RE STORING NORMAL

Reimagined Perceptual Survey

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NEBRASKA DEPARTMENT OF EDUCATION

Session Description

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

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.

INFOGRAPHIC
CONTINUOUS IMPROVEMENT
Nebraska Department of Education

The Nebraska Department of Education (NDE) is in the process of updating and refining its Continuous Improvement Process and Procedures in accordance with Section 009 of NAC 92 Chapter 10 (2015). This infographic provides an overview of Continuous Improvement (CI) along with important background context on how CI can be used to achieve higher levels of accountability within schools.

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

AQuESTT provides school and district leaders with a framework for creating systems of support and building effective practices to ensure student success. Its tenets are closely aligned with key components and success factors for CI. At its core, AQuESTT supports and values CI through its expectations for schools, leaders, and educators. The following AQuESTT investment areas have a particular connection to CI:

- **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

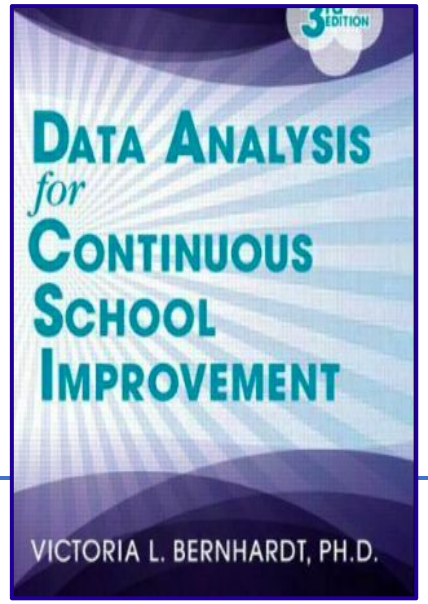
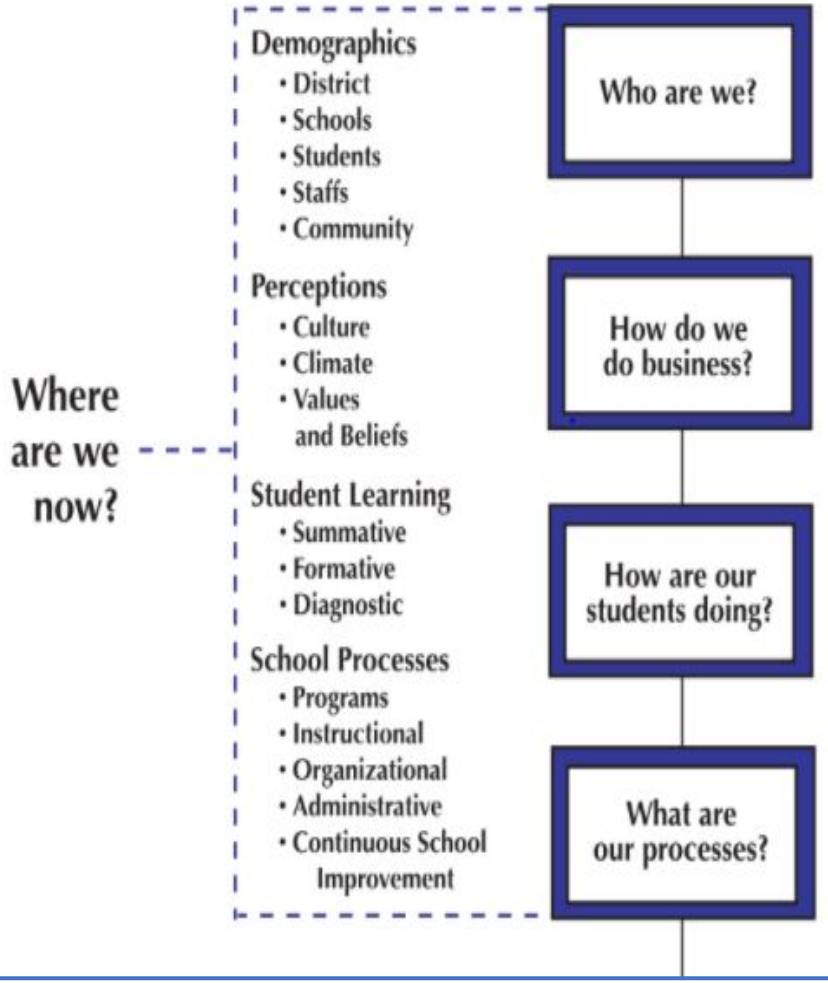


Figure 2.1

CONTINUOUS SCHOOL IMPROVEMENT FRAMEWORK



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.

