

SAMPLE STAKEHOLDER SURVEY

Assessing & Grading Student Learning

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 quantitative and qualitative reported outcomes. This is to provide you a brief sample of the homework, assessment and grading questions, analysis types, and analysis outcomes. Specific recommendations would also be included in final reports, but not represented here.



Stakeholder Response Rates

Students	85%	1,016 / 1,199
Parent/Guardian	11%	187 / 1,744
Teachers	100%	114 / 114
Administrators	100%	12 / 12
Support Faculty & Staff	100%	22 / 22

Survey & Report Overview

During the _____, GradingRx® assisted Progress Municipal School District leaders in conducting a survey of different stakeholder groups to determine perceptions of various aspects of assessment and grading policies and practices enacted by schools. Survey responses were gathered online through email sent to students (in grades 4-12 only), parents, teachers, administrators, and instructional support educators. This report presents a summary of the results from that survey.

Survey Overview By Respondent Level

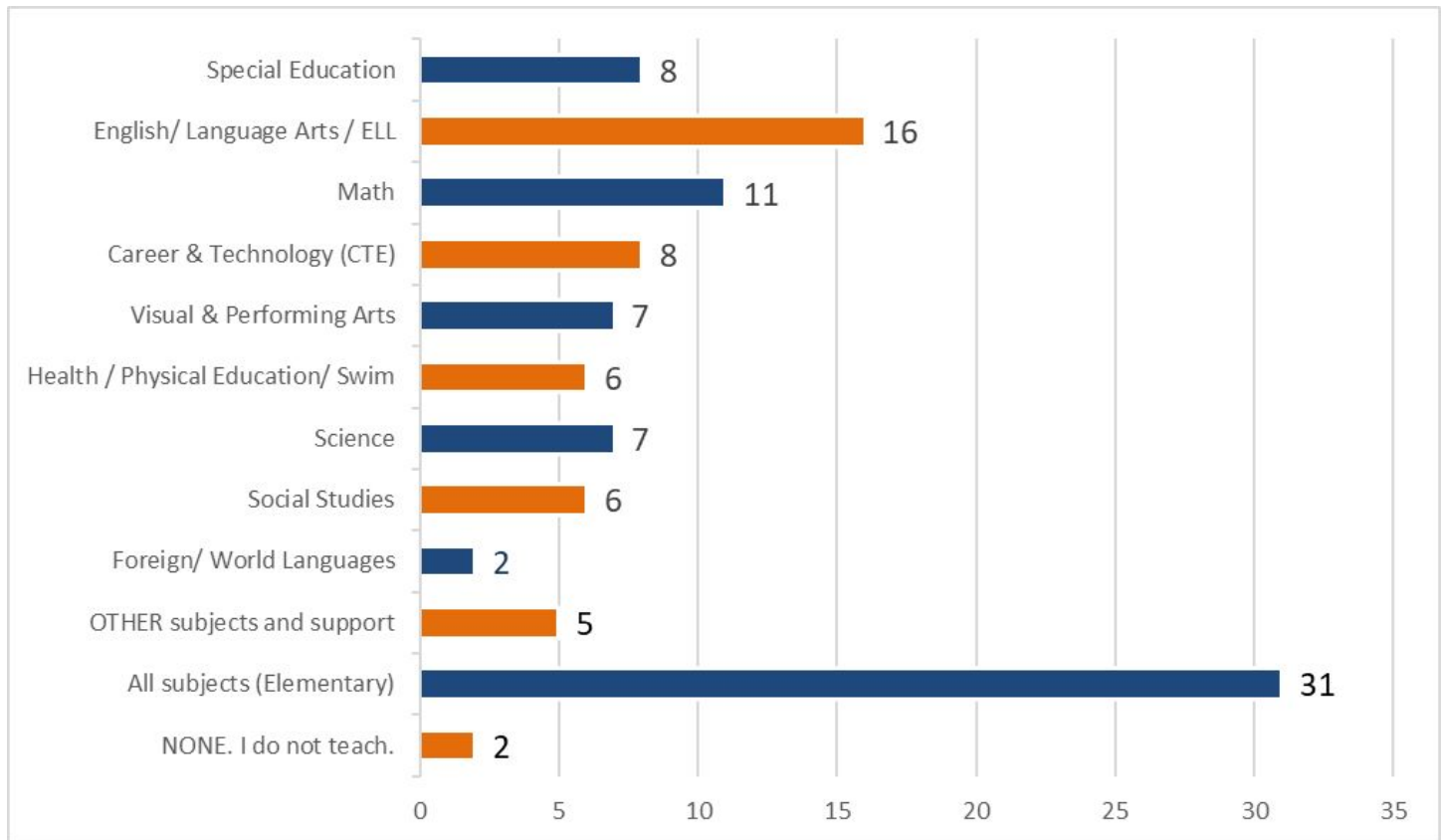
The response rates of all school-based groups were exceptionally high. These include students (85%), teachers (100%), administrators (100%), and instructional support educators (100%).

parents/guardians who responded may or may not be representative of their total, and caution should be taken when interpreting the results from this group. NOTE: Only fully complete surveys were used in interpreting results. Those response rates are identified below:

Survey Question: 1. Your Role:

	Number of Surveys Sent	Number of Responses	Number of COMPLETE Responses	Response Percentage
Student (in grades 4-12 only)	1199	1016	925	77%
Parent/Guardian	1744	187	125	7%
Teacher	114	114	109	96%
Administrator	12	12	12	100%
Support Faculty & Staff	22	22	19	86%

Survey Question: 3. The primary subject area you teach:



