were poorly worded and this is for 3rd-5th graders. Many students will struggle with the survey, too lengthy and wordy. Plus, the prior comment, they may feel torn between several bubbles and one bubble may not adequately reflect their answer.

Panorama may be better. Is this just a sample? There were not really any instructions for the student. Circle the best answer, cross out all that do not apply? Allow more than one answer?

I did not sense any bias, other than my comment on EProve.

How will the information be used? Is it only for the teacher and principal?

Lance W. Clow

Lance W. Clow, Representative District 24 - Twin Falls

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Duncan,

From what I can see from reading the surveys, Panorama questions seem to be written as kind of an attack on teachers. Most Panorama questions elicit strong feelings about a teacher, and will not provide the nuanced information available using the eProve items.

Basically, Panorama lets you know if the students like a teacher, whereas eProve will provide teachers some good information they can use to improve.

If we as a state want to keep beating teachers up, Panorama is the answer. If we want to improve student learning metrics, we'll want to go with eProve.

Thank you so much for seeking our input,

Rep. Kerby

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Duncan,

I'm a bigger fan of the Panorama survey.

I think the use of the Likert scale is better in a survey format. It allows for a neutral response as well as 2 or 3 options for agreement/disagreement.

The eProve survey comes across a bit either jaded or over-enthusiastic and I question how honest students could be with this survey. I think the survey taker may have to think too long on a particular answer instead of giving a "gut" reaction.

I could go more in depth if necessary, but for now I'll leave it at that.

Thank you,

John McCrostie

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**Other Feedback**

Allison and Karlynn,

Thank you both for sharing the press and feedback around the Panorama Student Survey proposal that went in front of the board.

Obviously you are dealing with a charged political atmosphere, and I totally understand that you both need to be responsive to the voices of your schools and districts, as well as your collaborative work with the BOE.

As you move into your next phase of choosing content for your survey I wanted to share two key themes that I think are important in response to the feedback that I read:

**1) Surveys need to ensure variability:** Content that feels familiar and "safe" to schools and districts may not be synonymous with content that will elicit responses that truly differentiate the student experience in schools, incorporate that feedback into your ESSA framework, and provide the data for school improvement. Given the weight of this work in ESSA, we want to support you with content that can best show a notable difference in the experience of students in school, even if it's challenging in the arena of public opinion. (We have also heard and seen a notable lack of variability in the data coming out of some of the other non-Panorama surveys you've referenced.)

**2) Survey content needs to draw out unbiased responses:** This may be familiar territory to you, but I've attached two articles that detail some of the pitfalls that allow bias to creep into survey development and administration. The first ("Development and implementation of Social-Emotional surveys in the CORE districts") draws out the considerations toward minimizing bias (Social desirability bias, stereotype threat, and reference bias) on pages 3 and 4. I've also attached a "The Survey Checklist Manifesto" which is co-authored by our Director of Research, Dr. Hunter Gehlbach. Page 6 & 7 detail some of the key points around avoiding agree/disagree questions and offering "construct-specific response options." Our work is directly responsive to these considerations.

I share all of this not to overwhelm you with the academic side of our work, but to ensure you that any casual references in feedback to its validity may be based on a perception of how the questions would be received rather than a consideration of what can reliably yield the most effective data to understand student experience. I think we've also discussed the depth of validity research in the past, but you can reference it in short form [here](#) and in full [here](#).

Additionally, I also know that you're considering family and teacher surveys down the road, and another value here would be choosing topics that are directly aligned across all stakeholders (e.g. being able to see how students, families, and teachers all perceive School Climate through the same criteria). This has been a key element to multi-stakeholder projects in state such as Rhode Island.

Finally, it may be also worth considering partnering on a survey design session where we would convene some of your key stakeholders to iterate on the existing content and create a version that maintains our best practice approach to survey design.

Again, I recognize that this is a complicated and politically-charged issue, but we feel very strongly that Panorama's content will help to unearth data with which you can confidently leverage student experience as an indicator of school quality. Please continue to let me know

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how we can support that work and help build a deeper understanding in the coming weeks, including connecting other state leaders to our research team and the foundation of our work.