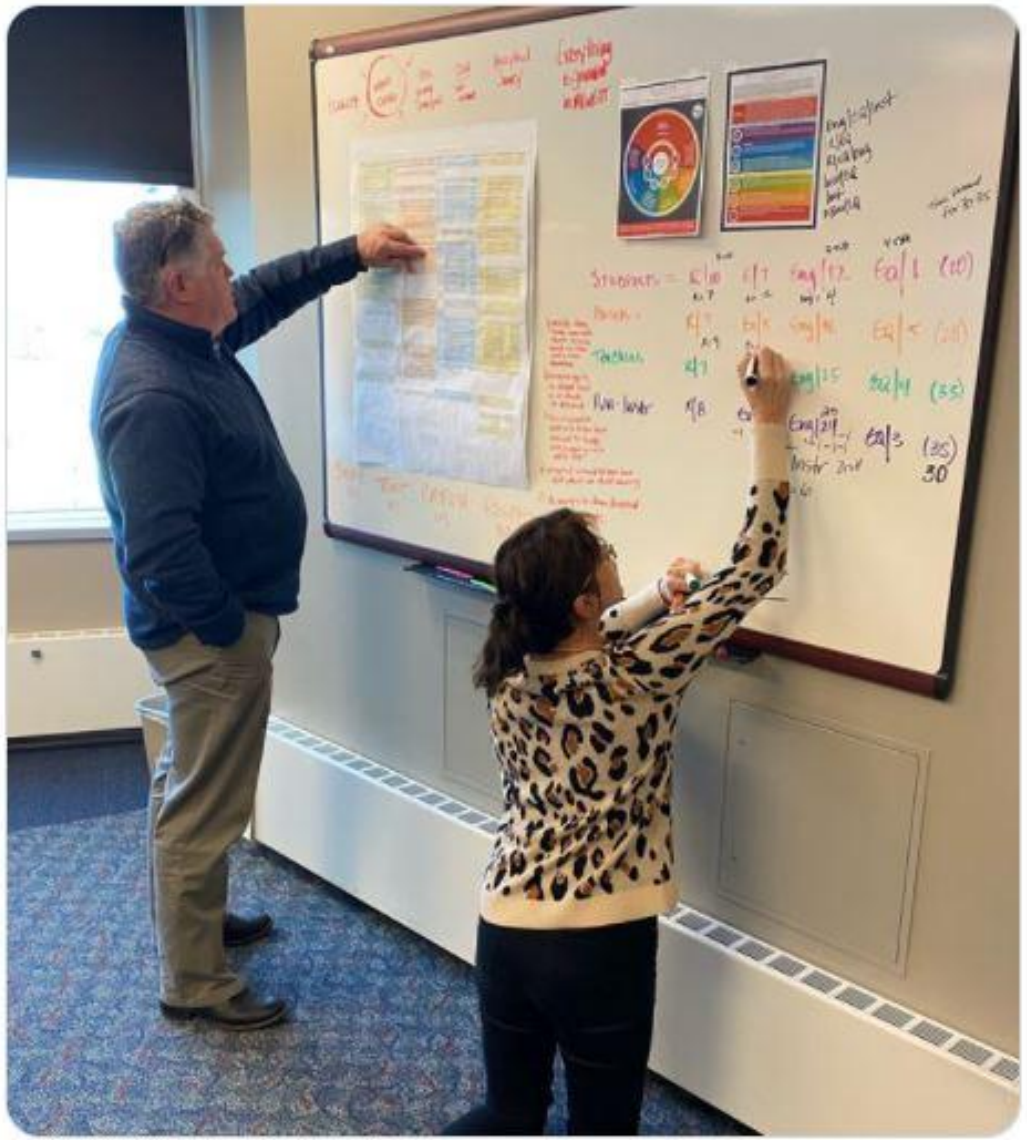
Revision Timeline & Working Group (Part 2)

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 • Engagement * Environment • Relationships * Instruction
March 2022	Program Team launch meeting.
May 2022	Pilot questions for validity and reliability • 100-120 5th / 6th graders • 100 - 120 7th / 8th graders • 220+ 9-12th graders
July 2022	Data entry for completed pilot surveys.

