BEST PRACTICES IN PERCEPTUAL SURVEY DESIGN

PREPARED FOR THE NEBRASKA DEPARTMENT OF EDUCATION (NDE)

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HANOVER RESEARCH

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INTRODUCTION

To better understand the beliefs, concerns, and interests of key education stakeholders (Students, Staff, & Parents), the Nebraska Department of Education would like to revise and improve its current Perceptual Survey. The Nebraska Department of Education has partnered with Hanover Research Group (Hanover) to determine the best practices for school climate survey design with the aim of drawing quality and actionable data from these stakeholders. The Nebraska DOE has conducted a Perceptual Survey in the past, which it used to distill school level and demographic subgroup information. It is this past survey and its implementation that is slated for improvement as the DOE would like to collect and distribute better and more meaningful data to its constituents. Hanover will conduct a secondary research project to determine best practices for K-12 school climate stakeholder survey design so the DOE can update its survey template.

- **Section I** provides a general overview of the research for school climate stakeholder perception survey design
- **Section II** reviews these best practices and presents key concepts.

KEY FINDINGS

- **Conceptualizations of school climate can vary in breadth and specificity, directly impacting what is measured and reported by stakeholders completing perception surveys.** Education agencies need to clearly define parameters for school climate versus school experience.
- **Although there is substantial variability at the classroom and school level, most variability in perceptions of school climate is attributable to individual differences.** Recent efforts to validate school climate surveys have provided evidence of measurement invariance across a range of demographic factors, reinforcing confidence that school climate can be conceptualized the same across groups.
- **To design an effective survey, it is essential to understand the audience, the intended goals for the survey analysis, and the content of the intended survey.** In addition, it is important to include all possible screening questions to ensure accurate information is collected for the specific school or district community. Survey respondents may forward their survey invitation to other unintended groups or inadvertently obtain access through web sources. To combat these realities, an effective survey instrument should always include screening questions to target the intended audience appropriately.
- **It is important to plan for data analysis during survey design process, including how you plan to use the survey analysis and whether it will be important to segment and compare responses across stakeholder groups.** These essential questions should be situated earlier in the survey instrument and require responses.

SECTION I: OVERVIEW OF SURVEY DESIGN

In this section, Hanover presents a general overview of survey design based on extensive Hanover internal research, experience, and design refinement.

STRATEGIES FOR SUCCESSFUL K-12 SURVEY DESIGN AND ANALYSIS

K-12 leaders often turn to surveys as an effective and efficient means to gather feedback from stakeholders, including staff, parents, students, and the community. However, surveys are only useful if designed, administered, and analyzed according to best practices. To design an effective survey, it is essential to understand the audience, the intended goals for the survey analysis, and the content of the intended survey.

SET SURVEY LENGTH

Setting clear survey length expectations at the onset, meeting those expectations, and keeping the survey short improves the respondents' experience, the quality of your data, and the likelihood that respondents will complete the entire survey.

What is a "short" survey? To effectively determine an appropriate survey length, it is important to evaluate the expected attention span of respondents and their commitment to the topic. For example, for a school climate survey, you **may ask more questions of parents and staff members compared to community members or students**. This is because parents and staff members often have a greater commitment to providing feedback and willingness to take the time to provide feedback. Here are some length considerations for various K-12 stakeholders:

- **Students** may have shorter attention spans and get fatigued when taking long surveys, thus yielding low-quality data. For example, when analyzing data from long surveys, we often see student respondents uniformly select "strongly agree" for multiple Likert questions in a row during the later stages of their participation. Ideally, student surveys would take a maximum of 10 minutes to complete for this reason.
- **Staff members** frequently have the highest attention span and level of commitment to providing high-quality responses. Assuming staff members are not over-surveyed by their district, asking them to complete a longer survey, up to 15 minutes, is unlikely to affect their survey quality and response rate.
- **Parents** are often the second most committed audience in terms of providing quality responses during longer surveys; however, parents are often hard-to-reach, and therefore a 10-minute survey is appropriate for parents.
- **Community members**, on the other hand, typically complete surveys at much lower rates, so a short survey that lasts approximately 5 minutes or less is best. Although incentives are uncommon for our K-12 surveys and partners, offering a survey incentive to hard-to-reach populations like community members can effectively increase their participation and completion.

TARGET YOUR AUDIENCE

Use Screening Questions to Eliminate Unwanted Stakeholder Groups

It's important to include all possible screening questions even when using a contact list. Survey respondents may forward their survey invitation on to other unintended groups or obtain access through web sources inadvertently. To combat these realities, an effective survey instrument should always include screening questions to appropriately target the intended audience. In some cases, it might also be necessary to duplicate specific screening and background questions for quality control purposes. For example, students are sometimes asked to identify their grade at both the beginning and end of the survey, thus allowing for identification (and potential removal) of respondents who provide inconsistent grade selections.

