

**Twin Rivers Unified School  
District (TRUSD)  
2010-11 principal, teacher, &  
school site council (SSC) survey  
findings**



AMERICAN  
INSTITUTES  
FOR RESEARCH®

Presented 10.10.2011

# Overview

- **2010-11 survey goals:**
  - Measure attitudes and understanding about key SSFR/BSA components (equity, autonomy, transparency, accountability, innovation) in partner districts
  - Get perspectives of key stakeholders– principals, teachers, and School Site Council (SSC) members
  - Year 1 of 3 years of surveys to measure change over time, throughout SSFR/BSA implementation

# Overview (continued)

- **TRUSD survey approach**
  - AIR conducted independent principal survey for all principals
  - AIR added items to existing district teacher survey
    - (+) minimize respondent burden, included all key SSFR-related questions
    - (-) no school ID, no pilot status item, allowable response format in Constant Contact made some items imprecise
  - AIR conducted independent survey for all SSCs

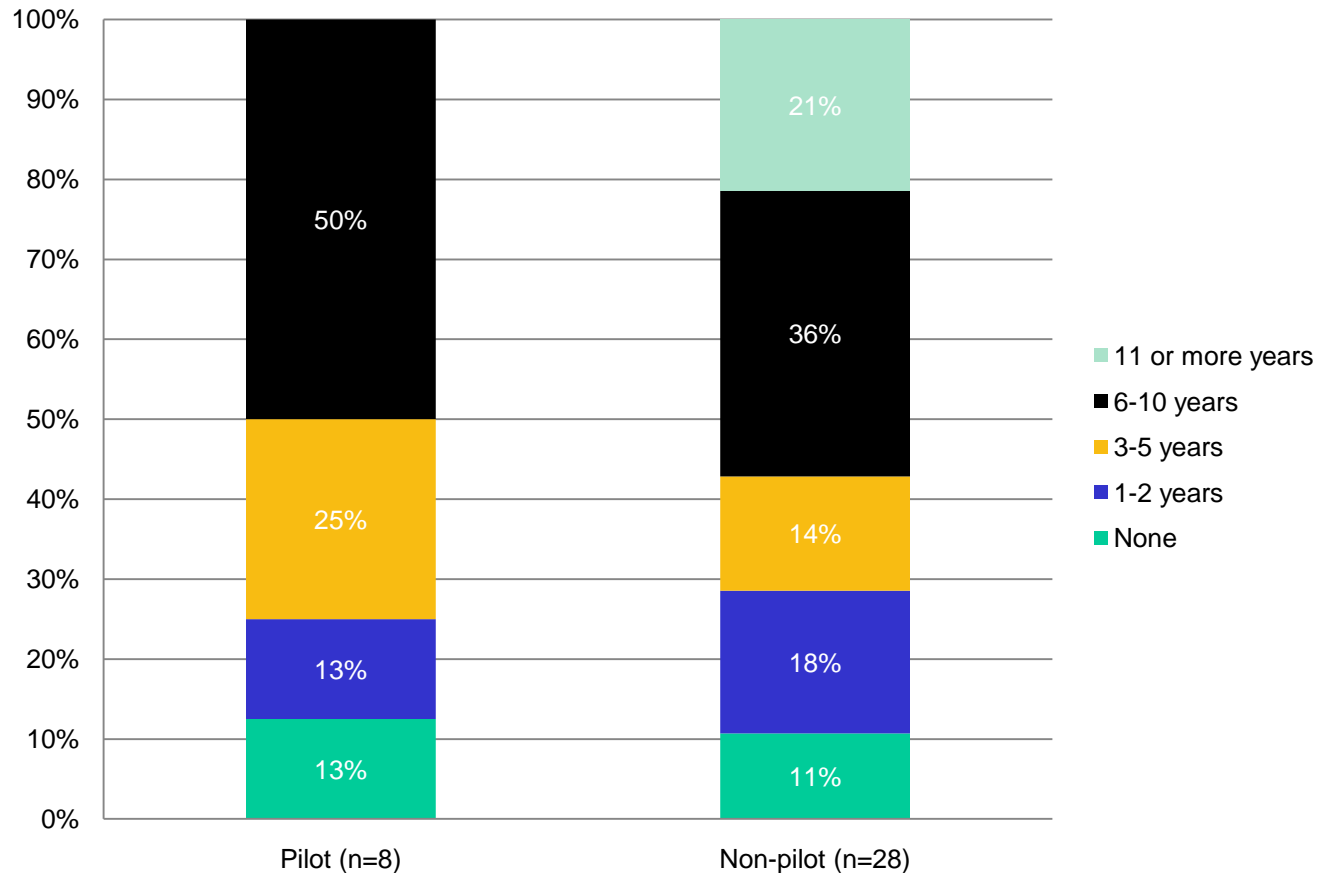
# PRINCIPAL SURVEY FINDINGS

# Sample & response rate

- **All 52 principals received the survey.**
  - 38 participated = 73% response rate
- **8 pilot school principals & 30 non-pilot school principals responded.**

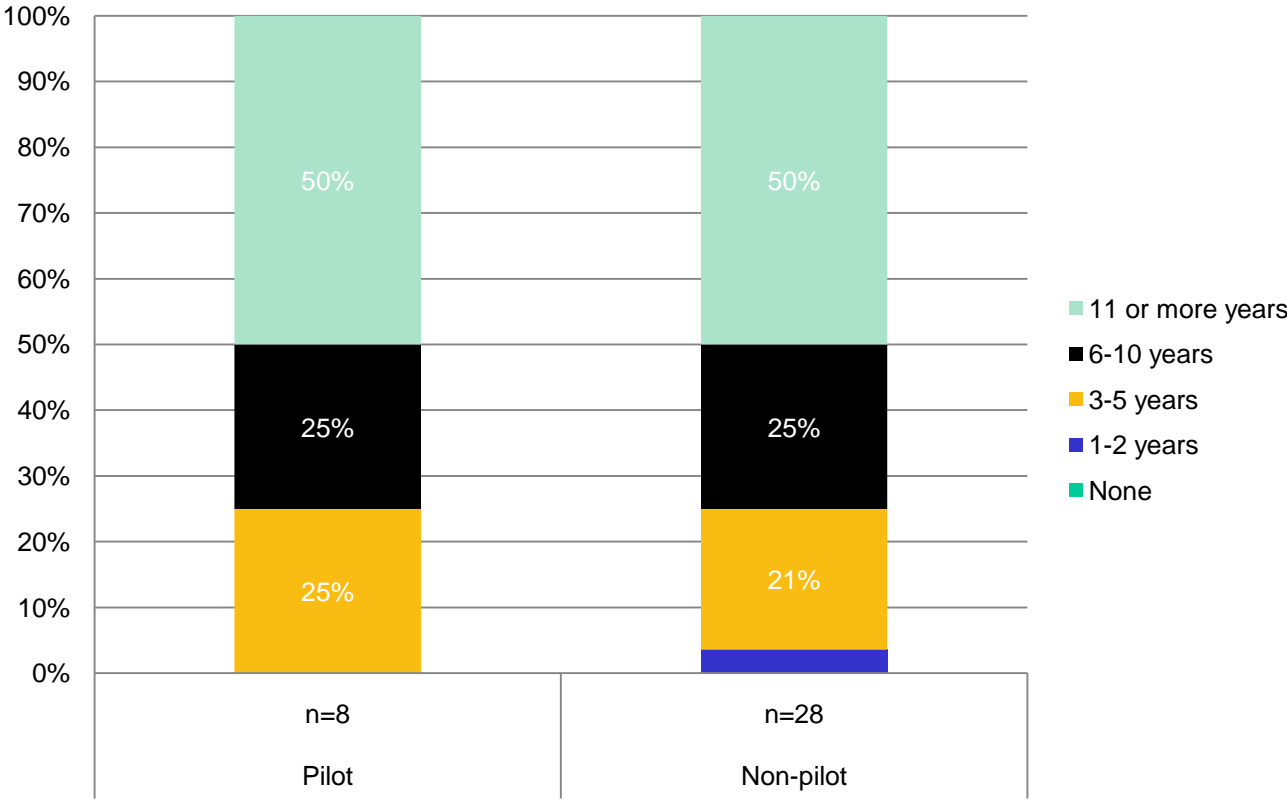
# Respondents were experienced principals.

## Total years as a principal



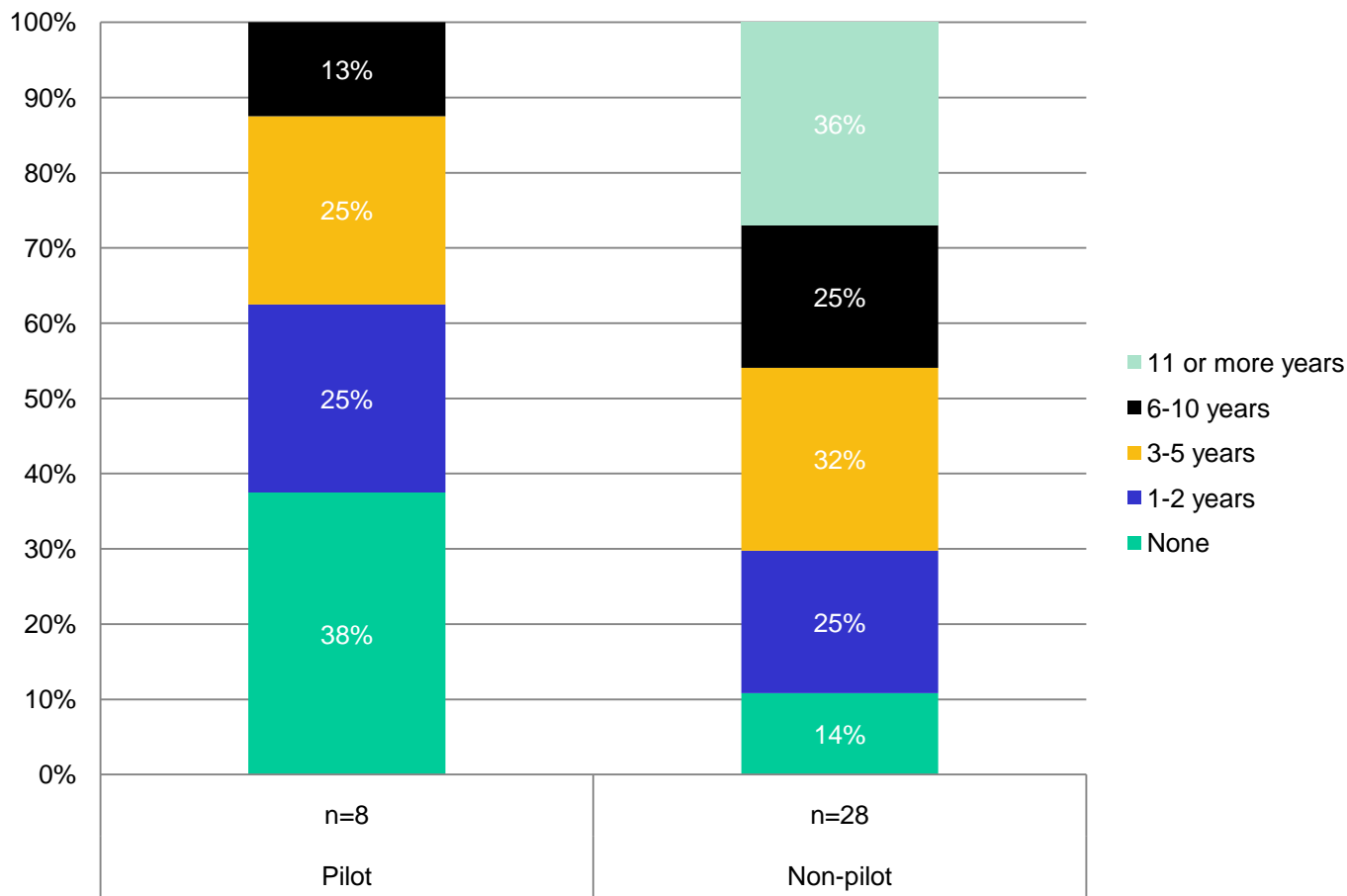
# Respondents have been in TRUSD('s former districts) for a long time.

### Total years as a principal in TRUSD (including former districts)



# Pilot principals were more likely to be new to their schools.

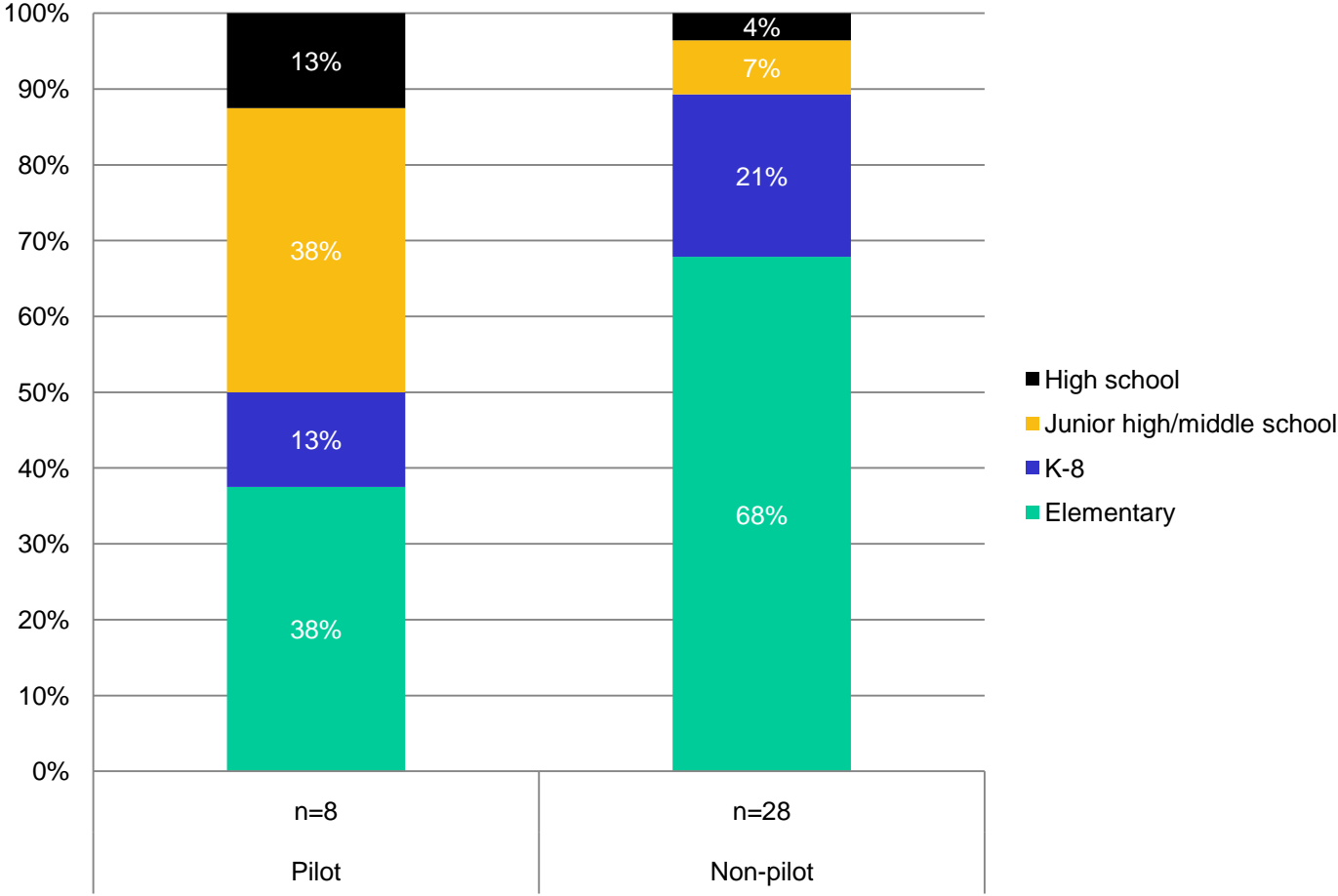
## Total years as principal at this school





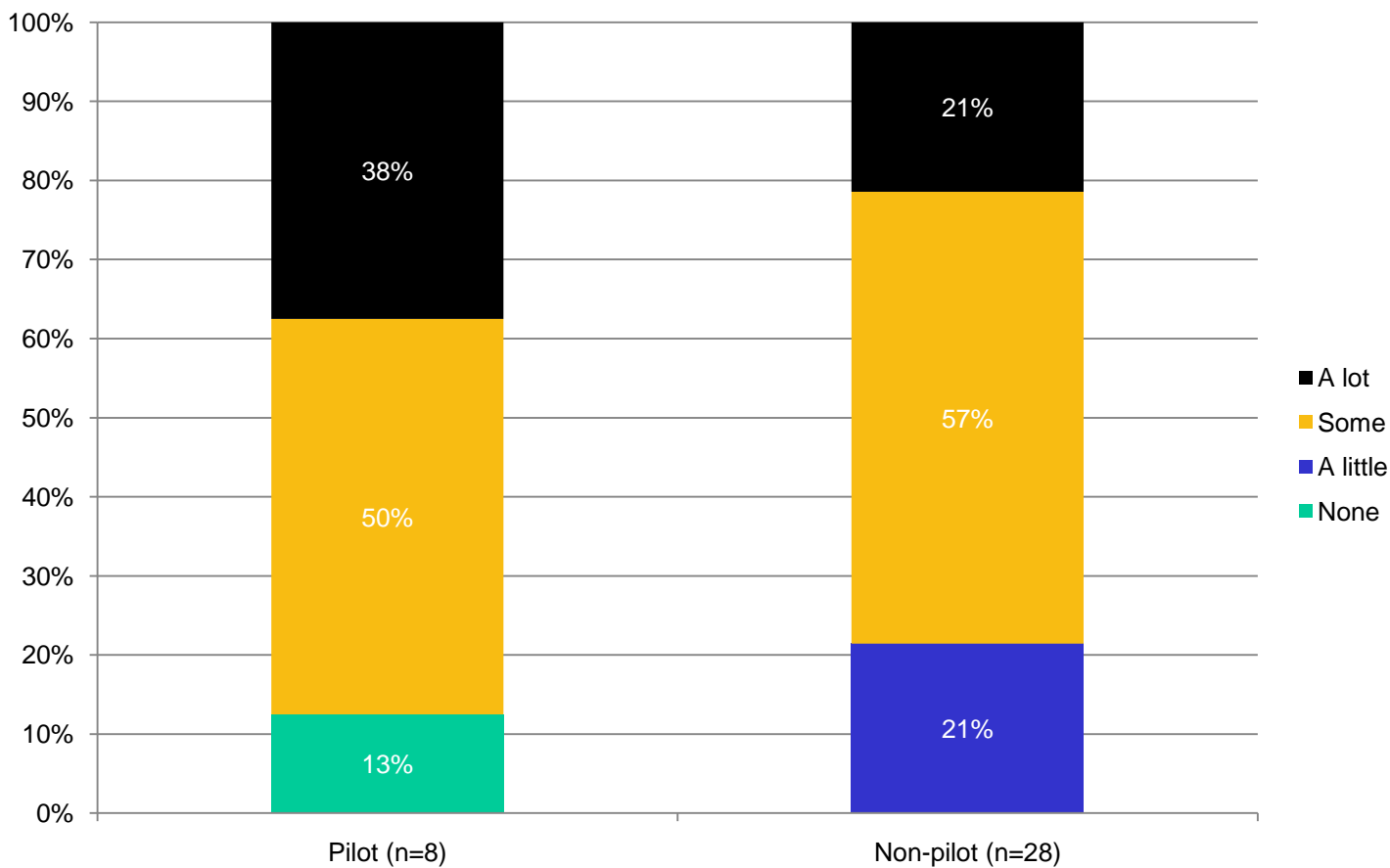
# Respondents were from schools of all grade spans.

