EDC Education Development Center

TEACHER SURVEYS & YOUR 21ST CCLC EVALUATION

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Teacher Surveys & Your 21ˢᵗ CCLC Evaluation

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AGENDA

» What is the Teacher Survey?

» Why is the Teacher Survey useful?

» Teacher Survey requirements

» Teacher Survey questions

» Survey Administration strategies

» Using Teacher Survey data

What is the Teacher Survey?

The teacher survey is a survey given to school-day teachers of 21st CCLC youth program participants to learn about whether those participants made changes to their in-school behavior and performance.

Why is the Teacher Survey Useful?

In addition to fulfilling reporting requirements, the Teacher Survey:

+ Provides your grant with data for statewide objectives 1, 2, and 3

+ Provides data that can inform program improvement

+ Supports connections between the program and the school day and school-day teachers

The Teacher Survey does have its limitations.

- Requires teachers to make a subjective evaluation of the student for the whole year

- May or may not be a teacher who knows the student well

Teacher Survey Requirements: Who and What

Which participants do you collect surveys for?

ALL participants in grades 1 through 5

(Note that you will need to be able to report totals by hours of attendance)

What questions does the survey need to ask?

Did the student improve with respect to:

- Classroom behavior
- Homework completion
- Participation in class

Teacher Survey Questions

- ISBE does not provide a standard Teacher Survey but does require that your survey includes questions about **completing homework, participation, and behavior**.

- The statewide evaluation offers **a template that your grant may adapt for your own use**.*

- Each grantee should consider **what questions are most relevant** for their program based on program's goals and activities.

An updated template will soon be posted on the ISBE 21st CCLC website

Teacher Survey: Potential Questions

How does your program aim to influence participants' school day activities and behaviors? Make the effort to collect data worth it by learning what would be useful for you!

Academic progress

- Turning in his/her homework on time
- Completing homework to the teacher's satisfaction*
- Academic performance

Engagement

- Participating in class*
- Coming to school motivated to learn
- Volunteering (e.g. for extra credit or more responsibilities)

Behavior

- Getting along well with other students
- Behaving well in class*
- Attending class regularly
- Being attentive in class

*Required by ISBE

Student Name: _____

	Did not need to improve	Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in his/her homework on time	✓							
Completing homework to the teacher's satisfaction			✓					
Participating in class			✓					
Volunteering (e.g. for extra credit or more responsibilities			✓					
Attending class regularly				✓				
Being attentive in class					✓			
Behaving well in class						✓		
Academic performance		✓						
Coming to school motivated to learn					✓			
Getting along well with other students							✓	

Data entry on the annual statewide evaluation survey

Students Grade 1-5/Grades 6-12: Please provide a summary of teacher survey data for participants in grades 1-5/6-12 by adding teacher survey responses together. Report the total of students that did not need to improve, improved, or declined for each behavior.
Note: The survey includes separate tables for the two age groups

	Did not need to improve	Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in his/her homework on time	3	3	5				1	1
Completing homework to the teacher's satisfaction	3	5	4	3			2	1
Participating in class	3	3	3	4			1	0
Volunteering (e.g. for extra credit or more responsibilities	3	1	4	3			1	0
Attending class regularly			3	6	1	1	1	0
Being attentive in class			4	5	1	2	1	0
Behaving well in class			3	6	0	2	1	1
Academic performance			4	5	3	1	1	0
Coming to school motivated to learn		4	3	4	4	1	1	0
Getting along well with other students	4	1	4	6	1	2	1	1

The total number of students teachers reported "Moderate Improvement" for this item.

The row should total to the number of surveys completed.

What Are Grantees Doing?

Grades 1 - 5	Grades 6 - 12
• 96% of grantees that serve elementary students distributed surveys • Of those, 48% of grantees had a response rate >75% • Approximately 60% of grantees include all questions from previous teacher survey template	• 58% of grantees that serve middle/ high students distributed surveys • Of those, 48% of grantees had a response rate >75% • Most grantees include all questions from previous teacher survey template

Above data based on the 2023 Annual Statewide Evaluation Survey. There is no minimum response rate requirement. Do your best!!