Only Show Relevant Questions to Specific Stakeholder Groups
To keep surveys brief and meaningful, ensure that participants respond to relevant questions but not all questions. For example, only staff members should see questions about staff professional development. Similarly, students and staff could report on teachers' use of instructional technology during class, whereas parents and students could report on students' use of technology at home, but all three groups should not answer both in-class and at-home questions.

INTENTIONALLY PLACE SURVEY TOPICS AND QUESTIONS

Ease Respondents into the Survey
In some K-12 surveys, we ask about sensitive topics such as school bullying or emotional health and well-being. These more sensitive topics should appear after survey respondents have warmed up and answered easier questions – including questions about school or grade affiliation or other less sensitive questions like "school cleanliness." Each topic area and section of questions should also be evaluated to understand the extent to which one section of questions may influence responses to another section of survey questions.

Place Demographic Questions at the End
Common demographic questions such as race and gender may influence respondents' answers to other survey questions. This is commonly known as "order effects." For example, if we first ask a respondent to specify their gender identity and then ask social-emotional learning questions, respondents may unconsciously reflect on their gender identity and respond in gender-conforming or non-conforming ways. For this reason, we often place demographic questions at the end of a survey.

Randomize Questions and Options where Appropriate
The row order of Likert scale questions, "select all that apply" questions or multiple-choice questions, is also important. Unless there is a natural ordinal nature to the response options (e.g., Kindergarten, Grade 1, Grade 2, etc.), response options should be randomized within the survey to minimize order effects. For example, a respondent may "satisfice" and only pay attention to the first few options in a "select all that apply" question, thus overrepresenting those response options due to ease of access and not thoughtful reflection on the respondents' part.

Each Question Matters
As indicated above, survey designs consist of many moving parts and competing demands. In addition to the design principles, there are other more nuanced aspects of item-level question design, including the following design principles:

- **Provide reference frames for time and location.** Make sure respondents are answering questions about the same time frame and place. For example, "In the past week […]," "In the past month […]" are time-oriented reference frames, whereas "My school […]" or "The district […]" are location-oriented reference frames. When using time-oriented reference frames, ensure that the time is cognitively appropriate for the target population. For example, 8th graders probably can't answer accurately about events that occurred over a year ago.
- **Avoid double-barreled questions.** Double-barreled questions try to measure two (or more) things. Consider the example item "The Central Office staff is helpful and friendly." Ideally, the survey would ask about "helpfulness" and "friendliness" separately since these are two distinct aspects of customer service.
- **Use mutually exclusive answer options.** This protects the validity of your data by ensuring respondents can only qualify for one answer category. For example, asking about income should include mutually exclusive options such as $10,000-$24,999 and $25,000-$49,999 instead of $10,000-$25,000 and $25,000-$50,000.
- **Provide a "Don't Know," "Not Applicable," or "No Opinion" option if relevant.** We should only include one response option (at the end of the scale) that captures these sentiments. Consider if it is reasonable for respondents not to have an answer to a specific question and then consider "Don't Know" is best suited to factual questions and "No Opinion" to perception questions.

- **Three-, five-, or seven-point scales are best.** Fewer options are less fatiguing than more options, but more options allow for more nuances (or variance) in the data. Determine the optimal number of points based on overall survey length, population (e.g., children/adults), and necessity of various scale points for interpretation.
- **Provide a middle point and anchor.** Scales with a middle point tend to produce better data. For example, you might ask a question that employs the scale "Not at All Familiar," "Slightly Familiar," "Moderately Familiar," "Very Familiar," "Extremely Familiar." In this example, "moderately" is the middle point and "familiar" is the anchor.
- **Limit the use of open-ended questions**. We typically recommend no more than one or two open-ended questions per survey. Open-ended questions should take approximately one minute to complete. Open-ended responses are supplementary to a traditional close-ended survey and should be used sparingly since open-ended responses attract mostly divergent perspectives and thus are often not representative of the overall respondent group.

Consider the Analysis

It is important to plan for data analysis during the survey design process. Each of the previously mentioned design principles support the analysis phase, but it is also important to consider how you plan to use the survey analysis and whether it will be important to segment and compare responses across stakeholder groups. For example, if you want to compare survey responses across schools, then the survey instrument needs to include a question asking respondents for their school affiliation. These types of essential questions should be situated earlier in the survey instrument and should require responses.[1]

STRATEGIES FOR SUCCESSFUL K-12 SURVEY ADMINISTRATION

Strong K-12 leaders know that stakeholder feedback is critical to informing decisions and ensuring the success of K-12 programs and practices. Surveys are the most efficient and effective way to gather large amounts of stakeholder feedback, but they only provide K-12 leaders with accurate and useful information if designed, administered, and analyzed according to best practices.

Timing

The school year is busy and full of events, assessments, and meetings. Successful surveys are carefully timed so that they don't get lost in the rush of activity that accompanies each school year. In order to time surveys to maximize the *quantity* and *quality* of responses, Hanover recommends the following strategies:

- Minimize the influence of external factors by avoiding state assessment windows, extended school breaks, and the first and last two weeks of the school year.
- Keep surveys open for 2-4 weeks.
- If possible, align survey windows with staff development days (to reach staff) and parent events at school (to reach parents).

