Tab I:

Title Page

Proposal: School Climate/SEL Survey MASTER

Part I A – Technical Proposal	
RFP Title:	School Climate/SEL Survey
RFP:	3179
Vendor Name:	Panorama Education
Address:	109 Kingston St. 5th Floor Boston, MA 02111
Opening Date:	May 6, 2015
Opening Time:	2:00 PM

Panorama Education

For inquiries, contact:

Xan Tanner
(617) 631-8856
xtanner@panoramaed.com
109 Kingston St. 5th Floor
Boston, MA 02111

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Tab III:

Vendor Information Sheet

VENDOR INFORMATION SHEET FOR RFP 3179

Vendor Must:

A) Provide all requested information in the space provided next to each numbered question. The information provided in Sections V1 through V6 will be used for development of the contract;

B) Type or print responses; and

C) Include this Vendor Information Sheet in Tab III of the Technical Proposal.

V1	Company Name	Panorama Education

V2	Street Address	109 Kingston Street

V3	City, State, ZIP	Boston, MA 02111

V4	Telephone Number		
	Area Code: (617)	Number: 356-8123	Extension:

V5	Facsimile Number		
	Area Code: (203)	Number: 349-2418	Extension:

V6	Toll Free Number		
	Area Code:	Number:	Extension:

V7	***Contact Person for Questions / Contract Negotiations, including address if different than above***
	Name: Xan Tanner
	Title: President
	Address:
	Email Address: xtanner@panoramaed.com

V8	Telephone Number for Contact Person		
	Area Code: (617)	Number: 631-8856	Extension:

V9	Facsimile Number for Contact Person		
	Area Code: (203)	Number: 349-2418	Extension:

V10	***Name of Individual Authorized to Bind the Organization***	
	Name: Xan Tanner	Title: President

V11	Signature ***(Individual must be legally authorized to bind the vendor per NRS 333.337)***	
	Signature:	Date: 5/1/15

Tab IV:

State Documents

State of Nevada
Department of Administration
Purchasing Division
515 E. Musser Street, Suite 300
Carson City, NV 89701

Brian Sandoval
Governor

Greg Smith
Administrator

SUBJECT:	Amendment 1 to Request for Proposal 3179
RFP TITLE:	School Climate/SEL Survey
DATE OF AMENDMENT:	April 27, 2015
DATE OF RFP RELEASE:	April 6, 2015
OPENING DATE:	May 6, 2015
OPENING TIME:	2:00 PM
CONTACT:	Annette Morfin, Procurement Staff Member

The following shall be a part of RFP ***3179.*** If a vendor has already returned a proposal and any of the information provided below changes that proposal, please submit the changes along with this amendment. You need not re-submit an entire proposal prior to the opening date and time.

---

1. What is the budgeted value of an awarded contract?

   The dollar amount varies based on the determined roll out of the survey. The budgeted amount begins at $175,000 a year for five years, but could be enhanced to up to $350,000 depending on the scope of the survey and number of students surveyed.

2. If our survey is exclusively online, what technologies/infrastructure already exists within the schools to allow students with disabilities to take the survey? For current partners, often times accommodations are made for individuals to read the survey aloud to vision impaired students. Will similar accommodations be possible?

   As of Spring 2015, all schools are set up to take tests and surveys online. Read aloud accommodations are possible.

3. The RFP references a 28-day turnaround for paper based survey but does not express a similar timeline for online surveys. Is there a specific timeline expectation?

   28 days from the close of the administration of the survey.

4. What is the Bighorn System and what are the expectations for the files and content to be transferred to and from it? Would providers be expected to build new technologies to communicate with the Bighorn System?

   Bighorn is NDE's secure data transfer system for handling student level data. Vendors would require secure file transfer capability, but will be able to communicate with Bighorn via the internet.

5. Is it a correct assumption that the Bighorn System would be used to roster student data? If so, how often are data collected and updated for the Bighorn System? What is the strategy for addressing discrepancies that exist between data available through the Bighorn System and actual students attending Nevada Public Schools?

Rosters come from district level student information systems, not from Bighorn. NDE does verify the data that is received from districts and it is updated daily. NDE will walk the selected vendor through the process.

6. Will reports be made public?

Yes.

7. Who will be the primary audience of survey information?

There are a number of expected audiences. Principals and districts will be able to use the data for school improvement efforts, the Department of Education will be able to use the information for technical assistance purposes, grantors and evaluators will be able to use the information as an evaluation of their effectiveness, parents will be able to see student perception of their school climate.

8. What do you mean by Principal Certification in Section 3.7.3?

Form required by the state, collected each year. The Vendor doesn't have to worry about this.

9. What will be the expectations for the Vendor Presentations the week of June 11th? Will these presentations be in person?

Presentations do not need to be in person. NDE would like to see an example of the survey, how it meets our needs, and an example of what sort of reports NDE would be able to generate.

10. Can you clarify the meaning of "normed/valid" survey in this context? For example, are there any specific characteristics you would expect of a survey that was normed and valid?

NDE would expect the survey to have been developed by testing experts, piloted, and revised so that NDE knows the survey is dependable and stable for what the survey is designed to measure. NDE would like the constructs that make up the overall school climate ranking to be valid independently of one another, to aid with data-based decision-making in terms of intervention selection.

11. Can you confirm the scope of the survey as defined in section 5.2 – is the assumption that the total population to be surveyed will be 245,000 (based on a sample of 35,000 students in each of six grades [6-12])?

Yes, although potentially this will be done in a piloted roll-out of grade levels over time.

12. 1. In Section, 1.8.1.1 it states that NDE wants to be able to gauge mental health factors at a school level to promote the growth in that arena in the schools, as well as, to provide NDE with comparison data from school to school. What specific aspects of mental health are desired?

NDE would like to understand students' social and emotional strengths, as well as some of the mental health issues that are rated on instruments such as the YRBS (depression, bullying issues, etc.)

13. In section 1.8.1.2 it states that "NDE also wants to be able to distill this information down to sub-group populations, including race/ethnicity, gender, socio-economic status (SES), etc." Can you provide clarification on these variables? How quickly can the selected vendor expect to receive the desired sub-group information? Also, what level of assurance should the vendor have, upon receipt of the subgroup information, that the data is accurate?

    NDE would assume that this information could be garnered as a part of the survey, or, if student identifiers are applied, they would work with district student information systems in order to match students with their demographics.

14. Section 3.1.4.2 states that the data gathered should be analyzed into useable information. It also outlines NDE's expectations around the data being sensitive to change. What is the timeline for deployment of said interventions? Is there an expectation to conduct a survey administration before and after an invention(s) is implemented? Will the NDE provide information about each participating school, such as school demographics? Will student demographics also be provided?

    NDE plans to implement the survey once in the fall as a baseline, and then in the spring for the next four years. Many interventions in our piloting districts will be introduced at about the same time as the first survey administration. The school demographics can be gathered at the school/district/ or state level.

15. With respect to the 28 calendar day release referenced in Section 3.6.4, can there be a preliminary release to NDE and then a final release to district and school level stakeholders at a later date?

    There can be an earlier release to the NDE, but in order for the assessments to be used formatively, we want to get the information back to the schools as soon as possible, so still within that 28-day time frame.

16. Section 3.7.1 references the need for psychometric support to scoring, data analysis and reporting. To whom should this psychometric support be provided? Also, can more detail be provided around the expectations for support?

    Vendors should be prepared to show NDE the school reports they expect to be able to garner as a result of the survey and be able to show NDE what information they expect us to be able to get through reading those reports. By the third year, we would also like to see trend data in the form of reports.

17. Section 4.1.2 references registration requirements with the State of Nevada, Secretary of State's Office as a foreign corporation prior to contract execution. About how much time would it take to be recognized by the State and will any exceptions be made for a selected vendor, with respect to the overall timeline, should this step be required?

NDE can't speak to how long the Secretary of State's office will take, but if the vendor begins taking the appropriate steps upon the issuance of the Letter of Intent and through no fault of their own are unable to keep to the deadline, exceptions can be made.

18. Section 11.3.3.1 notes that "the contractor shall be subject to inspection and acceptance by the State"; what data does the NDE require, e.g., student-level responses? What is the protocol and frequency for inspection of the contractor?

Once the contract is in place; NDE will work with the contracted vendor to make sure that the contract is being operated as it should. Your response to the RFP will determine the "inspection and acceptance" by the independent evaluation committee.

19. We would like to confirm that NDE does not want a transmission of respondent-level data. That is, all deliverables to NDE will be aggregated to the school or district levels

Yes.

20. In addition to a technical report, would NDE like a report that aggregates survey data to the state level at the end of each contract year?

Potentially, but it isn't currently a requirement of this project.

21. Can NDE clarify the meaning of "principal certifications" described in section 3.7.3.3?

See Answer to Question 8.

22. Section 1.5 notes that this contract would service the seventeen (17) local school districts and a Public Charter Authority. Can you confirm how many schools in total will be eligible for the survey, and whether all will be required to participate or be allowed to opt in for the five year project? Are they all PK-12 environments, or will the contractor be supporting alternative sites and other custom environments?

This is dependent upon the survey instrument being proposed. At the minimum, NDE would like to survey all middle and high schools in the state, but are interested in looking at what is available for elementary schools as well. Legislation will determine whether there is an opt in option or a requirement. NDE doesn't believe that has been determined at this time. Vendors can see the Department of Education website, particularly the Nevada Report Card, for more information about individual schools and the number of schools.

23. Section 3.3.1.1 states: The intention will be to pilot the selected survey in either specific grade levels or a specific district, with the intention of full scale roll out by the end of the contract period as more funding becomes available. Does NDE have a requirement for the # of schools that need to participate in the pilot in year one or will the vendor be defining the pilot? Also, how will the statewide roll-out be phased? I.e. would NDE be open to a slow roll-out to the entire state over the course of the subsequent four years, or is the survey expected to be administered to all schools in Year Two of the grant onward?

NDE has certain requirements based on grant awards given to the State. The Vendors would not necessarily be expected to administer to all schools in Year Two (dependent on current legislation that is not yet determined), but would meet with a team at NDE to help design the pilot. At a minimum, NDE needs to include 3-6 districts in the first year.

24. Is NDE interested in other levels of reporting aside from school- and district-level (i.e. aggregate reports by level, norming data or trend data over years, etc.)?

Yes, very interested.

25. How will NDE staff be engaged with this project? Does the State have regional coordinators that could support the roll-out of this work to the schools? If so, how are they broken up, and how much of their time could/would be allocated to this project?

NDE has a small team of grant leaders who will meet to help with determining the roll out of the project, etc. but NDE does not have any local level school support outside of the first year of the pilot in the grant funded districts.

26. Section 3.7.2 notes using the Nevada Bighorn Portal for secure data transfer. Can NDE specify the server environment for Nevada Bighorn and the requirements for the vendor's use of this portal in terms of transfer of responses to the vendor for analysis and report generation? Also, what is the expectation from the State on where the survey will "live" - in the vendor's environment or within the State's infrastructure for ongoing administration and reporting?

Nevada Bighorn is a sequel server. The vendor needs access to the internet and secure file transfer capabilities and will work with the NDE to develop specific protocol. We expect the survey to 'live' with the NDE at the end of the five years, so NDE can work to develop an infrastructure that would allow NDE to continue administering the survey at the end of the grant which funds this project.

27. Will reports be publicly posted? Are there specifications for the vendor on how data needs to be presented (types of graphs/ charts, specific platform or format, etc.)?

Yes, but NDE is interested in seeing their options as to what type of information is possible in terms of the reports.

28. In section 3.4.1.6, it notes that the vendor is responsible for costs related to the meeting room and meals. Would NDE be responsible for securing the rooms and ordering food for attendees? Can you provide clarity on how these costs should be built into the Cost Proposal or how it can be incorporated into the travel reimbursement if that is the intended process?

The NDE can secure rooms, etc. and costs can be listed as 'allocated meeting expenses'.

29. Please confirm that NDE would like all responses to be anonymous, and no identifiers at the respondent level are required as part of this grant.

NDE would like this to be an anonymous survey, although de-identified numbers may be assigned in order to match student records for demographic purposes, etc.

30. Will NDE require the raw data in addition to the school- and district-level reports?

Yes.

31. What reader software does NDE use for schools with visually impaired students?

This is a district by district decision.

32. Does NDE require a copy of the full surveys and sample reports for the proposal?

Yes.

33. Will the vendor be required to track any other school-level indicators as part of the reporting, such as graduation rates, attendance, incident rates, performance indexes?

No.

34. Is NSD open to a collaborative survey instrument design, with norming conducted by selected vendor using pilot school response data?

Potentially.

<u>ALL ELSE REMAINS THE SAME FOR RFP 3179.</u>

Vendor must sign and return this amendment with proposal submitted.

Vendor Name: Panorama Education

Authorized Signature: [signature]

Title: President Date: 5/1/15

This document must be submitted in the "State Documents" section/tab of vendors' technical proposal.

ATTACHMENT A – CONFIDENTIALITY AND CERTIFICATION OF INDEMNIFICATION

Submitted proposals, which are marked "confidential" in their entirety, or those in which a significant portion of the submitted proposal is marked "confidential" **will not** be accepted by the State of Nevada. Pursuant to NRS 333.333, only specific parts of the proposal may be labeled a "trade secret" as defined in NRS 600A.030(5). All proposals are confidential until the contract is awarded; at which time, both successful and unsuccessful vendors' technical and cost proposals become public information.

