



## Student Survey Administration and Results

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#### I. Quick Administration Facts

##### Why is the Survey Important to Me and My Students?

This survey gives you reliable information about how your instruction practices are experienced by students. It is also highly predictive of your contributions to student achievement growth and the levels of student engagement in your class. Along with other measures of teaching and learning, Tripod results help to create a more complete picture of your classroom. Your results can help inform goal-setting, self-reflection, and other aspects of professional development.

##### How will I get my surveys?

Your site coordinator will deliver the student perception surveys to you at the beginning of the survey window.

##### Which students do I survey?

You survey **one class of your choice**. The only caveat is that the class must have at least 10 students and may not be an advisory class. If you have only one class, that is the class you will survey. All students who are present the day of the survey and have been enrolled in your class for at least four weeks will complete a survey, even if they are not taking the class “for credit.” You do not need to administer the survey to the same students who were surveyed in the fall.

##### Is this mandatory?

The survey is mandatory for all K-12 teachers with at least one non-advisory class with ten or more students. Please contact us if you believe our records are not accurate.

##### Does the class need to have a proctor, or may the teacher administer the surveys?

- **Grades K-2:** Please use a proctor. Proctors are required because of the age of the students and the fact that the survey must be read aloud to them.
- **Grades 3-6.** If one or more students will need the questions read aloud to them, a proctor should be used to work individually with the student(s) needing the survey read aloud to them, or the proctor may read the survey questions aloud to the entire class.
- **Grades 7-12:** A proctor may be used, but is not required unless the survey must be read aloud to an individual student. (It is okay for the classroom teacher to read aloud the survey to a whole class or small group.)

### **Who selects the proctor?**

The teacher should select or otherwise approve of the individual acting as proctor. This person should be a colleague in the building. TLE and TCTA staff members may proctor as well, upon request and availability.

### **If a proctor is administering the survey, may the teacher still be in the room?**

It is not required that teachers leave the room when the survey is administered by a proctor. It is important, however, that students feel their answers are confidential. Please use professional judgment to determine the best conditions for your class.

### **When must the survey be administered to small groups?**

- **Kindergarten:** Please use small groups of no more than 5-10 students in all circumstances.
- **Grades 1-12:** Small group administration is not required. This is left up to the teacher.

### **May the teacher/proctor clarify survey items?**

As necessary, the teacher/proctor should explain meanings of words and clarify items on the survey, but the proctor must not clarify the items in a leading manner or encourage the student to enter a certain response. If a student cannot understand the question being asked with the proctor's clarification, the student should be told to move on to the next question. This will not impact the teacher's score.

**K-2 Classes:** As recommended by the K-2 Student Survey Study Group, proctors have been provided with an Alternative Phrasing Packet to use when clarifying survey items and to improve the consistency of the survey's administration within the district.

### **What about SPED students?**

Please make the accommodations designated by the students' IEPs for class assignments or tests. If a student has disabilities so significant that he or she cannot reliably understand or respond to the items on the survey with accommodations, please contact your principal and the TLE office at [studentsurveys@tulsaschools.org](mailto:studentsurveys@tulsaschools.org) with this information so we will know that they are not participating.

### **What about ELL students?**

Please use appropriate ELL accommodations. For students who are more comfortable taking the survey in Spanish:

- K-2 Students may answer a Spanish version of the survey in lieu of the English survey. As noted in the instruction sheet for K-2 surveys, the K-2 survey is read aloud to students. If the student is a Spanish speaker and does not understand English, the Spanish survey should be read aloud in Spanish by the designated building personnel for such matters.
- Students in grades 3-12 may choose the option of a Spanish overlay to complete their survey. The Spanish overlay is for reading purposes only. Please contact your site coordinator if you need a Spanish overlay, and they will have specific instructions for the use of the overlay.

## **Are there any clarifications regarding the administration of surveys by K-2 teachers or new resources for K-2 teachers?**

Yes. If you are a K-2 teacher, the K-2 survey instruction sheet details the new resources and clarifications regarding how the survey should be administered in K-2. Also, note that the survey should be much easier for students to answer as the answers are now directly underneath the survey questions.

## **I only teach small classes, do I survey?**

If you have a survey pack assigned to you and you teach a group of 10 or more students at any one time, you should survey. If you only teach small groups of less than 10 students and have a survey pack assigned to you, you may decide whether to survey. Whether a report with survey results is issued to you and how that information may be used depends on the number of respondents.

## **How long does the survey take to complete?**

Usually, 30 minutes is more than ample time to complete the entire process for the survey at the upper elementary and secondary level, including material distribution and reading of instructions. When best practices are used in administering the survey in Kindergarten or first grade, the administration requires 20 to 30 minutes of student time per small group.

## **Why are there student background and engagement questions on the survey?**

Anonymous student background questions assist researchers in making the results more reliable and fair by allowing them to control for demographic and mindset factors that may influence (bias) the results. The few “engagement” questions are for TPS research purposes. All surveys are answered anonymously and all individual answers to the survey are confidential.

## **How is student confidentiality protected?**

Students answer anonymously. They are provided with a blank, sealable envelope with their survey. Students place their surveys in their envelopes and then seal them before the surveys are collected. Student identities are protected and not shared with the teachers or administrators.