Platform Considerations

All stakeholder groups that you plan to survey for their feedback – whether students, parents, staff, or the community – need to an equal opportunity to respond to the survey on an accessible platform. The last thing a K-12 leader wants to do is carefully design a survey but administer it in a way that makes it difficult and time-consuming for stakeholders to respond.

Hanover recommends administering surveys online to maximize accessibility, reduce potential data entry errors, and allow for multi-year comparisons. Surveys must be accessible via mobile devices. While families may not have a desktop computer at home, they are more likely to have a mobile device.

[1] Jones, Jill. "Strategies for Successful K-12 Survey Design and Analysis." Hanover Research. 2018. https://www.hanoverresearch.com/insights-blog/strategies-for-successful-k-12-survey-design-and-analysis/

Online survey platforms have two main options: open links or trackable links.

- **Open links** are accessible to anyone with the survey link. These surveys should include "screening questions" at the start to capture those who are not part of the target survey population.
- **Trackable links** send a unique survey link to a pre-selected contact list.

The most appropriate platform depends on your priorities; for example, if the survey targets parents who may not have internet access at home, an open link will be important to allow parents to take the survey at public locations such as the school or library.

OPEN VS. TRACKABLE SURVEY LINKS:

Open Survey Links

Pros:

- Can be posted in public forums, such as websites or newsletters
- Can be administered without accessing email (easier for administering at school sites)
- Ensure respondents' anonymity

Cons:

- Do not allow for targeted survey reminders to those who have not completed the survey
- Rely on self-reported demographic data
- Are vulnerable to multiple responses per individual

Trackable Survey Links

Pros:

- Allow for targeted survey reminders to those who have not completed the survey
- Allow for connection to known demographic data from other sources
- Ensure one survey response per individual

Cons:

- Can only go to individuals with known email addresses
- Cannot be posted in public forums, such as websites or newsletters
- Are vulnerable to compromising respondents' anonymity

OUTREACH STRATEGIES

Once you've decided on when to administer your survey and which platform you want to use to maximize response rates, you need to strategize on how you plan to conduct your outreach. A successful outreach strategy is carefully planned to account for the topic of the survey, the sensitivity of the survey questions, and the needs of the target survey populations.

Students:

- Designate time during school (e.g., homeroom, all English language arts classes) for students to take the survey, utilizing computer labs or laptop carts as necessary.

Parents:

- Offer the survey in multiple languages.
- Advertise the survey through existing communication channels, such as school/district websites, parent newsletters, social media, and principal communications.
- Partner with local organizations to advertise the survey, especially those that work with hard-to-reach populations.
- Mail a letter to parents communicating the importance of the survey and requesting their participation. Include a QR code for respondents to access the survey through their smartphones.
- Provide opportunities for parents to take the survey at the school, such as setting up a computer in the front lobby or library. Coordinate survey administration with events that bring parents into school, such as parent-teacher conferences, and encourage parents to take the survey on computers set up during these events.

Staff:

- Have principals send an email to their staff communicating the importance of the survey and requesting their participation.
- Ask principals to set aside time in staff meetings to complete the survey.
- Send response updates to principals with the number of staff members from each school who have completed the survey to encourage friendly competition among schools.
- Ask principals to consider incentives such as free food at a staff meeting if more than a certain percentage of staff complete the survey.

Reminders

Regular and targeted survey reminders are crucial for survey success. We recommend the following strategies:

- Clearly communicate the survey closing date.
- If using a trackable survey link, send targeted reminders to those who have not completed the survey.
- Leave the survey open for 2-3 weeks and send reminders on Tuesdays, Wednesdays, or Thursdays for maximum response rates.[2]

