Reimagining Perceptions

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Session Description

Participants will learn about the Nebraska Department of Education's reimagined Perceptual Survey and its availability for the 2022-23 school year. This two-year process involved ongoing collaboration with the ESU Data Cadre and encompasses up-to-date initiatives by various NDE sections.

By the end of the breakout session, participants will understand how perceptual survey items were rebuilt to measure four valuable constructs and how survey responses can be used to guide continuous improvement action planning, restoring the school community and reinvesting in targeted efforts for student success.

HANOVER RESEARCH

NEBRASKA DEPARTMENT OF EDUCATION

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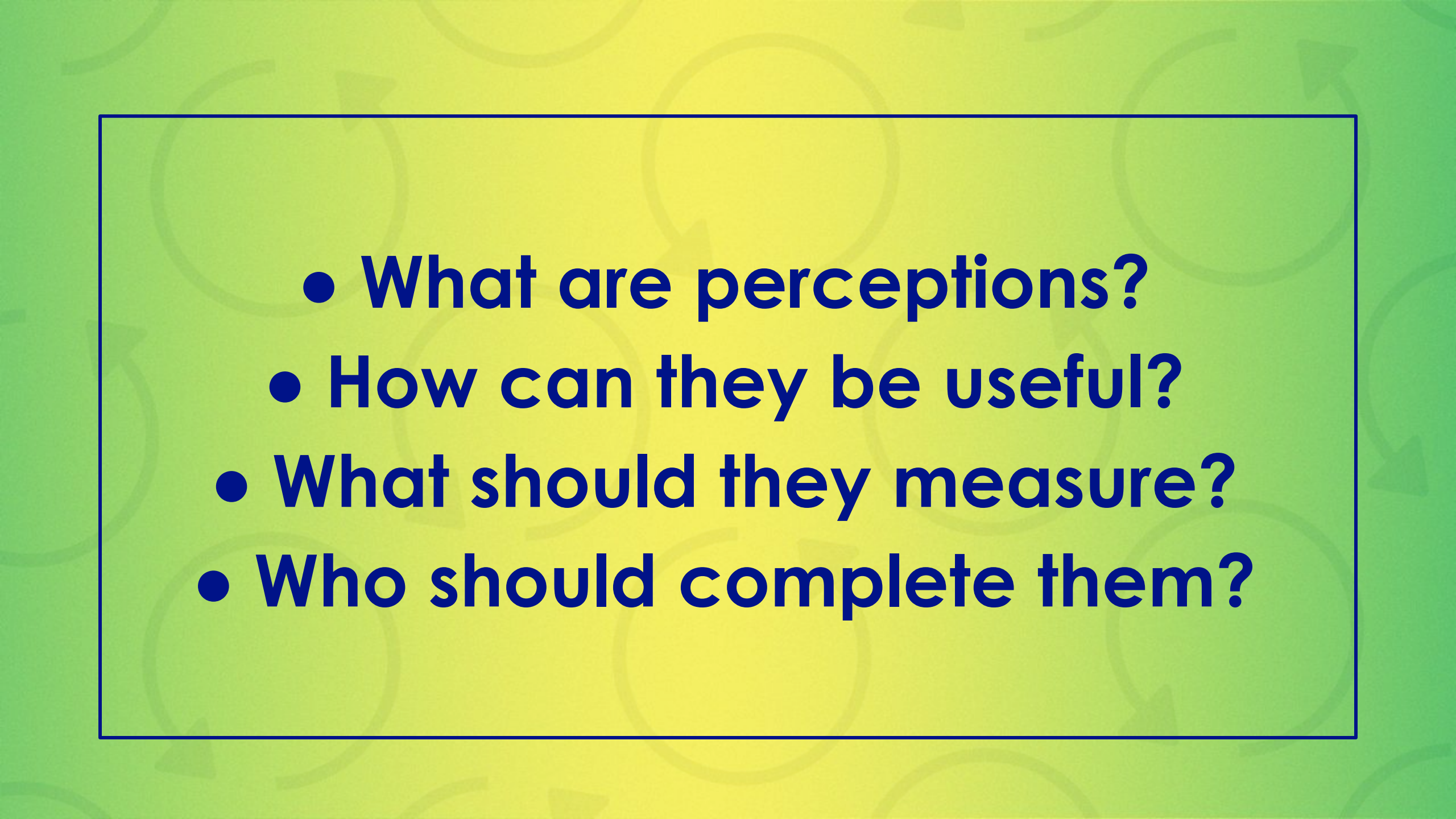
Continuous Improvement is a fundamental part of accreditation regulations in Nebraska and woven into each tenet of the AQuESTT model. NDE will work to ensure a greater and intentional focus on the key components of CI shown to be most important and relevant for K12 schools.