## **I have additional questions – who do I contact?**

For questions your site administrator is not able to answer, please contact Sam Davidson in the TLE office at [studentsurveys@tulsaschools.org](mailto:studentsurveys@tulsaschools.org). Please note that we are working with Tulsa Classroom Teachers Association in the design and rollout of the survey initiative. Feel free to contact them as well, should you have any questions.

## II. Your Survey Results and How They Are Used

### How Do I Interpret the Results?

**Overall Score:** Your overall/composite score (also called the 7C score) is found on page 4 of the survey report. It's the center of the flower graphic. You also have component (category) level scores, one for each of the 7Cs.

**How Does the Scale Work?** The scores range from 202 to 398. The midpoint is set at 300.

**How is My Performance Compared to Others?** The scores are normed with the score of 300 at the midpoint, using the District's performance data from the fall for teachers in your grade level (K-2, 3-6, middle school or high school). There are controls for factors outside of teachers' influence to make the results more fair, allowing you to compare your classroom to other classrooms similar to yours in terms of class size, grade level, student background/mindset, and, for secondary surveys, the subject area.

**Can I See How My Students, On the Whole, Answered Each Question?** Yes. The Item Response Detail section provides a closer look at the range of your students' responses for each survey item. These relate only to your classroom and are non-identifying to students.

**What is the "Other Tripod Measures" Section?** This section presents results related to student engagement, peer support, and executive function learning as available. While these data are not used to calculate the scores, they can provide you with further insight into your students' experiences.

**More questions?** The report has extensive instructions on how to interpret and make meaning of the results. In addition, attached is a one-page document titled "Understanding Your Student Survey Teacher Level Report."

### Who receives the survey results?

You will receive information regarding how your students responded on an aggregate level (no individual students will be identified). Your principal will also receive teacher level results. School level results are available to all teachers and administrators in Tulsa Public Schools.

### If I've misplaced my fall results, where can I obtain them?

Please contact [studentsurveys@tulsaschools.org](mailto:studentsurveys@tulsaschools.org), and we can assist.

### How are survey results used, and how does it relate to other performance information in the District's Multiple Measures System?

The survey's primary use is for reflection, professional development and as a map for improving student learning. Beginning this year, student survey results will also be part of a teacher's evaluation record. District personnel and TCTA have developed a fair way to use this information as one of three evaluation components of the [multiple measures evaluation report](#). The three components of the system are the Tulsa Model (principal observation) scores; and where available, value added information and student survey information.

Tulsa Model scores and principal judgment are still the foundation of teacher performance discussions. Quantitative measures like student surveys and value added are supplemental – big picture – signals. They are not statistical hammers or the drivers for negative personnel actions.

Please note that there is no single/summative score on the multiple measures report. Each measure is reported separately within the report as available. Survey and value added data do not raise or lower any other score. Further, when student value added and value added information is in the report, they are **not** numerical scores with weights. Instead, the results are communicated within broad ranges—within the average, below average or above average range. If a teacher does not have a survey (or value added) score, the multiple measures report will simply state “data not available.” For an overview of how multiple measures work at TPS, please go to

[http://tulaschools.org/4\\_About\\_District/documents/TLE/MultipleMeasuresInTPS\\_2014-15.pdf](http://tulaschools.org/4_About_District/documents/TLE/MultipleMeasuresInTPS_2014-15.pdf) or contact the District’s Office of Teacher and Leader Effectiveness.

Note that by using information from the student survey and TPS’ value added modeling, the District and TCTA are fulfilling the state requirement to use multiple measures in its evaluation system without adding burdensome or low-value work to teachers’ or students’ plates. In particular, the district is not requiring teachers to create Student Learning Objectives (SLOs) or Student Outcome Objectives (SOOs) as a part of its multiple measures system as all other Oklahoma school districts must. Nor does TPS’ system require teachers to use assessments or other tools as an “Other Academic Measure” (OAM).

These technical terms are defined further in the [Multiple Measures Glossary](#). More detailed information about this topic is found in the section called “Multiple Measures at TPS” at this web address:

[http://www.tulaschools.org/4\\_About\\_District/employee\\_standards\\_main.asp](http://www.tulaschools.org/4_About_District/employee_standards_main.asp).

**How do I determine what performance range my score is in?**

In mid-December you should have received an email with a link to your student survey results from the fall administration. The results in the report are based on a scale of 200 – 400, with 300 representing a median score. The multiple measures report will identify your performance range in one of three categories:

- Average – within 1 standard deviation of the mean
- Below Average – more than 1 standard deviation below the mean
- Above Average – more than 1 standard deviation above the mean

The table below displays the 7C score ranges associated with each survey level. *Your 7C score can be found on page 4 of your student survey report in the center of the “7C flower.”* As negotiated with TCTA, each survey level is analyzed separately.

<b>Student Survey Performance Ranges</b>			
<i>Cohort Level</i>	<i>Below Average Range</i>	<i>Average Range</i>	<i>Above Average Range</i>
Early Elementary	200 - 265	266 - 344	345 - 400
Upper Elementary	200 - 259	260 - 334	335 - 400
Middle School	200 - 263	264 - 342	343 - 400
High School	200 - 261	262 - 342	343 - 400