Finalizing Constructs & Survey Items

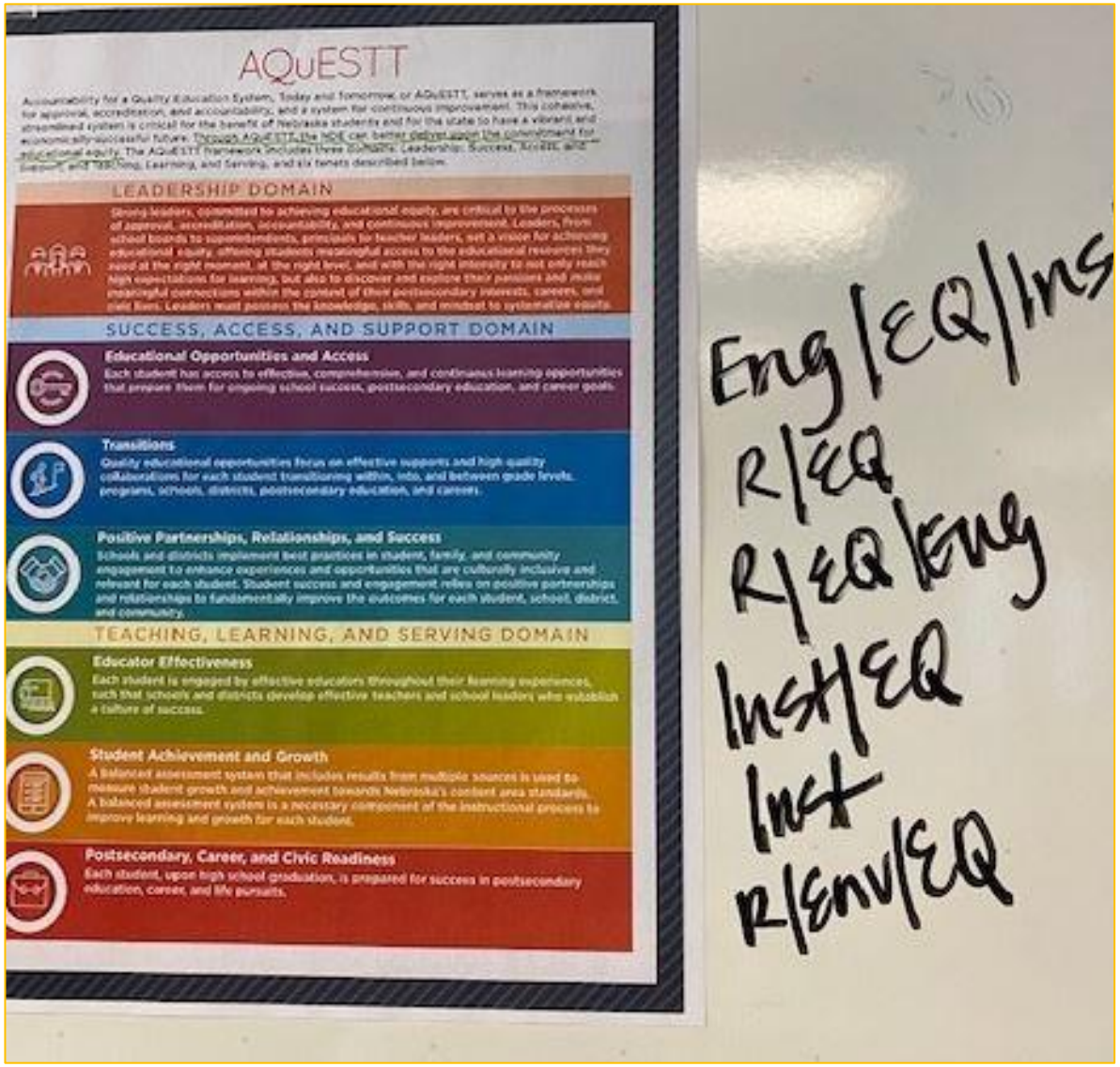
Micki Charf @NDE_ACCRED · Dec 30, 2021

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!