ALIGNMENT WITH AQuESTT

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- **Leadership** – CI empowers leaders in their commitment to educational equity and accountability

- **Student Achievement and Growth** – CI informs a balanced assessment system and enables data literacy to improve learning and growth

- **Positive Partnerships, Relationships, and Success** – CI allows for inclusive and relevant engagement with community members to enhance experiences and opportunities

- **Educational Opportunities and Access** – CI enhances effective, comprehensive, and continuous learning opportunities for students

- What are perceptions?
- How can they be useful?
- What should they measure?
- Who should complete them?

Perceptual Data

Perceptions provide insight into how we do business:
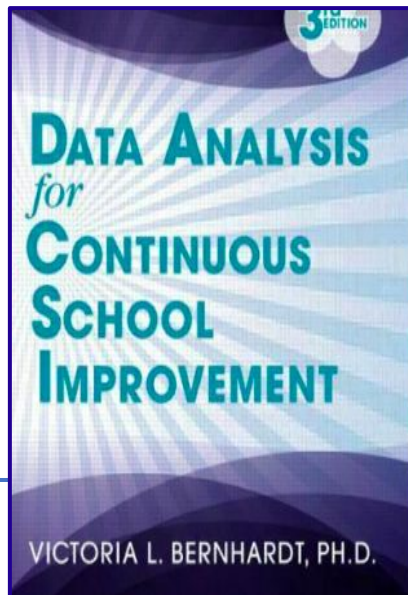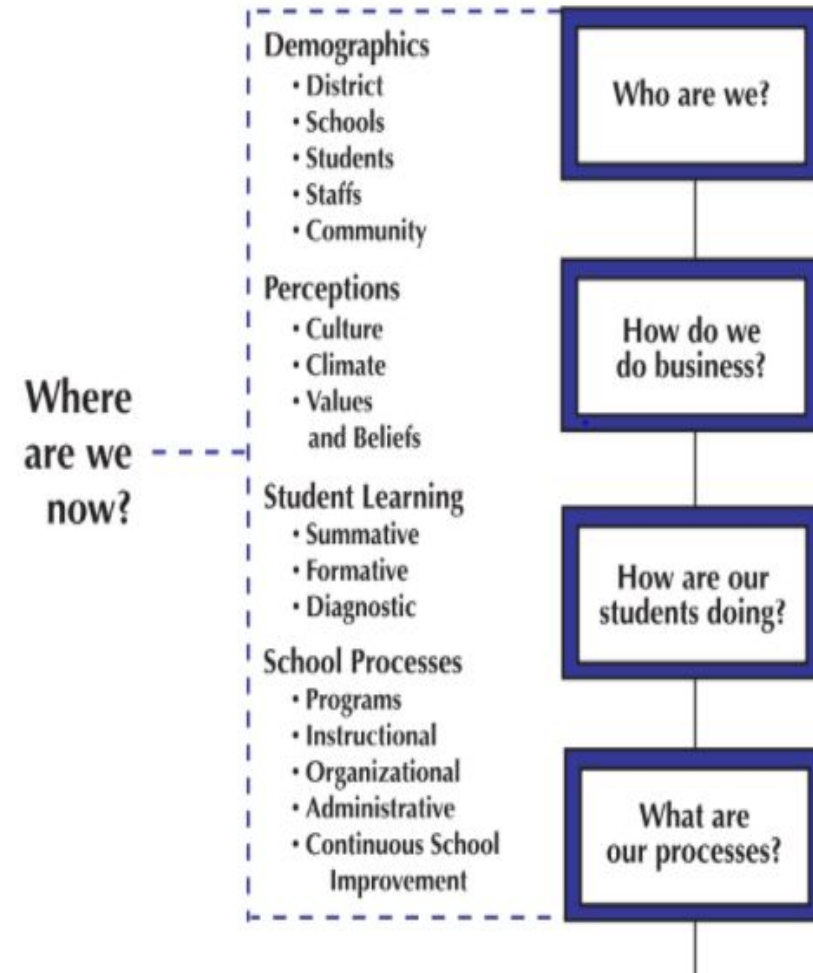
- Culture
- Climate
- Values and Beliefs

DATA ANALYSIS for CONTINUOUS SCHOOL IMPROVEMENT

VICTORIA L. BERNHARDT, PH.D.