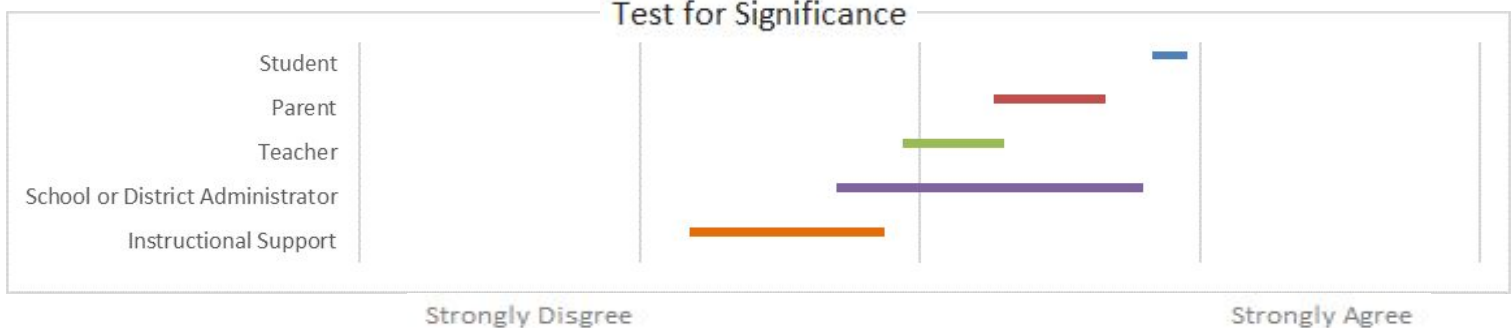
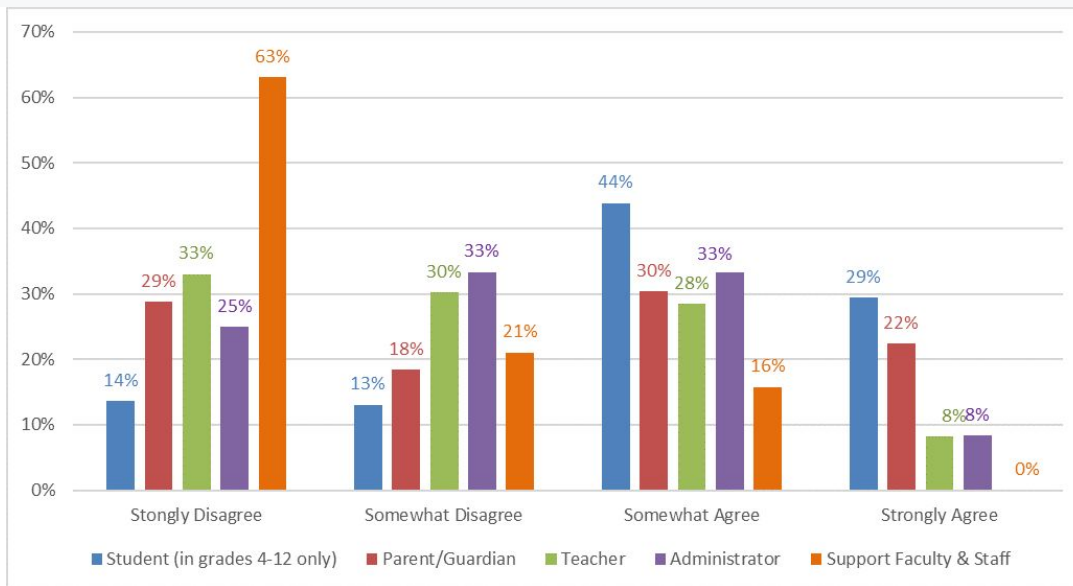
This table shows the academic affiliations of the teachers who responded to the survey. The majority of responses came from those that teach All subjects (28%), which is the typical composition of an elementary classroom. Others teach either English/ Language Arts/ ELL (15%) or Math (10%), who comprise two core content subject areas across all grade levels. The other core teachers such as Science (6%) and Social Studies (6%) are represented similarly to Special Education, CTE, Visual & Performing Arts, Health/ PE /Swim/ and Other support teachers in the data. Foreign Language teachers (2%) were the least represented teacher respondent group.

Homework - Questions (4-10)

Homework can serve many purposes. Based on your beliefs about the primary purpose of homework, do you agree or disagree with each statement below?

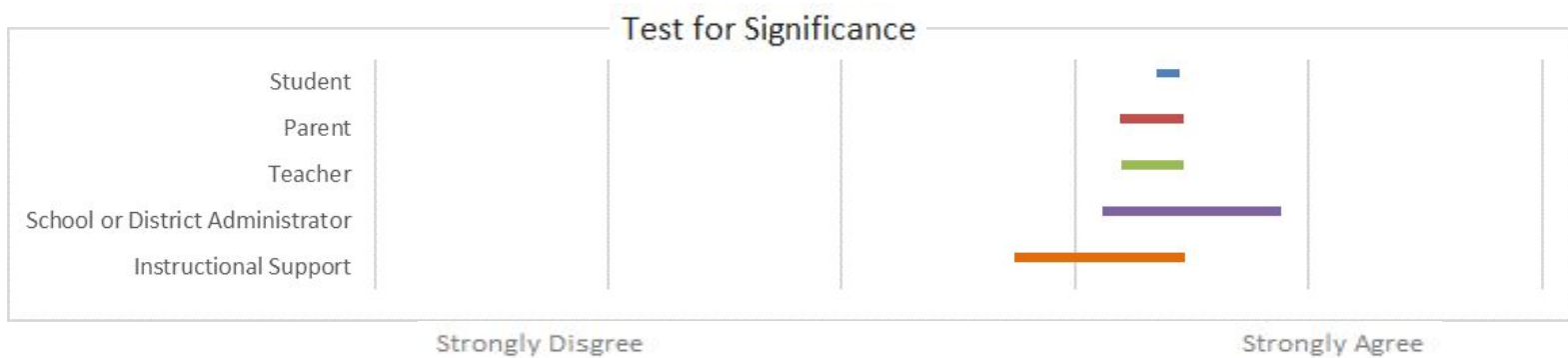
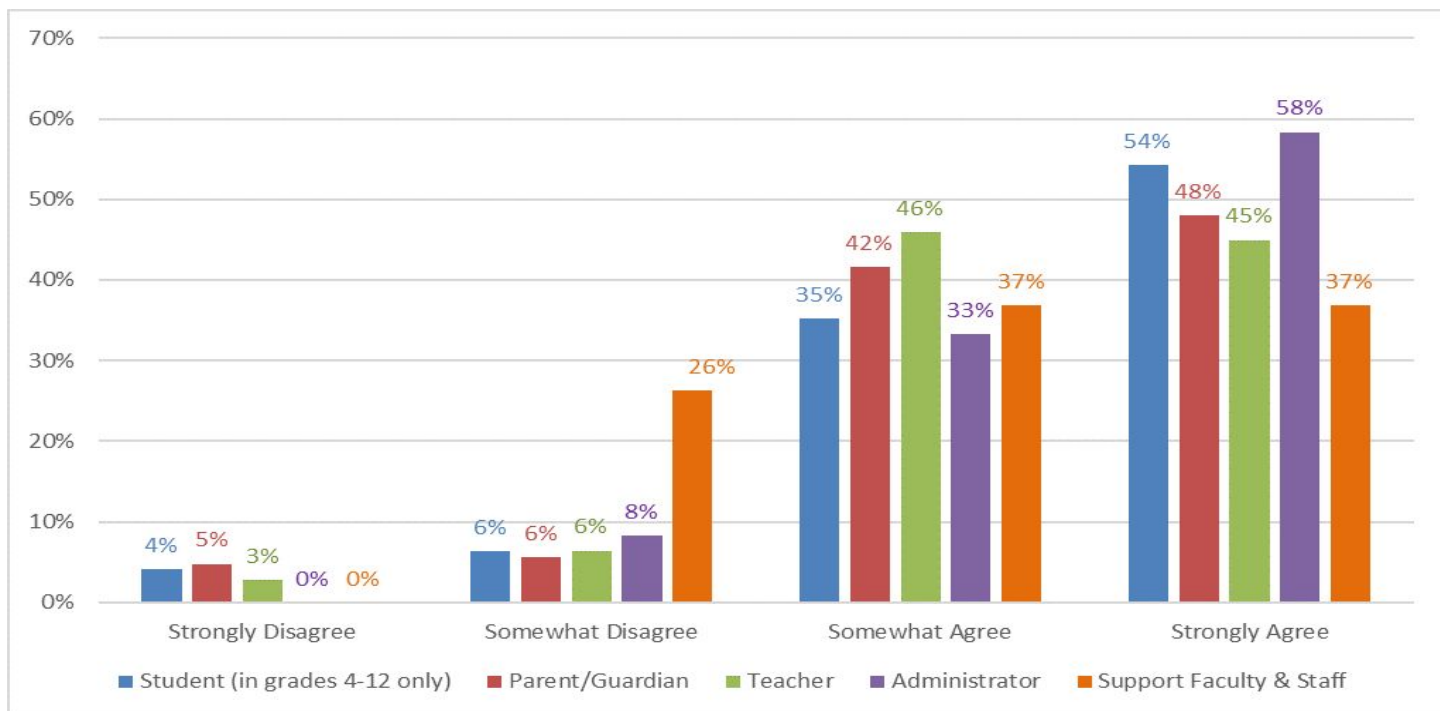
Homework should primarily...