Reporting Teacher Survey Data in the Illinois Data and Benchmarking Tool

Students with attendance less than 15 hours

Reports Returned
ⓘ Enter integers or decimals below 9999 (ie. 0.5, 50, 50.5)

1

Students reported Improved Homework completion and Class participation
ⓘ Enter integers or decimals below 9999 (ie. 0.5, 50, 50.5)

1

Students reported Improved Behaviour
ⓘ Enter integers or decimals below 9999 (ie. 0.5, 50, 50.5)

1

Students with attendance between 15 to 44 hours

Reports Returned
ⓘ Enter integers or decimals below 9999 (ie. 0.5, 50, 50.5)

3

Students reported Improved Homework completion and Class participation
ⓘ Enter integers or decimals below 9999 (ie. 0.5, 50, 50.5)

2

Students reported Improved Behaviour
ⓘ Enter integers or decimals below 9999 (ie. 0.5, 50, 50.5)

2

Grantees submit data for required questions to the Data Warehouse <u>by hours of attendance</u> as part of their Spring submission (July 2024).

Note: "Students reported improved homework and class participation" should include students who improved in both areas.

Survey Administration Strategies

- Develop a plan and timeline for survey administration. Review this timeline with school-day staff.

- Send clear instructions to teachers on how and when to complete the survey.
  - Clearly identify 21st CCLC participants and send each teacher a list of those students for which they need to complete a survey

Survey Administration Strategies (continued)

- Check surveys received against your list of students
  - ➤ Send teachers reminders
  - ➤ Follow-up with teachers to collect outstanding surveys
- Share results with teachers and principals and engage them in discussing successes and challenges
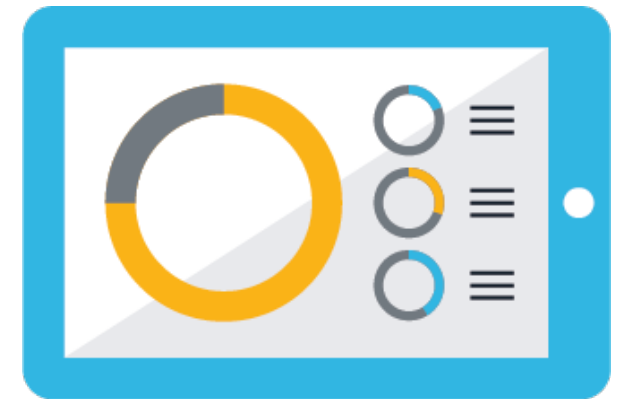
Using Teacher Survey Data

▶ Consider what changes you would expect to see, based on your program.

▶ Review data to identify progress in student behavior and/or achievement and areas to focus on for improvement.

▶ Share and discuss data with your staff as well as school-day teachers. Celebrate successes and identify areas for future work

Webinar Q&A

Questions/Comments	Responses
1. For High school students, if they don't have a homeroom, what subject teacher should we give the survey to?	Choose an English or Math teacher (core academic subject) if there is no Advisory/Homeroom teacher.
2. Can I have a copy of the teacher survey?	Yes, the survey template is posted on the ISBE website with the slides and recording from this webinar.
3. How should teacher respond on the survey if they do not give homework?	If you have a teacher that doesn't give homework, tell them to choose that students "did not need to improve" or "no change."
4. Are teacher surveys required for the high school level?	No.
5. Is "No Need for Improvement" looked at as the student does not need the program?	It may be that they may not need the program in that area. This can be a useful data point for your program with respect to student recruitment and program goals.
6. Do we have to use the answer responses in the template?	We think the "Does not need to improve" and "No change" options are useful for learning about your students, and you might want to provide clear instructions to teachers on the difference between them. For the rest of the (slight to significant improvement/decline), you might choose to simplify and have less options. If so, submit annual survey data in the categories that make the most sense to you.

Webinar Q&A, continued

Questions/Comments	Responses
7. How do we account for students that start later in the year?	You should send out teacher surveys for all grade 1-5 participants regardless of when they started. Data is reported in the Data Warehouse by hours of attendance, so that will provide context for how long the student was attending.
8. There are students who enroll to participate in enrichment clubs only, so the teacher evaluation doesn't always provide a way to reflect that part of 21st Century with these teacher evaluations.	Yes, that is true! This is one data set that reflects one aspect of your program. Your program may have different goals that you should document through other data sources.
9. Should we be doing the survey earlier than spring so that we can use this data to help while we have kids in program instead of before the school year ends?	Great question, and this is a great way to think about using these data. Think about at what point in time you might expect to see changes. You may want to sent out a different version of the survey at the beginning of the year to learn about your students needs. Program staff and evaluators should work together to identify what data is most useful at what point in time. Comment from another grantee: Our program administers the survey both mid-year and end-of-year. This allows us to see growth from one to the other at the end of the year. It also allows us to capture data on students who may attend the first half of the year, but not the second.

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THANK YOU

Contact the statewide evaluation team at
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