In accordance with the Submittal Instructions of this RFP, vendors are requested to submit confidential information in separate binders marked "**Part I B Confidential Technical**" and "**Part III Confidential Financial**".

The State will not be responsible for any information contained within the proposal. Should vendors not comply with the labeling and packing requirements, proposals will be released as submitted. In the event a governing board acts as the final authority, there may be public discussion regarding the submitted proposals that will be in an open meeting format, the proposals will remain confidential.

By signing below, I understand it is my responsibility as the vendor to act in protection of the labeled information and agree to defend and indemnify the State of Nevada for honoring such designation. I duly realize failure to so act will constitute a complete waiver and all submitted information will become public information; additionally, failure to label any information that is released by the State shall constitute a complete waiver of any and all claims for damages caused by the release of the information.

This proposal contains Confidential Information, Trade Secrets and/or Proprietary information as defined in ***Section 2 "ACRONYMS/DEFINITIONS."***

Please initial the appropriate response in the boxes below and provide the justification for confidential status.

Part I B – Confidential Technical Information			
YES		NO	✔
Justification for Confidential Status			

A Public Records CD has been included for the Technical and Cost Proposal			
YES		NO (See note below)	✔
Note: By marking "NO" for Public Record CD included, you are authorizing the State to use the "Master CD" for Public Records requests.			

Part III – Confidential Financial Information			
YES	✔	NO	
Justification for Confidential Status			
Panorama is a privately held corporation and intends to keep its financial information private and confidential.			

Panorama Education

Company Name

Signature

Xan Tanner

Print Name

5/1/15

Date

This document must be submitted in Tab IV of vendor's technical proposal

ATTACHMENT C – VENDOR CERTIFICATIONS

Vendor agrees and will comply with the following:

(1) Any and all prices that may be charged under the terms of the contract do not and will not violate any existing federal, State or municipal laws or regulations concerning discrimination and/or price fixing. The vendor agrees to indemnify, exonerate and hold the State harmless from liability for any such violation now and throughout the term of the contract.

(2) All proposed capabilities can be demonstrated by the vendor.

(3) The price(s) and amount of this proposal have been arrived at independently and without consultation, communication, agreement or disclosure with or to any other contractor, vendor or potential vendor.

(4) All proposal terms, including prices, will remain in effect for a minimum of 180 days after the proposal due date. In the case of the awarded vendor, all proposal terms, including prices, will remain in effect throughout the contract negotiation process.

(5) No attempt has been made at any time to induce any firm or person to refrain from proposing or to submit a proposal higher than this proposal, or to submit any intentionally high or noncompetitive proposal. All proposals must be made in good faith and without collusion.

(6) All conditions and provisions of this RFP are deemed to be accepted by the vendor and incorporated by reference in the proposal, except such conditions and provisions that the vendor expressly excludes in the proposal. Any exclusion must be in writing and included in the proposal at the time of submission.

(7) Each vendor must disclose any existing or potential conflict of interest relative to the performance of the contractual services resulting from this RFP. Any such relationship that might be perceived or represented as a conflict should be disclosed. By submitting a proposal in response to this RFP, vendors affirm that they have not given, nor intend to give at any time hereafter, any economic opportunity, future employment, gift, loan, gratuity, special discount, trip, favor, or service to a public servant or any employee or representative of same, in connection with this procurement. Any attempt to intentionally or unintentionally conceal or obfuscate a conflict of interest will automatically result in the disqualification of a vendor's proposal. An award will not be made where a conflict of interest exists. The State will determine whether a conflict of interest exists and whether it may reflect negatively on the State's selection of a vendor. The State reserves the right to disqualify any vendor on the grounds of actual or apparent conflict of interest.

(8) All employees assigned to the project are authorized to work in this country.

(9) The company has a written equal opportunity policy that does not discriminate in employment practices with regard to race, color, national origin, physical condition, creed, religion, age, sex, marital status, sexual orientation, developmental disability or handicap.

(10) The company has a written policy regarding compliance for maintaining a drug-free workplace.

(11) Vendor understands and acknowledges that the representations within their proposal are material and important, and will be relied on by the State in evaluation of the proposal. Any vendor misrepresentations shall be treated as fraudulent concealment from the State of the true facts relating to the proposal.

(12) Vendor must certify that any and all subcontractors comply with Sections 7, 8, 9, and 10, above.

(13) The proposal must be signed by the individual(s) legally authorized to bind the vendor per NRS 333.337.

Panorama Education

Vendor Company Name

Vendor Signature

Xan Tanner

Print Name

5/1/15

Date

This document must be submitted in Tab IV of vendor's technical proposal

ATTACHMENT J – CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including subcontracts, sub grants, and contracts under grants, loans, and cooperative agreements) and that all sub recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

By: _____ 5/1/15

Signature of Official Authorized to Sign Application — Date

For: Panorama Education

Vendor Name

State of Nevada Request for Proposal: 3179, School Climate/SEL Survey

Project Title

This document must be submitted in Tab IV of vendor's technical proposal

Tab V:

Attachment B- Technical Proposal Certification of Compliance with Terms and Conditions of RFP

ATTACHMENT B – TECHNICAL PROPOSAL CERTIFICATION OF COMPLIANCE WITH TERMS AND CONDITIONS OF RFP

I have read, understand and agree to comply with ***all*** the terms and conditions specified in this Request for Proposal.

YES ✔ I agree to comply with the terms and conditions specified in this RFP.

NO _____ I do not agree to comply with the terms and conditions specified in this RFP.

If the exception and/or assumption require a change in the terms in any section of the RFP, the contract, or any incorporated documents, vendors ***must*** provide the specific language that is being proposed in the tables below. If vendors do not specify in detail any exceptions and/or assumptions at time of proposal submission, the State will not consider any additional exceptions and/or assumptions during negotiations.

Panorama Education
Company Name

Signature

Xan Tanner
Print Name

5/1/15
Date

Vendors MUST use the following format. Attach additional sheets if necessary.

EXCEPTION SUMMARY FORM

EXCEPTION #	RFP SECTION NUMBER	RFP PAGE NUMBER	EXCEPTION (Complete detail regarding exceptions must be identified)

ASSUMPTION SUMMARY FORM

ASSUMPTION #	RFP SECTION NUMBER	RFP PAGE NUMBER	ASSUMPTION (Complete detail regarding assumptions must be identified)

This document must be submitted in Tab V of vendor's technical proposal

Tab VI:

Section 3-
Scope of Work

Scope of Work

1. *NDE is open to consideration of proposed online or computer adaptive surveys, as well as, to traditional paper/pencil formats.*

In order to maximize participation across the state, and ensure that every school has a high participation rate, Panorama has developed a number of survey administration options. These include online surveys and paper surveys for students, parents, and teachers.

We recommend making online survey administration the default for districts, and letting district opt in to paper survey administration if necessary. If NDE decides to include parent surveys in this project, Panorama can support districts that wish to administer surveys both online and on paper to maximize response rates.

Alternatively, if desired by NDE, we can use a uniform paper or online survey administration model across the state.

2. *NDE is open to consideration of surveys administered to students only, or to students, staff, and parents.*

To capture a complete picture of school climate, school safety, SEL, and growth, Panorama recommends surveying parents and staff in addition to students.

Through the family survey, we would gather data about parental perceptions of school climate, school safety, and SEL. Family survey data is especially important at the elementary level, where student survey measures are less comprehensive than at the secondary level.

Additionally, if desired by NDE, Panorama can include parent survey measures around parent engagement and student behaviors outside of school (such as the effort toward schoolwork the child demonstrates at home). We encourage districts to include these measures because they provide context that is helpful for school leaders as they work to improve climate, safety, and SEL.

Staff surveys help provide another perspective on a school's culture and learning environment. Panorama's measures can gather information about how adults see the climate on campus as well as how faculty perceive students' SEL competencies. If desired, Panorama can also include measures about the effectiveness of professional development around NDE's priorities in this area. For example, have staff members received professional development that will help them support students' social and emotional learning?

If desired by NDE, Panorama also has a special module in which teachers assess SEL in specific students. Each teacher would log on to Panorama and rate a randomly selected subset of their students in a small number of social and emotional competencies. Then, Panorama would aggregate this data at the school and district levels as a measure of student social and emotional learning. We have found that this information is valuable as a complement to student self-reports of SEL. Furthermore, asking teachers to rate specific students can reduce the measurement error associated with asking teachers to rate all of their students in general. (If desired, we can also report this teacher assessment of student SEL data at the student level, but most of our clients prefer to avoid student-level reporting and only aggregate at the school and district levels.)

3. *At a minimum, NDE is intending to survey all middle and high school students, but NDE is interested in surveying younger students as well, if the surveys are normed and validated for younger ages.*

Panorama recommends surveying students in grades 3-5, as well as middle and high school students. The Panorama Student Survey includes a special version for grades 3-5 that reflects the lower reading and cognition levels of younger students. Our instruments have been validated for those grades, and they have been successfully implemented in grades 3-5 in many diverse districts, including Dallas ISD, New York City DOE, and the State of Michigan's EAA turnaround district.

Panorama also brings significant experience surveying students in grades K-2, but we generally recommend focusing on grades 3-12.

4. *Task: Administer a normed/valid survey to middle and high school students in the State.*

   4.1 *Objective: Rate, at a minimum, the student's perception on student engagement, relationships, school safety, the learning environment, and the social and emotional growth of students.*

To collect valid and reliable data on student engagement, relationships, school safety, learning environment, and the social and emotional growth of students, Panorama proposes to administer the Panorama Student Survey, which was developed in partnership with the Harvard Graduate School of Education under the leadership of Professor Hunter Gehlbach, Ph.D. The Panorama Student Survey is used by school systems across the country, including Dallas ISD, New York City DOE, Knox County Public Schools, and the State of Michigan's EAA.

The Panorama Student Survey consists of nine primary scales, as well as nine supplemental scales that dive more deeply into school climate and SEL. The survey is designed so that the items within each scale work together as a valid unit, but state agencies and districts can select which of the eighteen scales they find most relevant. Panorama would work with NDE to select which scales are most applicable for this

project. NDE could also choose a survey model in which a set of core scales are administered statewide, and then districts can select which of the remaining scales they wish to include.

The Panorama Student Survey includes the following scales:

1. Primary:
    a. Pedagogical Effectiveness
    b. Classroom Environment
    c. Expectations and Rigor
    d. Student Engagement
    e. Supportive Relationships
    f. Sense of Belonging
    g. Interest in Subject
    h. Grit
    i. Learning Strategies
2. School Safety Supplement
    a. School Safety
3. Social Emotional Learning Supplement:
    a. Emotion Regulation
    b. Learning Strategies
    c. Mindset
    d. Classroom Effort
    e. Social-Perspective Taking Effort
    f. Teacher-Student Relationships
    g. Teacher Personal Interest in Students

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Alternatively, or in addition, Panorama can administer scales from other open-source surveys that cover the topics in question, such as the climate and social emotional learning scales that San Francisco Unified, Fresno Unified, Long Beach Unified, and Santa Ana Unified used on the Panorama Platform as part of the CORE initiative in California.

4.2 *Activity: Administer the survey during a prescribed survey window.*

Panorama would work with NDE to determine the level of flexibility that districts will have to set their own timelines.

In general, with our state agency projects, we work with our state partner to establish a general time frame during which all districts should administer the survey. We then work with each district to set a specific window within that time frame.

(It is our understanding that NDE wishes to offer districts that flexibility. We think that providing this flexibility is the best model, but we can also work with NDE to establish greater consistency across districts if desired.)

The Panorama Platform does not have any required "administration windows" or other restrictions, and technically we support any survey administration window that is appropriate for NDE and the district. Each year, Panorama supports hundreds of survey programs with different timelines spread over the course of the year. This flexibility in survey administration timelines has been an important component of our work with different state education agencies raising response rates statewide.

4.3 *Deliverable: Ensure notification of privacy rights are follows.*

Panorama will work with NDE and participating districts to ensure that the privacy rights of students and families are protected. In most cases, Panorama administers surveys under "notification / opt-out" rules, where the district or SEA notifies parents of the survey program and provides parents (or emancipated minors and of-age students) with the option to opt out. In these cases, Panorama can provide template materials for those notifications and opt-out letters.

Additionally, Panorama works with districts to ensure that students/families who have opted out are removed from rosters and are not able to take the survey. In cases where students/families opt out after taking the survey, Panorama will ensure that data from those students is removed, in collaboration with the district. (Panorama can also work with districts on "opt-in" programs if affirmative consent is deemed necessary.)

Lastly, beyond parental notification and opt-out rights, Panorama follows a strict privacy policy and internal protocols to ensure the protection of student data. Our full privacy policy is available online: https://www.panoramaed.com/privacy. Most importantly, NDE or participating districts – not Panorama – own the data. The data collected will never be used for marketing or advertising purposes.

4.4 *Distribute surveys and survey administration instructions to all schools located in Nevada.*

Panorama has a library of resources that include pre-survey communications and survey administration instructions. In past state-level engagements, Panorama has created a special website for participating districts with a library of resources customized to that state's survey program. We would work with NDE to create a similar customized resource library for this survey program.

Well in advance of the survey administration window, we would provide district and school administrators with access to this resource library, and conduct outreach through district coordinators to ensure schools were making use of the resource.