### Grade spans of respondents' school



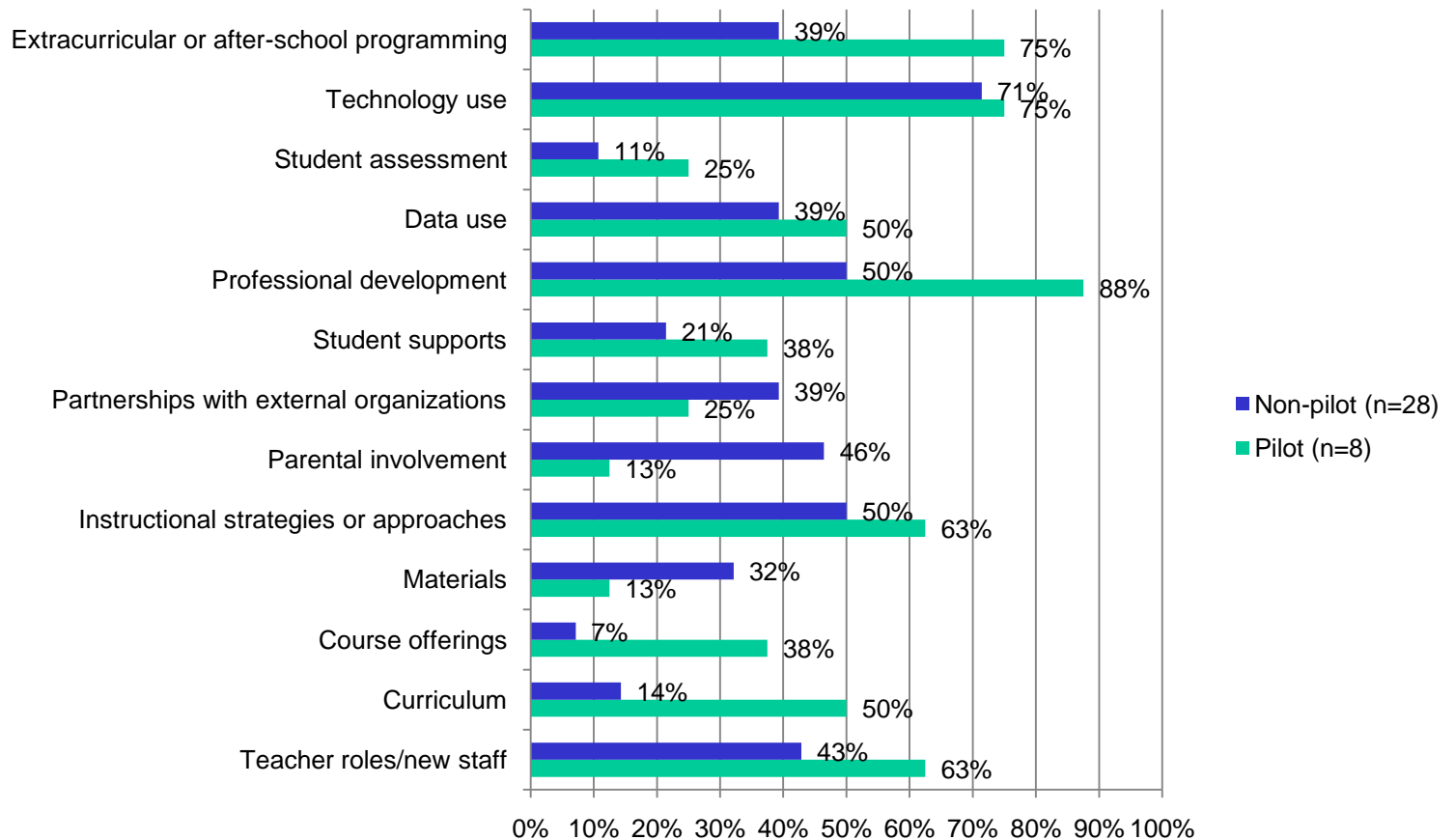
Pilot principals were more likely than non-pilot principals to have the extreme responses to the following item about district support for trying new things.

### Support from the district for trying new things in your school



# Pilot principals were more likely to report trying new things in a variety of areas.

## Innovation: Tried anything new at your school this year in each of the following areas



# A note about the following slides

- **For these six items**, ratings were determined from summing responses that ranked the level of influence each of 9 groups had on each item. Respondents indicated the most influential, second most influential, and third most influential (3, 2, 1) from among the 9 groups.
  - The scores reported reflect the % of the total possible score on that item.
- The yellow boxes indicate the top three highest ranked groups for pilot and non-pilot principal respondents.
- The notes for these slides include comparisons to the principal items.

# Respondent ratings of the most influential in "establishing curriculum at this school" (n=31)

Group	Pilot (n=7)	Non-pilot (n=24)
State	71%	47%
School Board	24%	44%
District	52%	63%
Principal	33%	15%
Teacher	14%	17%
Curriculum Specialist	5%	14%
School Site Council	0%	0%
Union	0%	0%
Parent Teacher Association	0%	0%

# Respondent ratings of the most influential in "determining the content of in-service professional development programs for teachers of this school" (n=31)

Group	Pilot (n=7)	Non-pilot (n=24)
State	0%	1%
School Board	0%	8%
District	52%	72%
Principal	81%	64%
Teacher	67%	40%
Curriculum Specialist	0%	14%
School Site Council	0%	0%
Union	0%	0%
Parent Teacher Association	0%	0%

# Respondent ratings of the most influential in "evaluating teachers of this school" (n=28)

Group	Pilot (n=6)	Non-pilot (n=22)
State	11%	8%
School Board	6%	20%
District	56%	53%
Principal	100%	85%
Teacher	22%	15%
Curriculum Specialist	0%	3%
School Site Council	0%	0%
Union	6%	17%
Parent Teacher Association	0%	0%

# Respondent ratings of the most influential in "hiring new teachers at this school" (n=25)

Group	Pilot (n=5)	Non-pilot (n=20)
State	20%	2%
School Board	0%	25%
District	80%	93%
Principal	53%	52%
Teacher	7%	8%
Curriculum Specialist	0%	0%
School Site Council	0%	2%
Union	40%	18%
Parent Teacher Association	0%	0%



# Respondent ratings of the most influential in "deciding how your school budget will be spent" (n=30)

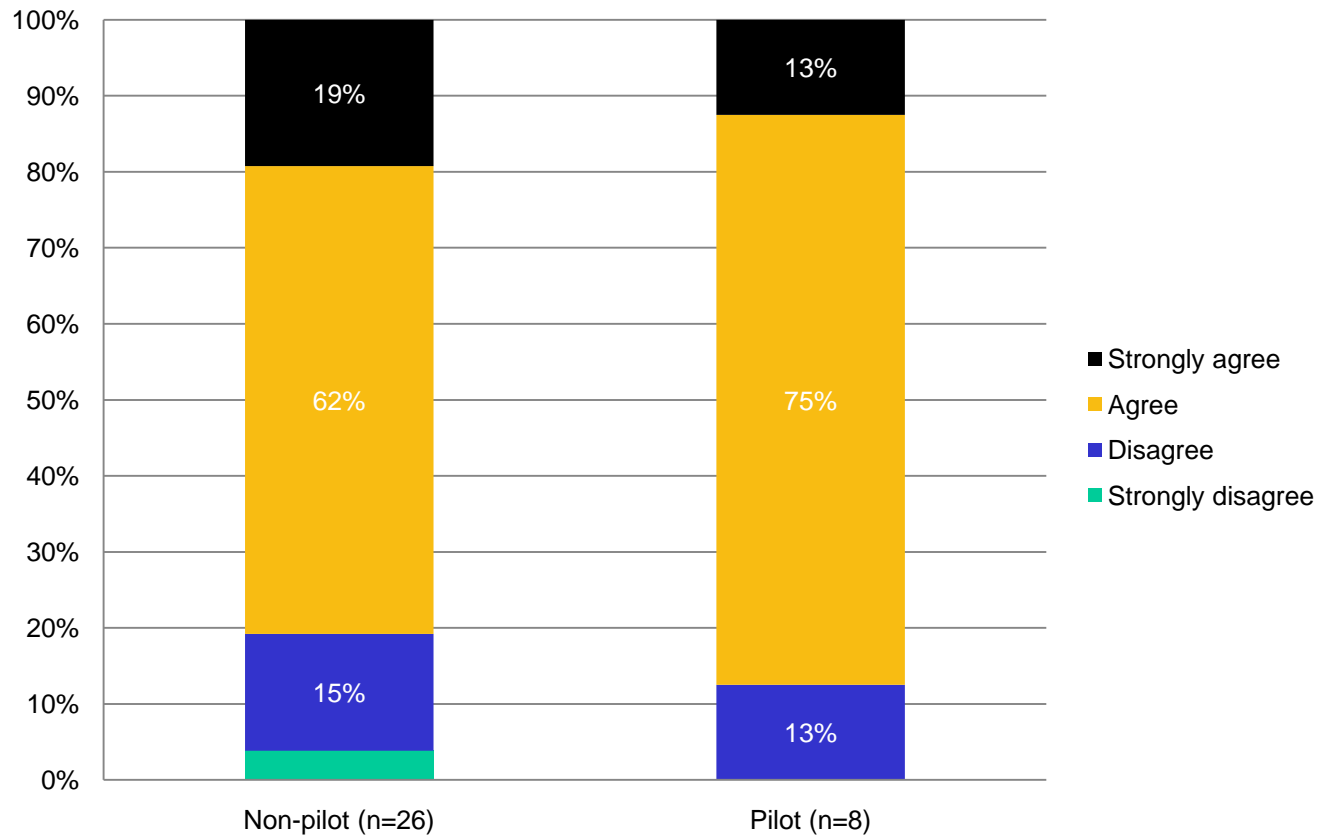
Group	Pilot (n=7)	Non-pilot (n=23)
State	5%	4%
School Board	0%	16%
District	38%	48%
Principal	90%	70%
Teacher	52%	29%
Curriculum Specialist	0%	1%
School Site Council	14%	30%
Union	0%	1%
Parent Teacher Association	0%	0%

# Respondent ratings of the most influential in "scheduling of instructional time at your school" (n=29)

Group	Pilot (n=7)	Non-pilot (n=22)
State	19%	42%
School Board	43%	35%
District	76%	65%
Principal	43%	30%
Teacher	19%	9%
Curriculum Specialist	0%	3%
School Site Council	0%	3%
Union	0%	12%
Parent Teacher Association	0%	0%

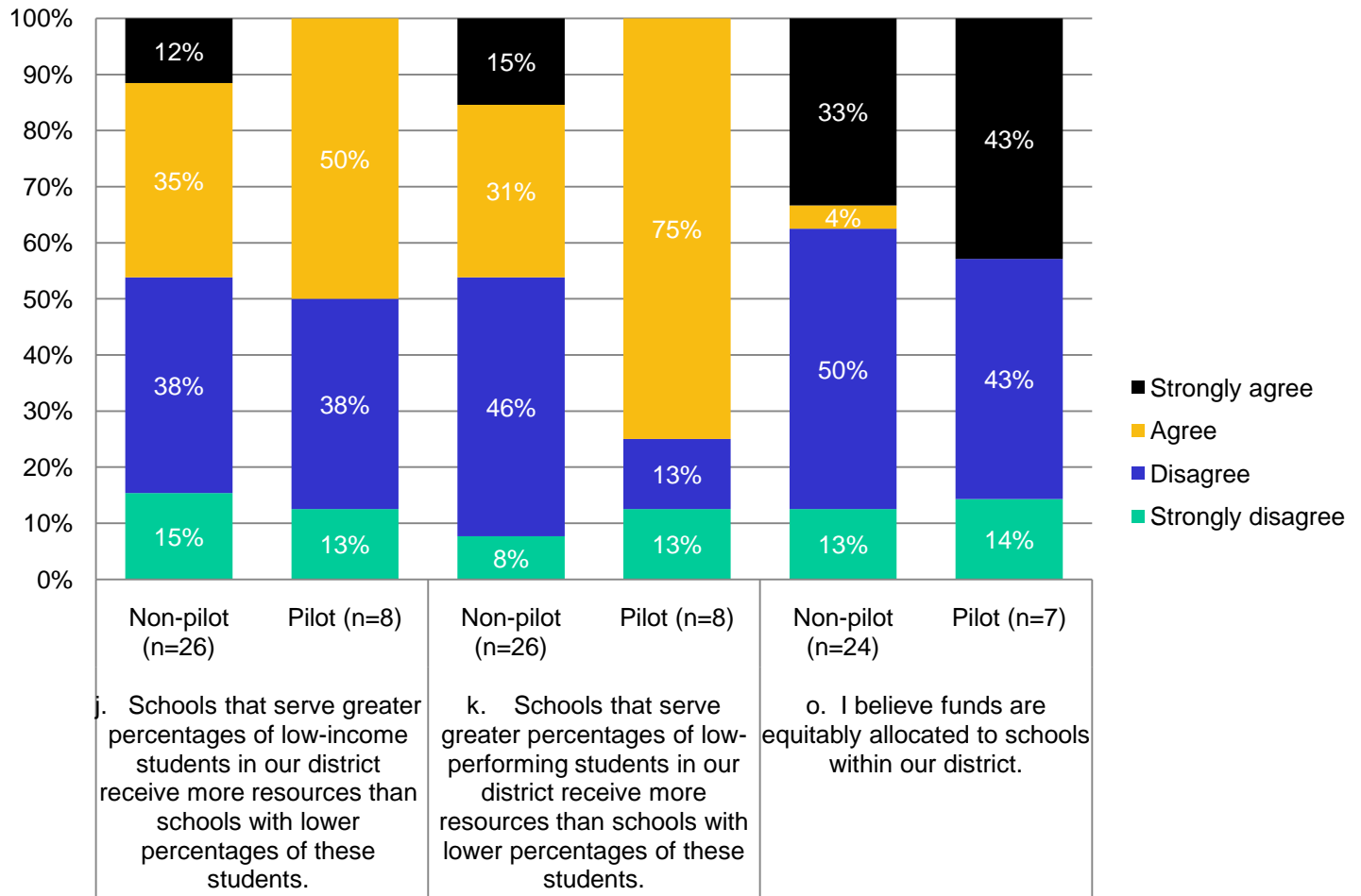
# Pilot principals were more likely to report understanding how they receive resources.