Survey Question: 4. Prepare students for new material that will be presented in class



Students (73%) largely **agree** with this statement. This is in contrast to all other groups. Teachers (63%) and instructional support educators (84%) **disagree**, with the majority of instructional support educators (63%) *strongly disagreeing*. Administrators (58% disagree - 41% agree) and Parents (47% disagree - 52% agree) are primarily split in their respective disagreement and agreement on this statement, indicating significant differences in perspective among stakeholders within these groups. Notably, those in the classroom together, students and teachers, are significantly at odds.

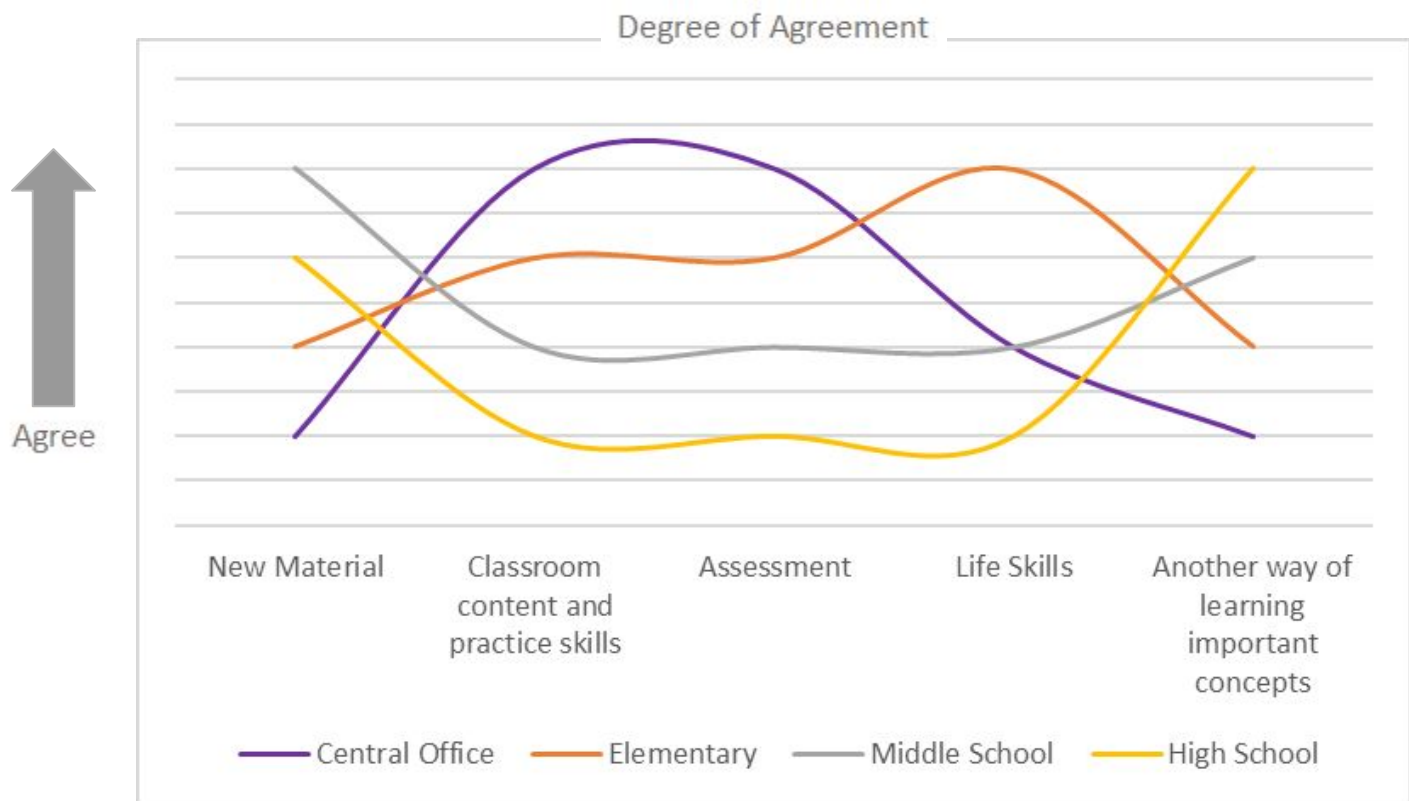
Survey Question: 6. Prepare students for assessments



With the slight exception of instructional support educators, majorities of individuals in all groups **agree** with this statement, although not as strongly as with Question 5 regarding reinforcement of classroom content. Those agreeing include students (89%), parents (90%), teachers (91%), and administrators (91%). Notably, 26% of instructional support educators *disagree* with using homework to prepare students for upcoming assessments. No significant differences were found.

Grade Level Analysis:

Homework can serve many purposes.
Homework should primarily...



This visual represents a cumulative side-by-side overview representing all questions in the **purpose of HOMEWORK** section. It offers more insight into perceptions of homework by grade level and degree, representing combined stakeholder groups associated with each level.

By level, stakeholders beliefs about the purpose of homework vary greatly. Those at the elementary level prioritize using homework to teach life skills. At the middle level, stakeholders believe homework should be primarily used to prepare students for new material that will be presented in class; and at the high school level, stakeholders prioritize using homework as means to provide students with another way to learn concepts. Overall, central office administrators' beliefs about the purpose of homework more closely align with [REDACTED]