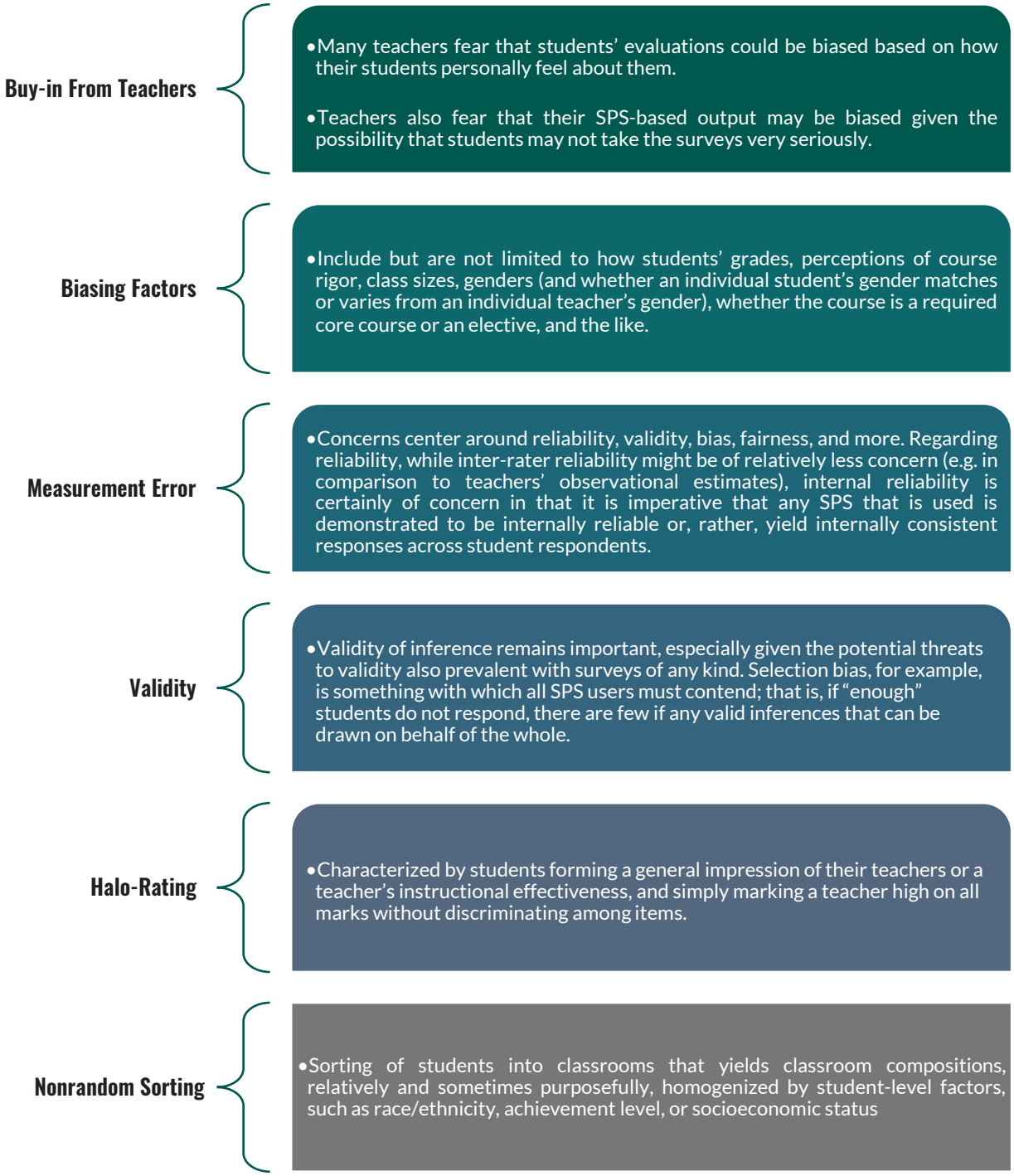
COMMON CONCERNS WITH USING PERCEPTION SURVEYS

A 2019 study identifies concerns with the use of perception surveys. Notably, students, parents, and community members are not able to evaluate all facets of what teaching actually entails, campus climate, and student experiences when at school. In addition, all instruments cannot effectively capture these facets in complete detail, which creates challenges for representativeness. For example, "while students may be able to assess whether a teacher is engaging (however "engaging" may be defined), or presents new material in interesting ways (however "new" and "interesting" may be defined), students may not be able to determine how well a teacher knows a certain set of content standards or performance objectives."[3] Other concerns are outlined in **Figure 1.1** on the next page.

[2] Keller, Cate. "Strategies for Successful K-12 Survey Administration." Hanover Research. 2018. https://www.hanoverresearch.com/insights-blog/strategies-for-successful-k12-survey-administration/

[3] Geiger, Trey. " Student perception surveys for K-12 teacher evaluation in the United States: A survey of surveys." Cogent Education, Vol 6, 2019. https://www.tandfonline.com/doi/full/10.1080/2331186X.2019.1602943

Figure 1.1: Concerns with Student Perception Surveys (SPS)



Source: Cogent Education[4]

The MET Project, supported by the Bill and Melinda Gates Foundation, outlines key aspects for ensuring accuracy in its Policy and Practice Brief. These are listed in **Figure 1.2**.[5]

[4] Chart adapted from: Ibid.
[5] MET Project. "Asking Students about Teaching: Student Perception Surveys and Their Implementation. September 2012. https://files.eric.ed.gov/fulltext/ED566384.pdf

Figure 1.2: Ensuring Accuracy

Survey items need to be clear to the students who respond to them. A wellcrafted item asks about one thing.

Student perception survey development involves discussion with students to determine if they're interpreting the items as intended.

Students are generally told not to answer items they don't understand as a further check against meaningless results and to indicate which items may need clarification.

Well-designed surveys account for the fact that not all students read at the same grade level.

Survey administration in grades K–2 also requires accommodations. Given the need to ensure confidentiality while also reading items to younger students, someone other than a class' teacher must proctor.

Confidentiality for students is a nonnegotiable if surveys are part of formal feedback and evaluation. If students believe their responses will negatively influence how their teachers treat them, feel about them, or grade them, then they'll respond so as to avoid that happening.