For a paper survey administration, Panorama would print and ship copies of surveys to each campus well before the survey window. In each box, we would include paper copies of all administration instructions to guarantee that teachers/proctors have the materials they need for successful administration. Additionally, we would include a pre-paid FedEx return label for the school to return completed surveys to Panorama for speedy processing.

(For parent surveys, Panorama can also print and mail surveys to each household, with a pre-paid return envelope included.)

For online administration, we have a number of options for providing students (and optionally parents and staff) with access to the survey. In most districts, students log on with their student ID numbers. We automatically provide students with the correct survey for their school and grade level, and ensure that students only take the survey once. We can also have students log on with randomly generated one-time-use codes for each student, or a shared access code that is used across the school. We would work with NDE to determine the ideal method of survey administration.

4.5 *Activity: Collect responses while protecting survey security.*

Panorama Education protects client data using bank-grade security. We follow the best practices of the education and financial services industries in designing procedures and protocols around data security and privacy. Our work is built on trust, and our clients depend on us to manage millions of confidential records. We have developed a highly secure infrastructure for data collection and analysis, with security standards that far exceed FERPA.

The Panorama Platform is built with a focus on security. Key features include:

- Secure Sockets Layer (SSL) technology protects all user sessions on the Panorama platform.
- All servers are located in the United States within Amazon.com's highly-secure data centers, which also house the servers that run the Amazon.com e-commerce website and applications for the U.S. Department of State, NASA, and NASDAQ.

Access to servers and data is strictly controlled. Servers are firewalled to prevent unauthorized access. We use two-factor authentication for additional security. SSH is protected with key files, not passwords.

4.6 *Deliverable: Secure surveys collected.*

Panorama Education goes to great lengths to ensure that surveys are collected securely and confidentially. For online surveys, each student logs on to take surveys using his or

her student ID or a unique, random access code that the Panorama Platform creates for the student. (Districts may select their preference, or NDE may establish the protocol.)

Either way, using roster data files, the platform will automatically provide each student with the correct survey for his or her grade level, classes, and school. (Panorama has a rigorous quality control process in place to ensure accuracy.) Schools can manage distribution of these access codes using lists and other materials provided by Panorama, or Panorama can email codes to students, if students have school email accounts.

For paper surveys, Panorama manages the entire printing, shipping, and analysis process. For the schools that select a paper survey administration, Panorama will use district roster data to ship surveys to each school, shrink wrapped for individual teachers or class periods. In order to protect the confidentiality of students, Panorama can provide an envelope for students to put their surveys in at the completion of the survey administration. Panorama will give schools pre-paid FedEx return boxes and labels, and schools will ship completed surveys back to Panorama for processing. Each paper survey form has a unique barcode that allows Panorama to link each student's responses to their school. At the end of hybrid online/paper survey programs, the digitization of the paper surveys is then integrated into the online survey response database.

Throughout this process, Panorama collects data in a way that allows linking with student demographic and performance data, while also ensuring that the confidentiality of each student's responses is protected: no one can see how any individual student responds.

(If desired, Panorama can also administer completely anonymous surveys, without the link to demographics.)

If surveys are administered online, during the survey administration process Panorama will provide each district with a response rate dashboard that shows live survey completion rates on a school-by-school basis, plus overall district-wide completion rates. This response rate dashboard will allow district coordinators to identify schools with low participation and intervene before the survey window closes.

5. Task: Analyze the data gathered into useable information.

5.1 *Objective: Be able to read the data and determine needs and strengths at the school and district level. NDE expects the data generated to be sensitive to change once interventions are implemented.*

The most important piece of a survey program is providing actionable feedback to determine areas of strength and areas of growth at every level. Panorama analyzes survey data, in conjunction with other data collected by each school and district, in order to provide meaningful feedback to teachers, school leaders, district and state officials. We

provide teacher-level reports, school reports, grade-level reports (e.g. "9th Grade Students"), district-wide reports and state-level reports. We can also provide additional custom reports at Nevada Department of Education's request.

Through our reporting and analytics platform, we offer each school district and state administrator an interactive report, plus a printable version, that highlights key takeaways. Our analytics and improvement model focuses on the following areas:

- Reports are available quickly, within 2-3 weeks of all schools submitting their surveys to Panorama.
- Heat map views of the different aspects of the Climate/SEL surveys immediately highlight (through color-coding) areas of strength and areas of growth for each school and district.
- Interactive reports allow educators to explore their data and examine survey results by subgroup. For instance, a principal can break down student engagement between boys and girls, or a district administrator can look at student-teacher relationships among ninth graders versus tenth graders. All interactive features are available instantly (<1 second loading time) to encourage exploration, even for large data sets.
- If desired, Panorama can connect student survey results to other data that NDE or districts already collect, enabling rich analysis by subgroup. For instance, educators could explore questions such as "How did students who receive free or reduced price lunch experience class differently than students with higher family incomes?" or "How were student-teacher relationships different for Hispanic students versus white students?" In our experience administering climate and SEL surveys, this analysis is critical, as overall averages obscure important subgroup differences.
- If desired, teacher and school reports can include comparison data across Nevada. We generally recommend accompanying each question with a comparison score from the district, a comparison score from the state overall, and comparisons focused on subgroup breakdowns.

Panorama can customize the categories (e.g., school climate), comparison data and break downs that are used to display survey results in the online and PDF reports at NDE's request.

5.2 *Activity: Generate school and district reports explaining how schools rated in the categories mentioned above (refer to Section 3.1.4.1 A) These may be broken down into sub-populations, where appropriate.*

For each school and district report the data will be broken down by the individual topics (e.g. student engagement, teacher-student relationships and school climate). These topics form the underlying framework of Panorama's interactive reports and are used on summary pages to highlight areas of strength and growth for schools and districts. (Panorama can also customize these categories as desired.)

The reports are automatically configured to provide district, state and/or other comparison data at the category level to provide additional context. It is also possible to break down each category by sub-populations such as gender, race/ethnicity or grade level. Panorama has confidentiality protections in place to ensure that we never display data for small subgroups (by default, fewer than five students, but the threshold is customizable). If desired, Panorama can also break down results by student performance and outcome data beyond demographics. For example, Panorama can break down results by GPA, attendance, summative assessment scores, and interim assessment scores, so educators can see, for example, how sense of belonging at school differs among students with low, medium, and high GPAs. Our districts find this data invaluable for assessing climate and SEL on campuses and identifying strategies for improvement.

5.3 *Deliverable: School and district reports of school climate ratings.*

As part of the report distribution process, every school and district administrator will receive an interactive report specific to their school or district, as well as a printable PDF report. Panorama's secure reporting website supports granular permissions that specify who should have access to each report. For example, some of our clients specify that principals should have access to district reports in addition to school reports.

Additionally, Panorama will provide a public reporting website where parents can access school survey results. We will work with NDE to determine whether all reports and analyses are available to parents, or whether the public website contains a subset of data available to school leaders. (It is our understanding that NDE wishes to make results available to parents; however, we can also omit the public reporting component and only share results with school officials, if desired.)

Executive Summary

Panorama Education partners with school districts and state departments of education to design and implement survey programs for students, parents, and staff. Through our technology platform and client services team, we ensure that surveys are administered according to best practices, and we provide reports and analysis that are clear, actionable, and, most importantly, help teachers and principals grow.

Panorama runs large-scale survey programs online and on paper in over 6,500 schools across 35 states, with clients including the Massachusetts Department of Elementary and Secondary Education, the Connecticut Department of Education, Dallas Independent School District, and Fresno Unified School District.

The foundation of Panorama's survey programs is three best-in-class instruments developed in partnership with the Harvard Graduate School of Education: the Panorama Student Survey, the Family-School Relationship Surveys, and the Panorama Teacher-Staff Survey. These surveys offer more than forty rigorously validated and widely used scales, with topics ranging from family engagement to grit to teacher professional development. Rather than enforcing a one-size-fits all model, each of our surveys is set up as a library of scales, so that each district and state can choose the topics it cares about most. We make all of our surveys free and open-source, for any district or school to use.

The technology that powers our work is the Panorama Platform, a flexible, highly-secure, easy-to-use technology platform built for conducting surveys in schools. With Panorama's technology, NDE can administer surveys online and on paper. The Panorama Platform analyzes survey data and presents teachers and administrators with clear, constructive feedback through online reports and printable PDFs that they can use to improve their teaching and their schools.

With a large in-house engineering team, we have invested significant resources in making the Panorama Platform the best tool for exploring school climate and SEL data in districts of all sizes. Most of our clients provide us with demographic and performance data for their students, and we are able to provide exploration tools that let educators view their climate and SEL data in conjunction with other data that schools already collect, while strictly protecting student confidentiality. For example, teachers use Panorama to explore the connection among attendance, GPA, and GPA in their classrooms; or principals can use Panorama to ask whether students who do not feel like they belong on campus are more likely to get in trouble or skip class; or district leaders can investigate how gender and race-ethnicity correlate with engagement. There is much more to school climate and SEL than an overall score: we are proud to help districts discover the underlying trends and patterns that they can use to improve their students' outcomes.

In addition to its technology platform, Panorama provides professional services, implementation consulting, technical assistance, and customer support to its clients.

Timeline

Fall 2015 Pilot

September 2015	• Contract begins • Kickoff meeting between Panorama and NDE teams (we recommend in-person) • Fall timeline and project plan finalized • Survey scales selected from Panorama Student Survey (and other surveys if desired) • Pilot districts identified, with main point of contact for each
October 2015	• Panorama, NDE, and pilot districts finalize fall survey administration model • Pilot districts submit roster data to Panorama • Survey administration training for district and/or school coordinators, if possible • Panorama provides pre-administration resources to district
November 2015	• Survey administration window for pilot district(s) • Pilot districts, Panorama, and optionally NDE monitor response rates in real time *Note: based on the capacity of the pilot districts, we may alternatively recommend a post-Thanksgiving survey administration window in early December. We generally prefer to avoid survey administrations between Thanksgiving and winter vacation if possible. However, we are eager to support a faster timeline that allows us to close survey administration before Thanksgiving.*
December 2015	• Reports are available to NDE, districts, and schools within 1-3 weeks of the survey window closing
January 2016	• Reflection process among pilot districts, NDE, and Panorama to plan for the full-scale rollout. • Panorama and NDE begin planning for the Fall 2015 and/or Spring 2016 statewide implementation, depending on NDE's final rollout plans (we recommend in-person) *Note: If desired, Panorama would be happy to support NDE with a*

	spring 2016 survey program as well, in the form of either a second round for the pilot districts or a larger-scale rollout.

Project Management

6. *Regular communications with NDE staff through a variety of methods including e-mail, phone, conference calls, video conferencing, and meetings;*

Throughout the year, Panorama's team will remain in close contact with NDE. Panorama's team will work closely with NDE staff to manage the entire initiative and ensure clear lines of communication among all parties. We will provide regular reports on each stage of the survey process, and will organize and participate in calls, webinars, videoconferences and in-person meetings on a regular basis (e.g. biweekly) and as necessary.

7. *An approach that is collaborative, client-oriented, and proactive in terms of services and planning needed to complete a successful Survey administration;*

Each school district and state department of education has a different vision for its survey program and a different vision for how its staff will interact with our team. Panorama prefers to work with states as partners: we collaborate with them throughout the survey process as both a technology provider and an advisor. We know effective survey programs require more than technology, and we are committed to working with NDE, district staff and school staff to ensure that the entire initiative is a success. We are always improving our product, and we love when clients request features or offer feedback. We work to spread best practices across the country and serve as a knowledge base for our clients.

8. *Availability to NDE staff to answer questions and offer technical expertise and advise on Survey issues;*

To ensure as successful a survey process as possible, Panorama will designate a team leader from our client services team to be the main point of contact for NDE, as well as one or two supporting assistant project managers. These project managers will bring significant experience from other large district and statewide survey projects and will be available at any point to offer technical expertise on survey issues.

Additionally, Dr. Hunter Gehlbach, the developer of the Panorama Student Survey and one of the leading experts on both survey methodology and social emotional learning in K-12 education, will be available to answer questions throughout the survey design process. Our operations, customer support and engineering teams will also provide expert advice and best practices to NDE throughout the process.

9. Assurances that the survey will comply with adopted procedures for State-administered surveys and ensure students who are enrolled in public schools can participate;

Panorama will work with NDE to develop procedures for survey administration. Panorama will ensure that its staff follows those adopted procedures. By providing technical support to districts, Panorama will work to ensure that district staff similarly complies with the adopted procedures for State-administered surveys. Panorama will work with NDE and districts to ensure that students who are in enrolled in public schools can participate.

10. Assurance that the assessment meets compliance and peer review requirements of the United States Department of Education;

The Panorama Student Survey was developed in partnership with the Harvard Graduate School of Education and involved a rigorous development and validation process (please see the full technical report in Appendix B). The survey was developed to meet the rigorous standards of the research community and the U.S. Department of Education.

Additionally, in implementing the assessment, we will work with NDE and districts to ensure that the survey is implemented in a way that meets the U.S. Department of Education's compliance and peer review requirements.

11. Arrangement of at least one planning meeting with NDE staff to be held each contract year;

Panorama will facilitate and arrange a planning meeting with NDE at the beginning of each year. At that meeting, we will work with NDE to finalize the project timeline and administration model as well as reflect on the previous year's survey administration. Further, at that meeting (and other subsequent meetings) we hope to share with NDE the best practices we have developed from running hundreds of survey programs and conducting research in the field – and some of the lessons we have learned from our other statewide projects.