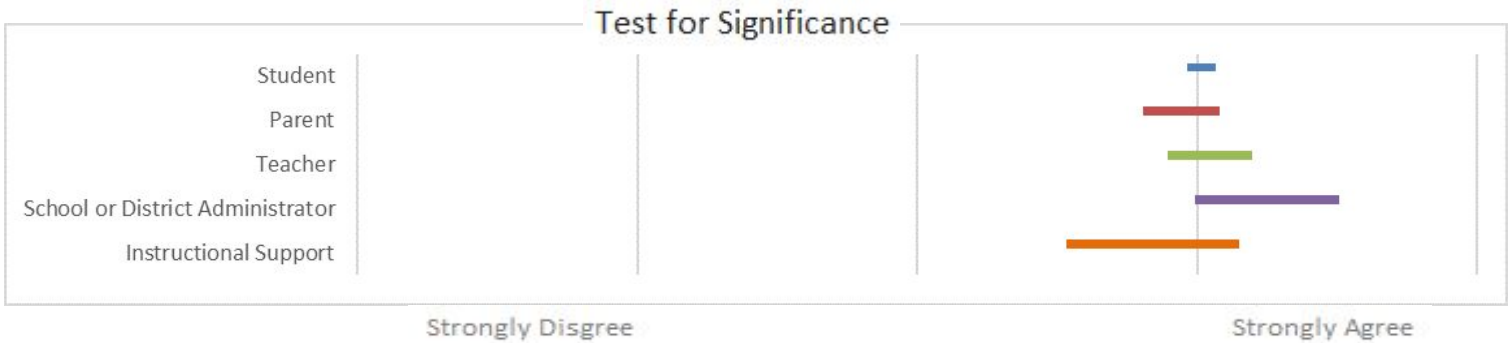
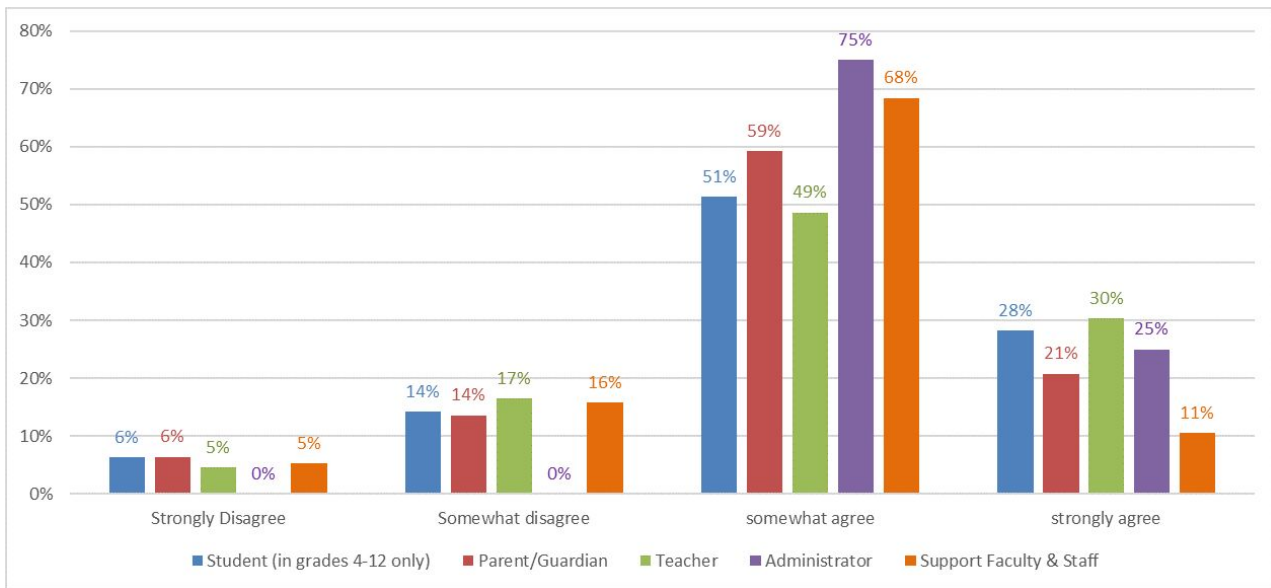
[REDACTED] Middle and high school levels are most aligned in their beliefs about use of homework. Central office administrators and high school stakeholders differ the greatest in their views of homework use.

Assessment - Part I Questions (11-16)

Classroom assessments serve many purposes. Based on your beliefs about the primary purpose of classroom assessments, do you agree or disagree with each statement below

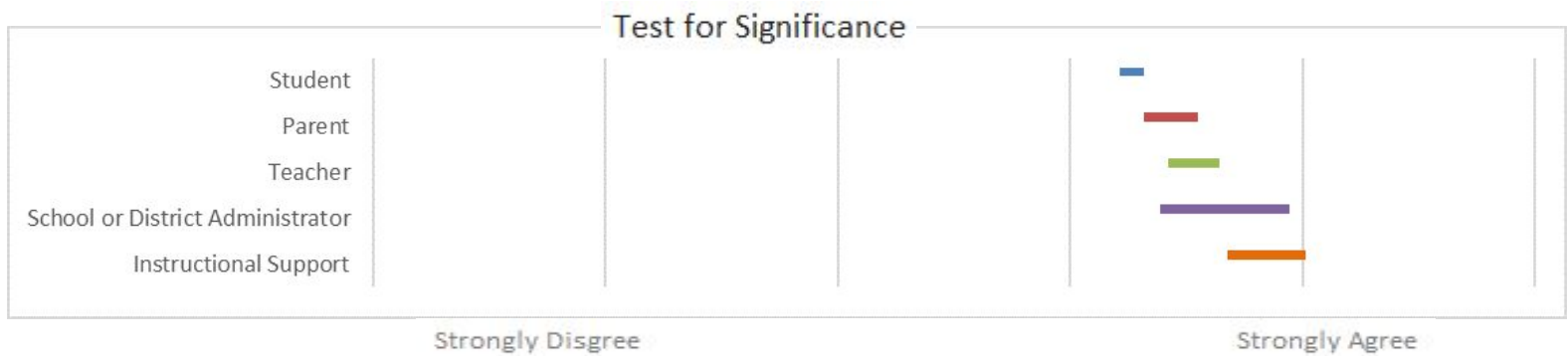
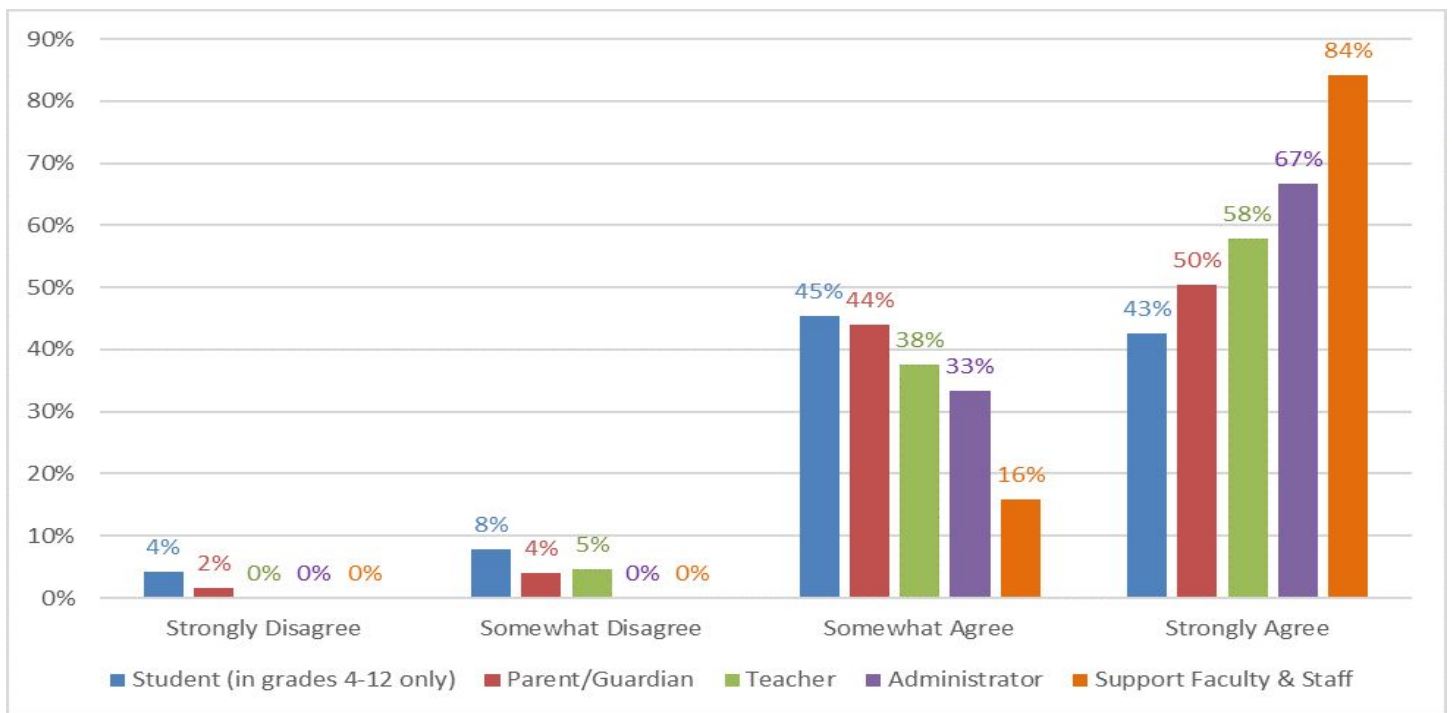
Classroom assessments should *primarily*...