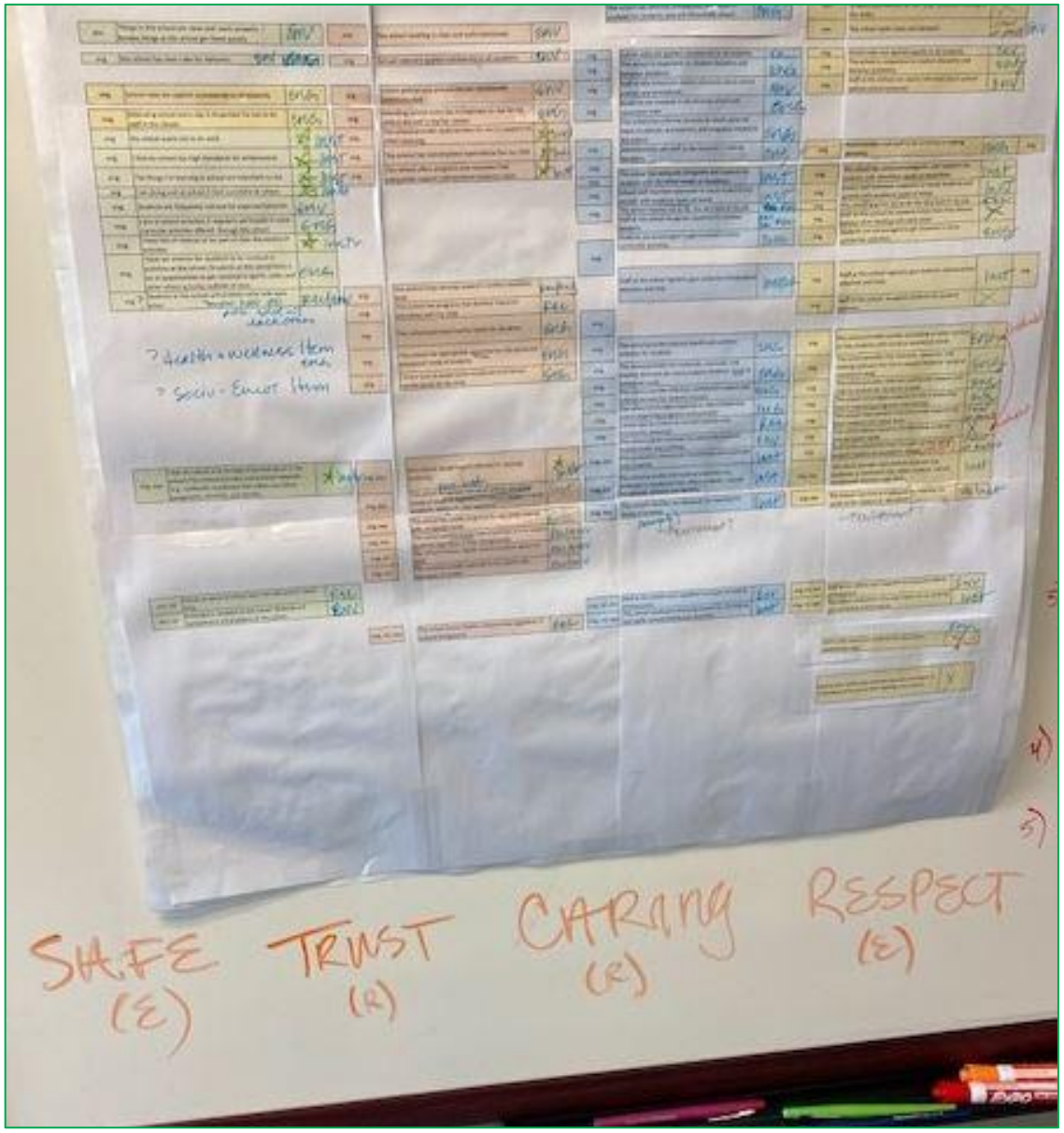
Step #2 - Delete items from the Non-Instr. Staff from 35 to 30, using writing team recommendations from the other surveys.



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. **<u>(pictured)</u>**

EXAMPLE - "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)