Figure 2.1

CONTINUOUS SCHOOL IMPROVEMENT FRAMEWORK

Demographics
- District
- Schools
- Students
- Staffs
- Community

Perceptions
- Culture
- Climate
- Values and Beliefs

Student Learning
- Summative
- Formative
- Diagnostic

School Processes
- Programs
- Instructional
- Organizational
- Administrative
- Continuous School Improvement

Where are we now?

Who are we?

How do we do business?

How are our students doing?

What are our processes?

Revision Timeline & Working Group (Part 1)

August 2020	**Brief review of available instruments.** **Invitation for those interested to develop a working group.**
October 2020	**Perceptual Data Revision Project shared with with working group** • **Data review (trend of use)** • **Needs assessment (what users want)**
January 2021	**Distribute current survey items to working group for rating.** • **"Keep"** • **"Maybe"** • **"Not Needed**
March 2021	**Discuss working group item ratings and refine questions.**
May 2021	**Second review of questions and development of constructs.**

Revision Timeline & Working Group (Part 2)

July 2021	Present proposed Constructs at 2021 NDE Day • Engagement * Environment • Relationships * Equity
October 2021	Further examination of constructs and item semantics • Learning Engagement * School Safety • Student Risk Behavior * NeMTSS linkages
January 2022	Propose restructured constructs to writing group • Engagement * Environment • Relationships * Instruction
March 2022	Program Team launch meeting. (Phase 1)
May 2022	Pilot questions for validity and reliability • 100-120 5th / 6th graders • 100 - 120 7th / 8th graders • 220+ 9-12th graders
Sept 2022 Oct 2022 Dec 2022	Survey is launched and available on NDE Portal Data Collections (Phase 1 Complete) Phase 2 - Adjustments based upon user feedback (within NDE Portal) Phase 3 - Migration of survey data to NEP Secure / Data Visualization

Nebraska Continuous Improvement

Action Planning

ESU/CIP Workdays

Hanover Research

Host School/Team Lead Materials

Perceptual Survey

UNL Initiatives

Archived Nebraska Framework Materials

Perceptual Survey Access

1) District Administrator logs into the NDE Portal
2) Data Collections Tab
3) Request Access Code
4) Begin Survey Request
5) Links created for survey types and building levels (Added "Delete" option)
6) Share links with survey respondents
7) Once survey closes, (Added "End" date) results will be posted on dashboard.

PERCEPTUAL SURVEY REQUEST FORM

Fill all form field to go to next step

District Contact — Date To Receive Survey — **Request Form** — Finish

Survey Request Form:

Step 3 - 4

Please indicate which level(s) of the student surveys, overall, that you would like to adminster in your district. You will have the opportunity to indicate which school building(s) you would like to receive each of the selected level of student survey.

☐ Elementary School
☐ Middle School
☐ High School

Please select all the schools that apply for this survey. Please click "Add Questions" button to add your own questions to the survey.