Survey Question: 11. Be used to gather evidence to determine grades



Majorities of individuals in all groups **agree** with this statement, including students (79%), parents (80%), teachers (79%), administrators (100%) and instructional support educators (79%). Notably, no school administrators disagree, while approximately 20% of all other stakeholders disagree that classroom assessments should be used to gather evidence to determine grades.

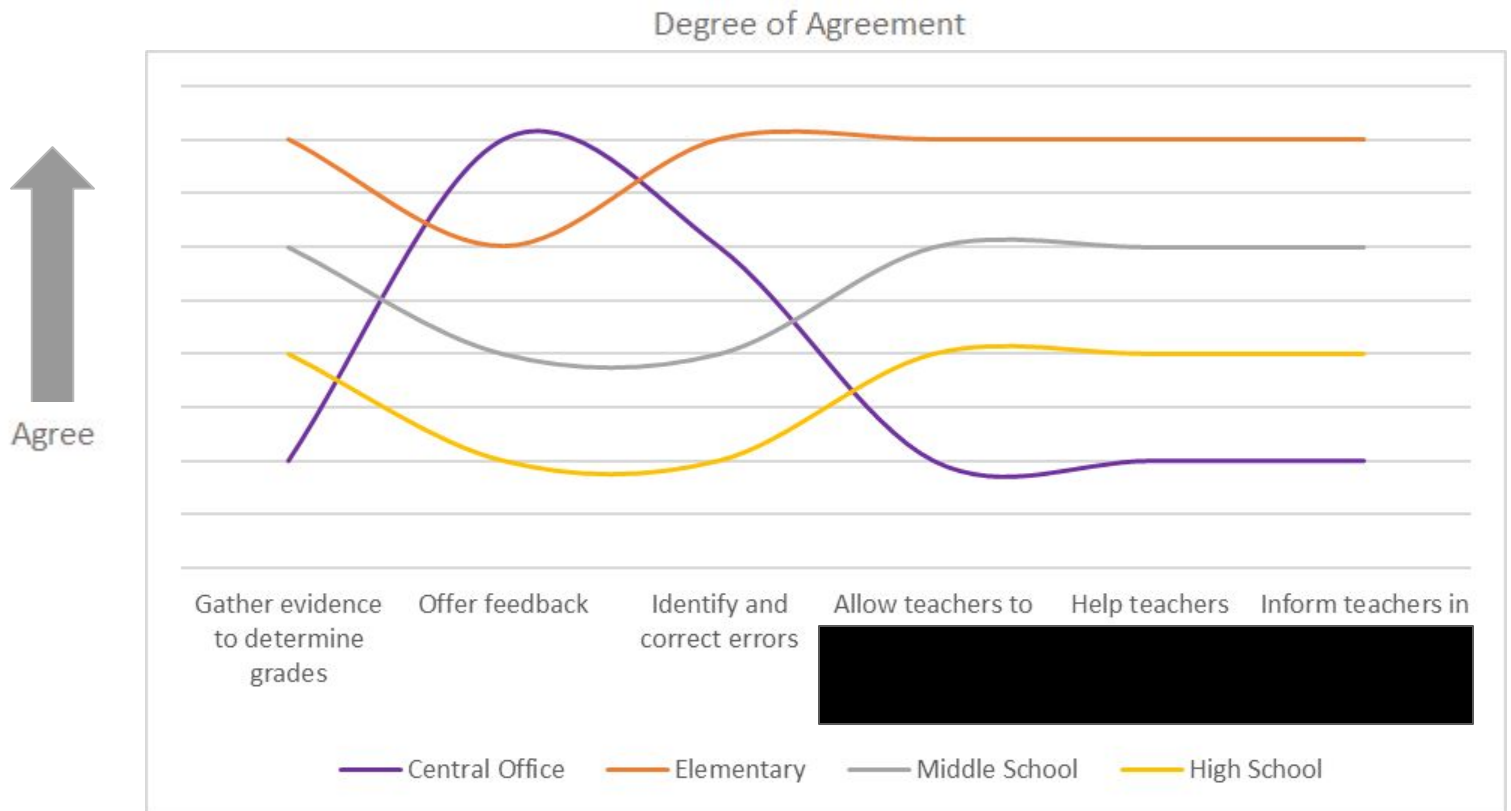
Survey Question: 12. Offer feedback on students' learning progress



Very large majorities of individuals in all groups **agree** with this statement, including students (88%), parents (94%), and teachers (95%). All administrators (100%) and instructional support educators (100%) agree. Significantly, many parents, teachers, and administrators, and instructional support educators *strongly agree* with this statement, indicating clear and aligned beliefs at the home, school, and leadership levels that assessments should be used for feedback purposes. Notably, all administrators and instructional support educators *agree* with this statement, indicating very clear and aligned beliefs also at the classroom support level.

Grade Level Analysis:

Classroom assessments serve many purposes. Classroom assessments should *primarily...*



This visual represents a cumulative side-by-side overview representing all questions in the **purpose of ASSESSMENT** section. It offers more insight into perceptions of assessment purpose by grade level and degree, representing combined stakeholder groups associated with each level.

By level, stakeholders beliefs about the purpose of assessment align more so than homework. In fact, there is great alignment among the elementary, middle, and high school levels that assessments should primarily be used to 1) gather evidence to determine grades and 2) help teachers identify students' learning difficulties. Additionally, at the elementary level, stakeholders prioritize assessments to be used to [redacted]