All the best,  
Ben Smith  
Panorama Education

State Accountability System – Student Engagement/School Quality Survey  
Instrument Comparison  
AdvancED/Panorama  
Jean M. Henscheid, Ph.D.  
OSBE Principal Policy Analyst  
1.26.18

### Background

The purpose of this analysis is to compare two survey instruments currently under consideration for use as part of the state’s single system for meeting both state and federal accountability requirements. During the 2017-2018 year, one student engagement school quality survey will be administered as a first step in developing and administering three surveys required by the state accountability system (Student Engagement, Parent Engagement, and Teacher Engagement). The student survey instruments under consideration for administration this first year include:

**AdvancED’s student engagement survey.** This survey is currently available to all Idaho public high schools. For the first-year’s administration as part of the accountability system, AdvancED has agreed to allow all public schools in Idaho to use its student engagement survey at no cost. Versions of the survey are available for elementary, middle, and high school students with each version including four demographic questions and a single bank of 20 survey questions. In general, the questions focus on the student’s perception of their own actions and attitudes as they relate to engagement in school.

*Instrument design.* The AdvancED student engagement survey was developed using observational data collected over multiple years in schools across the U.S. Items in this instrument are derived from The Glossary of Education Reform’s definition of student engagement and refers to “the degree of attention, curiosity, interest, optimism and passion that students show when they are learning or being taught...” (<http://www.advanc-ed.org/sites/default/files/StudentEngagementSurvey.pdf>) Student responses about their engagement are scored as **Committed** (either invested or immersed); **Compliant** (either strategic or ritual) or **Disengaged** (either retreatism or rebellious). Each survey item falls within one of three engagement domains (cognitive, behavioral or emotional).

**The Panorama survey.** This is a free, open-source tool, launched in 2014, that measures student perceptions of teaching and learning. The instrument consists of 10 scales that, according to Panorama Education, “educational organizations can use to meet their needs for getting feedback on students, teachers, and schools” (<https://www.panoramaed.com/panorama-student-survey>). Board staff recommended use of this instrument as it aligned with the broad definition of student engagement that emerged from multiple stakeholder meetings. This definition is comprised of four components:

1. School quality and culture,
2. Teacher quality,
3. School safety and security, and
4. Student perseverance as related to college and career success.

To measure student perceptions based on this broad definition, Board staff further recommended adoption of four Panorama survey scales including:

1. School Climate – Perceptions of the overall social and learning climate of the school,
2. School Teacher-Student Relationships – How strong the social connection is between teachers and students within and beyond the school,
3. School Safety – Perceptions of student physical and psychological safety while at school, and
4. Grit – Perceptions of how well students are able to persevere through setbacks to achieve important long-term goals. (Questions in this scale would be included in the Grade 9-12 survey only).

The Panorama instrument is designed to maintain reliability and validity regardless of the number or order of scales used in customizing the survey. As with AdvancED, versions of the Panorama survey are tailored to grade levels. Each scale includes five items, resulting in a total of 13 questions for students in grades 3 through 5, 16 questions for students in grades 6 through 8 and 21 questions for students in grades 9-12.

*Instrument design.* The Panorama Student Survey was developed by a team of researchers at the Harvard Graduate School of Education. The research team used a theory-based, six-step process in survey design. Upon completion of these steps and a round of revisions to the items, the scales were subjected to pilot testing. The Panorama Student Survey has been subject to two large-scale administrations and multiple smaller scale studies. As relatively new instruments, the Panorama Student Survey and its companion products are regarded by developers as promising approaches to helping schools make more informed decisions (<https://panorama-www.s3.amazonaws.com/files/panorama-student-survey/validity-brief.pdf>).

### Analysis

**Instrument quality.** Both survey instruments have demonstrated strong validity and reliability. AdvancED has the advantage of drawing on the more than 100 years of experience of its progenitor organizations (the North Central Association Commission on Accreditation and School Improvement, the Southern Association of Colleges and Schools Council on Accreditation and School Improvement, and the Northwest Accreditation Commission). AdvancED is the largest community of education professionals and is the country's premiere organization for conducting on-site reviews of

a variety of educational institutions and systems. Panorama Education's singular focus, on the other hand, is to use advanced research-based methodology and practice to design and deliver teacher and student questionnaires and related client services. Tapping into Panorama's singular focus on survey design and delivery may be an advantage as Idaho implements all three of its accountability system surveys. The no-cost, open-source nature of Panorama surveys is also a competitive advantage.