-- Select District -- ⌄

+ Add Questions   **Previous**   **Submit**

Finalizing Constructs
& Survey Items

Micki Charf @NDE_ACCRED · Dec 30, 2021

Cross referencing items on the developing perceptual survey. Items that are reflective of AQuESTT Tenets and current school contexts. Stay tuned!
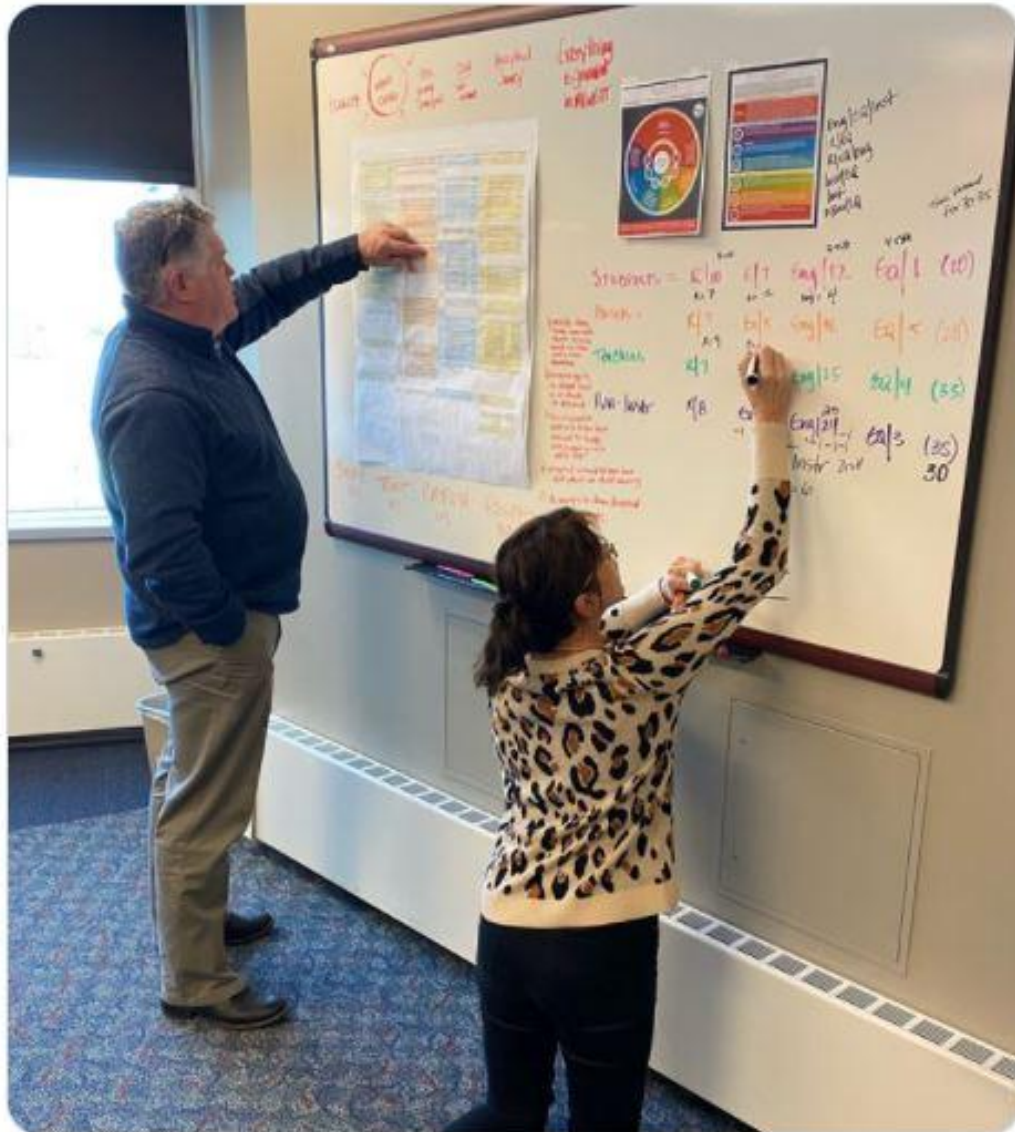
Step #1 - Find a room at NDE with a markerboard!

Step #2 - Delete items from the Non-Instr. Staff from 35 to 30, using writing team recommendations from the other surveys.

Step #3 - Analyze AQuESTT Domains and Tenets to <u>determine that equity is both an inherent and explicit construct</u> of school actions to meet AQuESTT expectations.