**I understand how resources (staff, funds, etc.) are allocated to my school.**



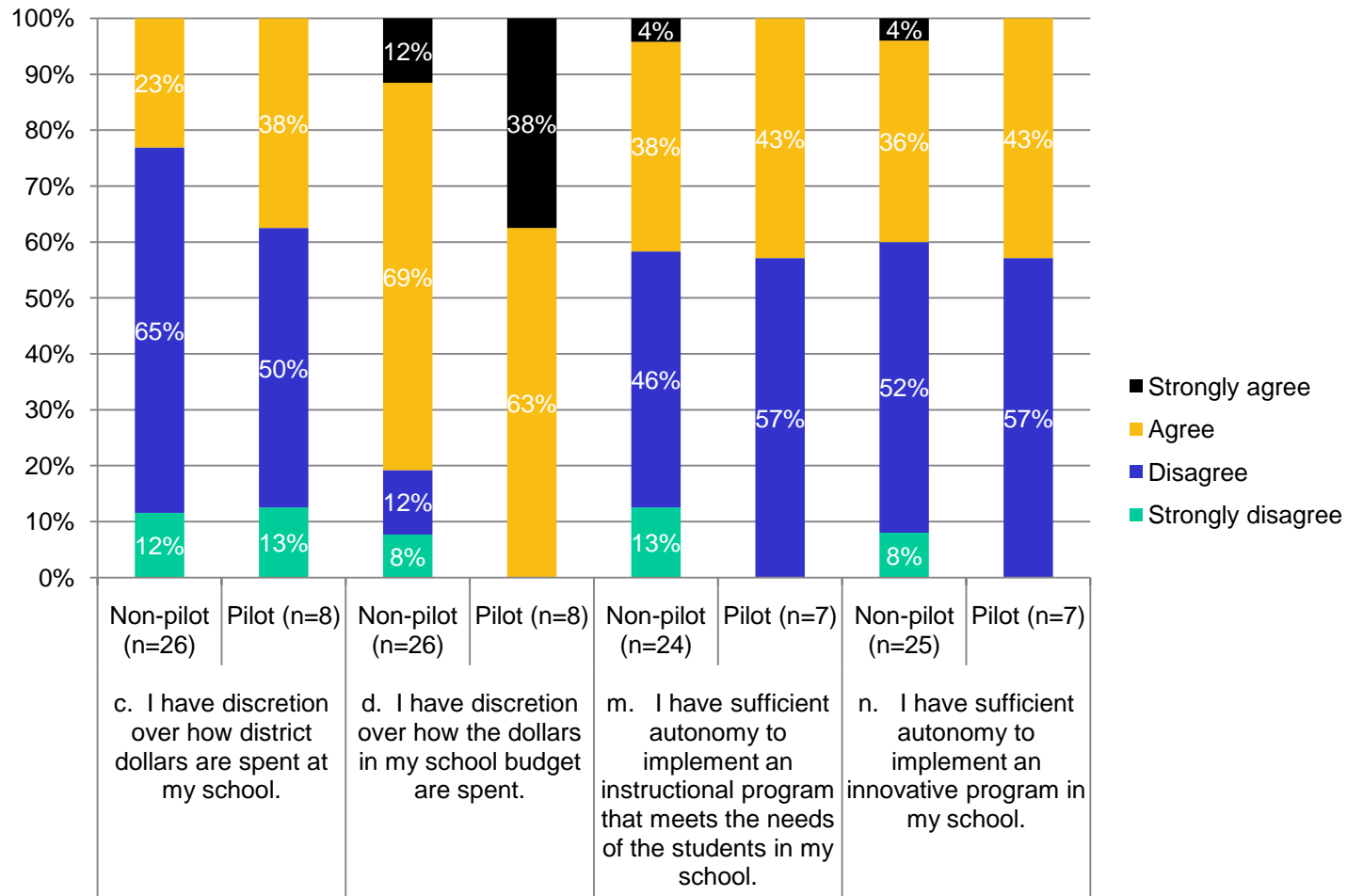
# Pilot principals were more likely to agree that schools with disadvantaged students receive more resources & that funds are allocated equitably to schools.

## Resource allocation



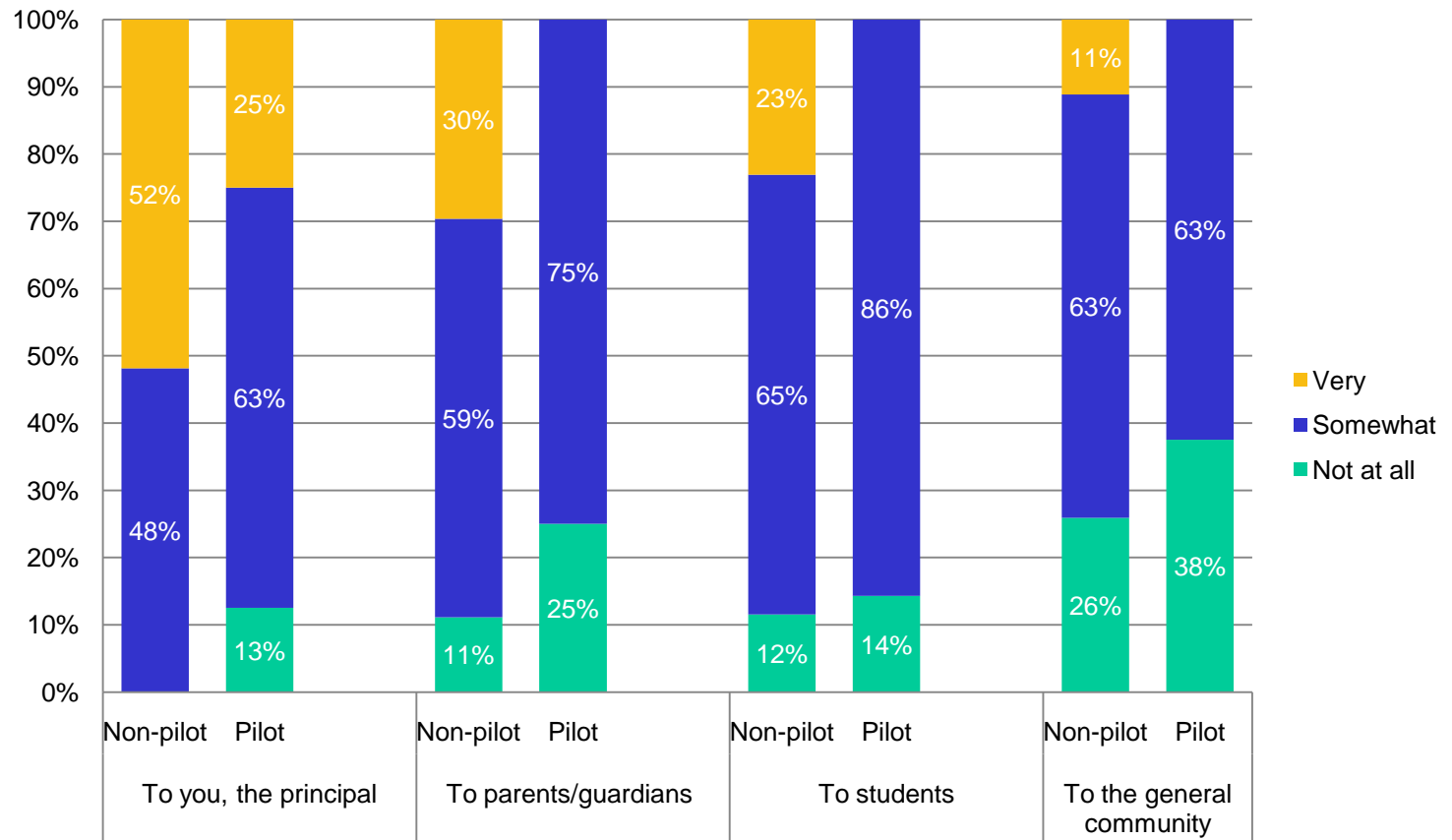
# Pilot principals reported having autonomy over spending, but fewer than half of respondents agreed that they have autonomy over other areas.

## Autonomy



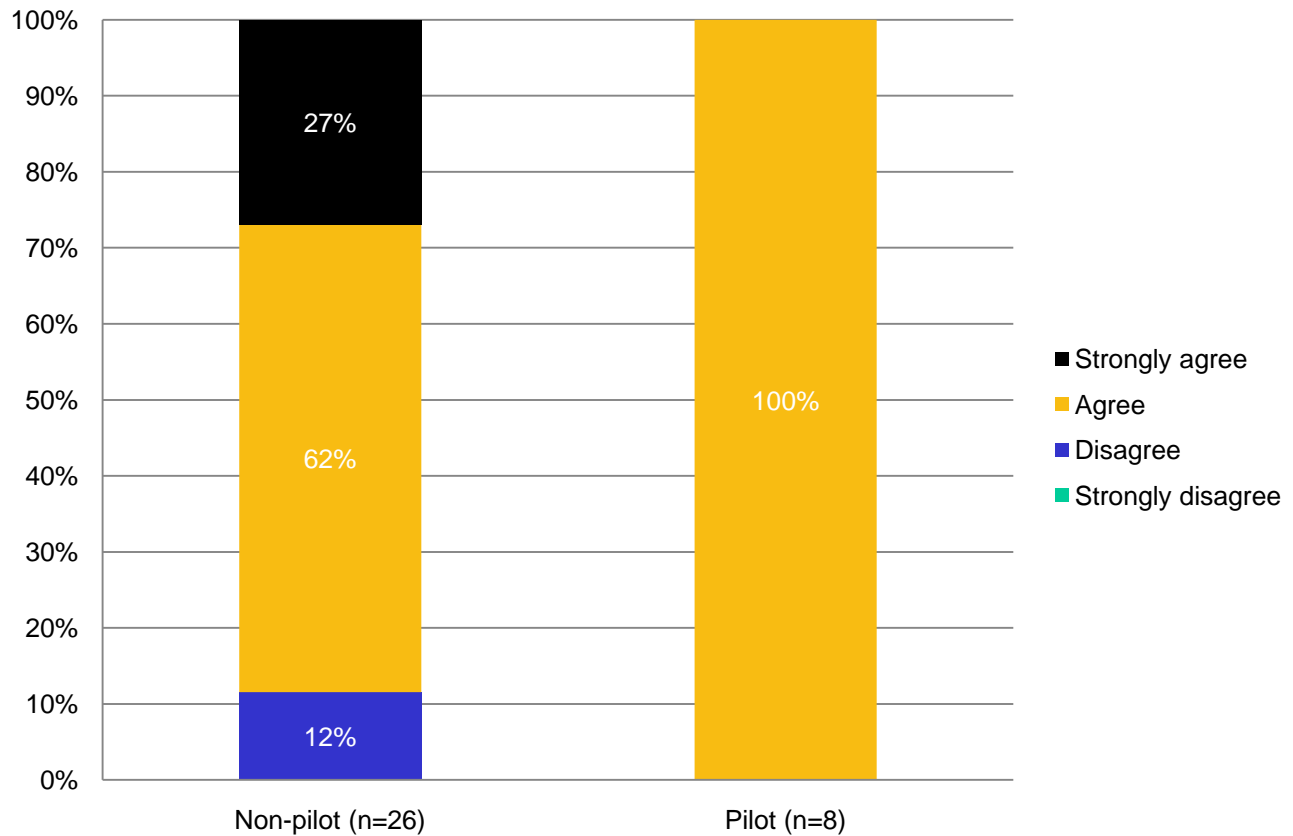
# Pilot principals felt that teachers were *less* accountable for student success than non-pilot principals.

To what extent do you feel teachers are held accountable for student success to the following groups?



# 100% of pilot principals agreed that their evaluation is tied to student achievement.

**I feel that the evaluation of my performance is related to my students' achievement.**



# TEACHER SURVEY FINDINGS

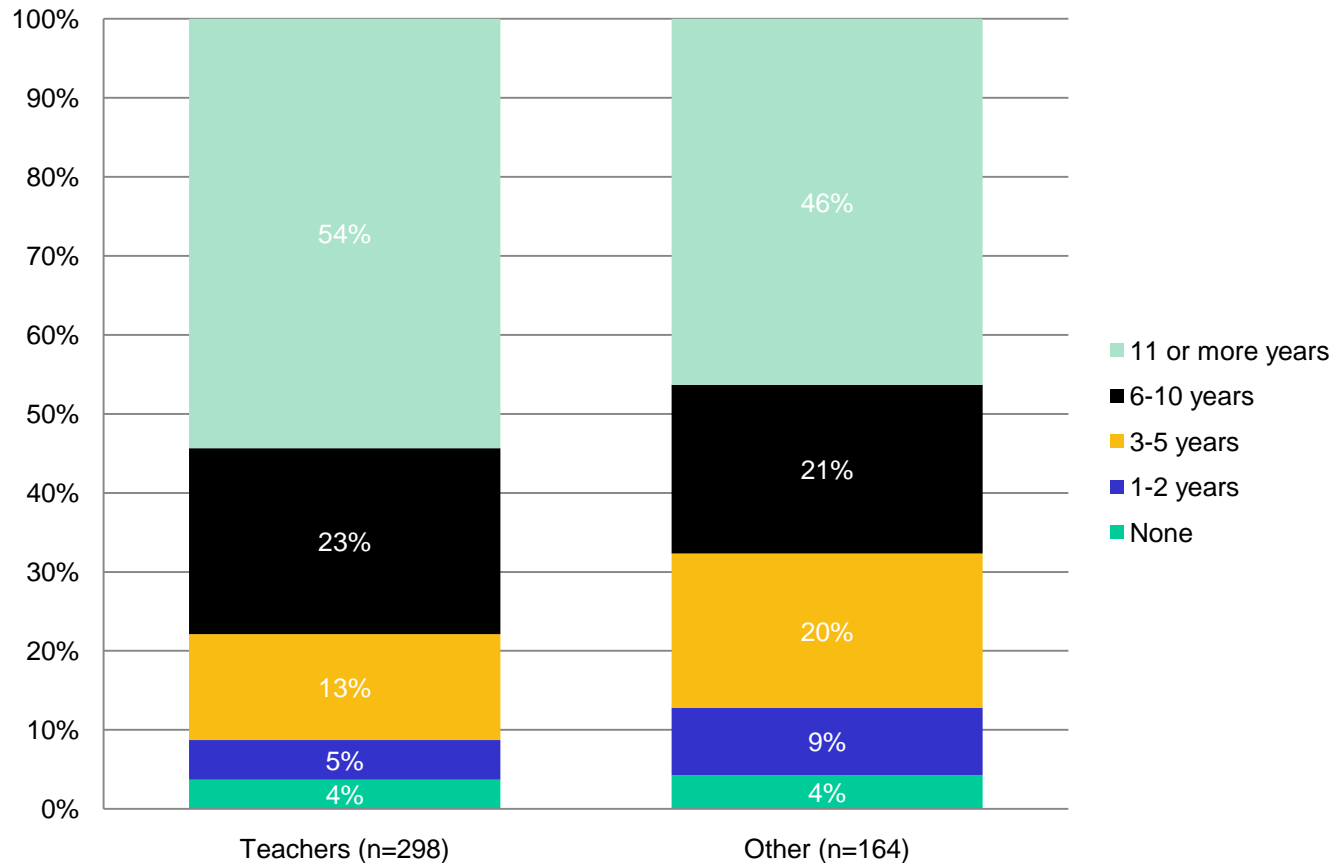


# Sample & response rate

- **All teachers received the survey.**
  - 689 participated, although there is substantial item-by-item missingness.
- **NOTE: There weren't any questions about SSFR pilot status, or any other questions about school characteristics, so we cannot do any pilot/non-pilot comparisons.**
  - Instead, we present these findings by **Teachers** (including full-time, part-time, and itinerant teachers) & **Others** (substitutes, classified employees, para-educators, leadership positions, and respondents who selected "Other").

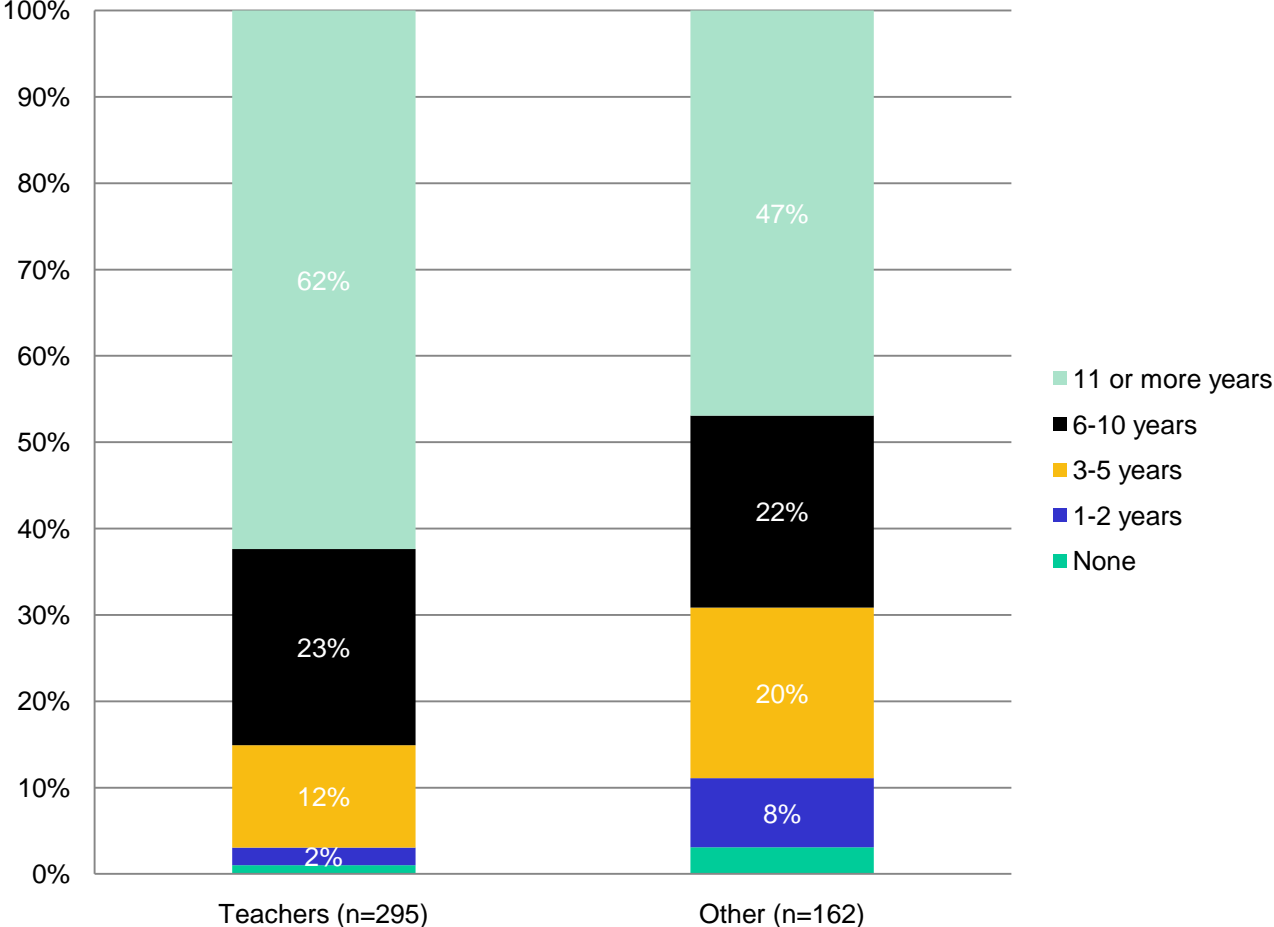
# Respondents were experienced.