Systems must be certain about which teacher and class each completed survey belongs to. Part of ensuring this requires making sure students have the right teacher and class in mind whenresponding, through verbal and written instructions

Source: *MET Project*[6]

DEFINING SCHOOL CLIMATE

Critics have pointed out that definitions of school climate are so broad that they "encompass just about every feature of the school environment that impacts cognitive, behavioral, and psychological development" and "a chaotic conceptual landscape" because definitions often fail to distinguish what school climate is and what it is not. According to "School Climate, Student Engagement, and Academic Achievement," school climate is a metaphorical term that needs a clearer conceptual foundation. By comparison, the meteorological climate of a city refers to the patterns of weather that characterize the area and distinguish it from other areas. Analogously, the concept of school climate refers to the patterns of daily social interactions in the school that distinguish it from other schools. The school's climate should be distinguishable from other elements of the school environment, such as the condition of the building and the demographics of its students. Otherwise, the term 'school climate' means little more than 'the school.' The value of distinguishing school climate from student engagement and achievement advances the idea of school climate as a system that affects other aspects of the school and its stakeholders. Under this model, a positive school climate."[7]

[6] Chart contents adapted from Ibid.

[7] Konol, Tim, et. al. "School Climate, Student Engagement, and Academic Achievement: A Latent Variable, Multilevel Multi-Informant Examination." AERA Open. Oct-Dec 2018. https://journals.sagepub.com/doi/pdf/10.1177/2332858418815661

The authors suggest that "school climate is a school-level construct intended to characterize the school as a whole, but most research on school climate examines student-level effects. Ideally, studies should conduct multilevel analyses that consider both school and individual effects. One review reported that approximately60% of published studies of school climate and achievement used single-level statistical models."[8] From a theoretical perspective, their findings "support a model of school climate as consisting of characteristics of the social environment reflected in the interpersonal interactions and relationships among students and adults in a school. A positive school climate is associated with individual student characteristics that in turn serve as mediators for student behavioral outcomes."[9]

INDIVIDUAL VARIABILITY IN PERCEPTIONS OF SCHOOL CLIMATE

"Although there is substantial variability at the classroom and school level, the majority of variability in perceptions of school climate is attributable to individual differences. Re-cent efforts to validate surveys of school climate have provided evidence of measurement invariance across a range of demographic factors (e.g., gender, age, and race). These findings give confidence that school climate can be conceptualized the same across groups, and that discrepancies that do occur are meaningful and not solely attributable to differences in measurement quality. For example, research has found that girls are more likely to report a positive school climate including a higher achievement motivation and better relationships with teachers, whereas boys are more likely to report lower levels of order and discipline and disciplinary problems. Youth of color tend to report less supportive relationships with their teachers, have lower perceptions of equity, and perceive the environment as less safe. School climate perceptions have been shown to decrease through the transition from elementary to middle school and across middle school and improve throughout the course of high school.

The influence of school climate on outcomes has also been shown to vary (i.e., be moderated) by gender, race, and age. Less empirical research has explicitly focused on differences in perceptions by levels of academic success or parental education. A study examining latent profiles of student perceptions of school climate found that students who perceived a more positive climate had higher mean academic outcomes and came from families with higher levels of parental education than those who perceived a negative climate. Students who perform better academically may have different experiences with teachers, or be more likely to feel engaged to school. Further, Fan and colleagues (2011) found evidence of an association between parental educational level and perceptions of order, safety, and discipline but not teacher–student relationships or fairness and clarity of school rules."

Source: Educational Measurement[10]

[8] Ibid.
[9] Ibid.
[10] Lindstrom, Sarah, and Eichenberg, Ray. "Improving the Measurement of School Climate Using Item Response Theory." Educational Measurement: Issues and Practice. Winter 2019. https://onlinelibrary.wiley.com/doi/epdf/10.1111/emip.12296

SECTION II: KEY CONCEPTS FOR PERCEPTUAL SURVEYS

BEST PRACTICES

Best practice methodologies considerably improve the quality of results and help avoid pitfalls. The Organization for Economic Cooperation and Development (OECD) provides sequential, step-by-step guidance that can be used to design a perception survey. It provides advice on how to define survey objectives and the target group, draft survey questions, pilot and re-adjust a questionnaire, select respondents and data collection methods, run the survey, and analyze the results. Their checklist is included in Figure 2.1.