Step #4 - Using our proposed 4 constructs (Relationships / Environment / Engagement / Instruction) assign relationship to the AQuESTT tenets. **(pictured)**

Positive Partnerships, Relationships, and Success

Schools and districts implement best practices in student, family, and community engagement to enhance experiences and opportunities that are culturally inclusive and relevant for each student. Student success and engagement relies on positive partnerships and relationships to fundamentally improve the outcomes for each student, school, district and community. (Equity is infused)
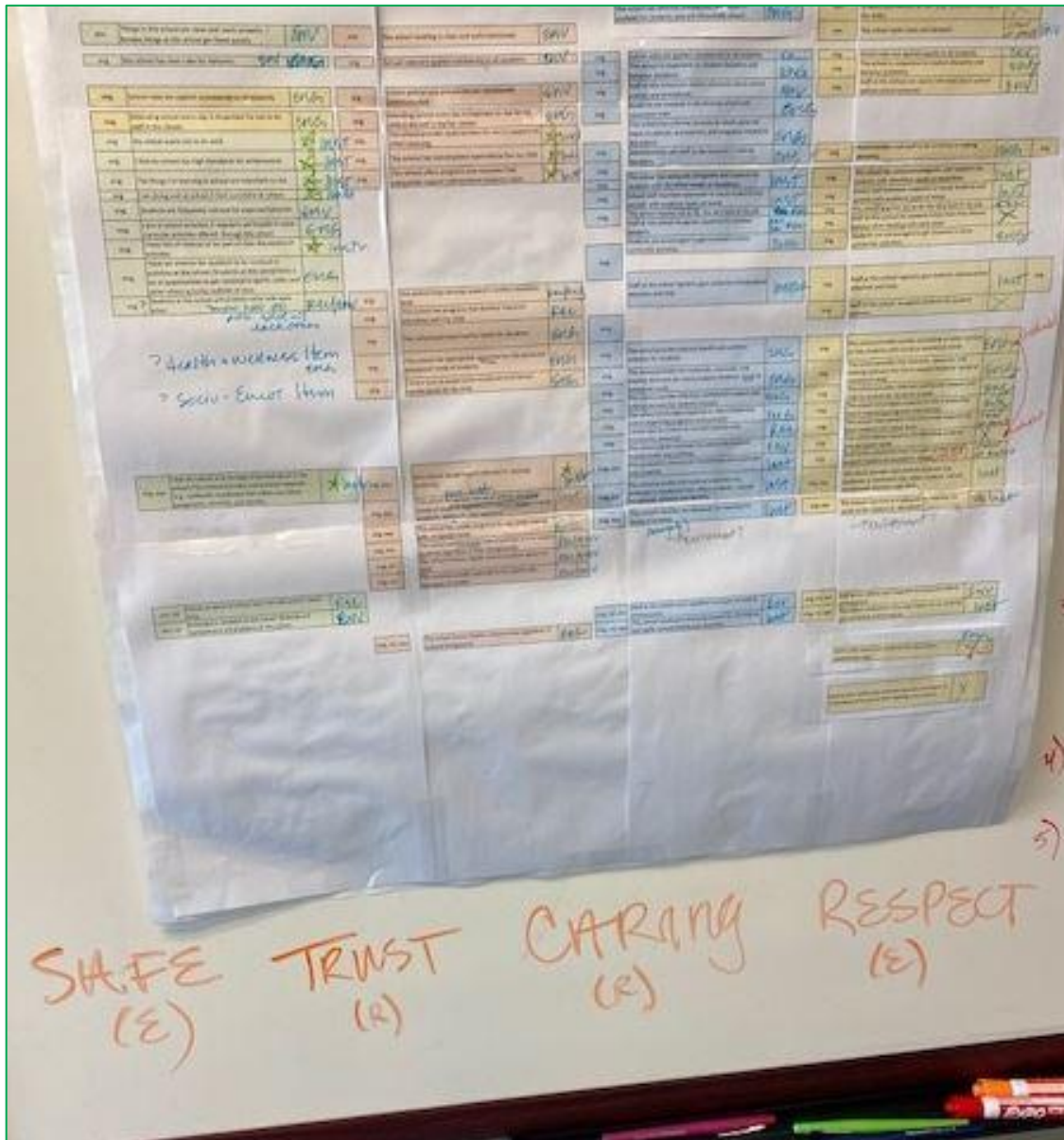
Key-Word Usage:

Items that reflect elements of safety and mutual respect of the school setting were assigned to the **"Environment"** construct.

Items that pertained to "trust" and "caring" or similar descriptors were assigned to the **"Relationships"** construct.

Items that reflected classroom elements of teaching and learning, along with resources that assist with learning were assigned to **"Instruction".**

"Engagement" items included those that reflected parental involvement, school parent communication, and student participation.