## Total years in TRUSD (including former districts)



# Respondents had typically been in their school for a long time.

### Total years in this school

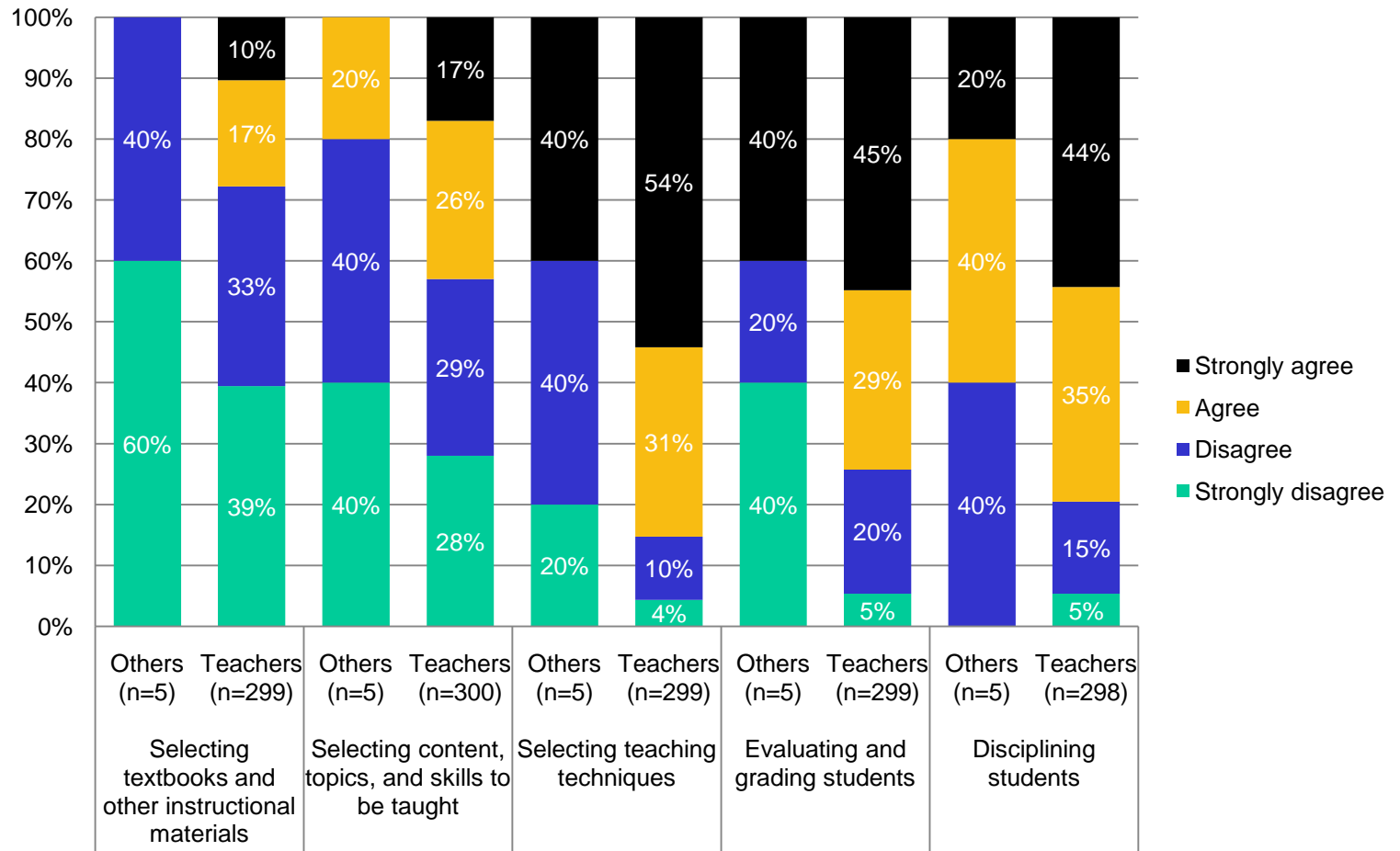


# Mobility from 2009-10 to 2010-11

- 24% of teacher respondents worked at a different school in 2010-11 than in 2009-10 (113/464 respondents)
- Of those who moved,
  - 51% were assigned to their new school
  - 11% moved for personal reasons,
  - and 37% reported moving for another reason.
    - Some of the reported "other" reasons included school closure, layoffs, and bumping.

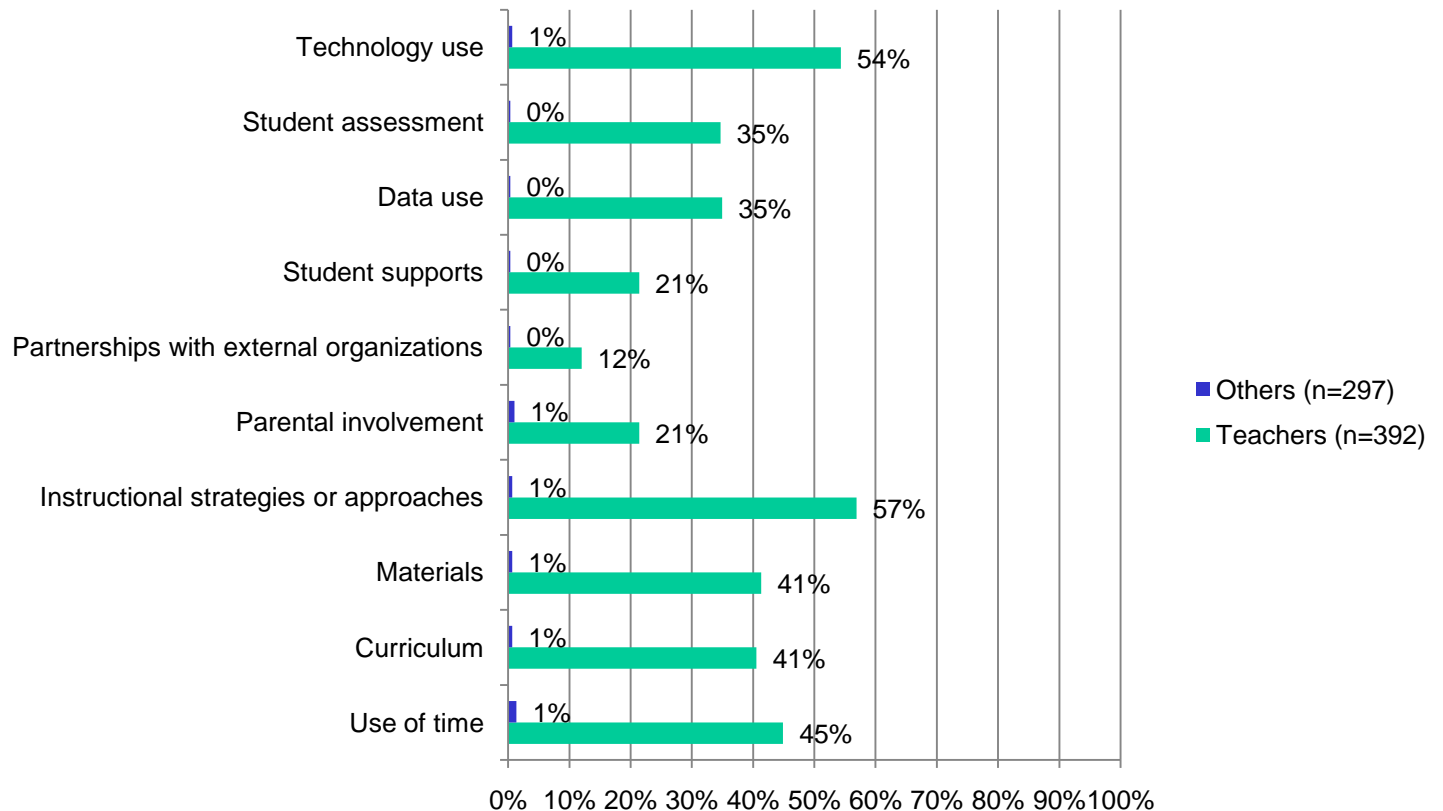
# Teachers reported varying control over a range of classroom activities.

## How much actual control do you have in your classroom over the following areas?



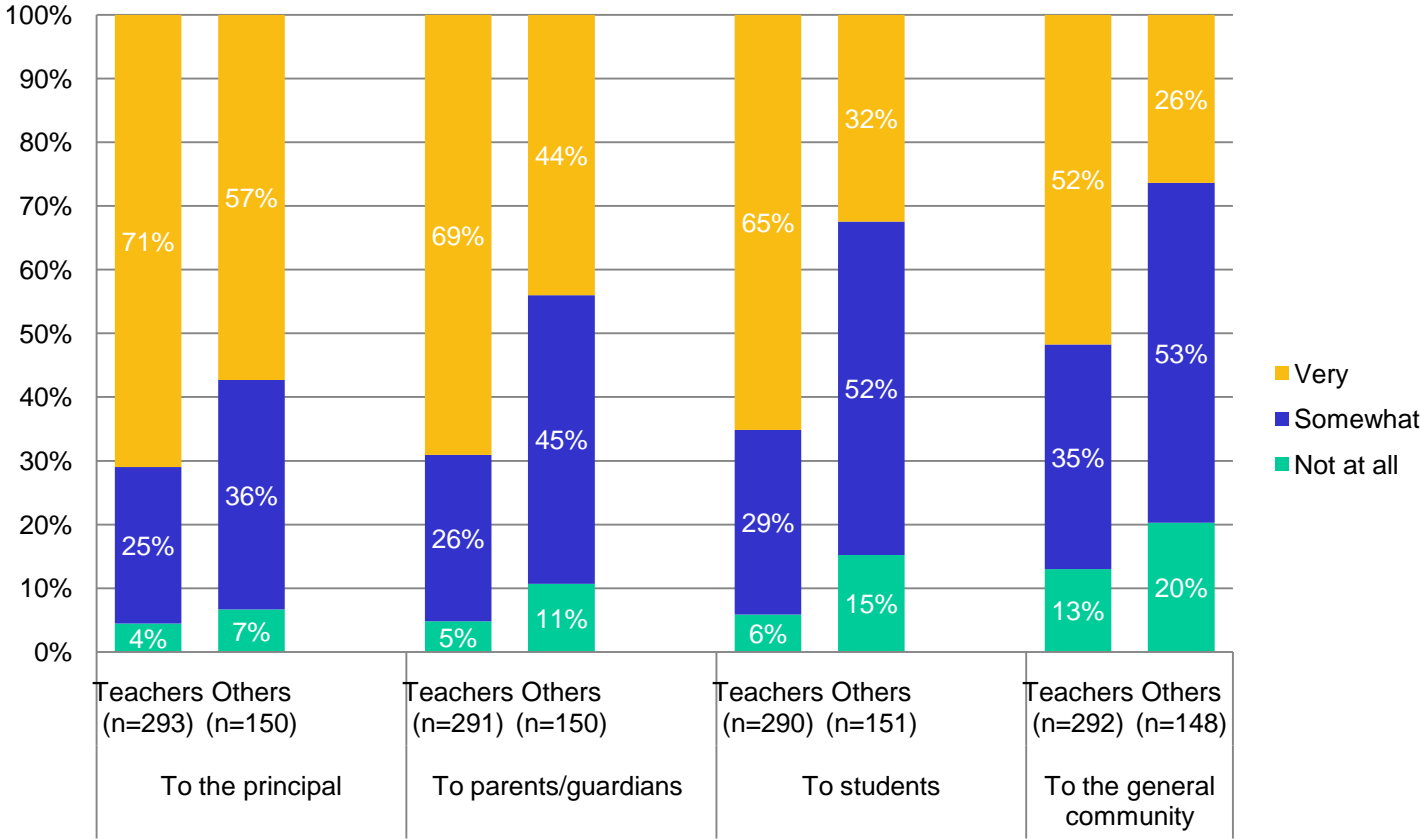
# A substantial proportion of teachers reported trying new things in the past year, but Other respondents did not.

## Innovation: Have you tried anything new at your school this year in each of the following areas?



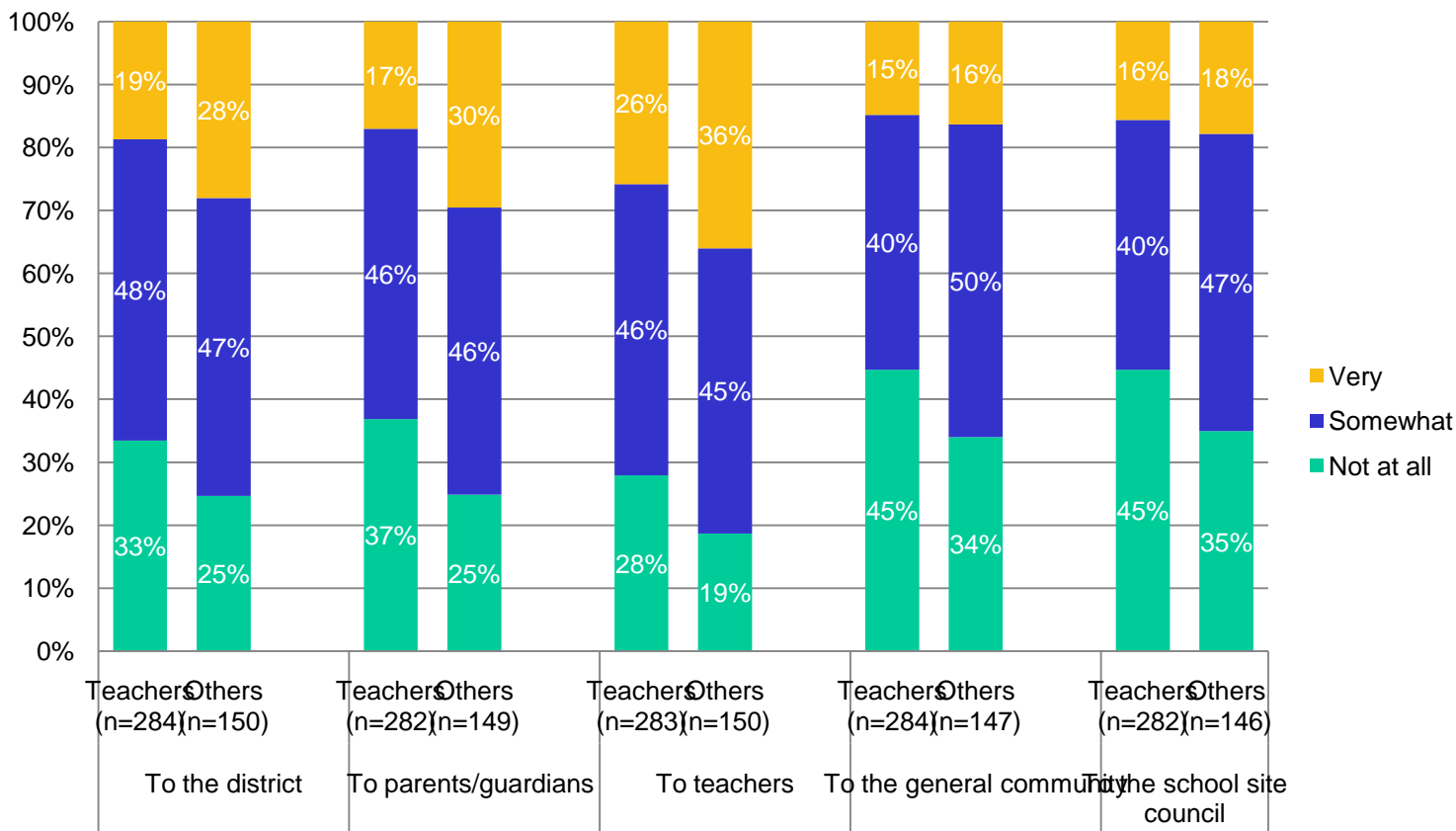
# Teachers felt that they were more accountable for student success than did Others.

To what extent do you feel teachers are held accountable for student success to the following groups?