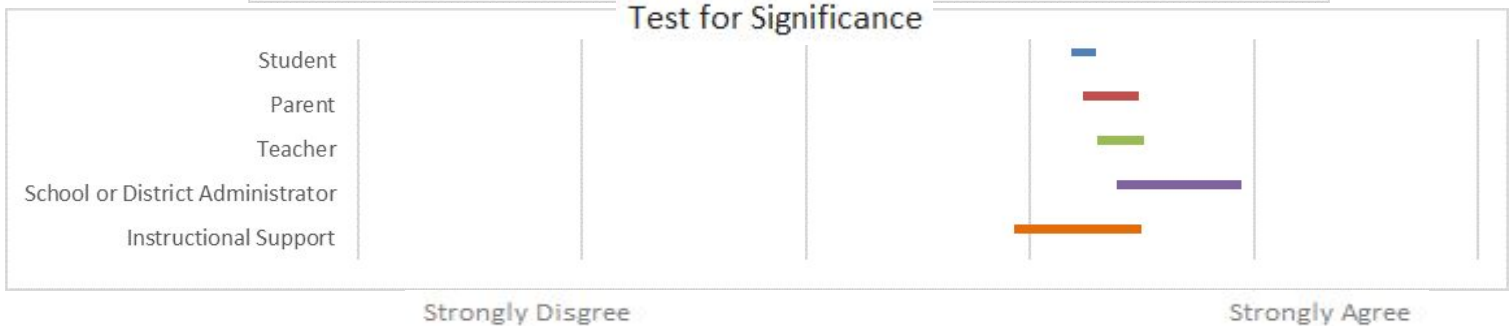
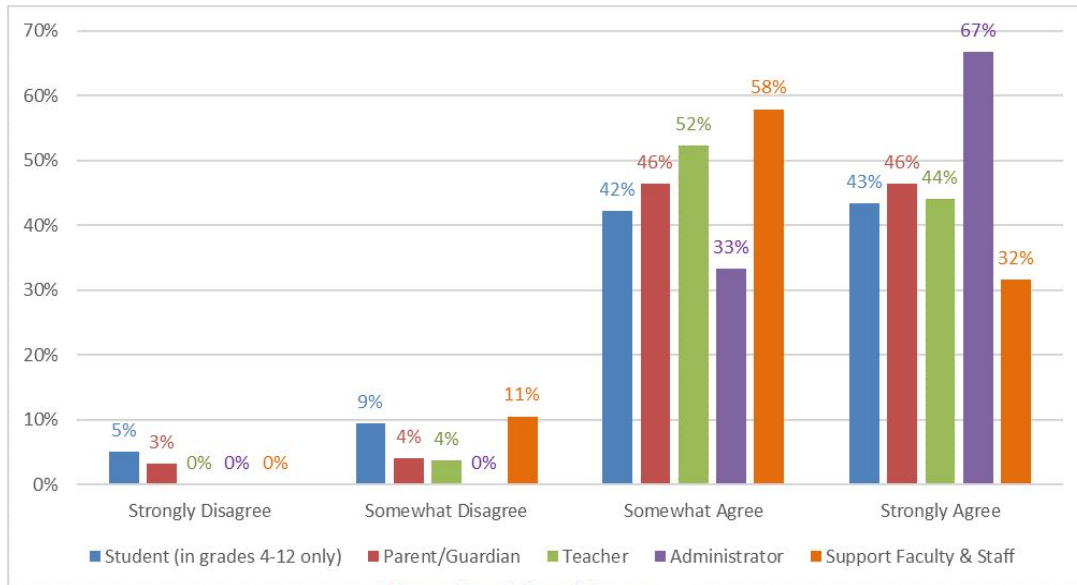
[redacted] NOT using assessments as a means to primarily gather grade evidence, which is more so prioritized by all grade levels.

Grading Purpose - Questions (24-29)

Grades serve many purposes. Based on your beliefs about the primary purpose of grades, do you agree or disagree with each statement below?

Grades should *primarily*...

Survey Question: 24. Communicate information to parents about students' performance in school

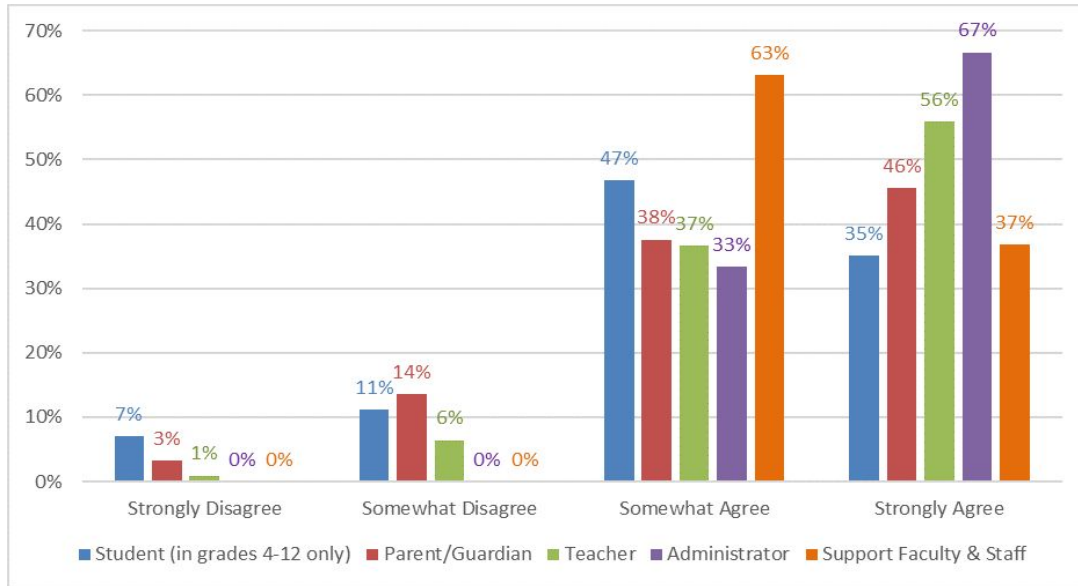


The majority of individuals in all groups **agree** with this statement, including students (85%), parents (92%), teachers (96%), and instructional support educators (90%). All administrators (100%) agree, with 67% *strongly agreeing*. It's important to note the high degree of agreement regarding this statement among students, parents, teachers, and administrators, with parents feeling especially strong about grades serving to communicate student performance with them.

Grading Evidence Used - Questions (30-39)

Teachers consider many things in determining students' grades. Please indicate whether you agree or disagree with each item below being used in determining students' grades

Survey Question: 30. Major classroom assessments (chapter and unit tests)