Figure 2.1: Commission, Design, and Run a Perception Survey

Step 1	Define survey objectives and target group • Define the objectives • Define the final use of the results • Ensure a perception survey is the adequate tool • Define target group(s)
Step 2	Draft survey questions • Set up discussions with members of a target group to identify key issues • Translate those into questions and answer categories • Draft simple and clear questions • Keep the questionnaire short to maximize response rate and concentration • Ensure respondents have the opportunity to report problems
Step 3	Pilot and re-adjusting the questionnaire • Test the survey on a smaller-scale target group to identify weaknesses in the survey design • Possibly ask volunteers to think aloud while answering questions and analyze what motivated their answers • • Adjust questionnaire if needed
Step 4	Select respondents and the data collection method • Select a sample either by random sampling or other methods • Ensure that the sample size allows to draw valid conclusions from the results • Choose the data collection method: personal interviews, telephone interviews, • Internet surveys, email surveys, etc. • Maximize response rate through appropriate data collection method
Step 5	Run the survey • Ensure high response-rate through follow-up emails; otherwise, conclusions to the survey could be biased • Use trained interviewers to avoid unintentional influence on responses
Step 6	Analyze the results • Interpret results as perceptions rather than facts • Take into account the response rate. A low rate means that no general conclusions can be drawn • Take into consideration the number and the way respondents have been selected in the result analysis

	• Understand how results were reached is essential to draw policy conclusions • Attach documentation regarding Steps 1-6 to results and interpret results in combination with other data sources

Source: *OECD*[11]

Figure 2.2 provides a checklist for drafting questions.

Figure 2.2: Checklist for Drafting Good Questions

- Do the answers to the questions help meet the objectives of the survey?
- Do the questions address the most bothering issues of the target population?
- Is the language simple and devoid of technical jargon?
- Are key terms such as "regulation" clearly defined?
- Do you avoid asking two questions in one, i.e., do all questions only ask one question at a time?
- Are questions clear and precise enough that they will be consistently understood in the same way by all respondents?
- Are the formulation of questions and answer choices and their order as neutral as possible, i.e., do they avoid suggesting answers?
- Are the answer choices and scales clearly defined and consistently understood across respondents? Have both been chosen carefully?
- Does the target population have the capacity and knowledge to answer all questions?
- Have screening questions been included, that is, has the same question been asked in different ways to identify consistent respondents and meaningful responses?
- Have tricky questions been included towards the end of the survey when respondents feel more comfortable answering them?
- Is the questionnaire short enough to ensure that respondents will concentrate until the end?

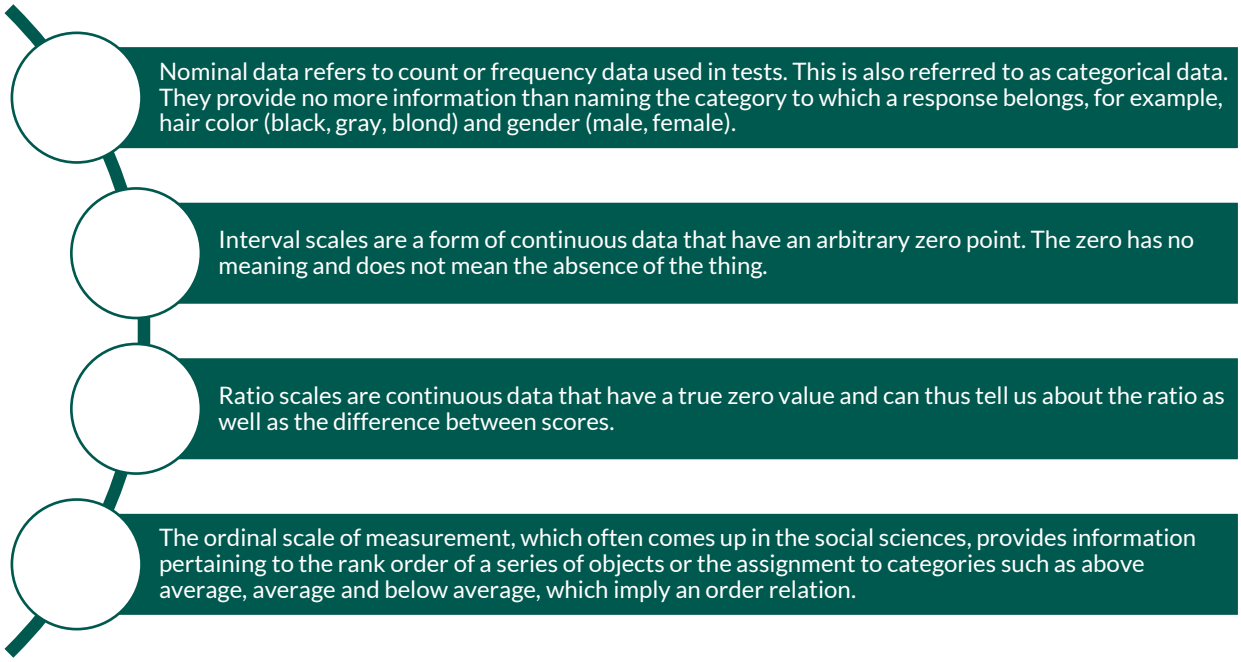
Source: *OECD*[12]

Additionally, a 2019 article presented in *Professional Safety*, "Perception Surveys: Development and Analysis to Study Safety Issues," provides detailed information on data formats, variability, developing scales, formatting items, establishing response anchors, and instrument viability and reliability. Though designed for safety professionals, the content is easily adaptable when reviewing, editing, and fielding surveys for schools. The article recommends that data collected from surveys should fall into data format categories for statistical testing and for effectively describing perceptions based on question types. The Data Categories are listed in Figure 2.3.