12. Attendance at relevant Survey Security and Administration trainings; and

To help ensure an effective survey program, Panorama would be happy to attend and/or lead workshops that provide training to Nevada's school and district survey coordinators. Based on our experience with large-scale survey programs, we would propose an additional two levels of training in addition to the in-person trainings to ensure everything goes smoothly.

1. Panorama will provide a series of live and recorded webinars for survey coordinators to explain the survey process and the coordinators' role and responsibilities, as well as to answer any questions.

2. Panorama will provide a detailed, specific implementation guide for school and district survey coordinators. School survey coordinators will receive the guide well in advance of the program launch, and Panorama will also enclose a copy with each box of survey materials shipped to schools.

13. Routine presentations related to program management and planning meetings.

Panorama would be happy to present with NDE as it relates to program management or other planning meetings. Additionally, Panorama would be happy to provide materials or reports that would be helpful for NDE's presentations.

Functional and Technical Requirements

14. Proposing vendors must demonstrate how the survey provides valid and reliable information on perceptions of student engagement, interpersonal relationships, school safety, the learning environment, and the social and emotional growth of students; and

Please find the Panorama Student Survey technical report in Appendix B, describing the rigorous development and validation process behind the survey's core scales, as well the strong validity and reliability evidence the survey has demonstrated. This technical report is a subset of the documentation and research behind Panorama's surveys. We are happy to provide more information upon request.

15. Proposing vendors must demonstrate the ability to provide all students, including those with a disability, access to the survey, including but not limited to printing vision-impaired survey booklets based on order amounts from school districts and the ability to create Braille survey booklets based on order amounts from school districts if the survey is delivered in a paper/pencil format.

Panorama supports providing all students with access to the survey. For students with disabilities that would otherwise prevent their full participation, Panorama recommends that Nevada provide those students with accommodations that mirror what the students would receive for standardized testing. The Panorama Platform is designed to meet these specifications and accommodate these supports.

For example, the entire Panorama platform is compatible with screen readers and compliant with federal Section 508 Standards for website accessibility. In some cases, students with special needs may need to take the survey on paper instead of online, have a proctor or teacher read the questions aloud, or require a reformatted paper survey with larger answer bubbles. Panorama can work with NDE to make sure that those students with special needs receive these accommodations and that the accommodations are properly communicated in survey administration protocols.

If districts are administering surveys on paper, Panorama can provide necessary Braille and/or large print accommodations.

Test Administration, Logistics, and Data Processing

16. Contracted vendor must provide a service call center/help desk two (2) weeks prior to, during, and two (2) weeks after the survey window(s).

Throughout survey administration, Panorama will provide a dedicated email address for Nevada Department of Education school staff and central office to contact us with questions. This help desk is well staffed by our support team for very quick response times (<2 hours on average). All users on the platform, including district administrators, principals, teachers, and other staff, will have access to technical support and assistance from Panorama's support team. If desired, Panorama can also offer phone support to school coordinators at an additional cost, though we recommend email support for school coordinators to ensure that school sites receive unambiguous instructions in writing.

In addition to our standard support channels, each district coordinator as well as the NDE team will have office and cell phone numbers for the Panorama client services directors working on this project.

The Panorama project lead and assistant project leads will be available throughout the year by phone and email to work with the NDE team coordinating the project.

17. Contracted vendor must deliver and/or provide access to the survey materials to schools two (2) weeks before the testing window.

For paper surveys, at least two weeks before the survey window opens, each school coordinator will receive a box of survey materials (or multiple boxes for large schools). The school materials box will include shrink-wrapped packages for each teacher, with survey forms for each student, plus a handful of extras for students who were not present in the roster data at the time of printing. Each shrink-wrapped teacher package will include an administration guide (developed with NDE) for teachers or proctors, and the box will include an additional copy of the implementation guide for school coordinators. Additionally, each school materials box will include a pre-paid FedEx label for shipping completed surveys back to Panorama.

For online surveys, district and school survey coordinators will be emailed instructions as well as spreadsheets of student access codes for online survey administration at least two weeks prior to the opening of the survey window.

A survey administration across Nevada is a significant logistical operation. To that end, Panorama would provide two dashboards to help NDE monitor the progress of the survey administration. For paper surveys, the first dashboard shows the status of each package of outgoing surveys shipped to schools as well as the status of each incoming package coming back from schools. For online surveys, the second dashboard shows the live response rate of every individual school (including online surveys that have been completed and scanned paper surveys). These dashboards can be used by NDE to target outreach and follow-up to schools to make sure the response rate is as high as possible statewide.

> *18. Contracted vendor must sequence the dates for the return and scoring of the assessment to minimize turnaround time for reporting student scores to the schools and school scores to NDE in order to meet NDE's data analysis deadlines.*

At the planning meeting preparing for the survey administration for the upcoming year, Panorama plans to work with NDE to create a timeline that results in NDE getting data to schools, districts and NDE comfortably before the NDE data analysis deadline. Panorama will work to minimize turnaround time throughout this process to get data to each school and district as well as NDE as soon as possible.

Additionally, it is important to note that Panorama's analytics and reporting system is powered by a well-designed technology platform, not human analysts, to ensure reliability and minimize turnaround time. We will set up Panorama's analytics and reporting tools to NDE's specifications before survey administration closes so that reports are available as quickly as possible.

> *19. NDE will expect electronic reporting of school reports to occur within a timeframe to be negotiated, but in no instance more than 28 calendar days from the return of the answer documents if the assessment is delivered in a paper/pencil format.*

Panorama generally provides reports within 2 weeks of receiving all online or paper/pencil surveys. However, in no instance will electronic reports take more than 28 days to be provided to schools.

> *20. Contracted vendor must collaborate with NDE staff and develop business decision rules consistent with existing practices for data file layout, data processing, and reporting.*

Panorama will provide data export files of the survey results in XSLX, CSV, or other formats as requested by NDE. Additionally, we can work with NDE to provide the survey data in the ideal format to import the survey data to the Bighorn Portal.

Scoring, Data Analysis, and Reporting

21. Contracted vendor must provide psychometric support to scoring, data analysis, and reporting.

Panorama's Research Team has developed psychometrically valid survey items and psychometrically appropriate scoring techniques for data analysis and reporting. We will manage the psychometric scoring and analysis, providing NDE with documentation.

22. Contracted vendor must score all assessments, utilizing the Nevada Bighorn Portal for secure data transfer to and from NDE and to and from the school districts.

Panorama will score all assessment and transfer necessary data to NDE and school districts using the Nevada Bighorn Portal for secure data transfer.

23. Contracted vendor must provide services on-line, which must include the following (Upcoming assessment schedule; Reporting; Principal certifications; Administration manuals; Additional materials order; and Assessment materials pickup.)

For Panorama's statewide projects, Panorama recommends creating an online resource library for districts and schools to receive information about the survey program. This resource library will include administration protocols and manuals, timelines, security sheets, instructions for ordering extra materials, and guides to reports. Additionally, Panorama will also provide links to live response rate dashboards and FedEx pickups and each school's and district's interactive report.

24. Contracted vendor must publish a survey specific technical report each contract year. The format and content for this technical report must meet industry standards.

Panorama's Research Team, in conjunction with the Client Services Team, will provide a rigorous technical report each year describing the survey process, methodology, and research. We are happy to provide examples of Panorama-authored technical reports upon request.

25. Contracted vendor must publish an interpretation guide to explain school score reporting to teachers and parents in both English and Spanish.

Panorama is happy to provide a guide to the online school and district reports for teachers, parents and the community at large in both English and Spanish.

Tab VII:

Section 4-
Company Background and References

1.1 VENDOR INFORMATION

1.1.1 Vendors must provide a company profile in the table format below.

Question	Response
Company name:	Panorama Education
Ownership (sole proprietor, partnership, etc.):	Corporation
State of incorporation:	Delaware
Date of incorporation:	4/2/2012
# of years in business:	3
List of top officers:	Aaron Feuer, CEO Xan Tanner, COO Sarah Glover, Director of Client Services Dr. Hunter Gehlbach, Director of Research Jason Larsen, Director of Engineering
Location of company headquarters:	109 Kingston St. 5th Floor Boston, MA 02111
Location(s) of the company offices:	Boston, MA
Location(s) of the office that will provide the services described in this RFP:	Boston, MA
Number of employees locally with the expertise to support the requirements identified in this RFP:	0
Number of employees nationally with the expertise to support the requirements in this RFP:	31
Location(s) from which employees will be assigned for this project:	Boston, MA

1.1.2 **Please be advised**, pursuant to NRS 80.010, a corporation organized pursuant to the laws of another state must register with the State of Nevada, Secretary of State's Office as a foreign corporation before a contract can be executed between the State of Nevada and the awarded vendor, unless specifically exempted by NRS 80.015.

Panorama is currently in the process of registering as a Nevada Business and will have the process completed by time of contract award should we be awarded this contract.

1.1.3 The selected vendor, prior to doing business in the State of Nevada, must be appropriately licensed by the State of Nevada, Secretary of State's Office pursuant to NRS76. Information regarding the Nevada Business License can be located at http://sos.state.nv.us.

Question	Response
Nevada Business License Number:	Panorama is currently in the process of registering as a Nevada Business and will have the process completed by the time of contract award should we be awarded this contract.
Legal Entity Name:	Panorama Education

Is "Legal Entity Name" the same name as vendor is doing business as?

Yes	✔	No	

If "No", provide explanation.

1.1.4 Vendors are cautioned that some services may contain licensing requirement(s). Vendors shall be proactive in verification of these requirements prior to proposal submittal. Proposals that do not contain the requisite licensure may be deemed non-responsive.

Panorama does not currently believe that any requirements are required for our potential wok with the State of Nevada.

1.1.5 Has the vendor ever been engaged under contract by any State of Nevada agency?

Yes		No	✔

If "Yes", complete the following table for each State agency for whom the work was performed. Table can be duplicated for each contract being identified.

Question	Response
Name of State agency:	
State agency contact name:	
Dates when services were performed:	

Question	Response
Type of duties performed:	
Total dollar value of the contract:	

1.1.6 Are you now or have you been within the last two (2) years an employee of the State of Nevada, or any of its agencies, departments, or divisions?

Yes		No	✔

If "Yes", please explain when the employee is planning to render services, while on annual leave, compensatory time, or on their own time?

If you employ (a) any person who is a current employee of an agency of the State of Nevada, or (b) any person who has been an employee of an agency of the State of Nevada within the past two (2) years, and if such person will be performing or producing the services which you will be contracted to provide under this contract, you must disclose the identity of each such person in your response to this RFP, and specify the services that each person will be expected to perform.

1.1.7 Disclosure of any significant prior or ongoing contract failures, contract breaches, civil or criminal litigation in which the vendor has been alleged to be liable or held liable in a matter involving a contract with the State of Nevada or any other governmental entity. Any pending claim or litigation occurring within the past six (6) years which may adversely affect the vendor's ability to perform or fulfill its obligations if a contract is awarded as a result of this RFP must also be disclosed.

Does any of the above apply to your company?

Yes		No	✔

If "Yes", please provide the following information. Table can be duplicated for each issue being identified.

Question	Response	
Date of alleged contract failure or breach:		
Parties involved:		
Description of the contract failure, contract breach, or litigation, including the products or services involved:		
Amount in controversy:		
Resolution or current status of the dispute:		
If the matter has resulted in a court case:	Court	Case Number
Status of the litigation:		

1.1.8 Vendors must review the insurance requirements specified in ***Attachment E, Insurance Schedule for RFP 3179.*** Does your organization currently have or will your organization be able to provide the insurance requirements as specified in ***Attachment E.***

Yes	✔	No	

Any exceptions and/or assumptions to the insurance requirements ***must*** be identified on ***Attachment B, Technical Proposal Certification of Compliance with Terms and Conditions of RFP.*** Exceptions and/or assumptions will be taken into consideration as part of the evaluation process; however, vendors must be specific. If vendors do not specify any exceptions and/or assumptions at time of proposal submission, the State will not consider any additional exceptions and/or assumptions during negotiations.

Upon contract award, the successful vendor ***must*** provide the Certificate of Insurance identifying the coverages as specified in ***Attachment E, Insurance Schedule for RFP 3179.***

1.1.9 Company background/history and why vendor is qualified to provide the services described in this RFP. Limit response to no more than five (5) pages.

Company Background and History

Panorama Education is enthusiastic about the opportunity to collaborate with the Nevada Department of Education on its School Climate/SEL survey program. As an organization, we are excited by NDE's holistic approach and long-term commitment to collecting social emotional learning and climate data from stakeholders across the state of Nevada.

Our focus is on gathering valid, representative data and then analyzing and presenting the data in a format that is engaging and encourages data-driven decision making for all stakeholders. We care tremendously about school improvement and believe that this data is an important tool that supports the growth of teachers, schools and districts. As we have for other states and districts, we are thrilled to combine our experienced implementation and research teams and innovative technology platform to measure and drive school change from School Climate and SEL surveys.

ABOUT PANORAMA EDUCATION

Since 2012, Panorama Education has worked closely with state departments of education, school districts and charter networks across the country to administer student, family, teacher and staff surveys. Based in Boston, Massachusetts, with over 30 full-time staff, Panorama offers scalable, technology-based solutions that make the survey administration process easier for schools while increasing the usefulness and reliability of the data collected. Panorama's implementation team brings strong experience ensuring that each survey program is successful.