# Others (including classified staff) felt they were more accountable for student success than did teachers.

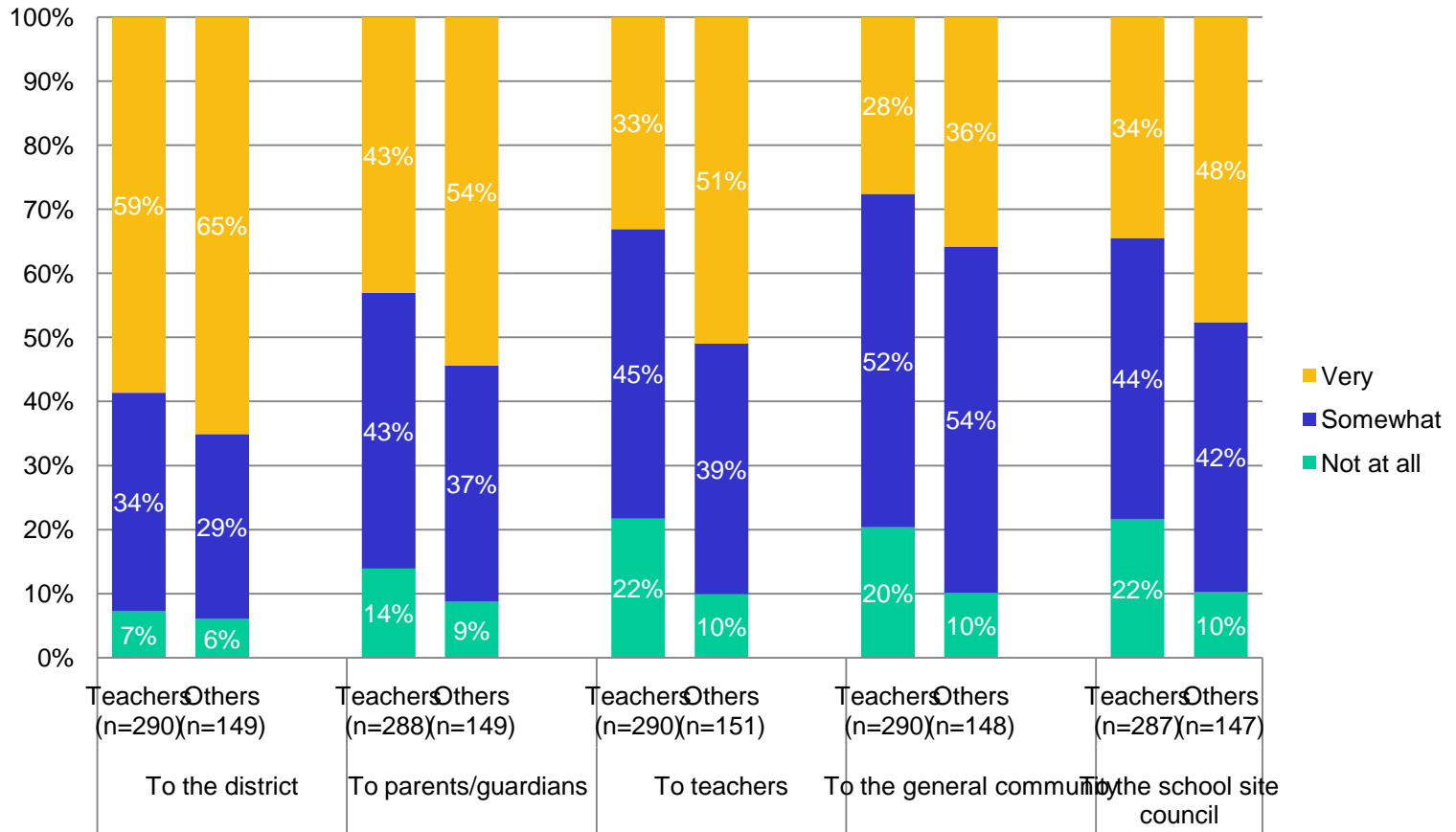
## To what extent do you feel classified staff are held accountable for student success to the following groups?





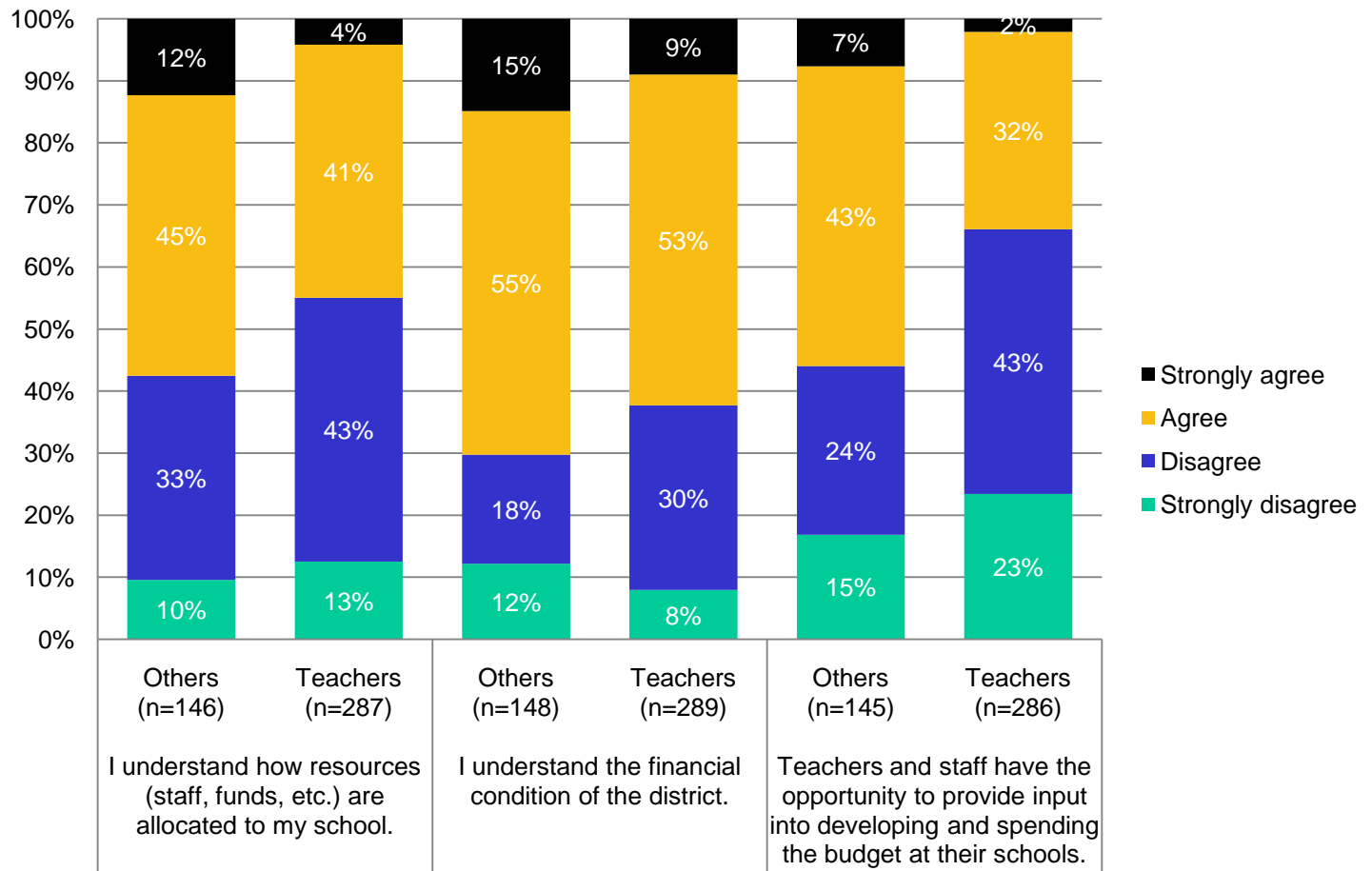
# Teachers felt less strongly than Others that principals are accountable for student success.

**To what extent do you feel principals are held accountable for student success to the following groups?**

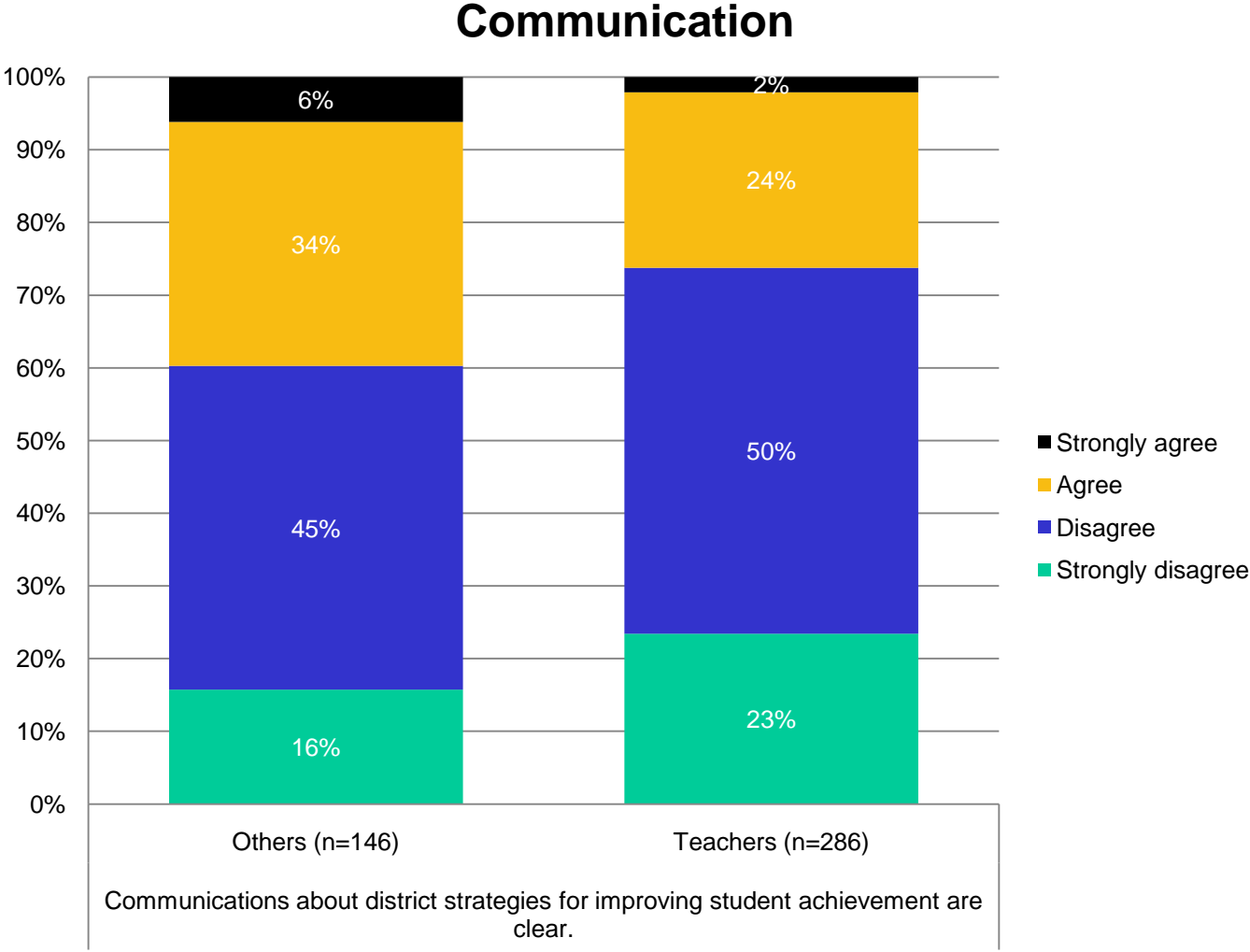


Teachers expressed greater disagreement than Others about understanding how resources are allocated and having the opportunity to provide input into school spending.

### Understanding of district resources & opportunities to provide input

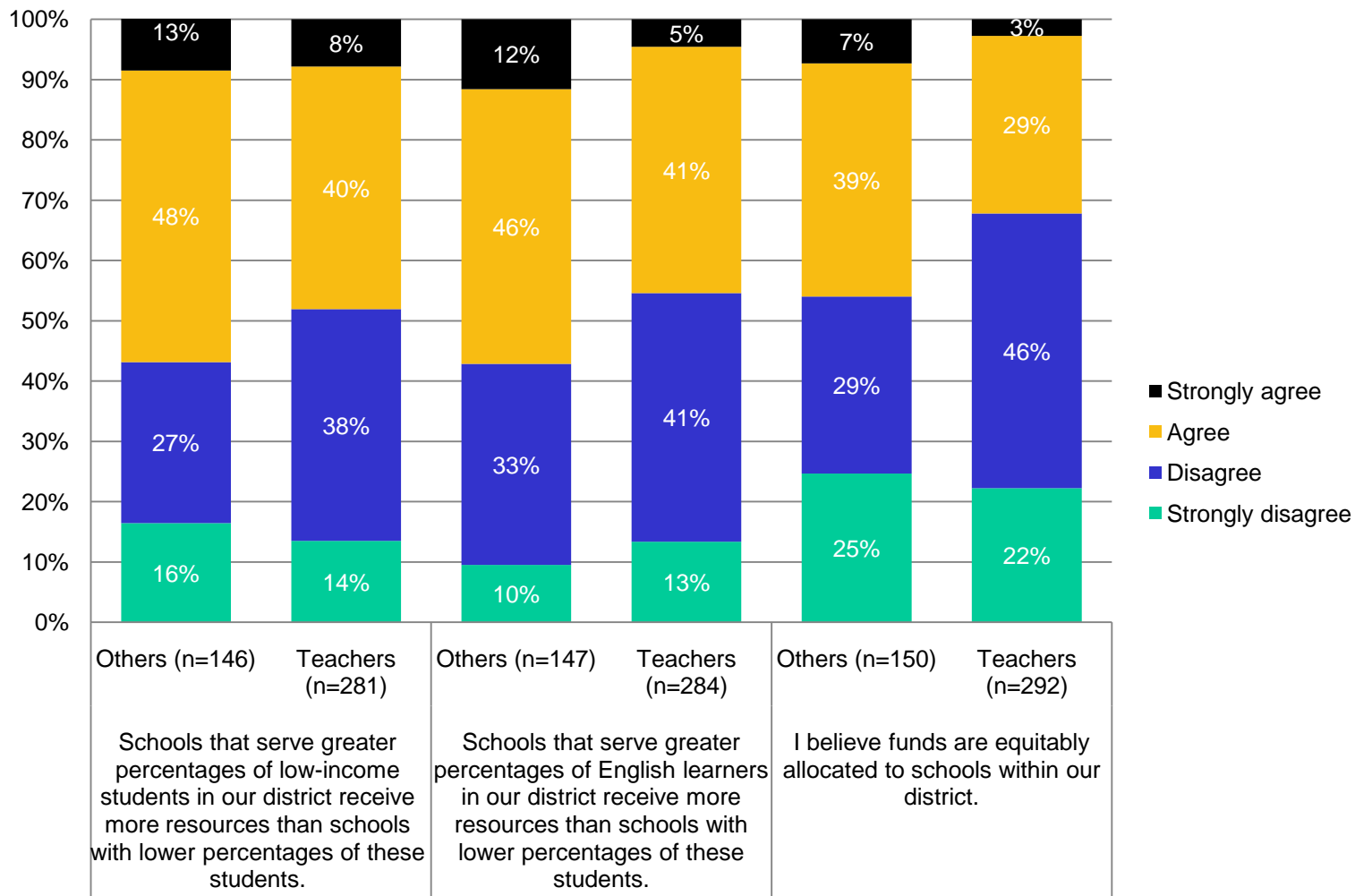


# Almost ¾ of teachers disagreed that the district's communication is clear.



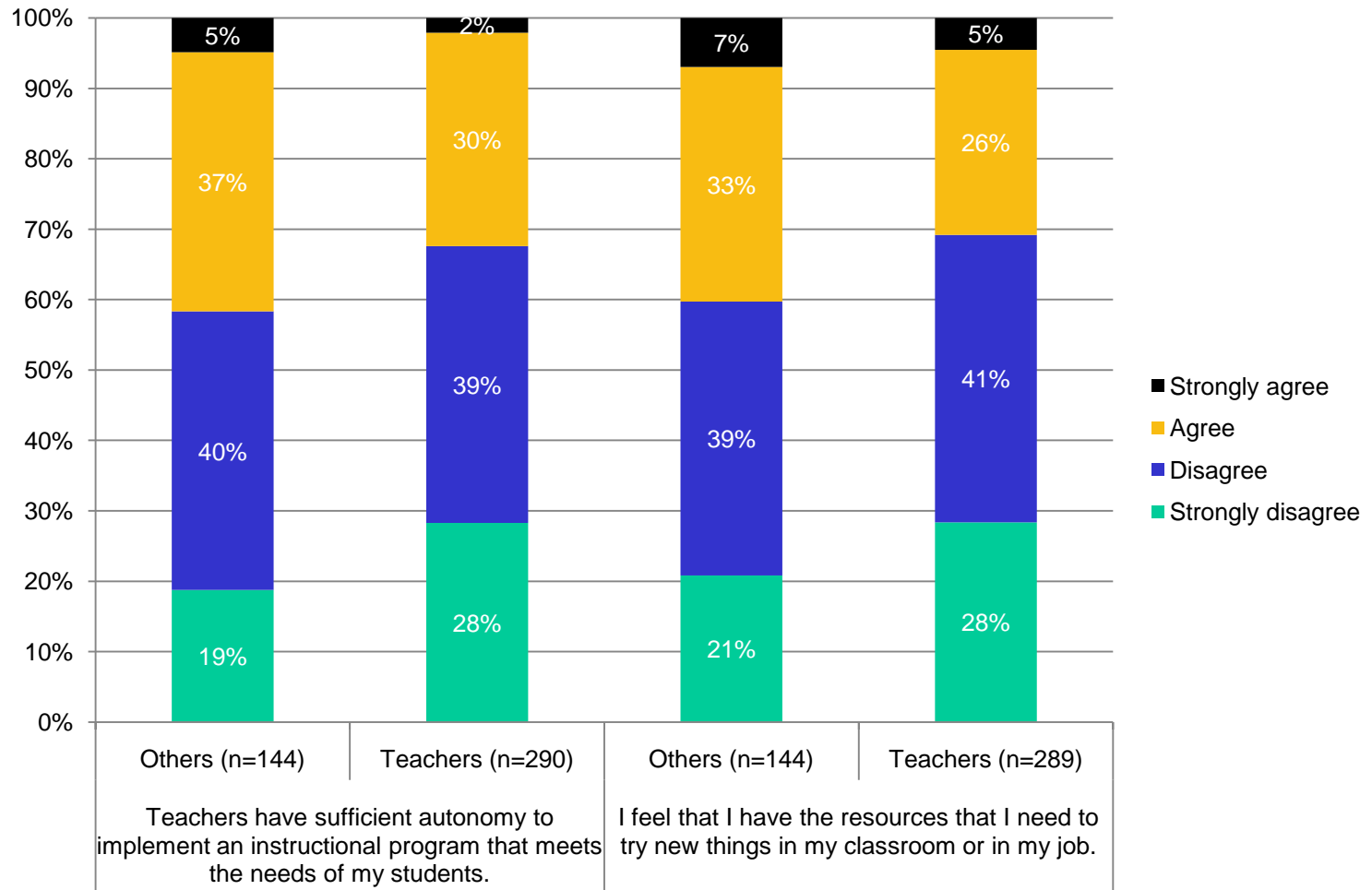
# Over 60% of teachers disagreed that funds are equitably allocated across schools.