[11] OECD. "Good Practices for Survey Design." https://www.oecd-ilibrary.org/docserver/9789264167179-6-en.pdf?expires=1660528643&id=id&accname=guest&checksum=FA523BE6459A0BC4168AC385216F572A

[12] Table contents taken directly from Ibid.

Figure 2.3: Data Formats



Source: Safety Management[13]

PERCEPTION SURVEYS

TENNESSEE

The Tennessee Educator Survey (TES) is an annual survey used to understand the experience of educators across Tennessee. Each year, the department and Tennessee Education Research Alliance (TERA) gather this information to empower stakeholders and decision-makers across the state to better meet the needs of teachers. Over 40,000 educators participated in the 2021 survey. Figure 2.4 outlines the broad categories for survey questions.

Figure 2.4: Tennessee Educator Survey

Source: TES[14]

[13] Chart contents adapted from: Janicak, Christopher, and Zreiqat, Majed. "Perception Surveys: Development and Analysis to Study Safety Issues." Safety Management. Oct 2019. https://aeasseincludes.assp.org/professionalsafety/pastissues/064/10/F1Janicak_1019.pdf

[14] Chart contents adapted from: TN Dept of Education. "2022 Tennessee Educator Survey." https://www.tn.gov/education/data/educator-survey.html

COLORADO

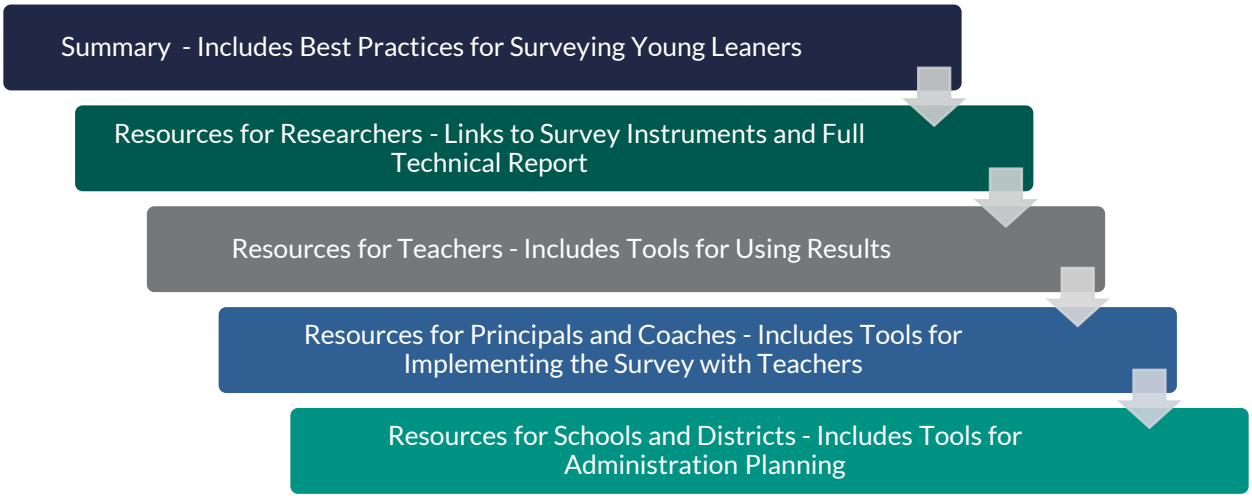
The Colorado Education Initiative (CEI) is an advocacy group that cultivates systems improvement and equity in K-12 education. They have established partnerships with a variety of Colorado's public education system. It offers a Student Perception Survey Toolkit through its partnership with the Colorado Department of Education. The toolkit provides complete details on the survey's design, validation, and content. **Figure 2.5** provides direct links and explanations of each aspect of the toolkit.

According to its technical report, "Colorado's Student Perception Survey is a 34-question instrument that asks students about their classroom experiences. For each item, students are asked to indicate on a frequency scale ("Never," "Some of the Time," "Most of the Time," or "Always") how often they experience certain teaching behaviors (e.g., "My teacher explains difficult things clearly").

The survey items are organized by four elements, developed over the course of the pilot through analyses of the underlying relationships between items:

1. Student Learning: How teachers use content and pedagogical knowledge to help students learn, understand, and improve.
2. Student-Centered Environment: How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.
3. Classroom Community: How teachers cultivate a classroom learning community where student differences are valued.
4. Classroom Management: How teachers foster a respectful and predictable learning environment."[15]

Figure 2.5: Colorado Student Perception Survey Toolkit



Source: Colorado Education Initiative[16]

KANSAS

The Kansas State Department of Education provides perception surveys, free of charge, to schools/districts interested in gathering perception data from students, staff and community members. The department provides specific guidelines for their use.[17] Figure 2.6 outlines those instructions.

[15] Colorado Education Initiative. "Technical Report." 2013. http://www.coloradoedinitiative.org/wp-content/uploads/2014/09/technical-report-CEI.pdf

[16] Chart contents adapted from Ibid.