**Usefulness of data.** The AdvancED instrument is useful for measuring student engagement as defined in the Glossary of Education Reform. This instrument passes its own stringent efficacy test.

- Each indicator is clearly and consistently defined.
- Stakeholders would be able to clearly understand what is being measured.
- The measures can be applied to all school types/classifications.
- Results may provide meaningful, timely and actionable data at the classroom, school, district and state to drive continuous improvement.
- The instrument measures leading (vs. lagging) indicators.
- The indicators align with the state's vision and priorities for education
- The indicators could drive improvement for all students (<http://www.advanc-ed.org/sites/default/files/StudentEngagementSurvey.pdf>).

Panorama's student survey is useful for measuring student engagement as broadly defined by Idaho stakeholders. In addition:

- It is educator-focused and includes survey scales that could equip teachers with feedback they can use to improve practice and enable educators to monitor student attitudes, beliefs, and values that are predictive of important outcomes.
- It uses a theoretically-grounded, empirically-based design process that exceeds standards of academic scholarship.
- It adheres to best practices in survey design.
- It can be customized to meet specific needs and teaching frameworks.
- It focuses on improving pedagogical practice (<https://panorama-www.s3.amazonaws.com/files/panorama-student-survey/validity-brief.pdf>).

**Measuring Idaho's definition of student engagement.** In this regard, the Panorama instrument has distinct advantages over the AdvancED survey. Items in the AdvancED instrument, derived from direct observation, query students about their own attitudes and actions with an eye toward helping educators better understand the student's levels of cognitive, social, and emotional engagement. These baseline data, coupled with classroom visits from AdvancED reviewers, offer a powerful set of complementary tools to guide discussions around quality improvement. That said, the broader definition of engagement derived from statewide stakeholder meetings requires direct focus on



policies and practices in classrooms and schools. Items from each instrument related to school rules and teachers are illustrative:

**Example 1.**

*AdvancED question.* (Student focused)

School rules...

- let me know what I can do.
- make me not like school.
- help me to be a good student.
- are hard for me to follow.
- help me make good choices.

*Panorama question.* (School focused)

How fair or unfair are the rules for the students at this school? (Select one).

- Very unfair
- Somewhat unfair
- Slightly unfair
- Neither unfair nor fair
- Slightly fair
- Somewhat fair
- Very fair

**Example 2.**

*AdvancED question.* (Student focused).

Which of the following statements best describes your relationship with your teachers?

- I know I can talk to my teachers about anything.
- It's obvious my teachers care about me.
- I don't think my teachers care if I learn.
- I don't talk to my teachers very much.
- I only talk to my teachers when I have questions about my work.

*Panorama question.* (School focused)

How many of your teachers are respectful towards you?

- All of my teachers
- Most of my teachers

- About half of my teachers
- A few of my teachers
- None of my teachers

### Conclusion

Results of this analysis suggest adoption of the Panorama student survey based on the following:

1. Idaho stakeholders are most interested in gathering feedback on features of the classroom and school environment as they may impact student engagement. Selected scales from the Panorama student survey would gather such feedback.
2. The Panorama survey is a stand-alone tool that may be useful as a model for all three accountability system surveys.
3. Student perceptions of classroom and school environment features could readily be compared to teacher and parent perception data gathered through future surveys.
4. Items in three of the four scales selected for the customized Idaho survey are written to directly suggest areas for improvement in classroom and school policies and practices.
5. The “Grit” scale may provide useful baseline student data for developing interventions to improve Idaho’s postsecondary completion rates. Data gathered on this scale would be useful for cross tabulation with data gathered on other scales.

Board staff offer two additional recommendations regarding administration of the Panorama Student Survey. Items should be randomized to prevent bias introduced by order and/or survey fatigue. Special care should also be taken to introduce the school safety and security scale items in such a way as to prevent negative reactions from the students. Careful wording would be useful in describing any items students may perceive as negative or worrisome.

## STUDENT ENGAGEMENT SURVEY

### INTRODUCTION

In 2016, a new statewide school accountability system was developed based on input from educators, policymakers and Idahoans from throughout the state. The purpose of the school accountability system is to examine progress being made in our public schools toward meeting interim and long-term goals set by the state and ensure compliance with the federal Every Student Succeeds Act. To achieve this, the accountability system uses a variety of indicators such as student academic achievement, graduation rates, college and career readiness, and many more. A key element of the accountability system and its examination of school quality is a survey of teacher, parents and students to assess their engagement with their school. The attached student engagement survey is one of those surveys.