From the outset of Panorama Education, our focus has centered on bringing the very best in education research to bear in our work. From 2013 to 2015 we engaged in a two-year pilot with a team at the Harvard Graduate School of Education to design the Panorama Student Survey, a customizable student survey instrument that reflects the best practices of survey methodology, social-emotional learning and measuring critical factors in student outcomes. Similarly, Panorama has been active in engaging partners in research projects, studies and interventions related to Social Emotional Learning in order to further develop and refine the best practices guiding our work.

Powering this work is the Panorama Platform, a flexible, highly-secure, easy-to-use technology platform built for conducting surveys in schools. With Panorama's technology, districts can administer surveys easily and naturally incorporate all the best practices of our research. In addition to our technology platform, we provide

implementation consulting, technical assistance, and training to our clients. We believe in the power of technology as an educational tool, and we work with schools, districts and networks across the country to build data literacy.

In the past year at Panorama Education, we have partnered with more than 200 school systems spanning 6,500 schools to help them run large-scale survey and analysis programs. Some of our clients include the Massachusetts Department of Elementary and Secondary Education, the Connecticut Department of Education, the Tennessee Department of Education, Dallas Independent School District, Prince George's County Public Schools, and New Haven Public Schools

PRIOR EXPERIENCE AND EVIDENCE OF SUCCESS

Panorama's wide and varied experience successfully leading large-scale survey administrations at the state, district and school level makes Panorama the ideal candidate for a project of this size and scope. The case studies below highlight Panorama's track record of successfully supporting survey programs in public education and fostering best practices around using technology to improve teaching and learning.

CORE Districts (California)

Panorama has been a key partner in the nation's largest rollout of surveys to measure school climate and SEL, the ambitious CORE initiative in California. CORE is a consortium of large California districts that received an ESEA waiver to evaluate schools using not just test scores but also school climate and SEL data. Because CORE needed valid and reliable data, as well as analysis tools that would help school and district leaders understand their data and take action, CORE turned to Panorama to implement surveys about climate and social emotional learning.

After a successful pilot in 2013-14, Panorama worked with CORE to bring the initiative to scale in San Francisco Unified, Fresno Unified, Santa Ana Unified, and Long Beach Unified in 2014-15. Panorama administered surveys to students, parents, and teachers across hundreds of schools, and Panorama provided school, district, and CORE leaders with access to Panorama analytics and reports, which include the ability to explore data by student subgroup. This spring, CORE's districts are looking to share this data through Panorama with teachers and the public as part of their efforts to improve school climate, safety, and SEL.

The Massachusetts Department of Elementary and Secondary Education

For the 2013-14 and 2014-15 school years, the Massachusetts Department of Elementary and Secondary Education selected Panorama as its partner to implement student and staff surveys in nine districts. Panorama's client services team worked directly with each district to plan and support its survey rollout. This work included training districts in survey implementation strategies. The Panorama Platform supported survey administration and reporting and analysis. While most surveys were administered online, Panorama also provided paper surveys for students in grades K-2 and for special education students. Schools/districts self-printed these surveys and shipped them to Panorama for processing.

Dallas Independent School District (Texas)

For the 2014-15 school year, Dallas ISD selected Panorama to lead its work in student perception surveys under a new teacher evaluation system. The administration of the Panorama Student Survey is currently under way and includes 120,000 students across the district taking surveys about their teachers.

The North Carolina Department of Public Instruction

For the second year in a row, the North Carolina Department of Public Instruction (NCDPI) has piloted student perception surveys in thirteen districts. NCDPI worked with Panorama to implement the pilot, and the Panorama Platform powered online survey administration across the state.

Prince George's County Public Schools (Maryland)

In 2013-14, Prince George's County Public Schools (PGCPS) became one of the largest educational agencies to implement student surveys as a weighted (i.e. "high stakes") component of its teacher evaluation system. For the past two years, PGCPS has selected Panorama to implement its survey program for more than 100,000 K-12 students. PGCPS requested diverse administration options (e.g. some schools online, some on paper), and Panorama ensured that each school's administration preferences were honored.

BACKGROUND OF KEY PROJECT PERSONNEL

Sarah Glover, *Project Lead*

Sarah is the Director of Client Services at Panorama, and brings experience working with districts and states across the country to support the use of data in the classroom. Prior to

joining Panorama in 2014, Sarah was the Executive Director of the Strategic Data Project (SDP) at the Harvard Graduate School of Education. At SDP, Sarah worked with over 30 states and districts across the country, helping district and state leadership use data to affect change in schools. Over the past year, Sarah has helped lead Panorama's engagement with a variety of clients including the Massachusetts Department of Elementary and Secondary Education, the North Carolina Department of Public Instruction and the CORE districts. As Project Lead, Sarah will oversee all aspects of the project, manage our team, and help identify and resolve any implementation challenges.

Dr. Brian Rainville and Elizabeth Loehr, *Assistant Project Leads*

Brian and Elizabeth are Client Services Managers at Panorama. In addition to their experience managing survey implementation for Panorama's clients across the country, both are former teachers. Elizabeth taught elementary school in Chelsea and Brookline Public Schools (MA) and led PD around transitioning to the Common Core. Brian was Teacher of the Year in Baltimore City Public Schools (MD) before being tapped to help create and implement one of the nation's first peer review for promotion systems under Superintendent Andres Alonso. Brian has led seminars for superintendents across the country focused on district-union collaboration and this spring received his Doctorate in Education Leadership from the Harvard Graduate School of Education. As assistant project leads, they will work directly with Sarah Glover to support central office and school staff in the student survey implementation.

Dr. Hunter Gehlbach, *Research Director*

Hunter is Panorama's Director of Research. A national expert in school survey methodology and social emotional learning and an Associate Professor at the Harvard Graduate School of Education (on leave), Hunter's research led to the creation and development of the Panorama Student Survey. Before his research career, Hunter taught high school social studies in California and Pennsylvania. Hunter will provide support and advice around survey design, interventions and implementation throughout the project.

Aaron Feuer, *Project Advisor*

Aaron is Panorama's CEO and advises on Panorama's most important projects. Aaron brings six years of significant experience helping school districts and states design accountability systems, teacher and principal feedback tools, and data visualization tools, including with Los Angeles Unified and the Connecticut State Department of Education. Aaron was recently recognized by Forbes as a "30 Under 30" leader in education. Aaron is also a software engineer with ten years of experience developing

secure, large-scale technology platforms. As project advisor, Aaron will support the design and implementation of Panorama's work in Nevada.

Megan Costello, *Project Advisor*

Megan is the Director of Special Projects at Panorama, and brings experience working with districts and states across the country to support implementation of survey programs. Over the past two years, Megan led Panorama's engagement with a variety of clients including Dallas Independent School District, IDEA Public Schools and Teach for America. Before Panorama, Megan was Senior Vice President of Client Services at Crimson Hexagon. As Project Advisor, Megan will provide additional support to NDE and the districts participating in the survey program.

Xan Tanner, *Project Advisor*

Xan, Panorama's President and co-founder, brings significant experience working with Panorama's largest clients, including Prince George's County Public Schools, Tulsa Public Schools, and the State of Colorado. Xan's practice and research before Panorama focused on sports analytics, in particular on coaching basketball players using data and on creating easy-to-use visualizations for athletes. As Project Advisor, Xan will support the reporting and analytics work for NDE.

Stephen Eckenrode, *Managing Engineer for Platform Customization and Maintenance*

Stephen is a software engineer at Panorama, where he focuses on systems architecture and maintaining the availability and reliability of our online applications. Stephen will oversee customization specific to our work with NDE as well as overall technical architecture. Prior to his work in education, Stephen developed secure data products in health care as a Senior Developer at athenahealth.

Michael DiScala, *Assistant Managing Engineer for Technical Support*

Michael is a software engineer at Panorama, where he oversees reporting and analysis functionality for Panorama's clients. Michael will be the primary point of contact for technical assistance and will coordinate support across Panorama's technical team.

1.1.10 Length of time vendor has been providing services described in this RFP to the public and/or private sector. Please provide a brief description.

Panorama has been providing these services to school districts and states for three years. Panorama currently supports more than 200 school districts as clients, serving more than 3 million students across the country, and has become the leader in implementing large-scale survey programs. Panorama's staff of thirty-one brings many decades of combined experience in survey design, implementation, and helping educators use data.

1.1.11 Financial information and documentation to be included in Part III, Confidential Financial Information of vendor's response in accordance with Section 9.5, Part III – Confidential Financial Information.

1.1.11.1 Dun and Bradstreet Number

1.1.11.2 Federal Tax Identification Number

1.2 SUBCONTRACTOR INFORMATION

1.2.1 Does this proposal include the use of subcontractors?

Yes		No	✔

If "Yes", vendor must:

1.2.1.1 Identify specific subcontractors and the specific requirements of this RFP for which each proposed subcontractor will perform services.

1.2.1.2 If any tasks are to be completed by subcontractor(s), vendors must:

A. Describe the relevant contractual arrangements;

B. Describe how the work of any subcontractor(s) will be supervised, channels of communication will be maintained and compliance with contract terms assured; and

C. Describe your previous experience with subcontractor(s).

1.2.1.3 Vendors must describe the methodology, processes and tools utilized for:

A. Selecting and qualifying appropriate subcontractors for the project/contract;

B. Ensuring subcontractor compliance with the overall performance objectives for the project;

C. Ensuring that subcontractor deliverables meet the quality objectives of the project/contract; and

D. Providing proof of payment to any subcontractor(s) used for this project/contract, if requested by the State. Proposal should include a plan by which, at the State's request, the State will be notified of such payments.

1.2.1.4 Provide the same information for any proposed subcontractors as requested in ***Section 4.1, Vendor Information***.

1.2.1.5 Business references as specified in ***Section 4.3, Business References*** must be provided for any proposed subcontractors.

1.2.1.6 Vendor shall not allow any subcontractor to commence work until all insurance required of the subcontractor is provided to the vendor.

1.2.1.7 Vendor must notify the using agency of the intended use of any subcontractors not identified within their original proposal and provide the information originally requested in the RFP in ***Section 4.2, Subcontractor Information***. The vendor must receive agency approval prior to subcontractor commencing work.

1.3 BUSINESS REFERENCES

1.3.1 Vendors should provide a maximum of three (3) business references from similar projects performed for private, state and/or large local government clients within the last three (3) years.

1.3.2 Vendors must provide the following information for ***every*** business reference provided by the vendor and/or subcontractor:

The "Company Name" must be the name of the proposing vendor or the vendor's proposed subcontractor.

Reference #:	1		
Company Name:	Panorama Education		
Identify role company will have for this RFP project (Check appropriate role below):			
✔	***VENDOR***		***SUBCONTRACTOR***
Project Name:	CORE Initiative		
Primary Contact Information			
Name:	Noah Bookman		
Street Address:	1107 9th Street, Suite 500,		
City, State, Zip:	Sacramento, CA 95814		
Phone, including area code:	(818) 661-8414		
Email address:	noah@caedpartners.org		

Project Information	
Brief description of the project/contract and description of services performed, including technical environment (i.e., software applications, data communications, etc.) if applicable:	After a successful pilot in 2013-14, Panorama worked with CORE to bring the initiative to scale in San Francisco Unified, Fresno Unified, Santa Ana Unified, and Long Beach Unified in 2014-15. Panorama administered surveys to students, parents, and teachers across hundreds of schools, and Panorama provided school, district, and CORE leaders with access to Panorama analytics and reports, which include the ability to explore data by student subgroup. This spring, CORE's districts are looking to share this data through Panorama with teachers and the public as part of their efforts to improve school climate, safety, and SEL.

Original Project/Contract Start Date:	12/20/2014
Original Project/Contract End Date:	06/30/2015
Original Project/Contract Value:	$250,000
Final Project/Contract Date:	06/30/2015
Was project/contract completed in time originally allotted, and if not, why not?	Yes
Was project/contract completed within or under the original budget/ cost proposal, and if not, why not?	Yes

Reference #:	2		
Company Name:	Panorama Education		
Identify role company will have for this RFP project (Check appropriate role below):			
✔	***VENDOR***		***SUBCONTRACTOR***
Project Name:	Dallas Independent School District		
Primary Contact Information			
Name:	Anduamlak Meharie, Ph.D.		
Street Address:	3700 Ross Ave.		
City, State, Zip:	Dallas, TX 75204		
Phone, including area code:	972-925-6432		
Email address:	ameharie@dallasisd.org		

Project Information	
Brief description of the project/contract and description of services performed, including technical environment (i.e., software applications, data communications, etc.) if applicable:	For the 2014-15 school year, Dallas ISD selected Panorama to lead its work in student perception surveys under a new teacher evaluation system. The administration of the Panorama Student Survey is currently under way and includes 120,000 students across the district taking surveys about their teachers.
Original Project/Contract Start Date:	1/30/2015
Original Project/Contract End Date:	06/30/2015
Original Project/Contract Value:	$374,494.00
Final Project/Contract Date:	06/30/2015
Was project/contract completed in time originally allotted, and if not, why not?	Yes
Was project/contract completed within or under the original budget/ cost proposal, and if not, why not?	Yes

Reference #:	3		
Company Name:	Panorama Education		
Identify role company will have for this RFP project (Check appropriate role below):			
✔	***VENDOR***		***SUBCONTRACTOR***
Project Name:	New Haven Public Schools		
Primary Contact Information			
Name:		Carolyn Ross-Lee	
Street Address:		54 Meadow Street	
City, State, Zip:		New Haven, CT 06519	
Phone, including area code:		(203) 691-2096	
Email address:		Carolyn.ross-lee@new-haven.k12.ct.us	

Project Information	
Brief description of the project/contract and description of services performed, including technical environment (i.e., software applications, data communications, etc.) if applicable:	New Haven (Connecticut) switched to Panorama from a previous vendor to run its student, parent, teacher, and staff survey program. Panorama administered school climate surveys online and on paper, with an increased response rate from the previous year. Panorama provides NHPS staff and the community with an interactive online reporting web site where anyone can easily explore the data. Panorama is currently in its third year of survey administration for New Haven.
Original Project/Contract Start Date:	2/13/2015
Original Project/Contract End Date:	06/30/2015
Original Project/Contract Value:	$60,000
Final Project/Contract Date:	06/30/2015
Was project/contract completed in time originally allotted, and if not, why not?	Yes
Was project/contract completed within or under the original budget/ cost proposal, and if not, why not?	Yes

1.3.3 Vendors must also submit ***Attachment F, Reference Questionnaire*** to the business references that are identified in ***Section 4.3.2***.