## Resource allocation



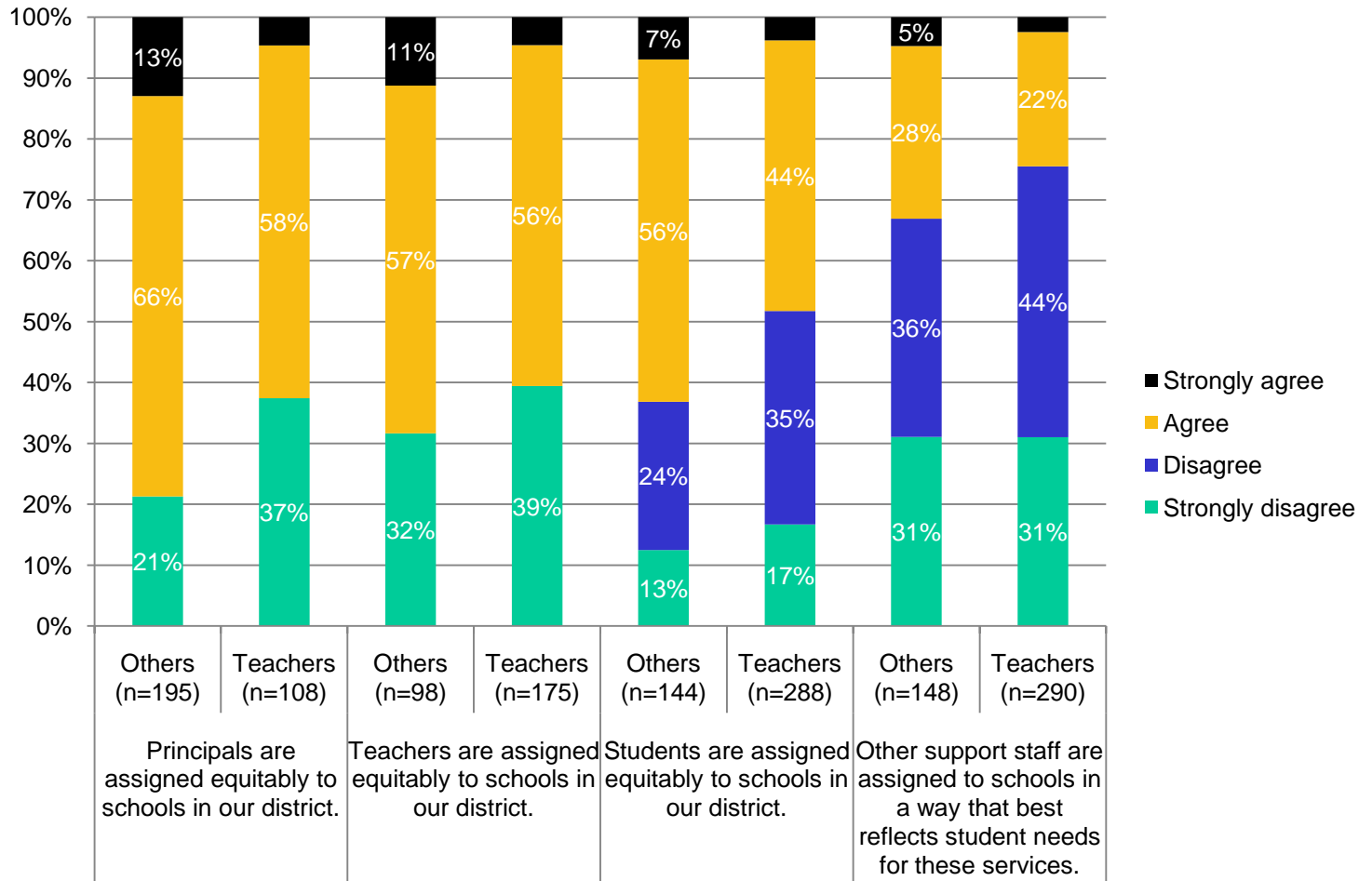
# Fewer than half of respondents agreed that they have sufficient autonomy and necessary resources.

## Autonomy & resources



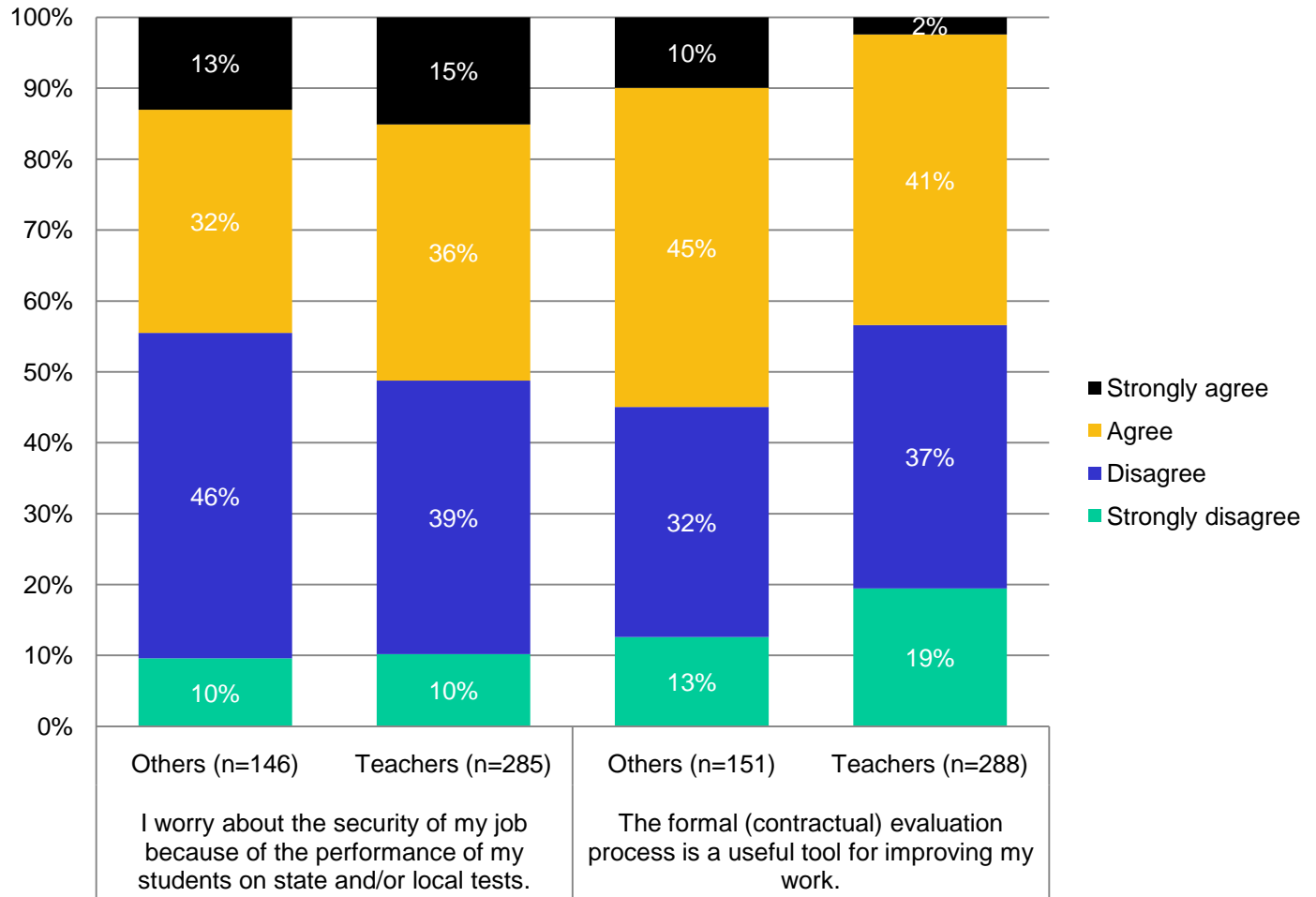
# Respondents disagreed than support staff are assigned to schools that most need them.

## Assignment policies



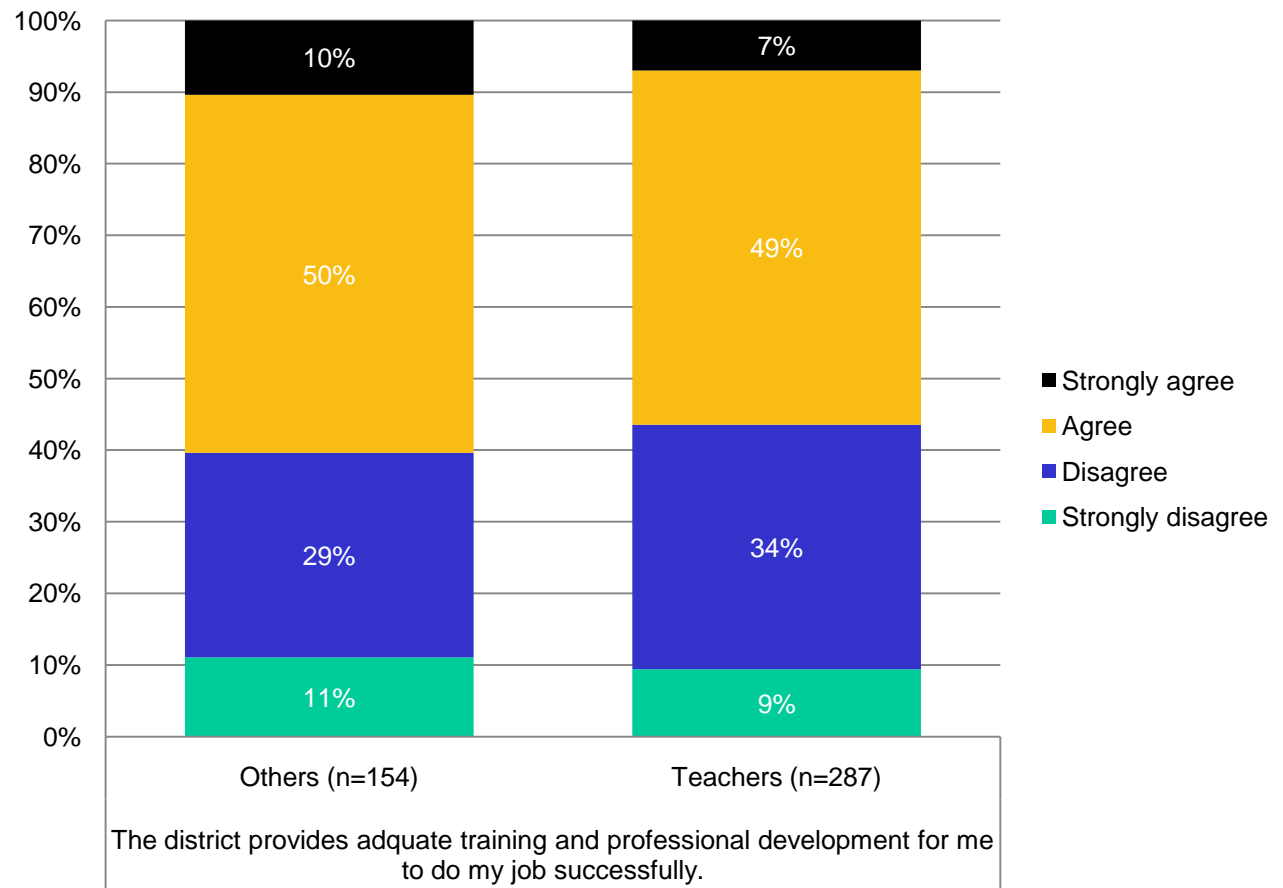
# Respondents had varying responses to the following questions about performance evaluation.

## Performance evaluation



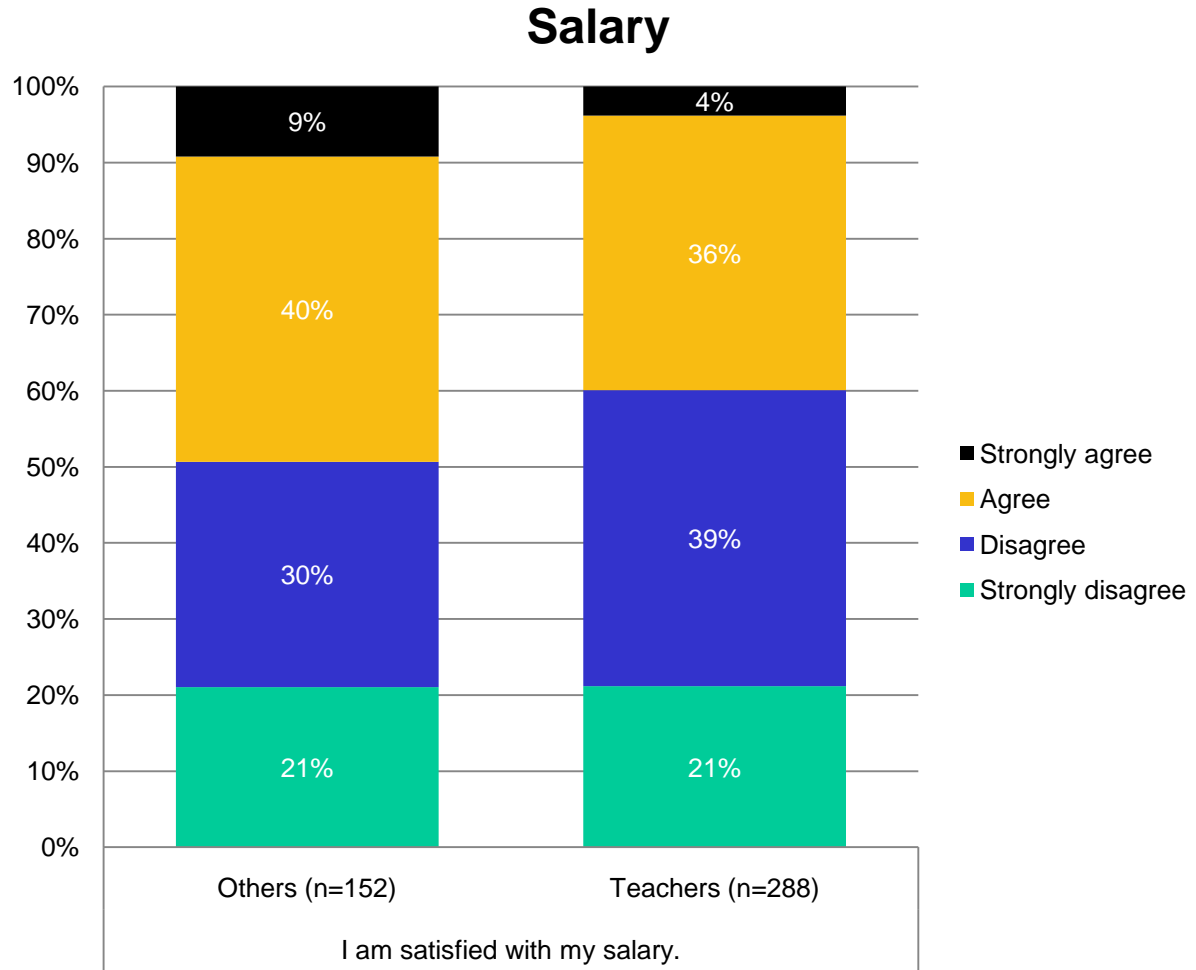
# Over half of respondents agreed that the district provides adequate training and PD.

## Training and professional development





# Respondents were split about whether they were satisfied with their salary.



# A note about the following slides

- **For these six items**, ratings were determined from summing responses that ranked the level of influence each of 9 groups had on each item. Respondents indicated the most to least influential (9 to 1) from among the 9 groups.
  - The scores reported reflect the % of the total possible score on that item (# of respondents x 9).
- The yellow boxes indicate the top three highest ranked groups for pilot and non-pilot principal respondents.
- As noted earlier, the teacher survey did not permit identification of pilot/non-pilot status.