### ABOUT THE SURVEY

The following survey questions were developed by Panorama Education as part of their Student Survey, dated September 2015. The Panorama Student Survey, originally launched in Fall 2014, was designed to address issues identified as part of the Measures of Effective Teaching (MET) Project. Drafted via a collaboration between Panorama Education and the Harvard Graduate School of Education, the Panorama Student Survey is a set of survey scales, or groups of questions, that measure student perceptions of teaching and learning, as well as perceptions of school climate and their own strengths and weaknesses. Each scale has a substantial and growing body of evidence of its validity across specific contexts and uses. Because the survey has been designed as a series of scales each related to a single topic, the survey can be customized by selecting individual topic areas without compromising its validity. Additional information regarding the methodology used in developing the survey questions and its use may be found at [www.panormaed.com](http://www.panormaed.com).

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**School Climate**

Perceptions of the overall social and learning climate of the school.

Grades 6-12

Item	Response Anchors						
<b>How often do your teachers seem excited to be teaching your classes?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always		
<b>How fair or unfair are the rules for the students at this school?</b>	Very unfair	Somewhat unfair	Slightly unfair	Neither unfair nor fair	Slightly fair	Somewhat fair	Very fair
<b>How pleasant or unpleasant is the physical space at your school?</b>	Very unpleasant	Somewhat unpleasant	Slightly unpleasant	Neither pleasant nor unpleasant	Slightly pleasant	Somewhat pleasant	Very pleasant
<b>How positive or negative is the energy of the school?</b>	Very negative	Somewhat negative	Slightly negative	Neither negative nor positive	Slightly positive	Somewhat positive	Very positive
<b>At your school, how much does the behavior of other students hurt or help your learning?</b>	Hurts my learning a tremendous amount	Hurts my learning some	Hurts my learning a little bit	Neither helps nor hurts my learning	Helps my learning a little bit	Helps my learning some	Helps my learning a tremendous amount

Grades 3-5

Item	Response Anchors						
<b>How often do your teachers seem excited to be teaching your classes?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always		
<b>How fair or unfair are the rules for the students at this school?</b>	Very unfair	Somewhat unfair	Slightly unfair	Neither unfair nor fair	Slightly fair	Somewhat fair	Very fair
<b>How positive or negative is the energy of the school?</b>	Very negative	Somewhat negative	Slightly negative	Neither negative nor positive	Slightly positive	Somewhat positive	Very positive
<b>At your school, how much does the behavior of other students hurt or help your learning?</b>	Hurts my learning a tremendous amount	Hurts my learning some	Hurts my learning a little bit	Neither helps nor hurts my learning	Helps my learning a little bit	Helps my learning some	Helps my learning a tremendous amount

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**School Teacher-Student Relationships**

How strong the social connection is between teachers and students within and beyond the school.

Grades 6-12

Item	Response Anchors				
How many of your teachers are respectful towards you?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
If you walked into class upset, how many of your teachers would be concerned?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
If you came back to visit class three years from now, how many of your teachers would be excited to see you?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
When your teachers ask how you are doing, how many of them are really interested in your answer?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
How many of your teachers would you be excited to have again in the future?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers

Grades 3-5

Item	Response Anchors				
How respectful are your teachers towards you?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
If you walked into class upset, how concerned would your teachers be?	Not at all concerned	Slightly concerned	Somewhat concerned	Quite concerned	Extremely concerned
When your teacher asks, "how are you?", how often do you feel that your teachers really want to know your answer?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How excited would you be to have your teachers again?	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited

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**School Safety**

Perceptions of student physical and psychological safety while at school.