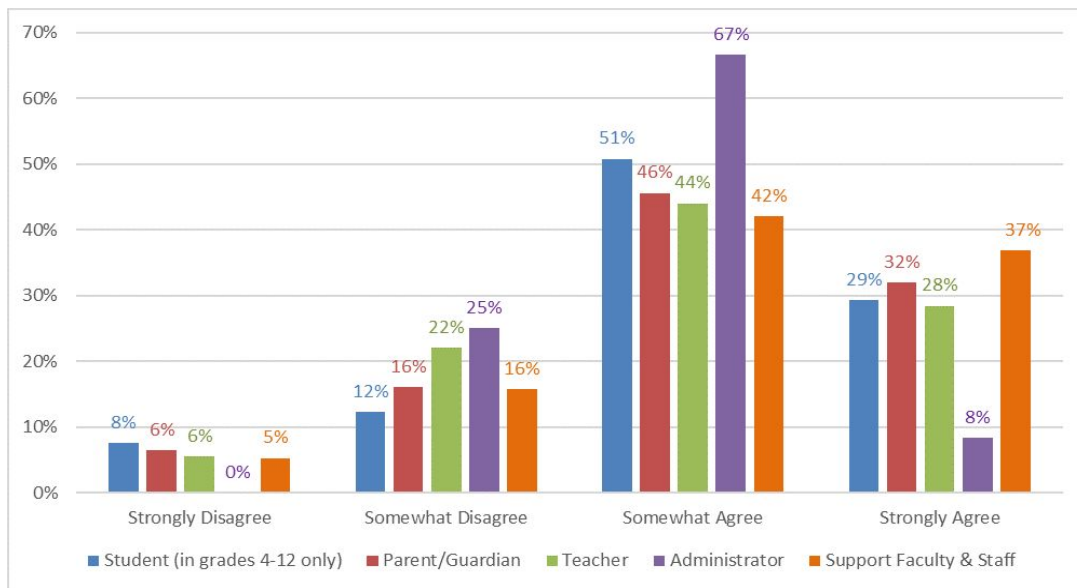
Test for Significance



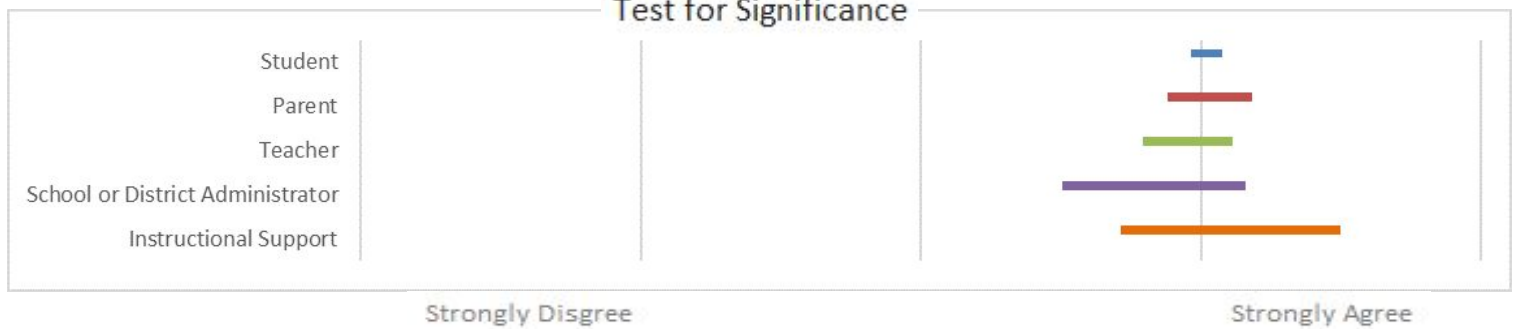
Nearly all individuals in all groups **agree** with this statement, including students (82%), parents (83%), and teachers (93%). All administrators (100%) and instructional support educators (100%) agree. Notably, teachers (56%) and administrators (67%) express the strongest agreement that end of unit/chapter assessments and tests should be used in determining students' grades. Students (18%) express the greatest disagreement, which is significantly different than teachers' and administrators' views.

Grading Consistency- Questions (40-42)

Survey Question: 40. Teachers who teach *the same subject* (or *same grade level* for elementary) are consistent in their grading policies and practices.



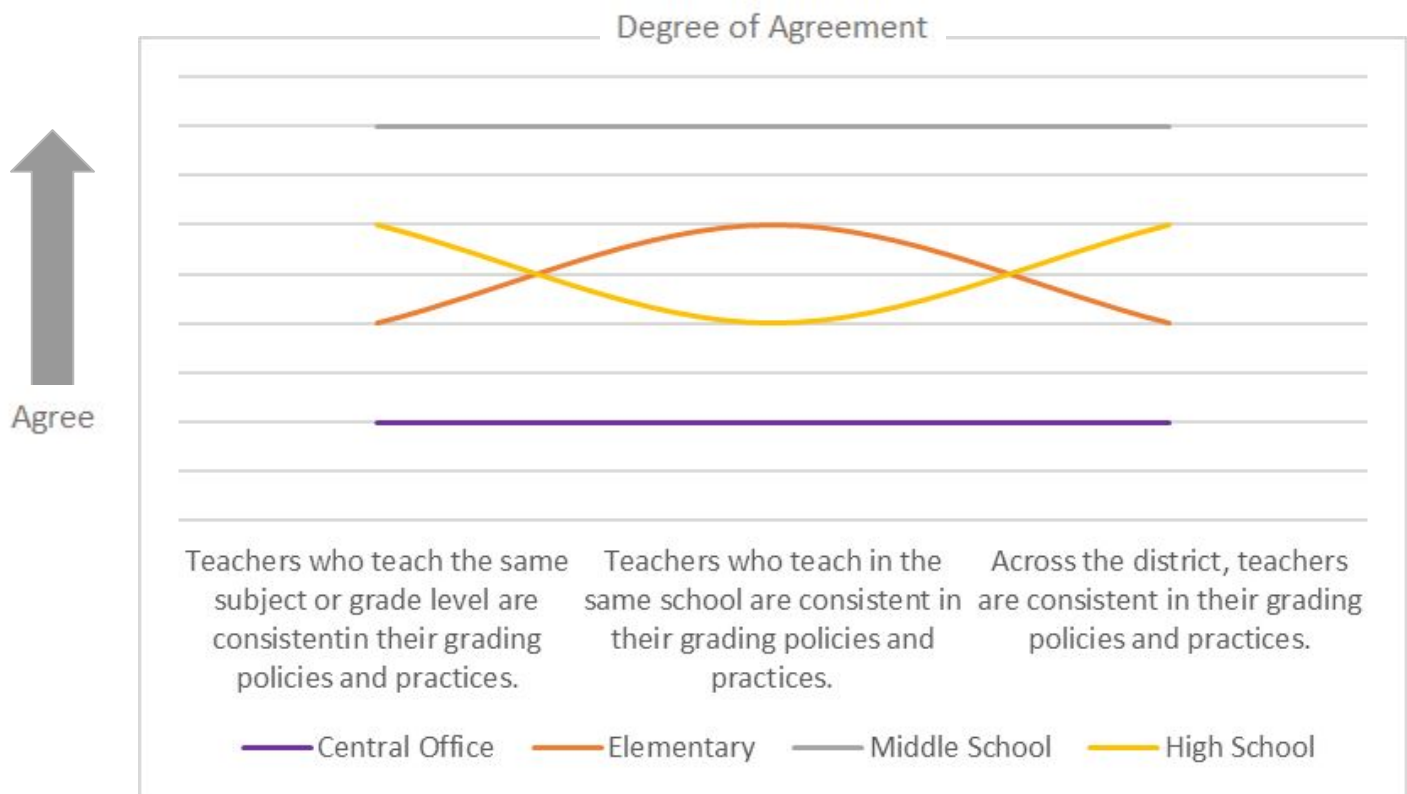
Test for Significance



The majority of students (80%), parents (78%), teachers (72%), administrators (75%), and instructional support educators (79%) **agree** with this statement. Approximately a quarter of teachers (28%) and administrators (25%) *disagree* with parents (22%) not far behind. It's important to note no group indicates noteworthy strong disagreement with this statement. As a result, there's a fair amount of consensus about the extent to which teachers who teach the same subject (or same grade level for elementary) are consistent in their grading policies and practices.

Grade Level Analysis:

Are teachers consistent in their grading policies and practices?



This visual represents a cumulative side-by-side overview representing all questions in the **consistency of GRADING** section. It offers more insight into perceptions of aligned use of grading policies and practices by grade level and degree, representing combined stakeholder groups associated with each level.

