

SAMPLE FOCUS GROUP: SURVEY

Multiple Grades Report Card Pilot

PREPARED EXCLUSIVELY FOR

PROGRESS MUNICIPAL SCHOOL DISTRICT

Dr. Jane Doe, Superintendent



Each survey is customized to meet the needs/goals of the school and/or district. Items included in this *sample report* are not all-inclusive of the final product, which is much more comprehensive in both qualitative methodology and reported outcomes. This is to provide you a brief sample of the question route, research base, and summaries of outcomes by stakeholder. Specific, coded qualitative themes and recommendations would also be included in the final report, but they are not represented here.



Stakeholder Response Rates

Students (2 groups: middle and high)	100%	14 / 14
Teachers (1 group, all levels)	100%	6 / 6
Administrators (1 group, all levels and central office)	100%	5 / 5
Support Faculty & Staff (1 group, all levels)	100%	3 / 3

Focus Group Survey & Report Overview

After the first semester, GradingRx® assisted Progress Municipal School District leaders in conducting a focus group interview survey of different stakeholder groups to determine perceptions of their Multiple Grade Report Card pilot taking place in grades 6 and 9 social studies and sciences classes throughout the district. Survey responses were gathered online via Zoom platform using a research-based Focus Group Question Route adapted from Kreuger, R., & Casey, M. A. (2015). *Focus groups: A practical guide for applied research*. Sage Publishers. This report presents a summary of the results from the interviews with each stakeholder group.

Focus Group Survey: Context

INTRODUCTION: Progress Municipal School District is exploring classroom grading improvements through building a shared knowledge base, creating a grading purpose statement from which to better align practices, and piloting a multiple grades report card in Grades 6 and 9, within Science and Social Studies courses. This pilot report card purposefully separates academic scores from academic support factors (or behavioral scores such as responsibility).

PROGRESS MONITORING: Progress Municipal School District is monitoring the pilot reporting process in a number of ways, through regular check-ins with pilot teachers and committee members, evaluating students' formative and summative academic results, and structured focus groups. This report provides stakeholder summaries of each focus group conducted in _____, which relied on a question route adapted from Kreuger, R., & Casey, M. A. (2015). *Focus groups: A practical guide for applied research*. Sage Publishers.

GOAL: To gain perceptions of the Grades 6 and 9 grading pilot underway in Progress Municipal School District's Science and Social Studies classrooms and its associated alternative reporting structure. We specifically desire to learn and better understand what is working well and what needs improvement.

PARTICIPANTS: Fourteen (14) students, six (6) teachers, five (5) administrators, and three (3) instructional support educators involved in the Multiple Grades Report Card Pilot.

MODERATORS: Dr. Jane Doe (lead) & Dr. Laura Link (research assistant)

STAKEHOLDER FOCUS GROUP: SUMMARIES

The following sample summaries include the teachers and high school students involved in the Multiple Grades Report Card pilot. Other stakeholders participated, but they are not represented in this sample. These summaries are for illustrative purposes only, but clients can expect a sound qualitative approach to Focus Group interviews and reporting, as exemplified here:

PILOT TEACHERS: (1) Most pilot teachers report that they first learned about the grading pilot through district-wide spring pilot group meetings. A few teachers are also on the district-wide Assessment & Grading committee, [REDACTED]

[REDACTED] **(2)** First impressions brought “excitement,” “relief,” and “apprehension” for teachers.

[REDACTED] “change their classroom work” overall. **(3)** Teachers identify “a focus on learning” as a primary strength of the pilot. Teachers state that the pilot offers “a better representation of what students have learned,” [REDACTED]

[REDACTED] **(4)** Teachers express the need for “more connectivity” between pilot teachers to “bounce ideas off each other” and “more check-ins” during the pilot process to alleviate any concerns and promote alignment. [REDACTED]

[REDACTED] **(5)** One teacher noted that she would have provided a “gap year” between the initial professional learning sessions and pilot implementation for readiness purposes, [REDACTED]

[REDACTED] **(6)** A few teachers note that parents “are not reading” the pilot information [REDACTED]

[REDACTED] **(7)** Teachers note that the pilot “may seem overwhelming at first,” but gaining a “better understanding of the why” behind the pilot can help. [REDACTED]

STAKEHOLDER FOCUS GROUP: SUMMARIES

HIGH SCHOOL STUDENTS: (1) Most high school students report that they first learned about the grading pilot [REDACTED]

(2) [REDACTED]

[REDACTED] making assessment grades “even more stressful” because they’d need to “study more” and couldn’t figure out “how homework grades would be involved.” After time with the pilot, some students report [REDACTED]

(3) [REDACTED]

[REDACTED] “know what they need to work on to improve,” “have improve study habits,” and are “more engaged in class.” Students point to teachers “taking feedback more seriously” [REDACTED]

(4) Students are primarily concerned by what they perceive as [REDACTED]

[REDACTED] should be included in grade reports because without these small assignments, “grades aren’t accurate.” For example, one student stated, “If I get all A’s on homework but a C on a test, it isn’t fair that a grade of C is recorded in the gradebook.” [REDACTED]

(5) Students report that as a minimum, “allowing for second opportunities to test should be mandatory,” especially if grades from tests will largely constitute academic scores. [REDACTED]

(6) Students look to teachers to improve the pilot. They ask for teachers to provide “more review in class,” “ [REDACTED]

(7) Students state that if advising other students about the pilot, they would highlight “ [REDACTED]

[REDACTED] to instruction overall because they claim they “don’t have other grades” to cushion their final grade “like before.” **(8)** Students express appreciation for being asked for their input and call for even greater “student voice” and “feedback” throughout the entire pilot process. [REDACTED]

Recommendations for Next Steps

[Redacted text block]

[Redacted text block]

[Redacted text block]