Grades 6-12

Item	Response Anchors				
How often are people disrespectful to others at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How likely is it that someone from your school will bully you online?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How often do you worry about violence at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
At your school, how unfairly do the adults treat the students?	Not at all unfairly	Slightly unfairly	Somewhat unfairly	Quite unfairly	Extremely unfairly
If a student is bullied in school, how difficult is it for him/her to get help from an adult?	Not at all difficult	Slightly difficult	Somewhat difficult	Quite difficult	Extremely difficult
How often do students get into physical fights at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always

Grades 3-5

Item	Response Anchors				
How often are people disrespectful to others at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How likely is it that someone from your school will bully you online?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How often do you worry about violence at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
If a student is bullied in school, how difficult is it for him/her to get help from an adult?	Not at all difficult	Slightly difficult	Somewhat difficult	Quite difficult	Extremely difficult
How often do students get into physical fights at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always

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**Grit**

Perceptions of how well students are able to persevere through setbacks to achieve important long-term goals.

Grades 9-12

Item	Response Anchors				
How often do you stay focused on the same goal for several months at a time?	Almost never	Once in a while	Sometimes	Frequently	Almost always
If you fail to reach an important goal, how likely are you to try again?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?	Not at all focused	Slightly focused	Somewhat focused	Quite focused	Extremely focused
If you have a problem while working towards an important goal, how well can you keep working?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
Some people pursue some of their goals for a long time, and others change their goals frequently. Over the next several years, how likely are you to continue to pursue one of your current goals?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely

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surveys



## Elementary School Student Engagement Survey

The following statements are to find out how you feel about your school. This is not a test. There are no right or wrong answers. Choose one answer for each item.

### Information About Me

I am a...

- ☐ Boy
- ☐ Girl

I am...

- ☐ Hispanic
- ☐ Not Hispanic or Latino

I am...

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White
- ☐ Two or more races

My grade in school is

- ☐ 3rd grade
- ☐ 4th grade
- ☐ 5th grade

### Questions

1. When I'm in class...
  - ☐ I want to talk about what I am learning.
  - ☐ I do enough to make a good grade.
  - ☐ I get so busy with my work and forget what time it is.
  - ☐ I have a hard time doing the work.
  - ☐ I do not try my best.
2. If the classwork is hard to do, I...
  - ☐ try a little more.
  - ☐ do my very best.
  - ☐ get a little nervous.
  - ☐ put my head down on my desk.
  - ☐ need to think better.
3. Doing the same kind of work every day in class...
  - ☐ is okay with me.
  - ☐ makes me want to ask if we can do something different.
  - ☐ keeps me out of trouble.
  - ☐ does not keep my attention.
  - ☐ keeps me on task.



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4. Going to an activity after school or at night...
    - makes my parents happy.
    - is something I do if I have to.
    - is something I like to do.
    - is something I do not like.
    - is fun because I see my friends and teachers.
  5. When I use a computer, I...
    - am excited about learning.
    - finish my work.
    - want to do things that aren't what my teacher told me to do.
    - stay on task.
    - try to do more than what my teacher wants me to do.
  6. School rules...
    - let me know what I can do.
    - make me not like school.
    - help me to be a good student.
    - are hard for me to follow.
    - help me make good choices.
  7. As a student...
    - I do my best to get good grades.
    - I stay busy even when I don't like to work.
    - I learn the most when I work with other students.
    - I find ways to keep learning when I am not at school.
    - I do my work if the teacher says I have to.
  8. Choose one you agree with the most.
    - I raise my hand to do things that are new or easy.
    - I use words I've learned when my teacher asks me to.
    - I finish my work so that I can help others.
    - Sometimes I do not know why I have to do the work.
    - What I learn is not something I might not use outside of school.
  9. When do you use what you learn in class?
    - I talk about it at home.
    - I use it to help me learn other things.
    - I only use it to get a good grade.
    - I don't think about how to use what I learn.
    - I don't use it.
  10. Before I have a test, I...
    - study a lot.
    - learn what is needed to pass.
    - think about it just before it is time to take the test.
    - read extra things to help me with the test.
    - don't study.