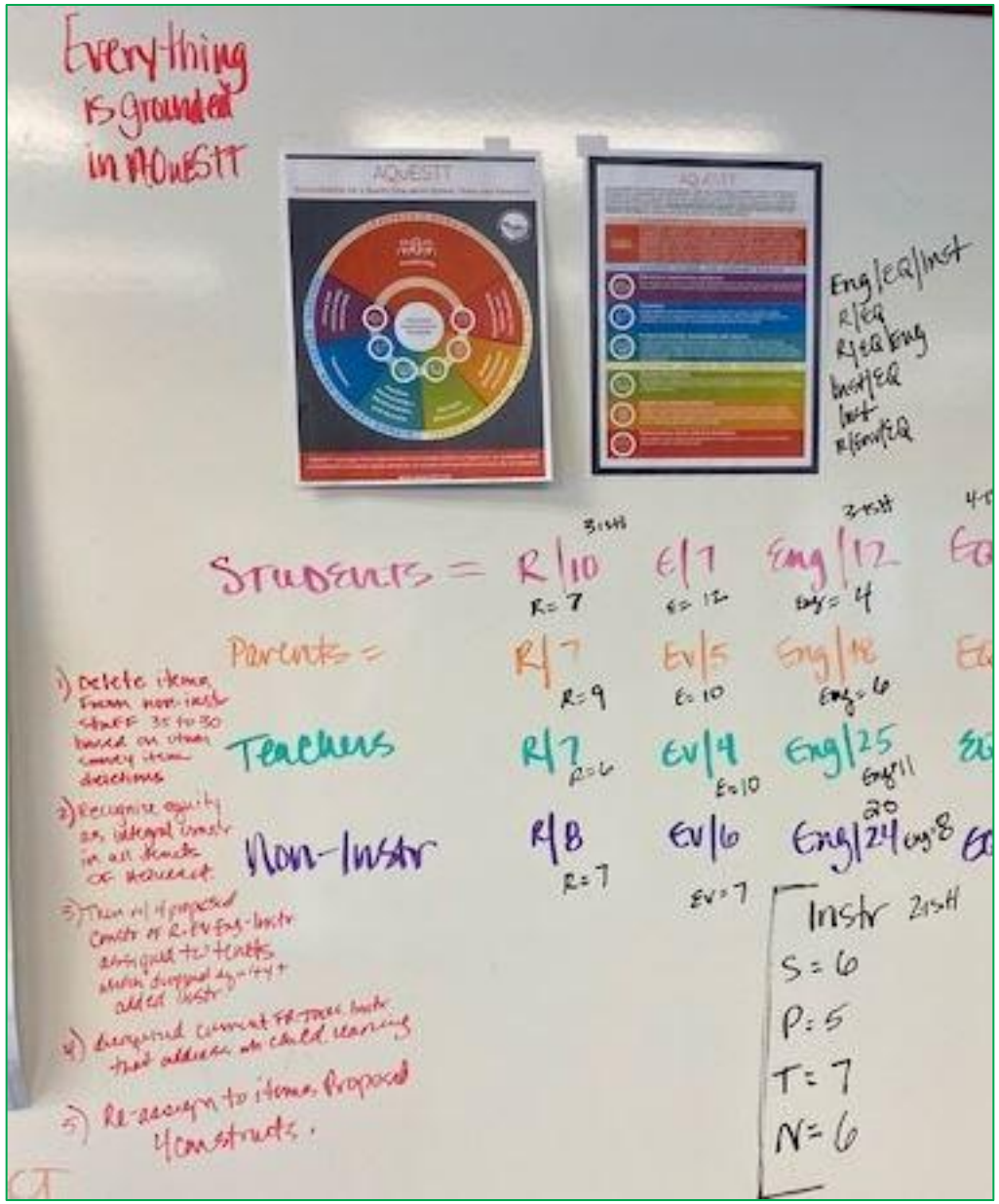
Key-Word Usage:

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 Framework processes,
  - NeMTSS,
  - Full service community schools.

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

	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.	

Re-Assigning Constructs

env	eng	Students in this school know how to problem solve with each other.	
eng		This school teaches me about healthy habits.	

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	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.	

