



RESEARCH SYNOPSIS

Spring 2019 Teacher Survey

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ABOUT THE SURVEY

After completing spring 2019 assessments, teachers were invited to complete a survey about each student's experience.

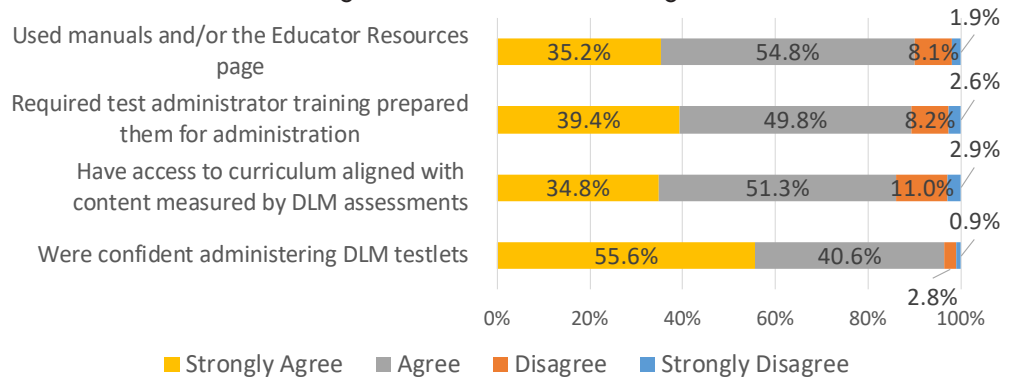
The survey included three blocks of items. The first and third blocks were fixed forms assigned to all teachers, while the second block was spiral-assigned and included sections on accessibility; technology; relationship to instruction in English Language Arts (ELA), mathematics, and science; the instructionally embedded assessment; and score reports. A total of 17,431 teachers (77.2%) responded to the survey for 55,340 students (65.6%).

TAKEAWAYS

- Teachers generally feel confident and prepared to administer DLM assessments
- Students generally have access to all needed supports
- Teachers overwhelmingly agree that Kite Student Portal and Educator Portal are easier to navigate than prior years
- Teachers generally agree that assessment results are useful and content mirrors instruction and measures important skills
- There is a need to ensure teachers are aware of resources for interpreting and using score reports to inform instruction

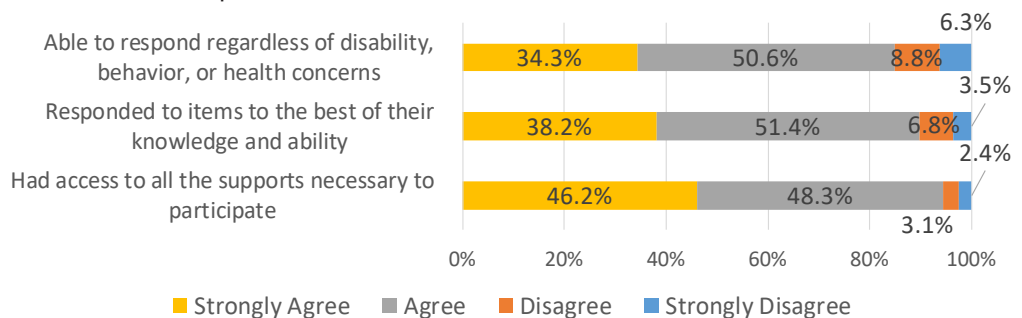
TEACHER EXPERIENCE WITH SYSTEM

Teachers reported having access to the necessary resources to administer DLM assessments and being comfortable administering testlets.¹



STUDENT EXPERIENCE WITH ADMINISTRATION

Educators reported students were provided the necessary supports and were able to respond as intended, free of barriers.



TECHNOLOGY

- Teachers found it somewhat easy or very easy to enter Kite Student Portal (93.8%), to navigate within a testlet (95.3%), to record a response (96.4%), to submit a completed testlet (97.0%), and to administer testlets on various devices (92.8%).
- Teachers found it somewhat easy or very easy to navigate Educator Portal (87.0%); enter PNP and First Contact information (90.7%); manage student data (86.8%), their accounts (89.2%), and tests (87.2%); and use the Instructional Tools Interface (73.9%).
- Open-ended survey responses indicated that testlets were easy to administer and Kite Student Portal had improved from prior years, including more timely generation of new testlets, but teachers wanted easier ways to track student test completion status.

¹ Percentages for all figures are approximate due to rounding and may not sum to 100%.