11. When I don't know something, I...
  - ☐ talk about it with other students to get help.
  - ☐ read the directions again and try to get it right.
  - ☐ work on what I can do.
  - ☐ find something else to do.
  - ☐ ask my teacher for help.
12. The things I learn in school...
  - ☐ help me think about new ways to do things.
  - ☐ help me do my homework.
  - ☐ help me make good grades.
  - ☐ I won't use when I am older.
  - ☐ I do not care about.
13. The activities I do in class...
  - ☐ are ones I like.
  - ☐ are done because my teacher makes me.
  - ☐ are not fun.
  - ☐ are not fun, but I do them anyway.
  - ☐ are not fun, so I pretend that I am sick so that I don't have to do them.
14. How do you feel when you say something in front of the class?
  - ☐ Good, if my teacher likes it.
  - ☐ Okay, if it is the same as what other students say.
  - ☐ Special, like my words are important.
  - ☐ Not special, because no one cares what I say.
  - ☐ I don't often talk in front of the class.
15. At the end of the school day, I feel...
  - ☐ that going to school is something I have to do.
  - ☐ excited about tomorrow's school day.
  - ☐ very happy that I learned something.
  - ☐ like the day was very long.
  - ☐ that I wish I could stay home tomorrow.
16. How do you feel about most of your teachers?
  - ☐ I feel that they help me to learn.
  - ☐ I feel that they care about me.
  - ☐ I feel that they do not want me to bother them.
  - ☐ I do not know if they care about me.
  - ☐ I feel that they only want me to do my work and be quiet.
17. What do you like most about your school?
  - ☐ I like using technology.
  - ☐ I do not like very much about school.
  - ☐ I like fun times, like lunch and recess.
  - ☐ I like not having to work very hard to get good grades.
  - ☐ I like seeing my friends.



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18. I feel my school work is...
- ☐ important.
  - ☐ something that makes me proud.
  - ☐ something I have to do to please my parents.
  - ☐ boring.
  - ☐ something that makes me feel like I am not smart.
19. Learning goals...
- ☐ help me to stay interested in learning new things.
  - ☐ are something I have to use.
  - ☐ do not help me at all.
  - ☐ keep me on task.
  - ☐ make me want to do better work.
20. What makes you feel good as a student?
- ☐ I feel good when I finish my work.
  - ☐ I feel good when my teacher says nice things to me.
  - ☐ I do not feel good very often.
  - ☐ I feel good when I do extra work because I want to.
  - ☐ I feel good when I do not give up.



## Middle School Student Engagement Survey

The following statements are to find out how you feel about your school. This is not a test. There are no right or wrong answers. Choose one answer for each item.

### Information About Me

I am a...

- ☐ Boy
- ☐ Girl

I am...

- ☐ Hispanic
- ☐ Not Hispanic or Latino

I am...

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White
- ☐ Two or more races

My grade in school is

- ☐ 6th grade
- ☐ 7th grade
- ☐ 8th grade

### Questions

1. When I'm in class...
  - ☐ I work as hard as I can.
  - ☐ I just act like I'm working.
  - ☐ I get excited about what I'll learn next.
  - ☐ my mind wanders.
  - ☐ I don't do my work.
2. If the classwork is hard to do, I...
  - ☐ work harder.
  - ☐ try my very best.
  - ☐ get nervous and scared.
  - ☐ don't do the work.
  - ☐ realize I need to be a better thinker and not just memorize the information.
3. Doing the same type of activity every day...
  - ☐ lets me know what to expect.
  - ☐ does not give me opportunities to be a leader.
  - ☐ keeps me out of trouble.
  - ☐ is boring.
  - ☐ keeps me on task.



4. Participating in before or after school clubs is...
  - something I do because my teacher, parents, or friends expect me to do so.
  - something I do when it is strongly encouraged.
  - something I look forward to doing.
  - not interesting to me, so I do not participate.
  - another way I feel connected to the school.
5. When I use a technology to learn, I...
  - am very focused on the activity.
  - finish the activity.
  - easily get distracted.
  - am somewhat focused on the activity.
  - try harder to exceed my teacher's expectations.
6. The rules at my school...
  - let me know what I can do.
  - make me want to stay home.
  - help me to be a better student.
  - are ones that I do not follow.
  - keep me from making bad choices.
7. Which response best describes how you see yourself as a student?
  - I participate in activities to get good grades.
  - The activities don't really interest me, but I keep myself busy during class.
  - I enjoy learning with my peers and from my teachers.
  - I work outside of the classroom to help me learn more about my lessons.
  - I only participate if my teacher makes me.
8. Which statement do you agree with the most?
  - I seek learning activities that make me think.
  - I use vocabulary words in class when it is required.
  - I complete the activities so I can help others.
  - Sometimes I don't know why I have to do the activity.
  - I don't think what I'm learning connects to real life.
9. How do you use the information you learn in class?
  - I talk with friends and family about what I learn in class.
  - I use information from some classes to help in other classes.
  - I use information when I am trying to impress the teacher.
  - I never use the information we go over in class.
  - The information we go over in class is not important to me.
10. How do you study for a test?
  - I participate in study groups outside of school.
  - I memorize only the facts and information I need for a test.
  - I look over my notes right before the test.
  - I study my notes after class every day.
  - I don't study for a test.