"Everything is grounded in AQuESTT"

- We believe this updated item/construct work also aligns with other initiatives across NDE that are becoming more centered on the "Whole Child / Whole Teacher"concept.
  - SEL Principles,
  - NE Continuous Improvement,
  - NeMTSS,
  - Full service community schools.

- **Embedding AQuESTT** (Perceptual Items)
- **AQuESTT Structure** (CNA 2.0)

INFOGRAPHIC
CONTINUOUS IMPROVEMENT
Nebraska Department of Education

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Re-Assigning Constructs

	Construct	Students	R
instr	eng	My school wants me to do well.	
instr	eng	I feel my school has high standards for achievement.	
instr	eng	The things I'm learning in school are important to me.	
instr	eng	I feel successful with my school work.	
env	eng	Students are frequently noticed for expected behavior.	
eng	eng	I join in school activities./I regularly participate in extra-curricular activities offered through this school.	
instr	eng	I have lots of chances to be part of class discussions or activities.	
eng	eng	There are chances for students to be involved in activities at this school./Students at this school have a lot of opportunities to get involved in sports, clubs, and other school activities outside of class.	
env	eng	Students in this school know how to problem solve with each other.	

env	eng	Students in this school know how to problem solve with each other.			eng	env	This school helps develop student's conflict resolution skills.	
					eng	instr	This school has programs that develop character education with my child.	
eng		This school teaches me about healthy habits.			eng	eng	This school promotes healthy habits for students.	
					eng	eng	This school has appropriate resources for the social and emotional needs of students.	
					eng	eng	I know how to access socio-emotional and mental health needs for my child.	

For some of the "visible" gaps we proposed an item that would correlate with other target groups survey questions.

					communicated with students.
eng, equ	instr	Our cultural background is reflected in learning materials.		eng, equ	instr	This school provides instructional materials (e.g., textbooks or handouts) that reflect students' cultural background, ethnicity and identity.
eng, equ	instr	This school recognizes individual talents and gifted needs of students regardless of cultural backgrounds or academic abilities in class selection.		eng, equ	instr	This school recognizes individual talents and gifted needs of students regardless of cultural backgrounds or academic abilities in class selection.
eng, equ	instr	This school has quality programs for my child's talents, gifts, or special needs.		eng, equ	instr	This school's facilities are adequate for meeting the needs of students.
eng, equ	env	This school communicates how important it is to respect students regardless of their backgrounds.				
eng, rel	eng	This school initiates regular communication about my child.				
eng, rel	eng	This school promptly responds to my phone calls, messages, or emails.				

Parent and Teacher (blue) Alignment

Best Practices

What are your "Best Practices" thoughts for distributing perceptual / climate surveys.

BEST PRACTICES IN PERCEPTUAL SURVEY DESIGN

### PREPARED FOR THE NEBRASKA DEPARTMENT OF EDUCATION (NDE)

August 2022

- Vocabulary use and reading level
- 15 Minute saturation point
- Ensure confidentiality
- Question clusters
- Point in time distribution

Best Practices in Perceptual Survey Design (Hanover Research - August 2022)

12/15/21	Student	Parent	Staff	Non-Instr. Staff
Relationships	10	7	7	8
Engagement	12	18	25	24
Environment	7	5	4	6
Equity	1	5	4	3
Total Items	**40**	**35**	**40**	**41**

1/25/22	Student	Parent	Staff	Non-Instr. Staff
Relationships	5	4	6	6
Engagement	5	6	11	11
Environment	10	7	9	7
Instruction	5	10	6	6
Total Items	**26**	**27**	**32**	**29**