1.3.4 The company identified as the business references must submit the Reference Questionnaire directly to the Purchasing Division.

1.3.5 It is the vendor's responsibility to ensure that completed forms are received by the Purchasing Division on or before the deadline as specified in ***Section 8, RFP Timeline*** for inclusion in the evaluation process. Reference Questionnaires not received, or

not complete, may adversely affect the vendor's score in the evaluation process.

1.3.6 The State reserves the right to contact and verify any and all references listed regarding the quality and degree of satisfaction for such performance.

1.4 VENDOR STAFF RESUMES

A resume must be completed for each proposed key personnel responsible for performance under any contract resulting from this RFP per ***Attachment G, Proposed Staff Resume.***

Tab VIII:

Attachment G-
Proposed Staff Resumes

PROPOSED STAFF RESUME FOR RFP 3179

A resume must be completed for all proposed prime contractor staff and proposed subcontractor staff.

Company Name Submitting Proposal:	***Panorama Education***

Check the appropriate box as to whether the proposed individual is prime contractor staff or subcontractor staff.

Contractor:	✔	**Subcontractor:**	

The following information requested pertains to the individual being proposed for this project.

Name:	***Sarah Glover***	**Key Personnel: (Yes/No)**	***Yes***
Individual's Title:	***Director of Client Services***		
# of Years in Classification:	***1***	**# of Years with Firm:**	***1***

BRIEF SUMMARY OF PROFESSIONAL EXPERIENCE

Information should include a brief summary of the proposed individual's professional experience.

Sarah Glover is the Director of Client Services at Panorama, and brings experience working with districts and states across the country to support the use of data in the classroom. Prior to joining Panorama in 2014, Sarah was the Executive Director of the Strategic Data Project (SDP) at the Harvard Graduate School of Education. At SDP, Sarah worked with over 30 states and districts across the country, helping district and state leadership use data to effect change in schools. Over the past year, Sarah has helped lead Panorama's engagement with a variety of clients including the Massachusetts Department of Elementary and Secondary Education, the North Carolina Department of Public Instruction and the CORE districts.

RELEVANT EXPERIENCE

Information required should include: timeframe, company name, company location, position title held during the term of the contract/project and details of contract/project.

Director of Client Services, Panorama Education 2014 – present

- Lead the Client Services Team at Panorama Education
- Manage strategic partnerships with Panorama clients
- Work with the CEO, engineering and product teams to set company strategy

Executive Director, Strategic Partnerships, Harvard Graduate School of Education 2013 - 2014

- Developed, executed partnership strategy for HGSE
- Fulfilled outreach on behalf of the dean for people and organizations who wish to work with HGSE
- Worked with faculty to develop projects and partnerships to promulgate their work
- Developed information management systems for tracking faculty and doctoral work in the field

Executive Director, Strategic Data Project (SDP), Harvard Graduate School of Education 2010-2013

- Managed 22-person team to deliver high quality analysis to agency partners and provide support to 110+ SDP Fellows in 37 agencies
- Grew project from six agency partnerships to 37
- Worked with school district leadership teams to plan and manage the SDP engagement in their agencies
- Delivered analytic findings to district leadership, including human capital analyses
- Contributed to development of Strategic Performance Indicators for human capital and college-going trends
- Secured second round of funding ($8.2M from BMGF)

- Generated $1.3M in Fellowship enrollment fee revenue
- Managed $4M annual budget

Founder, Principal, Glover Consulting Group 2005-2010

- Researched, analyzed education policy issues for non-profits, education consulting firms, school districts, and foundations
- Designed, facilitated strategic planning retreats for boards of directors and school board trustees
- Wrote case studies and curriculum for school board and district leadership development
- Partial client list includes: Education First Consulting, The Broad Foundation, Denver Public Schools, Gwinnett County Public Schools, and the Center for Reform of School Systems

Education Policy Analyst, Speaker of the House, Texas Legislature 2004-2005

- Worked with committee chairman and other elected representatives to craft legislation
- Developed state education policy proposals for legislative consideration
- Created communications materials to support legislative proposals
- Analyzed, compared legislative proposals

Director, Programs and Operations, Center for Reform of School Systems 2003-2004 (Project Manager, 2001-2003)

- Oversaw programs and operations of non-profit with $1.5 million in annual revenue
- Managed seven-person staff
- Designed and delivered training to school boards of large, urban districts in Texas and nationally
- Managed relationships with key funders and partners
- Developed program proposals

Project Manager, 9/01 – 6/03

- Managed four-day, annual institute for newly elected school board members in Texas
- Developed case-study based curriculum and adapted overall institute design
- Synthesized research and history of school reform issues for institute participants

Director, Education Business Development, SchoolPeople 2000-2001

- Initiated and managed strategic partnerships (including Dell Computers)
- Designed product launch for clients, including statewide launch in Michigan
- Wrote preliminary business plan, marketing strategy

Senior Project Coordinator, Education Commission of the States 1994-1997

- Coordinated $6.5 million, five-year project and work of 12-person team
- Promoted adoption of whole school reform in urban school districts
- Directed quarterly progress and financial reporting to Annenberg Foundation
- Managed relationship with project partner, New American Schools
- Designed and facilitated workshops, meetings, retreats (internal and external)

EDUCATION

Information required should include: institution name, city, state, degree and/or Achievement and date completed/received.

The University of Texas at Austin *Master of Business Administration and Master of Public Affairs*
Tufts University *Bachelor of Arts,* Political Science*, cum laude*

CERTIFICATIONS

Information required should include: type of certification and date completed/received.

REFERENCES

A minimum of three (3) references are required, including name, title, organization, phone number, fax number

and email address.

Tom Kane
Professor
Harvard Graduate School of Education,
tom_kane@gse.harvard.edu
671-496-4359

Mike Hanson
Superintendent
Fresno Unified School District
671-496-4359
(559) 457-3884

Don McAdams
Founder
Center for Reform of School Systems
Mcadams@crss.org
(713) 569-1810

PROPOSED STAFF RESUME FOR RFP 3179

A resume must be completed for all proposed prime contractor staff and proposed subcontractor staff.

Company Name Submitting Proposal:	***Panorama Education***

Check the appropriate box as to whether the proposed individual is prime contractor staff or subcontractor staff.

Contractor:	✔	**Subcontractor:**	

The following information requested pertains to the individual being proposed for this project.

Name:	***Hunter Gehlbach***		**Key Personnel: (Yes/No)**	***Yes***
Individual's Title:	***Director of Research***			
# of Years in Classification:	***1***	**# of Years with Firm:**		***1***

BRIEF SUMMARY OF PROFESSIONAL EXPERIENCE

Information should include a brief summary of the proposed individual's professional experience.

After graduating with a B.A. from Swarthmore College in psychology and education, Hunter taught high school social studies before completing an M.Ed. in school counseling from the University of Massachusetts-Amherst and a Ph.D. in educational psychology from Stanford University. Hunter has been an assistant, and then associate, professor at Harvard for the past nine years. Although for the 2014-2015 academic year, Hunter has been on leave from Harvard to work at Panorama Education.

RELEVANT EXPERIENCE

Information required should include: timeframe, company name, company location, position title held during the term of the contract/project and details of contract/project.

Director of Research, Panorama Education | 2014 – present
Committee Member, Harvard Faculty of Arts and Sciences Survey Advisory Group | 2012 – present
Committee Member, *Awards and Membership Committees,* American Psych. Association (Div. 15): Early Career Educational Psychology Research | 2011 – present; 2012 – present
Editorial Board Member, Educational Psychology Review | 2013 – present
Editorial Board Member, Educational Psychology | 2012 – present

Harvard University | 2006 – present
Associate Professor of Education | 2012 – present (on leave of absence)
Assistant Professor of Education | 2006 – 2012
Affiliate of the Program on Survey Research Faculty advisor for the Strategic Data Project
Courses:

- EDUC S015: Questionnaire Design (M.A. & Ed.D. students)
- EDUC S460: Integrating Perspectives on Education (Ed.D. students)
- EDUC T213: Social Studies Methods (pre-service teachers)
- EDUC T405: Social Dimensions of Teaching & Learning (M.A. & Ed.D. students)

Postdoctoral Fellow, Teachers for a New Era Project, University of Connecticut | 2005 – 2006

Visiting Assistant Professor, Wellesley College | 2005

Courses:

- EDUC 219: Social Dimensions of the Classroom (undergraduates)

Director, Social Sciences in Education M.A. program, Stanford University | 2004 – 2005
Courses:

- EDUC 401A: Mini Courses in Methodology-SPSS (M.A. and Ph.D. students)
- EDUC 211: Seminar in Social Sciences in Education (M.A. students)
- EDUC 191X: Survey Design (M.A. and Ph.D. students)

EDUCATION

Information required should include: institution name, city, state, degree and/or Achievement and date completed/received.

Stanford University | *Doctor of Philosophy*, Psychological Studies in Education, and *Master of Arts*, Social Psychology
University of Massachusetts | *Masters of Education*, School Counseling, and Certificate of Advanced Graduate Study, School Psychology
Swarthmore College | *Bachelor of Arts*, Psychology, and *Bachelor of Arts*, Education

CERTIFICATIONS

Information required should include: type of certification and date completed/received.

REFERENCES

A minimum of three (3) references are required, including name, title, organization, phone number, fax number and email address.

Dr. Kathleen McCartney
Smith College
(413) 585-2100
kmccartney@smith.edu

Dr. Catherine Snow
Harvard University
(617) 495-3563
snowcat249@gmail.com

Dr. Scott W. Brown
University of Connecticut
(860) 486-0181
scott.brown@uconn.edu

Dr. Eamonn K. Callan
Stanford University
(650) 723-8317
ecallan@stanford.edu

Dr. Denis Phillips
Stanford University
d.c.phillips@gmail.com

PROPOSED STAFF RESUME FOR RFP 3179

A resume must be completed for all proposed prime contractor staff and proposed subcontractor staff.

Company Name Submitting Proposal:	***Panorama Education***

Check the appropriate box as to whether the proposed individual is prime contractor staff or subcontractor staff.

Contractor:	✔	**Subcontractor:**	

The following information requested pertains to the individual being proposed for this project.

Name:	***Brian Rainville***	**Key Personnel: (Yes/No)**	***Yes***
Individual's Title:	***Educator Engagement Director***		
# of Years in Classification:	***1***	**# of Years with Firm:**	***1***

BRIEF SUMMARY OF PROFESSIONAL EXPERIENCE

Information should include a brief summary of the proposed individual's professional experience.

A teacher for six years, Brian taught kindergarten, first and third grades and served as a Teacher Leader and Curriculum Writer before being named Baltimore City Schools' Teacher of the Year for 2010. After his final year in the classroom, Brian worked jointly for Baltimore City Schools and the Baltimore Teachers Union helping to structure and implement the city's innovative 2010 teacher contract, which included creating one of the nation's first peer review for promotion systems. Brian is currently working on Client Services and Educator Engagement for Panorama Education, and pursuing his doctorate in the Doctor of Education Leadership program at the Harvard Graduate School of Education.

RELEVANT EXPERIENCE

Information required should include: timeframe, company name, company location, position title held during the term of the contract/project and details of contract/project.