11. When I don't understand something...
  - ☐ I talk with other students outside of class so they can help me.
  - ☐ I try to figure it out on my own.
  - ☐ I move on to what I do understand.
  - ☐ I don't worry about it.
  - ☐ I ask my teacher for help during class.
12. My classes are teaching me skills that...
  - ☐ help me think about things differently.
  - ☐ help me do my homework.
  - ☐ I need to know to get a good grade.
  - ☐ I will never use in real life.
  - ☐ I do not want to learn.
13. The activities I do in class...
  - ☐ connect to what interest me.
  - ☐ are hard for me to finish, but my teachers expect me to.
  - ☐ are not always fun, but I have to participate.
  - ☐ are boring and do not apply to me.
  - ☐ are things I wish we did not have to do.
14. How do you feel when you say something in front of the class?
  - ☐ I feel good if my teacher likes it.
  - ☐ I feel comfortable if my opinion is the same as my friends.
  - ☐ I feel like my opinion matters.
  - ☐ No one cares if I talk.
  - ☐ I've learned that it is better to be quiet.
15. Which response best describes how you feel at the end of the school day?
  - ☐ I feel like it is another day that I went to school.
  - ☐ I can't wait to be at school tomorrow.
  - ☐ I want to talk about what I learned.
  - ☐ I feel like I want the day to go faster.
  - ☐ I count the days until the year is over.
16. Which of the following statements best describes your relationship with your teachers?
  - ☐ I know I can talk to my teachers about anything.
  - ☐ It's obvious my teachers care about me.
  - ☐ I don't think my teachers care if I learn.
  - ☐ I don't talk to my teachers very much.
  - ☐ I only talk to my teachers when I have questions about my work.
17. What do you enjoy most about your school?
  - ☐ When I use technology.
  - ☐ There's not much I enjoy.
  - ☐ I enjoy lunch and PE.
  - ☐ I don't have to work very hard.
  - ☐ Being with friends.



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18. When I think about my school work...
- I feel that it has meaning and purpose.
  - I am proud of the work I do.
  - I do it to please others.
  - I think about how boring it is.
  - I think I am going to fail.
19. Having personal learning goals...
- motivates me to do my best
  - is something I have to have.
  - is not something I am interested in right now.
  - keeps me on task.
  - makes me want to achieve more than what is required.
20. Success to me is...
- when I have met the requirements of the class.
  - when I haven't disappointed my teacher.
  - a feeling I don't have very often.
  - when I exceed my teacher's expectations.
  - never giving up.





## High School Student Engagement Survey

The following statements are to find out how you feel about your school. This is not a test. There are no right or wrong answers. Choose one answer for each item.

### Information About Me

I am a...

- ☐ Boy
- ☐ Girl

I am...

- ☐ Hispanic
- ☐ Not Hispanic or Latino

I am...

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White
- ☐ Two or more races

My grade in school is

- ☐ 9th grade
- ☐ 10th grade
- ☐ 11th grade
- ☐ 12<sup>th</sup> grade

### Questions

1. Complete this sentence: When I'm in class...
  - ☐ I ask questions and contribute to discussions.
  - ☐ I do just enough to make a good grade.
  - ☐ I get so involved in my work I lose track of time.
  - ☐ I struggle to do the work.
  - ☐ I do not try hard at all.
2. Challenging learning activities make me...
  - ☐ work a little harder than I normally do.
  - ☐ strive to do my very best.
  - ☐ feel nervous and scared.
  - ☐ stop doing the work assigned.
  - ☐ realize I need to be a better thinker and not just memorize the information.
3. When teachers change their method of instruction...
  - ☐ I give them just enough to get by.
  - ☐ I am more interested and deeply involved in the lesson.
  - ☐ I do not complete readings and assignments.
  - ☐ I don't get as bored.
  - ☐ I have to work harder to get a good grade.