# Respondent ratings of the most influential in "establishing curriculum at this school"

Group	Teachers (n=197)	Others (n=93)
State	81%	80%
School Board	67%	66%
District	81%	78%
Principal	63%	63%
Teacher	55%	56%
Curriculum Specialist	68%	67%
School Site Council	38%	37%
Union	24%	31%
Parent Teacher Association	24%	22%

# Respondent ratings of the most influential in "determining the content of in-service professional development programs for teachers of this school"

Group	Teachers (n=190)	Others (n=87)
State	51%	53%
School Board	57%	53%
District	88%	84%
Principal	83%	79%
Teacher	62%	67%
Curriculum Specialist	68%	68%
School Site Council	43%	39%
Union	26%	34%
Parent Teacher Association	23%	24%

# Respondent ratings of the most influential in "evaluating teachers of this school"

Group	Teachers (n=187)	Others (n=86)
State	51%	47%
School Board	60%	57%
District	81%	79%
Principal	96%	93%
Teacher	50%	57%
Curriculum Specialist	53%	47%
School Site Council	38%	38%
Union	42%	54%
Parent Teacher Association	29%	28%

# Respondent ratings of the most influential in "hiring new teachers at this school"

Group	Teachers (n=186)	Others (n=84)
State	47%	40%
School Board	69%	66%
District	91%	86%
Principal	89%	87%
Teacher	48%	56%
Curriculum Specialist	48%	45%
School Site Council	39%	42%
Union	41%	54%
Parent Teacher Association	27%	24%

# Respondent ratings of the most influential in "deciding how your school budget will be spent"

Group	Teachers (n=184)	Others (n=88)
State	64%	62%
School Board	72%	68%
District	83%	79%
Principal	81%	79%
Teacher	49%	55%
Curriculum Specialist	44%	43%
School Site Council	54%	55%
Union	23%	30%
Parent Teacher Association	29%	31%

# Respondent ratings of the most influential in "scheduling of instructional time at your school"

Group	Teachers (n=187)	Others (n=85)
State	77%	74%
School Board	76%	69%
District	83%	79%
Principal	74%	69%
Teacher	46%	54%
Curriculum Specialist	47%	46%
School Site Council	39%	41%
Union	36%	43%
Parent Teacher Association	21%	24%





# SCHOOL SITE COUNCIL SURVEY FINDINGS

# Sample & response rate

- **Response rate = 54% of schools participated (28/52)**
  - n=28 schools
  - N=198 respondents
- **The schools include:**
  - 4 pilots, 24 non-pilots
    - 32 pilot school SSC respondents, 166 non-pilot SSC respondents
  - 3 charter schools

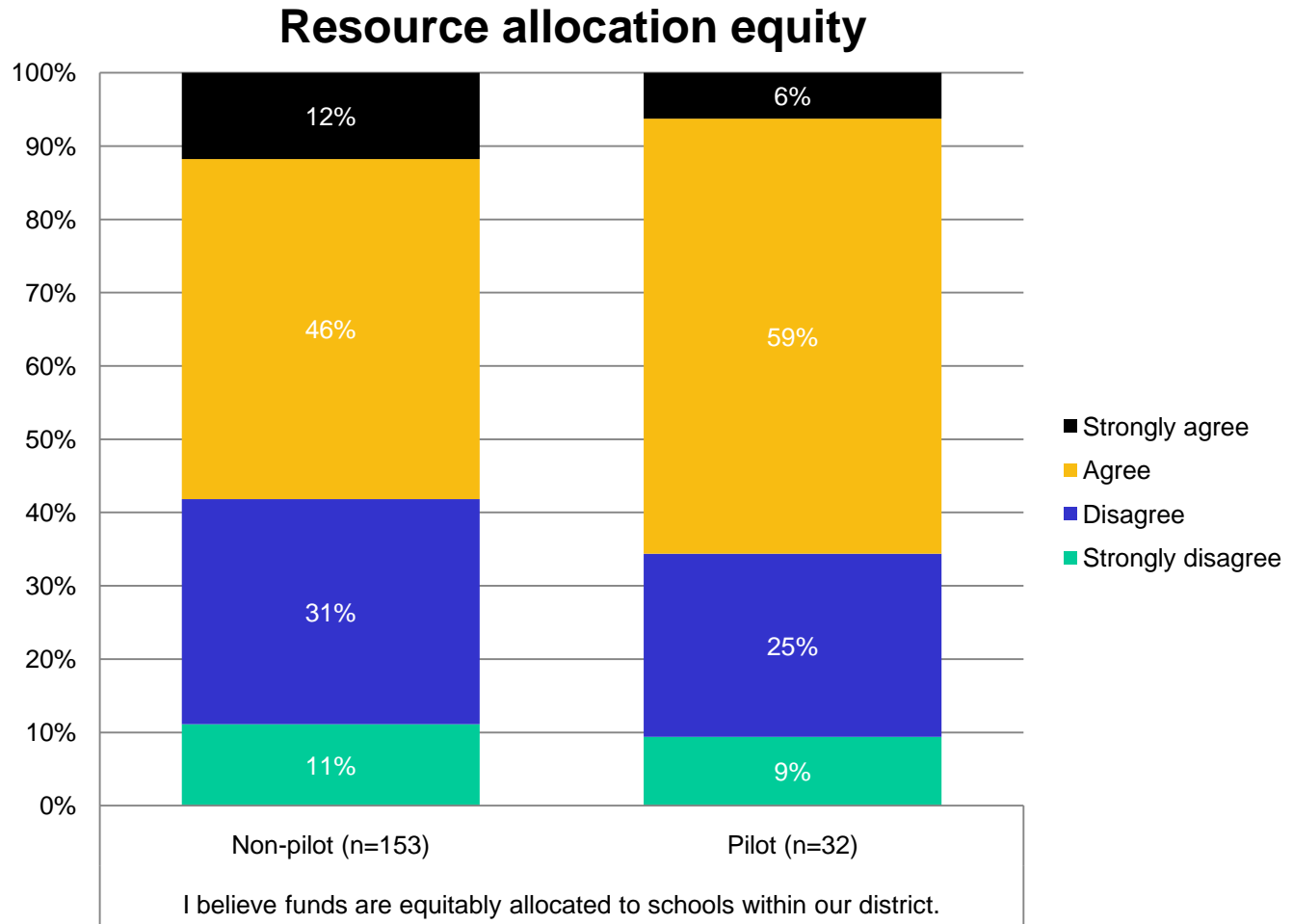
# Grade spans of SSC respondent schools

- **15 elementary schools** (2 are K-5; 13 are K-6)
- **4 elementary/middle schools** (1 is K-7; 3 are K-8)
- **3 middle schools** (1 is 5-8; 2 are 7-8)
- **1 middle/high school** (1 is 7-12)
- **3 high schools** (3 are 9-12)
- **1 elementary/middle/high school** (1 is K-11)
- **1 is unknown** (respondents differed widely)

# SSC survey respondents, by role (n=194)

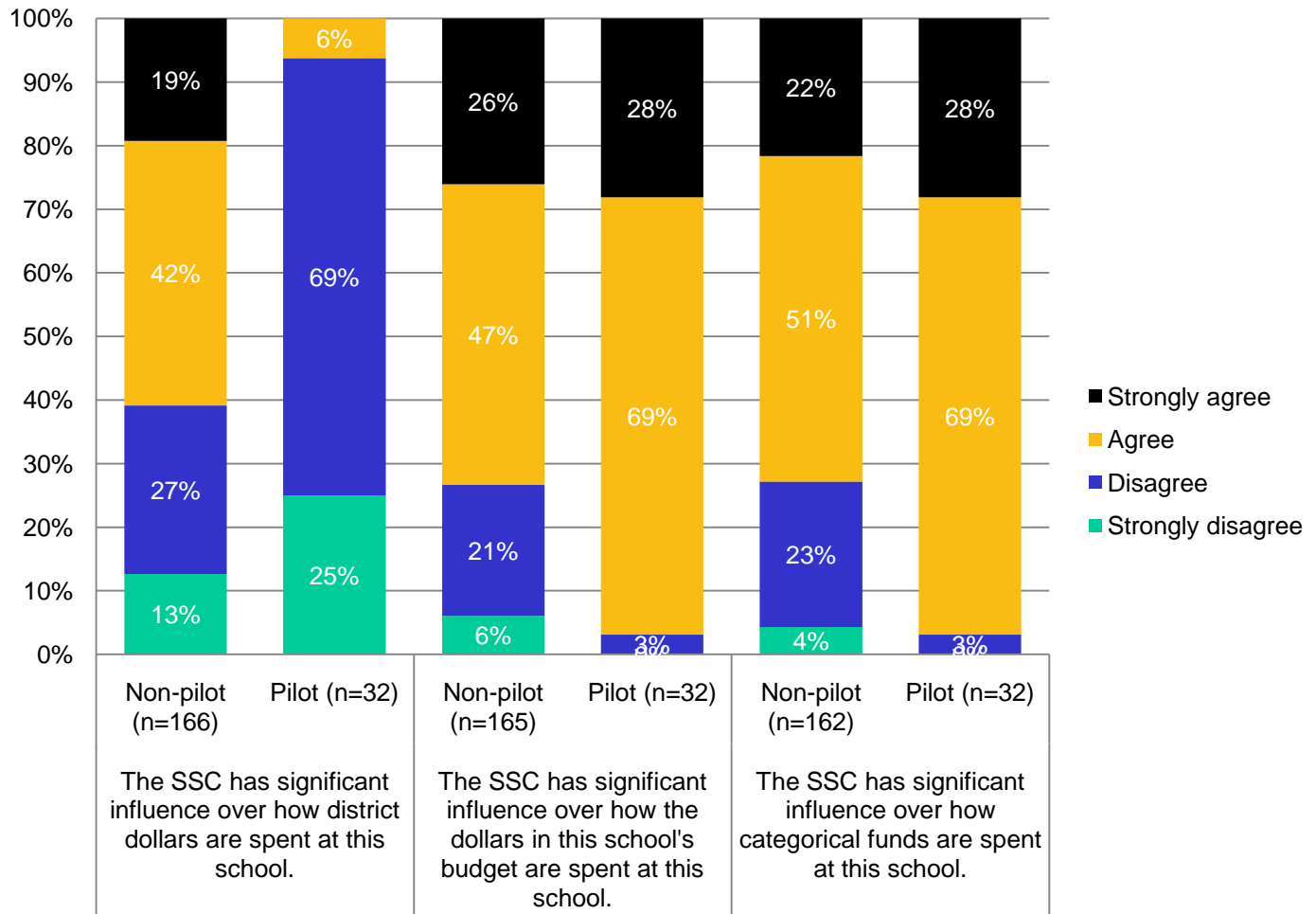
Role	n	%
Principal	10	5%
Teacher	77	40%
Parent	75	39%
Student	2	1%
Other school staff	24	12%
Other	6	3%

# Pilot school respondents were more likely to agree that resources are allocated equitably across schools.



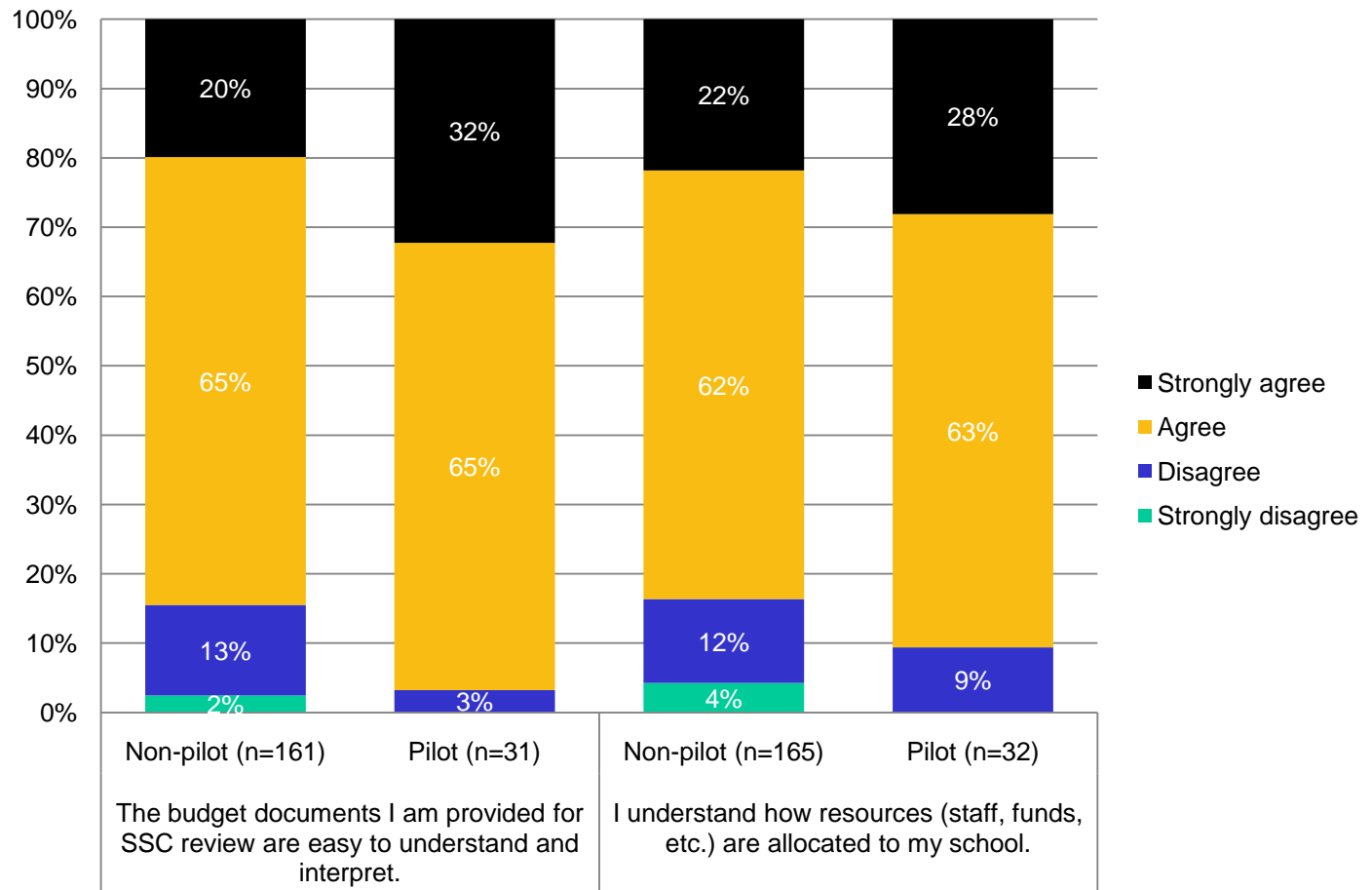
# Pilot and non-pilot school respondents differed substantially on the following items about influence over spending.

## SSC influence over spending



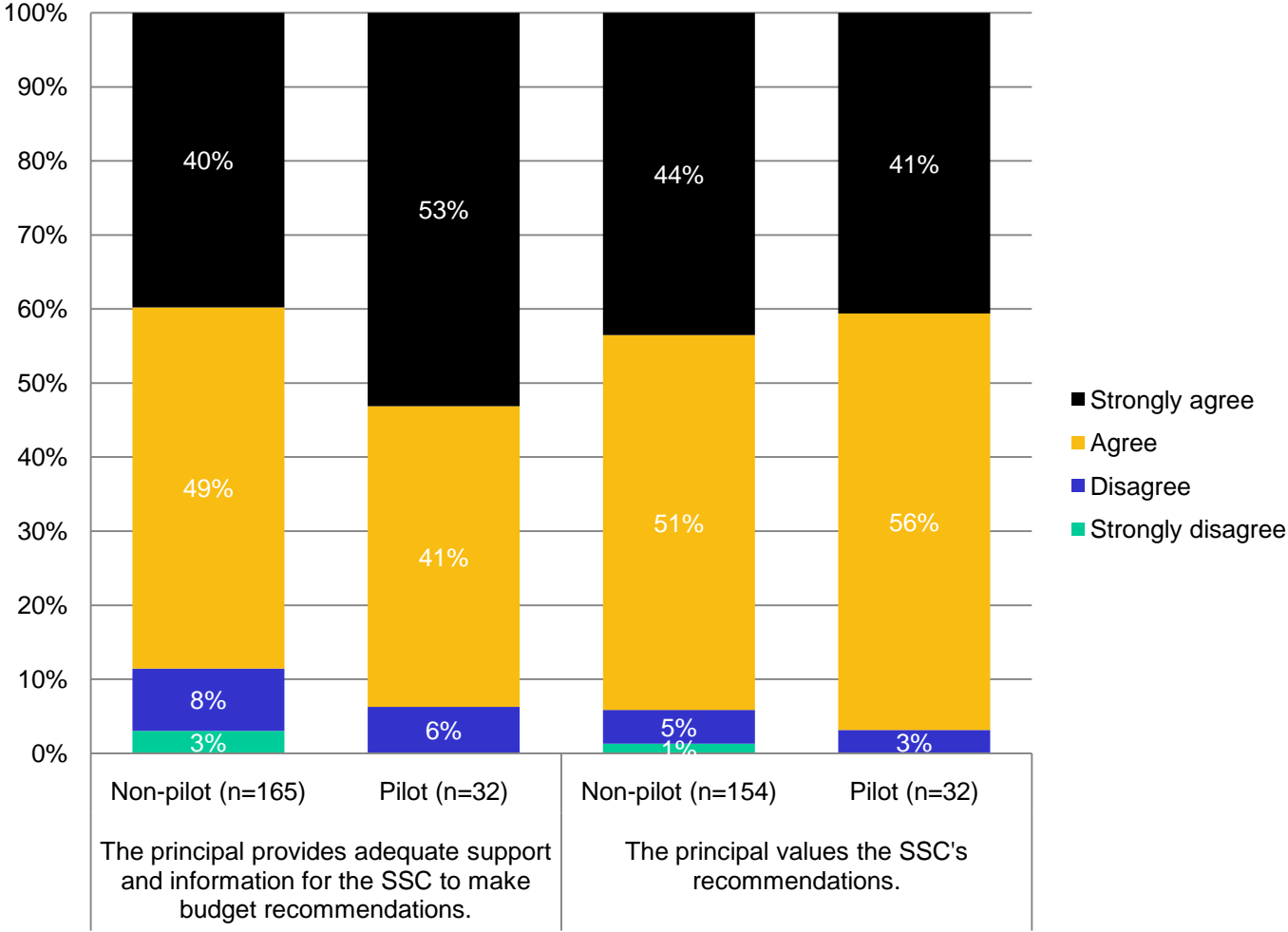
# Pilot SSCs were more likely to report understanding budget documents and resource allocation.