Educator Engagement and Client Services, Panorama Education | 2014 – present

- Manage client projects from pre-kick off through wrap up
- Collaborate with outreach and product teams to tailor services to educators
- Assist clients in establishing stakeholder buy-in before, during and after survey administrations

Graduate Fellow and Independent Consultant, Year Up, Office of Strategic Program Pilots | 2013 – 2014

- Evaluate existing instructional materials and practices across pilot sites to surface and codify best practices and effective materials
- Engage and facilitate national network of stakeholders to contribute to and pilot Year Up's first national curriculum
- Coordinate accreditation requirements from multiple 2- and 4-year colleges to assure final curriculum generates college credits for Year Up students
- Built and facilitated peer feedback structure that provided colleagues with accountability and support via critical and timely feedback regarding their pursuit of leadership goals
- Initiated and managed instructional partnership between Year Up Philadelphia and Peirce College, resulting in Year Up instruction gaining full accreditation
- Provided operational support and consultation for recruitment, curriculum, admissions, and outreach to pilot sites in Baltimore, Miami and Philadelphia

Joint Governing Panel Associate, Baltimore City Public Schools, Office of the Chief of Staff | 2011 – 2012

- Structured and executed groundbreaking teacher contract covering over 7,000 teachers and related service providers that:
    - Established peer review for promotion
    - Abolished annual step increases based upon years of services
    - Created sustainable career pathways for teachers
- Collaborated closely with stakeholders including educators, senior district and union officers, Offices of Human Capital, Teacher Effectiveness, and Teacher Support to align operations and contract support
- Cultivated compromise between district and union executive leadership teams that facilitated efficient and effective realization of shared contractual obligations
- Determined and implemented strategic policies, workflows and timelines for new teacher compensation and promotion frameworks
- Developed criteria and rubrics to assess teaching and compensation-bearing professional development

Elementary School Teacher, Baltimore City Public Schools | 2005 – 2011

Third Grade | 2008 – 2011

- Conducted daily analysis of assessments to deliver data-driven and differentiated instruction, resulting in 90% of students scoring proficient or advanced on mathematics and language arts sections of Maryland School Assessment
- Voluntarily transferred to turnaround school and applied culture-centered strategy, producing an increase from eight year average of 51% to 92% pass rate on 2011 mathematics Maryland School Assessment

First Grade |2006 – 2008

- Evaluated student data to create standards-based lesson plans and implemented differentiated instruction, resulting in 100% of full-year students achieving passing criteria on Stanford 10
- Mentored two Baltimore City Teaching Residency interns and one Johns Hopkins University intern

Kindergarten | 2005 –2006

- Coordinated resources and support to ensure quality instruction resulting in 95% of students meeting passing criteria on both DIBELS and city-wide assessments

Teacher Leader, Baltimore City Public Schools, Office of Teaching and Learning | 2009 –2011

- Selected to serve as district-sponsored model classroom teacher, demonstrating instructional and management best practices to visiting teachers and administrators
- Fostered teacher development through informal classroom observations, coaching, and co-planning of instructional lessons
- Organized, planned, and coordinated district-wide professional learning communities for mathematics and language arts teachers

Mathematics Core Team Member, Baltimore City Public Schools, Office of Teaching and Learning | 2008 – 2009

- Collaborated with team of teachers to develop, write, and edit comprehensive first grade mathematics curriculum for district-wide implementation, which spurred Baltimore's first grade Stanford 10 mathematics scores to rise from 55% to 67% in first two years of adoption
- Surveyed teacher instructional needs to design and facilitate monthly professional development seminars for teachers in mathematics instruction

EDUCATION

Information required should include: institution name, city, state, degree and/or Achievement and date completed/received.

Harvard Graduate School of Education | *Doctoral Candidate*, Education Leadership
Johns Hopkins University – School of Education | *Master of Arts,* Teaching
University of Arizona | *Bachelor of Science,* Business Administration

CERTIFICATIONS

Information required should include: type of certification and date completed/received.

Insert here any certifications proposed individual has received.

REFERENCES

A minimum of three (3) references are required, including name, title, organization, phone number, fax number and email address.

Insert here a minimum of three (3) references with the above information.

Name	Title	Organization	Phone	Email
Dr. Martin R. West	Associate Professor of Education	Harvard Graduate School of Education	617.496.4803	martin_west@gse.harvard.edu
Dr. Andres Alonso	Professor of Practice	Harvard Graduate School of Education	617.496.5917	andres_alonso@gse.harvard.edu
Dorian Burton	Program Officer	William R. Kenan, Jr. Charitable Trust	215.901.1979	dob133@mail.harvard.edu

PROPOSED STAFF RESUME FOR RFP 3179

A resume must be completed for all proposed prime contractor staff and proposed subcontractor staff.

Company Name Submitting Proposal:	***Panorama Education***

Check the appropriate box as to whether the proposed individual is prime contractor staff or subcontractor staff.

Contractor:	✔	**Subcontractor:**	

The following information requested pertains to the individual being proposed for this project.

Name:	***Elizabeth Loehr***		**Key Personnel: (Yes/No)**	***Yes***
Individual's Title:	***Client Services Manager***			
# of Years in Classification:	***1***	**# of Years with Firm:**		***1***

BRIEF SUMMARY OF PROFESSIONAL EXPERIENCE

Information should include a brief summary of the proposed individual's professional experience.

Elizabeth Loehr is a Client Services Manager at Panorama Education working with our largest clients. Prior to thatElizabeth Loehr taught second and third grade in Chelsea, Massachusetts, an urban district just outside of Boston. During her five years there she served on the school's School Improvement Team and Instructional Leadership Team and helped develop and run school based professional development.

RELEVANT EXPERIENCE

Information required should include: timeframe, company name, company location, position title held during the term of the contract/project and details of contract/project.

Client Services Manager, Panorama Education | 2014 – present

- Manage client projects from pre-kick off through wrap up
- Assist clients in establishing stakeholder buy-in before, during and after survey administrations
- Collaborate with outreach team to define client offerings

Elementary School Teacher, Chelsea Public Schools | 2009 – 2014

- Increased student reading growth by an average of 1.6 years in the 2013-14 school year as measured by the DRA-2
- Use DRA-2 to differentiate instruction, create reading groups, and track reading growth
- Use The Achievement Network data and resources to design UbD units and differentiate instruction
- Supervised and mentored 4 pre-practicum and 3 practicum students from Boston University's School of Education
- Build relationships with parents and strengthen involvement in school through monthly newsletters, regular phone calls, parent meetings, Open House, a Summer Reading Picnic, and 95% parent attendance at conferences over the past two years
- Led grade team Professional Learning Community (PLC) meetings
- Designed and facilitated professional development sessions for members of faculty; topics include- Using Reading Data to Inform Instruction; Structuring the Literacy Block; the Kelly School Instructional Model; and Text Dependent Questions
- Member of Instructional Leadership Team, School Improvement Team, Objectives Committee, Internal Review Committee, and Hiring Team

- Designed school-wide instructional model and literacy specific instructional model as a member of the School Improvement Team
- Wrote ELA Year Long Plan for Grade 2 and Grade 3 based on Common Core Standards
- Designed Grade 2 math curriculum in conjunction with the Common Core Standards

Pre-Kindergarten Assistant Teacher, Brookline Early Education Program | 2003 – 2008

- Summer assistant teacher responsible for design and implementation of thematic units
- Provided supports to students with Pervasive Development Disorder

EDUCATION

Information required should include: institution name, city, state, degree and/or Achievement and date completed/received.

Boston University – School of Education | *Bachelor of Science*, Elementary Education, *magna cum laude* and *Bachelor of Arts*, Psychology, *magna cum laude*

CERTIFICATIONS

Information required should include: type of certification and date completed/received.

Trained in: Open Circle (a social-emotional learning program), Keys to Literacy, Playworks (designed to support social-emotional learning during play and recess)

REFERENCES

A minimum of three (3) references are required, including name, title, organization, phone number, fax number and email address.

Dr. Matthew Strom
Executive Director of Research and Assessment
Chandler Unified School District
(480) 812-7018
strom.matt@cusd80.com

Debbie Compton
Data Manager/Computer System Support
Estes Park School District R-3
(970) 586-2361 ext 3014
debbie_compton@psdr3.k12.co.us

Maggie Sanchez
Assistant Principal
Kelly School
617-466-5350
sanchezm@chelseaschools.com

PROPOSED STAFF RESUME FOR RFP 3179

A resume must be completed for all proposed prime contractor staff and proposed subcontractor staff.

Company Name Submitting Proposal:	***Panorama Education***

Check the appropriate box as to whether the proposed individual is prime contractor staff or subcontractor staff.

Contractor:	✔	**Subcontractor:**	

The following information requested pertains to the individual being proposed for this project.

Name:	***Aaron Feuer***		**Key Personnel: (Yes/No)**	***No***
Individual's Title:	***Chief Executive Officer***			
# of Years in Classification:	***3***	**# of Years with Firm:**		***3***

BRIEF SUMMARY OF PROFESSIONAL EXPERIENCE

Information should include a brief summary of the proposed individual's professional experience.

Aaron is Panorama's CEO and co-founder. Aaron brings six years of significant experience helping school districts and states design accountability systems, teacher and principal feedback tools, and data visualization tools, including with Los Angeles Unified and the Connecticut State Department of Education. Aaron was recently recognized by Forbes as a "30 Under 30" leader in education. Aaron is also a software engineer with ten years of experience developing secure, large-scale technology platforms.

RELEVANT EXPERIENCE

Information required should include: timeframe, company name, company location, position title held during the term of the contract/project and details of contract/project.

CEO and Co-Founder, Panorama Education | 2010 – present

- Lead company helping K-12 schools survey their students, parents, and staff
- Develop Panorama's technology platform and ensure data security
- Provide outreach, training and implementation support for prospects and clients

Technology Consultant / Web Developer | 2002 – 2011

- Provided digital services, including social media consulting, programming, and web design
- Clients included National Public Radio (NPR) and Warner Bros. Records
- Developed software products downloaded by more than 600,000 users in 150 countries and mentioned in *The Chicago Tribune*, *Newsfactor*, *PC Magazine*, and *PCWorld*

Group Leader and Teacher, Community Health Educators | 2009 – 2012

- Lead volunteers who teach health and life skills classes to New Haven public school students.

Staff Trainer and Consultant, California Association of Student Councils (CASC) | 2006 – 2011

- Led trainings sessions for 6,000 students and educators from more than 100 schools at 20 one-day programs and 10 five-day programs
- Consulted with school leaders on using student surveys as a teacher feedback tool; led workshops

State President, CASC | 2008 – 2009

- Elected to lead non-profit organization with $650,000 budget that represents CA's K-12 students

- Oversaw sixty leadership training programs and led board of twenty-five students
- Coauthored state education legislation and collaborated with government leaders
- Added 17 new programs involving 1500 more students and teachers than previous year

EDUCATION

Information required should include: institution name, city, state, degree and/or Achievement and date completed/received.

Yale University | *Bachelor of Arts, magna cum laude*, Political Science

CERTIFICATIONS

Information required should include: type of certification and date completed/received.

REFERENCES

A minimum of three (3) references are required, including name, title, organization, phone number, fax number and email address.

Carolyn Ross-Lee
Department of Research, Assessment, Student Information
New Haven Public Schools
203-691-2096
carolyn.ross-lee@new-haven.k12.ct.us

Anduamlak Meharie, Ph.D.
Chair, Dallas ISD Research Review Board & Evaluation Specialist
Evaluation and Assessment
Dallas Independent School District
972-925-6432
ameharie@dallasisd.org

Noah Bookman
Chief Accountability Officer
CORE (a consortium of districts including San Francisco, Fresno, Long Beach, and Santa Ana)
(818) 661-8414
noah@caedpartners.org

PROPOSED STAFF RESUME FOR RFP 3179

A resume must be completed for all proposed prime contractor staff and proposed subcontractor staff.

Company Name Submitting Proposal:	***Panorama Education***

Check the appropriate box as to whether the proposed individual is prime contractor staff or subcontractor staff.

Contractor:	✔	**Subcontractor:**	

The following information requested pertains to the individual being proposed for this project.

Name:	***Megan Costello***	**Key Personnel: (Yes/No)**	***No***
Individual's Title:	***Director of Special Projects***		
# of Years in Classification:	***2***	**# of Years with Firm:**	***2***

BRIEF SUMMARY OF PROFESSIONAL EXPERIENCE

Information should include a brief summary of the proposed individual's professional experience.

Megan is the Director of Special Projects at Panorama, and brings experience working with districts and states across the country to support implementation of survey programs. Over the past two years, Megan led Panorama's engagement with a variety of clients including Dallas Independent School District, IDEA Public Schools and Teach for America. Before Panorama, Megan was Senior Vice President of Client Services at Crimson Hexagon.

RELEVANT EXPERIENCE

Information required should include: timeframe, company name, company location, position title held during the term of the contract/project and details of contract/project.

Director of Special Projects, Panorama Education | 2013 – present

- Define and implement systems and processes required to scale and enhance the client experience
- Manage client projects from pre-kick off through wrap up
- Collaborate with outreach team to define client offerings

Finance Director, John Barros for Mayor | 2013

SVP Global Customer Experience, Crimson Hexagon | 2008 – 2013

- Responsible for client retention and customer-focused product development
- Managed $8 million in renewal business across over 100 clients, with enterprise business retention rates in excess of 85%
- Built client services team from 3 to 18 people over 12 months
- Led global rollout of technology platform with Fortune 5 company, across 20 offices and 7 languages; retained 90% of business after first year
- Oversaw development, testing and deployment of patent-pending "next generation" text analytics algorithm that boosted system performance and usability by more than 33%
- Presented results of pilot study with UN Global Pulse to Office of Secretary General
- Held various roles with company; promoted to VP in 2011 and SVP in 2012

Special Projects Coordinator, CodeRyte | 2005 – 2006

- First employee in an explicit product / marketing / client communications role

- Developed data collection and analysis strategy for client ROI assessments

Radio Outreach, Democratic National Committee | 2004

Director of International Programs, Advanse International | 2001 – 2004
- Managed 2 strategic international accounts, representing more than 30% of firm revenue
- Re-designed and managed re-launch of training program on innovation and global businesses; Enrollment and related revenues doubled over 18 months
- Held various roles with company; promoted to Director in Spring 2003

Assistant Language Teacher, JET Program | 2000 – 2001
- Taught English to 220+ elementary and junior high school students

EDUCATION

Information required should include: institution name, city, state, degree and/or Achievement and date completed/received.