[17] Kansas State Department of Education. "Perception Surveys." https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-TL/KESA/Resources/Perception-Surveys

Figure 2.6: Kansas Perception Survey Instructions

The four surveys are designed for students in grades 3 -5, 6-12, district educators and parents. Each respective group will take only one survey
Each survey is preceded with a letter of explanation and an "opt out" letter for students. School districts may modify the letter if necessary. However, the survey is not to be altered. These surveys have been professionally designed, researched and piloted in Kansas school districts
Should a system elect to use these surveys, the resulting data could be used as evidence in the accreditation process early in the 5-year cycle. Survey data can be used in the development of improvement plans or to support the outcomes of a district needs assessment
KSDE will never ask for personally identifiable information related to these surveys. Surveys are to be used solely by schools and districts with the intent of school/district improvement. Any survey data provided to the public is voluntary and should be aggregate data included on a school or district accreditation dashboard or results page
Schools/districts should feel free to use these surveys and their results as needed. How the surveys are administered – paper/pencil, Survey Monkey, Google Form, etc. – is up to the school/district

Source: Kansas Department of Education[18]

HAWAII

The Hawaii Department of Education has partnered with Panorama for its student perception surveys. The Panorama Student Survey is designed for schools, districts, networks, and state education departments that want to gather student perception data about teaching, learning and school climate. Panorama provides developmentally appropriate versions of the survey for students in grades 3-5 and students in grades 6-12, applicable to all types of school settings and to communities serving students from a range of socioeconomic backgrounds. Figure 2.7 outlines how the Hawaii survey organizes its questions. [19]

Figure 2.7: Measured Class and School Experiences

Classroom Engagement: How attentive and invested students are in class.
Classroom Rigorous Expectations: How much student feel that a specific teacher holds them to high expectations around effort, understanding, persistence and performance in class.
Classroom Teacher-Student Relationships: How strong the social connection is between teachers and students within and beyond the classroom
Classroom Climate: Perceptions of the overall social and learning climate of the classroom
Pedagogical Effectiveness: Perceptions of the quality of teaching and amount of learning students experience from a particular teacher.
School Belonging: How much students feel that they are valued members of the school community.
Valuing of School: How much students feel that school is interesting, important and useful.
School Safety: Students' perceptions of their physical and psychological safety while at school.

Source: Hawaii State Dept of Ed[20]

[18] Chart taken verbatim from:Ibid.
[19] Hawaii State Department of Education. "About the Panorama Survey." https://www.hawaiipublicschools.org/TeachingAndLearning/EducatorEffectiveness/EducatorEffectivenessSystem/Pages/Panorama.aspx
[20] Chart contents taken verbatim from: Ibid.

New York City

The New York City Department of Education (DOE) also partners with Panorama Education to offer the Student Perception Survey, a research-based, confidential and anonymous student survey used across the country to provide teachers with students' feedback about their classroom experiences. The Student Perception Survey is administered for formative purposes only.

The CORE Districts in California

A cadre of large districts in California has partnered around school improvement and data. Along with academic achievement indicators, a cornerstone of the CORE data system includes information from districts' students, staff and families collected via surveys throughout the year. Diagnostic and Pulse surveys are used to hear from stakeholders during the school year. Together with our suite of spring semester annual surveys, the diagnostic and pulse surveys extend our suite of opportunities to gather critical feedback to support students and educators across California.

ABOUT HANOVER RESEARCH

Hanover Research provides high-quality, custom research and analytics through a cost-effective model that helps clients make informed decisions, identify and seize opportunities, and heighten their effectiveness.

OUR SOLUTIONS

ACADEMIC SOLUTIONS

- **College & Career Readiness:**
  Support on-time student graduation and prepare all students for post-secondary education and careers.
- **Program Evaluation:**
  Measure program impact to support informed, evidence-based investments in resources that maximize student outcomes and manage costs.
- **Safe & Supportive Environments:**
  Create an environment that supports the academic, cultural, and social-emotional needs of students, parents, and staff through a comprehensive annual assessment of climate and culture.

ADMINISTRATIVE SOLUTIONS

- **Family and Community Engagement:**
  Expand and strengthen family and community relationships and identify community partnerships that support student success.
- **Talent Recruitment, Retention & Development:**
  Attract and retain the best staff through an enhanced understanding of the teacher experience and staff professional development needs.
- **Operations Improvement:**
  Proactively address changes in demographics, enrollment levels, and community expectations in your budgeting decisions.

LEADERSHIP SOLUTION

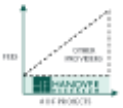
Build a high-performing administration that is the first choice for students, parents, and staff.

OUR BENEFITS

EXPERT
200+ analysts with multiple methodology research expertise

FLEXIBLE
Ongoing custom research agenda adapts with organizations' needs

DEDICATED
Exclusive account and research teams ensure strategic partnership



EFFICIENT
Annual, fixed-fee model shares costs and benefits

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