## Understanding of budgeting & resource allocation



# There were high levels of agreement across respondents that principals support and value the SSC.

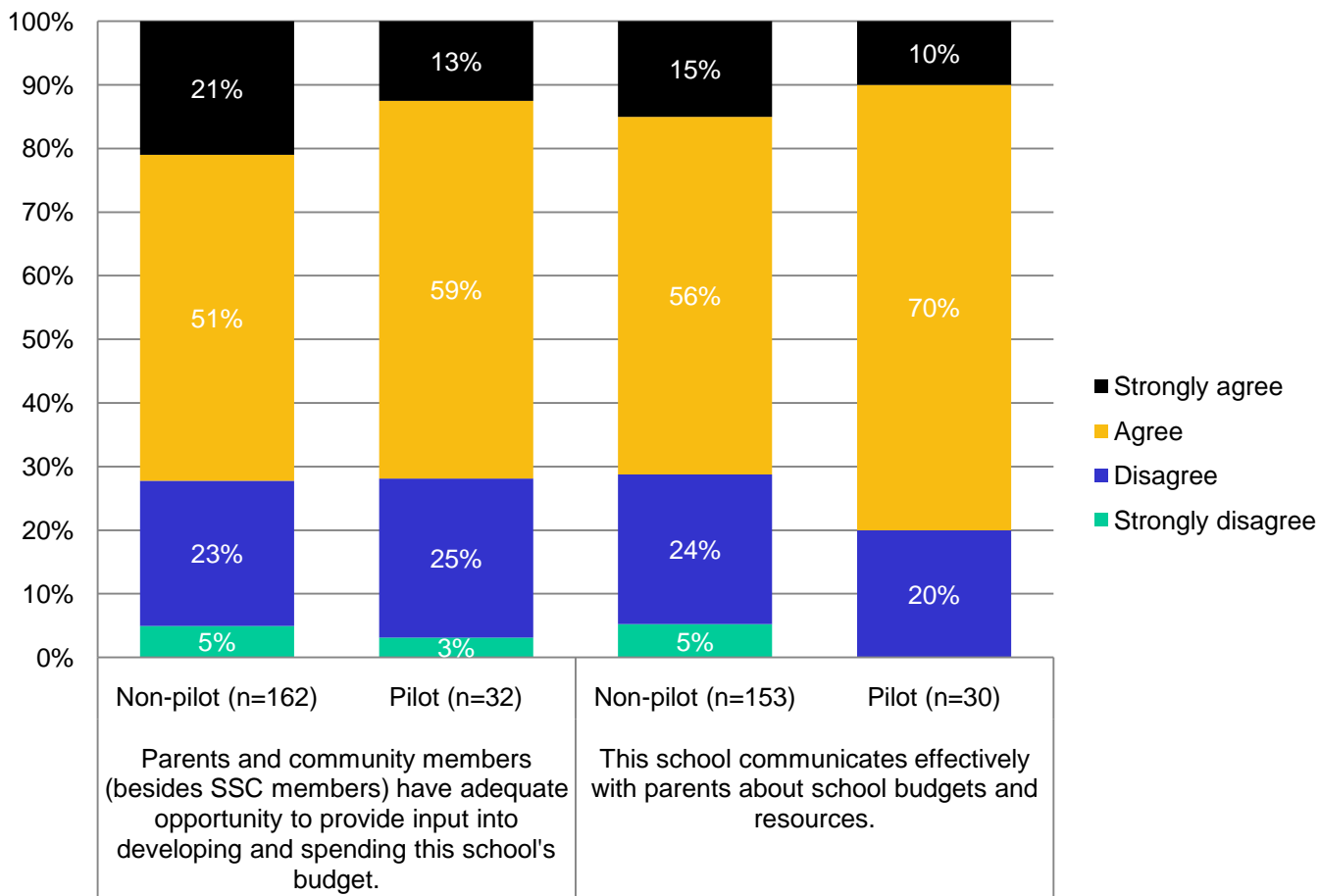
## SSC's perception of principal support





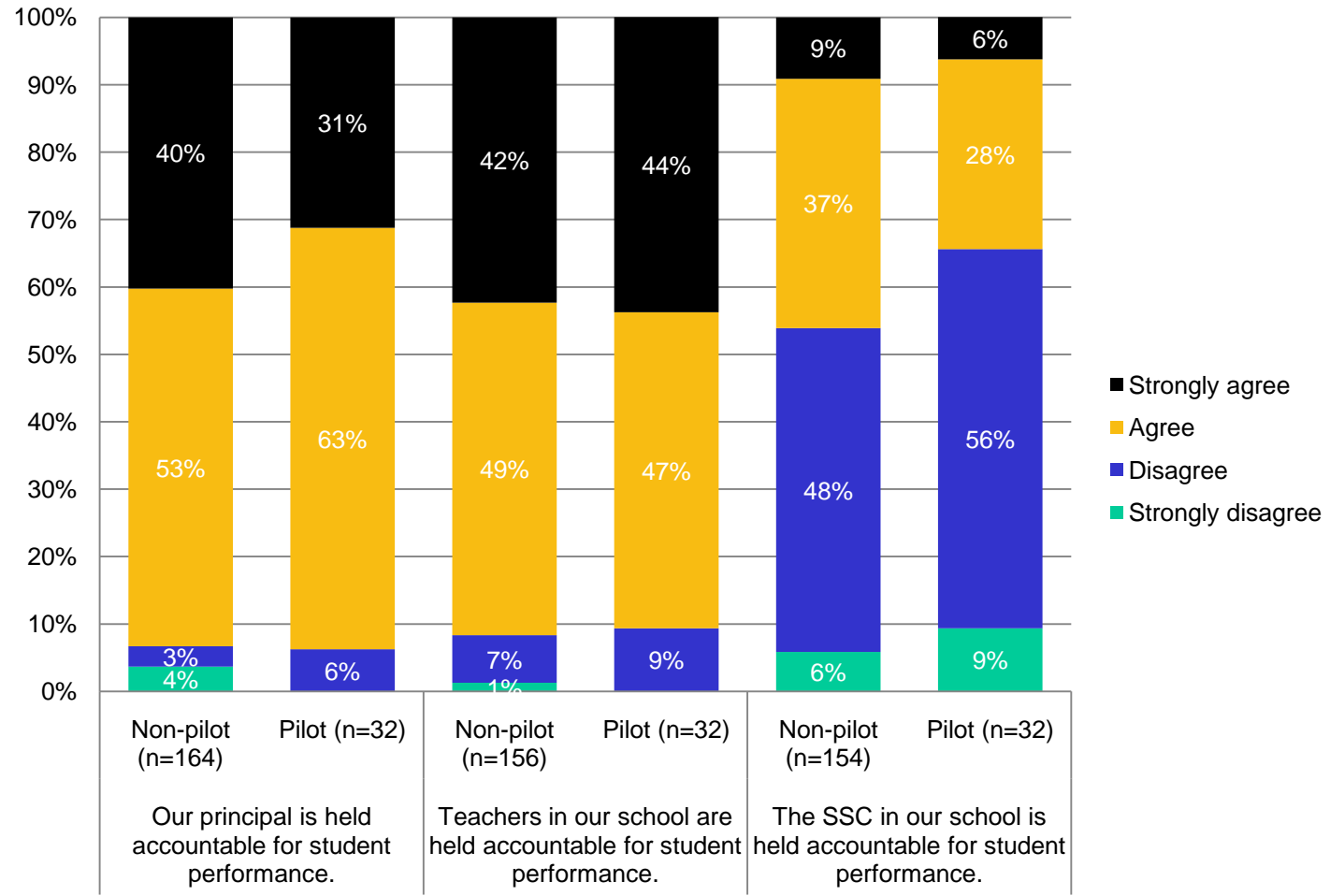
# Respondents generally agreed about these parent and community input questions, but a substantial proportion disagreed.

## Parent & community input about the school budget



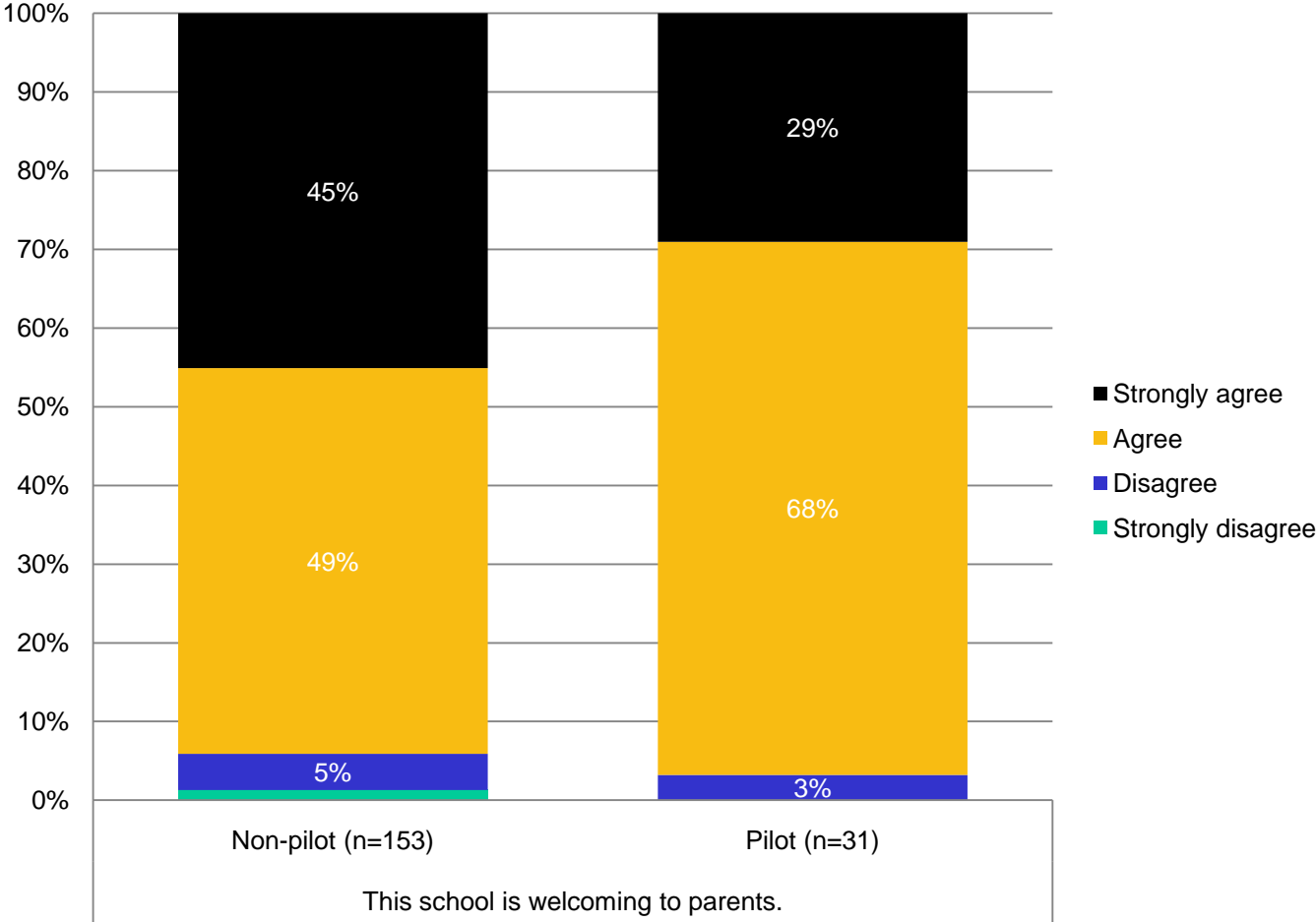
# SSC respondents disagreed that they were accountable for student performance.

## Accountability for student performance



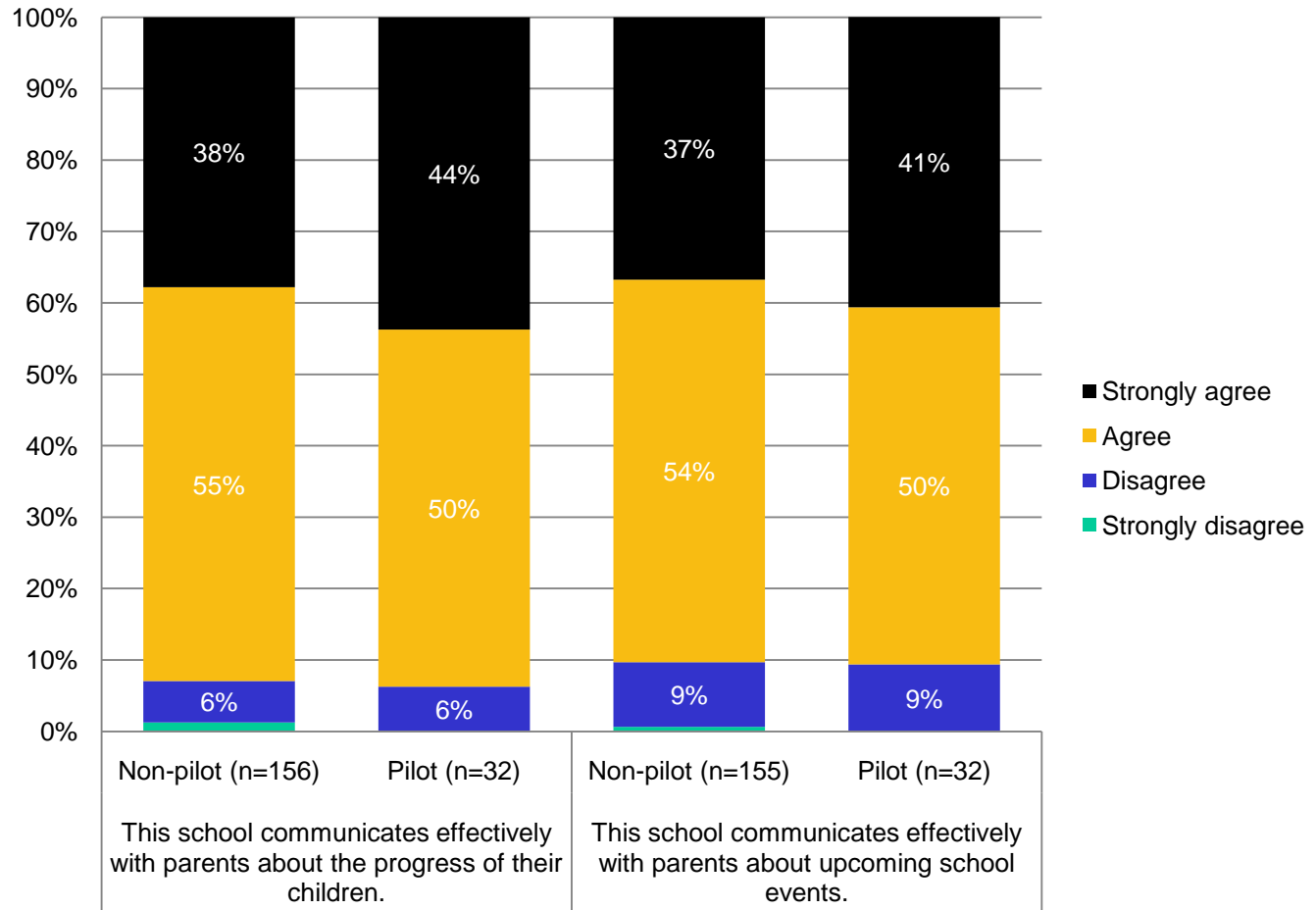
# SSC respondents agreed that their school is welcoming to parents.

## Welcoming atmosphere



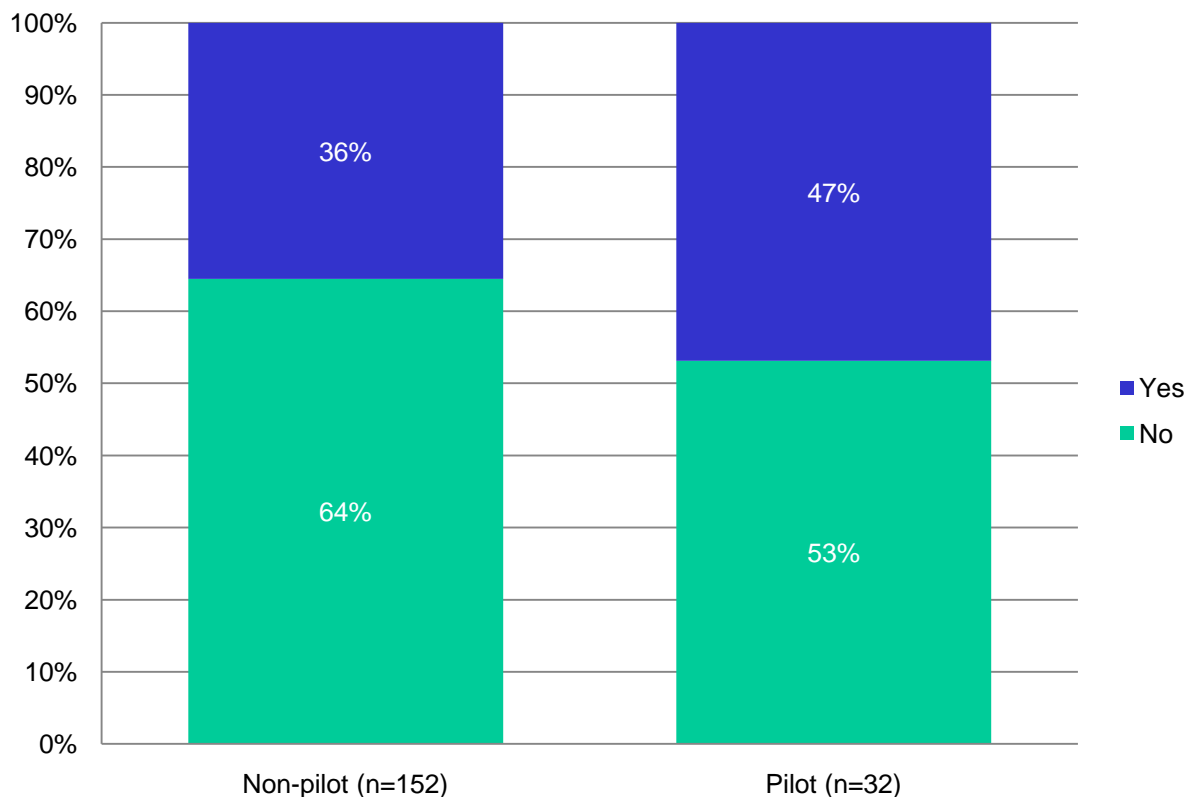
# Respondents agreed that the school communicates with parents about their child's progress & school events.

## School communication with parents



# Fewer than half of pilot and non-pilot respondents reported receiving any training on budgeting/resource allocation.

## Reported receipt of budget/resource allocation training



# Of those who received budget/resource allocation training, most agreed that it was sufficient.

**"The training I received was sufficient to help the SSC allocate funds to this school."**