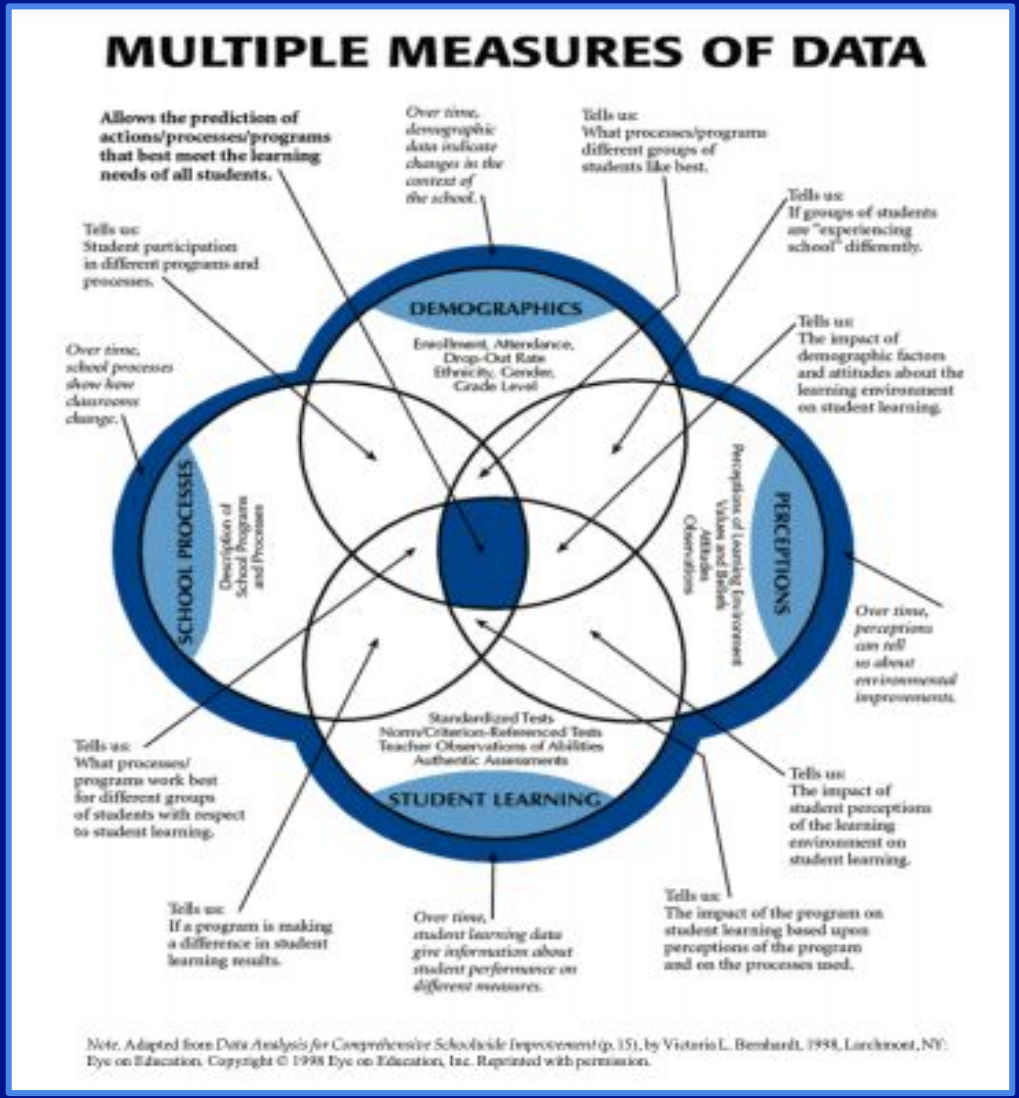
For some of the "visible" gaps we proposed an item that would correlate with other target groups survey questions.

						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

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**



The Continuous Pursuit of Improvement

Revised Perceptual Survey (NDE)

Quantitative Data
(State Standards, Screening, Standardized Achievement)

Comprehensive Needs Assessment
(CNA 2.0)
(self-reflection)

Socio-Affective Data
- Attendance
- Discipline

Better Information = Better Decisions

Nebraska Continuous Improvement

Revised

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.

Ready

- **CNA 2.0** Required for CSI and Priority Schools. Ready for Continuous Improvement action planning.
- **External Visit Handbook for Host School and Team Leaders**
  - Crafted with current best practices.
  - Utilized Hanover Research
  - Templates for communication
- **Hanover Research Materials developed for NDE**
  - Review of CI literature
  - Infographic
  - Data Literacy Workbook

Roadmap

- **Combined Action Plan** incorporates NeMTSS and Section 009 requirements Training modules.
- **NDE Perceptual Survey** platform and data visualization
  - Testing (late August)
  - Deploy (mid Sept)
- **CIP Support Days** hosted by ESU's (Sept / Oct / Nov / Jan
- **Accreditation Website**

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

Next Steps

Pilot Test Data

- Comparisons with the current perceptual surveys
- Reliability checks

Post product checks

- School User Pilots
- Test platform performance (end of August)
- Survey live by mid-September

Location & Visualization

- Results automatically populate to the school system's NEP Secure Site.

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)

Closure & Questions

- Describe the benefits
- Thoughts on frequency

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"Better Data = Better Decisions"

AA&PA

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