4. Participating in extracurricular activities is...
  - something I do when my teacher gives me a grade for participating.
  - something I do when there is an art exhibit or play.
  - something I do when it is important to my future success.
  - not interesting to me, so I do not participate.
  - a way for me to feel connected to the school.
5. The use of technology...
  - helps me stay focused and better understand the lesson.
  - makes me want to complete the assigned task.
  - distracts me from the assigned task.
  - keeps my attention long enough to get some work done.
  - raises my level of interest and makes me feel challenged.
6. School rules...
  - are established for a good reason.
  - are hard for me to follow.
  - are established for maximum student success.
  - do not apply to me.
  - help me monitor my actions.
7. Which response best describes how you see yourself as a student?
  - My level of participation depends on what grade I want.
  - I only participate in the activities that interest me.
  - The input I get from my teachers and peers is rewarding.
  - I engage in work outside the classroom to develop a better understanding of my lessons.
  - My teacher has to make me participate.
8. Which statement do you agree with the most?
  - I look for learning activities that challenge me.
  - I use academic vocabulary to impress my peers.
  - My classes prepare me for success in the work force.
  - Most activities I participate in do not relate to my life.
  - I do not try because the work is not important to me.
9. In what ways do you use the information you learn in class?
  - I apply what I learn to everyday problems or new situations.
  - I often use the information to help me in other classes.
  - I use the information when I am trying to get a good grade.
  - I've never thought about it.
  - I don't use it.
10. The way I prepare for a test is by...
  - leading study groups after school.
  - memorizing only the facts and information I need for a good grade.
  - studying right before the test.
  - setting aside time daily for reviewing homework and notes.
  - I rarely prepare for tests.



11. When I struggle with a lesson...
  - ☐ I discuss the concept with teachers and peers outside of class.
  - ☐ I review the lesson to gain a better understanding.
  - ☐ I work on what I do understand.
  - ☐ I ask my teacher for help during class.
  - ☐ I forget about it.
12. The skills I am learning in class...
  - ☐ change the way I think about things.
  - ☐ make my homework easier.
  - ☐ help me pass the course.
  - ☐ will not help me in the future.
  - ☐ make no sense to me.
13. Classroom activities...
  - ☐ make it easier for me to relate to current issues.
  - ☐ are difficult, but I know my teachers want me to participate in them.
  - ☐ are not fun, but I participate anyway.
  - ☐ are boring and have no value to me.
  - ☐ are things I wish we did not have to do.
14. How do you feel when you are voicing your opinion in class?
  - ☐ I feel like it's what my teacher wants to hear.
  - ☐ I feel comfortable if my opinion is the same as others in the class.
  - ☐ I feel like it may influence the opinions of others.
  - ☐ I feel like no one is listening to me.
  - ☐ I never voice my opinion.
15. Which response best describes how you feel at the end of the school day?
  - ☐ It is another day at school.
  - ☐ I never want to miss school.
  - ☐ I want to talk about what I learned.
  - ☐ I am glad the day is over.
  - ☐ I am tempted not to go to school.
16. Which of the following statements best describes your relationship with most of your teachers?
  - ☐ I know I can go to my teachers about anything.
  - ☐ My teachers make sure I do my best at all times.
  - ☐ I don't think my teachers care if I learn.
  - ☐ I do not try to have a relationship with my teachers.
  - ☐ My teachers work with me on difficult content when I ask them to.
17. What do you enjoy most about your school?
  - ☐ I enjoy the use of technology in our classrooms.
  - ☐ I do not enjoy much about school.
  - ☐ I enjoy the extracurricular activities that are offered.
  - ☐ I enjoy not having to work very hard at passing my classes.
  - ☐ I enjoy being with my friends.



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18. When thinking about my school work...
- I recognize the meaning and purpose it has for my future.
  - I think of how proud I am of the work I do.
  - I think how much I need to do to make a passing grade.
  - I come up with excuses not to do it.
  - I get frustrated and give up.
19. Developing personal learning goals...
- helps me plan for life after graduation.
  - is something I think about doing eventually.
  - is not something I'm interested in right now.
  - keeps me focused and on task.
  - is necessary to achieve the level of success I desire.
20. School success to me is...
- when I have completed class requirements.
  - when my teacher rewards me for my hard work.
  - something I do not feel very often.
  - when my work exceeds my teacher's expectations.
  - when I can answer difficult questions on the test.