Overall, by level, stakeholders' beliefs about consistency of grading policies and practices vary by degree. While all levels report that *teachers in the same subject are most consistent in their grading policies and practices*, stakeholders differ by level on their views of grading consistency in the same school and across the district. Notably, the central office administrators report the least confidence in

confidence of consistency among teachers teaching the the same subject and across the district. These group differences indicate a lack of consensus about grading consistency at the subject, school, and district-wide levels.

Additional Comments: Optional

Question 43

These summaries include general summarizing themes along with direct quotes to accurately capture the nature and tone of the sentiments expressed in the optional comments section. Of the five stakeholder groups, only students, parents, and teachers offered enough substantive comments to analyze and organize by expressed themes. Elementary students generally expressed that they felt “good” about their grades, but did not offer enough substantive comments to include in the student section.

A small number of instructional support educators (n = 3) and no administrators (n = 0) offered comments, so these were excluded from this summary.

STUDENTS (Middle & High School only)

LESS HOMEWORK/ MORE CONSIDERATION: Students at both the middle and high school levels indicate that less or no homework would be beneficial to their overall stress and well-being. One student, in particular, states [REDACTED]

[REDACTED] Others state, “I get overwhelmed a lot because I have so much homework,” and “I think teachers should not assign homework because they do not know what is going on in the kid’s homelife.” [REDACTED]

[REDACTED] students call for a reduction in homework due to responsibilities outside of school.

NON-ACADEMIC MEASURES: A subset of students, mainly at the high school level, call for grades to be based on more than academic products such as tests, quizzes, and presentations. Students note that students offer more than academic inputs in school, stating “not all students are the best test takers” or grading test scores “aren’t a realistic way to determine a kid’s learning abilities” [REDACTED]

[REDACTED] As a result, a number of students believe grades should reflect a variety of non-cognitive factors ranging from effort, behavior, participation, attendance, work ethic, and more to accurately communicate students’ performance. [REDACTED]

Additional Comments: Optional (continued)

Question 43

PARENTS

LESS HOMEWORK/ MORE CONSIDERATION: Especially at the Elementary School level, parents express the same displeasure with homework load as students in middle and high school. Parents state that they “don't enjoy the nightly homework that happens in some teachers classrooms in Elementary. I [REDACTED]

[REDACTED]

[REDACTED] if you can't teach the topics in the allotted time at school, then something else needs to change.” There's an expressed desire for “having a break in the evenings” so students and their families can focus on non-academic interests, yet it also seems to be understood that a “heavier homework workload at the high school level” is expected.

NON-ACADEMIC MEASURES: Again, like middle and high school students, a number of parents (especially at the secondary levels) view grading as “unfair” if grades do not include non-academic classroom factors such as student “effort,” “participation,” and/or “work ethic.” [REDACTED]

[REDACTED]

TEACHERS

ACADEMIC MASTERY. Teachers, especially at the middle and high school levels, report an understanding that the letter grades they use “are too general,” “subjective,” “don't reflect students' understanding,” and “lack meaning” as they relate to communicating academic performance. [REDACTED]

[REDACTED]

[REDACTED] a need to infuse more “reteaching” or allow students to “redo assignments” to place more emphasis on students' learning and to provide students' second (or more) opportunities to evidence mastery.

Overall Summary: Outcomes

Progress Municipal School District

The following themes are reflected in the responses to survey items by students (in grades 4 - 12 only), parents, teachers, administrators, and instructional support educators from Bluffton - Harrison MSD:

Homework

The varied responses to Questions 4 – 9 indicate there is significant difference in opinions and little consensus about the “primary” purpose of homework. If the different purposes are ranked based on the perceptions of all groups, that order would be:

[REDACTED]

[REDACTED]

Widely varied responses such as these typically result from: (1) the absence of a school-wide homework policy, (2) individuals in most groups not being familiar with the school-wide homework policy, or (3) the school-wide homework policy not including a statement that clarifies the primary purpose of homework.

Overall Summary: Outcomes

Progress Municipal School District

Assessments

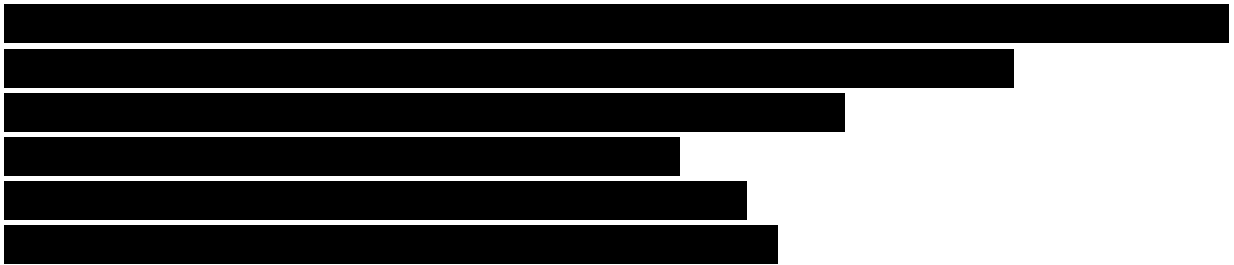
1. With the slight exception of using classroom assessment to gather evidence to determine grades, the responses to Questions 11 - 16 indicate there isn't significant differences in the opinions and greater consensus about the "primary" purpose of classroom assessments than homework. If assessment purposes are ranked based on the perceptions of all groups, that order would be:



These results indicate that individuals all groups tend to emphasize the formative purposes of classroom assessments in helping students identify and correct learning difficulties, rather than the summative purpose of determining grades. Further, results emphasize the expectation that assessment outcomes are for teachers AND students to actively use. Teachers are to use assessments results for planning and enacting corrective instruction to help students identify and address learning difficulties and to provide enrichment learning experiences for students that evidence mastery.

GRADING

1. Though there are varied responses to Questions 24 – 29, indicating difference in the opinions and unclear consensus about what should be the “primary” purpose of grades, Questions 24 (grades as communication for parents) and 25 (grades as information for students) identify areas of greater alignment. If these different purposes are ranked based on the perceptions of all groups, that order would be:



2. Responses to Question 30 - 39 regarding the sources of evidence teachers should use in determining students’ grades also show significant differences in opinions. Ranking these different sources of evidence based on the beliefs of all groups yields the following order:



Overall Summary: Analysis

Progress Municipal School District

1. There are perplexing **inconsistencies regarding use of assessments**. All stakeholder groups largely agree t [REDACTED]

[REDACTED]

2. [REDACTED]

[REDACTED]

[REDACTED] There's a disconnect between the reported purpose of assessments and implemented practices that don't align to that purpose.

3. [REDACTED]

[REDACTED]

[REDACTED] As a result, **lack of clarity and confusion arises in the grading and reporting process**, evidenced in these results.

4. **Administrators hold different views than the other stakeholders on what should be considered when determining grades.** [REDACTED]

[REDACTED]

Recommendations

Progress Municipal School District

Survey responses and narrative comments show the different stakeholder groups from Progress Municipal School District hold vastly different perspectives on school issues related to homework, assessment, and grading. Although groups agree on several issues related to these topics, they differ drastically on others. Reform efforts to improve these areas will need to take these differences in opinion into account by directly addressing the unique concerns of each group. The following are recommendations that should be considered by school leaders as they move forward in making adjustments and adaptations.

1 [REDACTED]

[REDACTED]

[REDACTED]

Recommendations

[REDACTED]

[REDACTED]