MULTIPLE MEASURES OF DATA
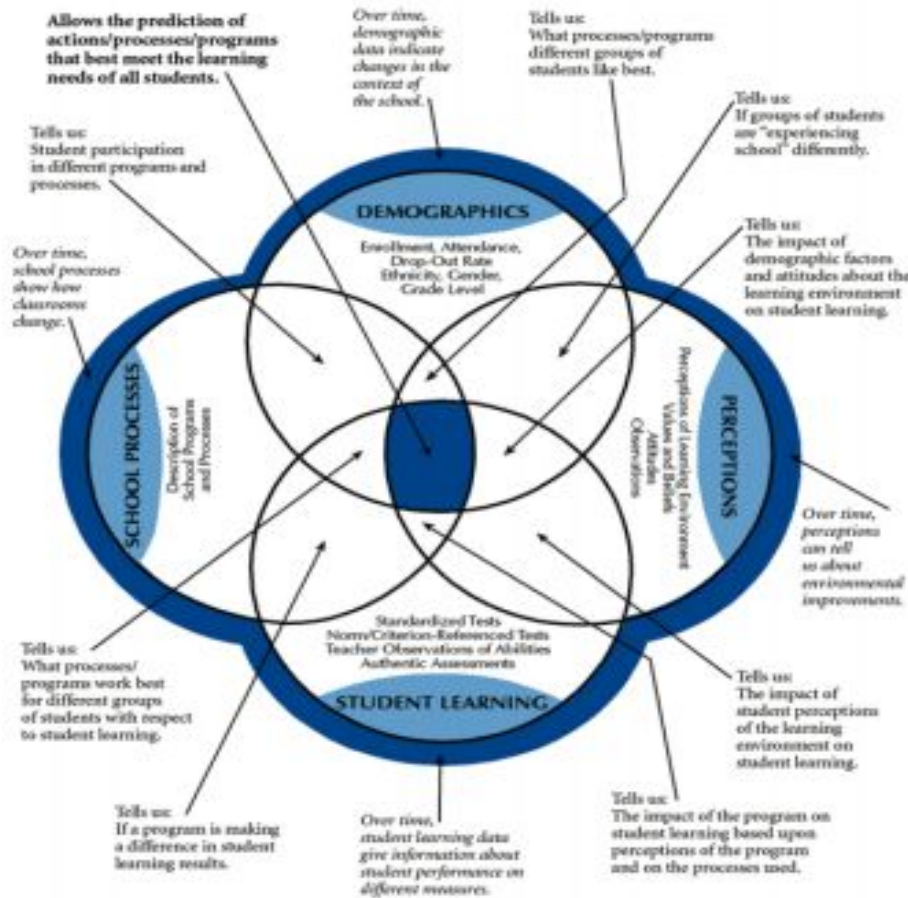
The Continuous Pursuit of Improvement

Revised Perceptual Survey (NDE)

Quantitative Data
(State Standards, Screening, Standardized Achievement)

Comprehensive Needs Assessment
(CNA 2.0)
(NeMTSS Self-Assmt)

Socio-Affective Data
- Attendance
- Discipline

Better Information = Better Decisions

Continuous Improvement
Systems Level Supports and Re-Branding

Revised → **Ready** → **Roadmap**

CNA 2.0 adjusted and expanded. Available in two formats Fall 2021.

NDE Perceptual Survey re-structructed (4 Constructs) and new items embedded.

External / On-Site Visit Responsibilities Handbook updated procedures for structure and consistency.

- **CNA 2.0** Required for CSI and Priority Schools. NeMTSS Self-Assessment also available.

- **External Visit Handbook for Host School and Team Leaders**
  - Crafted with current best practices.
  - Utilized Hanover Research
  - Templates for communication
- **Hanover Research Materials**
  - Review of CI literature
  - Infographic
  - Data Literacy Workbook

- **Combined Action Plan** incorporates NeMTSS and Section 009 requirements Training modules.

- **NDE Perceptual Survey** platform (Sept. launch) and Phase 2 Data Visualization.

- **CIP Support Days** hosted by ESU's (Sept / Oct / Nov / Jan)

- **Accreditation Website**

CIP Template - Action Planning
Specific location for Perceptual Survey data and analysis

	Student Engagement		
Levels	**Areas of Strength**		**Areas of Growth**
Elementary	•		•
Middle Level	•		•
Secondary	•		•
Factual Perceptual Data Points:	•		

Data Analysis & Visualization

PURPOSE - Once the survey is closed, survey administrators will be able to view / download results to share with respective buildings and to inform the Continuous Improvement process.

GOALS -
- Survey results indicate number of completed surveys (tally)
- Survey results display completion rates per survey type (parent/student/teacher/non-instr) Multiple building levels per district.
- Survey results (bar graph) of construct results (Engagement/Relationships/Instruction/Environment)

Ideas   *What are the benefits?*

Questions   *Thoughts on frequency?*

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AA&PA

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ACCREDITATION, AND PROGRAM APPROVAL

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