ACCESSIBILITY

Accessibility supports are available inside and outside the system to support test administration. The majority of teachers agreed the available accessibility features were similar to ones the student uses for instruction (59.8%), and their student was able to effectively use accessibility supports (93.5%). Of the students who were unable to effectively use accessibility supports, 60.5% of teachers reported this was because the student could not provide a response, even with the accessibility support.

Teachers reported students were able to use accessibility supports with greater ease than in previous years, though their features were not as similar as those used during classroom instruction.

These data generally support the conclusions that the accessibility supports of the DLM alternate assessment were effectively used by students, were consistent with accessibility supports used during instruction, and met student needs for test administration.

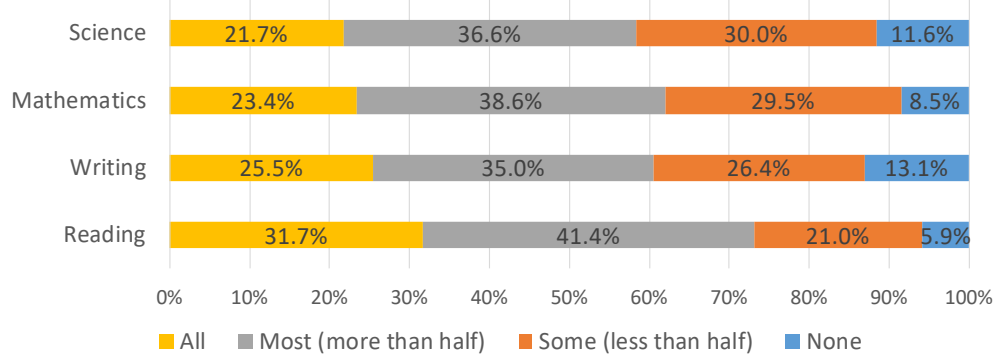
The consortium research agenda continues to prioritize evaluating any remaining gaps in accessibility.

"The DLM accessibility supports are very good and support a lot of our students. However, there are some of the most severe students that cannot access these supports."

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OPPORTUNITY TO LEARN

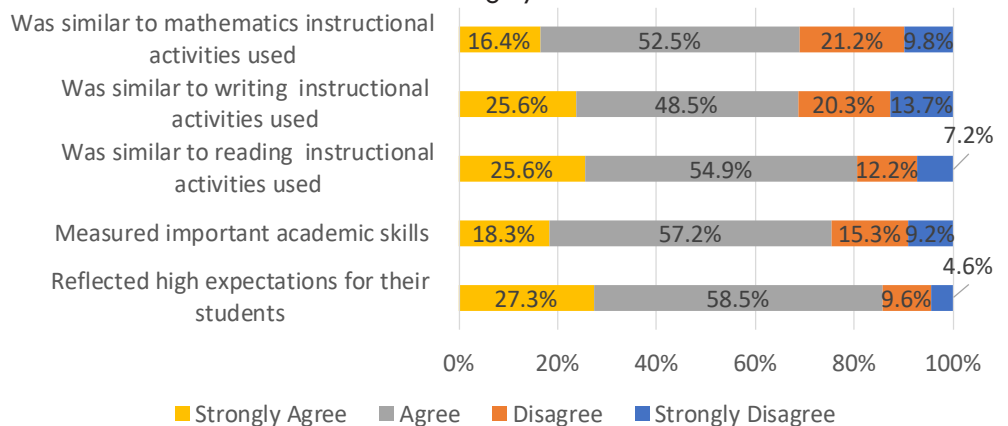
- Across subjects, teachers generally reported a match in the content of testlets to instruction.



- Teachers also indicated the amount of instructional time spent on conceptual areas and disciplinary core ideas during the year. For the majority of reading conceptual areas, the most commonly selected option was *more than 20 hours*, while ratings for writing content, mathematics conceptual areas, and science disciplinary core ideas were more variable.
- 76.9% of the teachers provided 11 or more hours of instruction to their students across all subjects each week.
- 63.0% of teachers reported their student completed three or more writing instructional activities in a week.

ASSESSMENT CONTENT

Teachers rated assessment content highly.



These results indicate teachers believe that assessment content is reflective of important academic skills and activities used in the classroom, and that DLM assessments measure important skills with high expectations.

USING ASSESSMENT RESULTS

Teachers who received their students' assessment results from the previous year were asked to evaluate their utility. Future research is planned to further evaluate these results.