The University of Oxford | *Master of Business Administration*
The Johns Hopkins University – School of Advanced International Studies | *Master of Arts, magna cum laude*
Wheaton College (Illinois) | *Bachelor of Arts*, Political Science and Spanish, *cum laude*

CERTIFICATIONS

Information required should include: type of certification and date completed/received.

REFERENCES

A minimum of three (3) references are required, including name, title, organization, phone number, fax number and email address.

Perry Hewitt
Chief Digital Officer
Harvard University
617 495 1585
perry_ hewitt@harvard.edu

Scott Centurino
EVP, Consumer Dynamics
Milward Brown Digital
617-933-5600

Melyssa Plunkett-Gomez
VP, Sales
Allego
melyssa@allego.com

PROPOSED STAFF RESUME FOR RFP 3179

A resume must be completed for all proposed prime contractor staff and proposed subcontractor staff.

Company Name Submitting Proposal:	***Panorama Education***

Check the appropriate box as to whether the proposed individual is prime contractor staff or subcontractor staff.

Contractor:	✔	**Subcontractor:**	

The following information requested pertains to the individual being proposed for this project.

Name:	***Xan Tanner***		**Key Personnel: (Yes/No)**	***No***
Individual's Title:	***Co-Founder, President***			
# of Years in Classification:	***3***	**# of Years with Firm:**		***3***

BRIEF SUMMARY OF PROFESSIONAL EXPERIENCE

Information should include a brief summary of the proposed individual's professional experience.

Xan Tanner is Panorama Education's President and co-founder, and brings significant experience working with Panorama's largest clients, including Prince George's County Public Schools, Tulsa Public Schools, and the Tennessee Department of Education. Xan's practice and research before Panorama focused on sports analytics, in particular on coaching basketball players using data and on creating easy-to-use visualizations for athletes. Xan was recently name to Forbes annual list of "30 under 30 in Education"

RELEVANT EXPERIENCE

Information required should include: timeframe, company name, company location, position title held during the term of the contract/project and details of contract/project.

President and Co-Founder, Panorama Education | 2012 – present

- Manage client relationships and operations across Panorama's clients, with emphasis on statistical validation
- Design graphs and layouts for student, parent and teacher reports
- Analysis of individual data sets on school and district wide level for custom client reports and research and development purposes

Head of Analytics / Assistant Coach, Yale Basketball | 2010 – 2012

- Ran all statistical analysis for the men's basketball team
- Charted and analyzed all 170 Ivy League games for the Head Coach
- Made scouting reports and recommendations for coaches and players
- Consulted with coaches during games on in-game decisions

Data Consultant, Yale College | 2011

- Helped Dean's Office consolidate attendance records for series of orientation sessions
- Built programs and infrastructure to keep track of attendance of orientation in the future

EDUCATION

Information required should include: institution name, city, state, degree and/or Achievement and date completed/received.

Yale University | *Bachelor of Arts*, *with distinction*, Religious Studies

CERTIFICATIONS
Information required should include: type of certification and date completed/received.

REFERENCES
A minimum of three (3) references are required, including name, title, organization, phone number, fax number and email address.

Rich Harrison
Chief Academic Officer
Uplift Education
rharrison@uplifteducation.org
469-261-0002

J. Patrick Mount
Enterprise Applications Manager, District Technology Services
St. Vrain Valley School District
mount_james@svvsd.org
303.702.7761

Stephen Hoch
Data Fellow
Tulsa Public Schools
hochst@tulsaschools.org
(918) 746-6359

Tab IX:

Other Informational Material

Appendix A:

Panorama Student Survey User Guide

COMPLETE USER GUIDE

PANORAMA STUDENT SURVEY

PANORAMA EDUCATION

Dr. Hunter Gehlbach, *Director of Research*

Associate Professor, Harvard Graduate School of Education

Overview

Research into teaching effectiveness indicates that student voices play a powerful role in helping schools and districts learn how to improve teaching. Several years ago, the Measures of Effective Teaching (MET) Project, an initiative born of Tom Kane's research into how to quantify teaching metrics, was established to "build and test measures of effective teaching." These teaching metrics were intended help schools and districts find great teachers in their communities and encourage teacher growth and development. Because teaching is a complex endeavor, and no single measure is overwhelmingly correlated with better student outcomes, the MET Project has identified multiple measures that are high-impact and can help provide teachers with a roadmap to improve.

A small number of survey tools existed before the MET Project released its first major set of findings. Yet no survey provided administrators and educators with an easy-to-use, platform-supported and highly customizable set of questions that would allow them to engage their students and give them actionable feedback about the issues that matter most to them.

The Panorama Student Survey, launched in the fall of 2014, addresses these issues. Born of a first-of-its-kind collaboration between Panorama Education and the Harvard Graduate School of Education, the Panorama Student Survey is a set of survey scales that measure student perceptions of teaching and learning, as well as perceptions of school climate and their own strengths and weaknesses. Each scale has a substantial and growing body of evidence of its validity in specific contexts and uses. We believe that students have an essential role to play in evaluating teaching effectiveness: this feedback instrument provides teachers and principals with valuable data about how students see their classes and how to facilitate improvement.

The Panorama Student Survey is grounded in the most advanced survey methodology and practice, and is available as a free and open-source resource for educators across the world. We have designed the survey as a series of scales, or group of questions related to a single construct. This design feature enables educators to customize the survey by selecting the constructs they value most without compromising the integrity of the survey. As described on the following pages, we have rigorously developed and evaluated this survey, and our teams are committed to continuing to refine the survey for years to come. We hope you find this tool valuable for your classroom, your school, your district, or your network.

If you have any questions or suggestions, please don't hesitate to contact us at survey_team@panoramaed.com. We welcome your feedback.

Who Should Use the Survey?

The Panorama Student Survey gathers feedback from students about their experience in the classroom and at school in general. The survey is intended to be used by schools, districts, and networks who want to gather student perception data about teaching and learning. However, it can also be administered by classroom teachers, school and district administrators and department heads, both at the classroom and school level.

Questions are designed for two separate groups: students in grades 3-5 and students in grades 6-12. All of the questions were created to be broadly applicable: they are not specific to particular regions or school types.

Survey Research & Development

The survey was developed under the leadership of Dr. Hunter Gehlbach, Associate Professor at the Harvard Graduate School of Education and Director of Research at Panorama Education, a leading survey methodologist and education researcher, and a former high school social studies teacher. Dr. Gehlbach and his team followed a rigorous survey development process that involved literature reviews, feedback from experts around the country, cognitive interviews with students, and multiple rounds of piloting and refinement.

The Panorama Student Survey looks different than many school surveys because Dr. Gehlbach and his team developed the instrument in line with today's best practices for survey design. These major differences include:

- Wording survey items as questions rather than statements
- Eliminating "agree-disagree" response options and reinforcing the underlying topic in response options
- Asking about one idea at a time rather than using double-barreled items (e.g., "How happy and engaged are you?")
- Using at least five verbally-labeled response options
- Avoiding too few response options and numeric or no labels in response options
- Phrasing questions with positive language rather than using reverse-scored or negative language, which students tend to have trouble understanding

Each of these differences substantially minimizes measurement error. For an explanation of more of the survey design best practices that went into the making of the Panorama Student Survey, please visit **www.panoramaed.com/checklist**

Validation Process

"Validating" surveys is an ongoing process, which means that there is no such thing as a fully "validated" survey. Rather, as more studies and pilot tests are conducted, the data provide more clarity regarding whether the survey scales measure what they are supposed to for different purposes and populations.

We have accumulated evidence of the Panorama Student Survey's validity through two major pilot tests in different parts of the United States and in distinct types of schools with diverse populations. These pilot tests confirmed that the survey has a high degree of reliability, structural validity and convergent/discriminant validity. In other words, the survey scales met specific statistical requirements. We are still actively collecting large quantities of data from diverse school communities to support this ongoing process of validation.

As we continue to gather more data from schools around the country and the world, we are committed to improving the Panorama Student Survey and identifying additional contexts and populations for which the survey might be appropriate. To read the full Validity Brief about the Panorama Student Survey, please visit **www.panoramaed.com/files/student-survey-validity-brief**

Using the Survey

To meet the unique needs of your specific context, we encourage you to customize the survey by selecting the scales that you feel matter most to your community. Before administering the survey, we encourage you to have a conversation with your teachers about the value of collecting student feedback and your students about the value of this survey as a way for them to communicate directly with you about how their experiences could be better. Some teachers have bolstered response rates from their students by telling their students that this survey is like a progress report for teachers: an opportunity to give feedback about their work thus far and how to improve.

We believe that all educators deserve the best tools available, which means that we are committed to keeping the Panorama Student Survey free and open-source. The survey is "free" in that we invite educators everywhere to use the survey at no cost. We only ask that you identify the survey as the "Panorama Student Survey" so that others may find it as well. We hope that you will share your feedback with our research team (survey_team@panoramaed.com) so we can consider them in future versions of the survey.

The following scales measure student perceptions of teaching and learning in a particular class. (Surveys containing these scales may also be administered at the school level for an overall view of teaching and learning.)

Pedagogical Effectiveness

This scale measures students' perceptions of a teacher's instructional methods and delivery of content.
Example Question: How clearly does this teacher present the information that you need to learn?

Classroom Environment

This scale measures students' perceptions of the overall classroom climate including the classroom's physical, social and psychological environment.
Example Question: How often do students behave well in this class?

Expectations and Rigor

This scale measures students' perceptions of the extent to which their teacher holds them to high expectations around their effort, understanding, persistence, and performance in their class.
Example Question: How much does this teacher encourage you to do your best?

Student Engagement

This scale measures students' perceptions of their attention to and investment in what goes on in the classroom.
Example Question: In this class, how much do you participate?

Supportive Relationships

This scale measures students' perceptions of a teacher's care and support for their personal development and well-being beyond the classroom.
Example Question: How interested is this teacher in what you do outside of class?

Sense of Belonging

This scale measures the extent to which students feel that they are valued members of their school's community.
Example Question: How connected do you feel to the adults at your school?

Interest in Subject

This scale measures how interesting, important, and useful a student considers a specific subject.

Example Question: How often do you use ideas from [SUBJECT] class in your daily life?

Grit

This scale measures a student's ability to persevere through setbacks to achieve important long-term goals.

Example Question: If you fail to reach an important goal, how likely are you to try again?

Learning Strategies

This scale measures the extent to which students deliberately use strategies to actively manage their own learning process.

Example Question: Before you start working on your schoolwork, how often do you think about the best way to approach the work?

Mindset

This scale measures the extent to which students believe that they have the potential to change those factors that are central to their performance in a specific class.

Example Question: In this class, how possible is it for you to change putting forth a lot of effort?

School Safety

This scale measures students' perceptions of their physical and psychological safety while at school.

Example Question: How likely is it that someone from your school will bully you online?

School Belonging

Students' sense of School Belonging is the extent to which they feel that they are valued members of their school community.

Example Question: How connected do you feel to the adults at your school?

Emotion Regulation

Students' ability to react with composure in situations that typically produce negative emotions.

Example Question: When you are feeling pressured, how easily can you stay in control?

Classroom Effort

How much effort students exert in key behaviors that correspond to successful learning and course performance.

Example Question: How much effort do you put into your homework for this class?

Social-Perspective Taking Effort

The extent to which students put forth effort in trying to discern their teachers' thoughts, feelings, motivations, and perception of the situation.

Example Question: How hard do you try to understand <teacher's name>'s point of view?

Teacher-Student Relationship

The overall social and academic relationship between students and their teachers (scales are available from each party's point of view).

Example Question: How excited would you be to have this teacher again?

Teacher Personal Interest in Students

Students' perceptions of the extent to which a teacher is interested in students' personal development.

Example Question: When your teacher asks how you are doing, how often do you feel that your teacher is really interested in your answer?

Pedagogical Effectiveness

This scale measures students' perceptions of a teacher's instructional methods and delivery of content.

Grades 6-12

Item	Response Anchors				
Overall, how much have you learned from this teacher about <SUBJECT>?	Almost nothing	A little bit	Some	Quite a bit	A tremendous amount
During class, how motivating are the activities that this teacher has you do?	Not at all motivating	Slightly motivating	Somewhat motivating	Quite motivating	Extremely motivating
For this class, how clearly does this teacher present the information that you need to learn?	Not at all clearly	Slightly clearly	Somewhat clearly	Quite clearly	Extremely clearly
How interesting does this teacher make what you are learning in class?	Not at all interesting	Slightly interesting	Somewhat interesting	Quite interesting	Extremely interesting
How often does this teacher give you feedback that helps you learn?	Almost never	Once in a while	Sometimes	Often	All the time
When you need extra help, how good is this teacher at giving you that help?	Not at all good	Slightly good	Somewhat good	Quite good	Extremely good
How comfortable are you asking this teacher questions about what you are learning in his or her class?	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
How often has this teacher taught you things that you didn't know before taking this class?	Almost never	Once in a while	Sometimes	Often	All the time

Grades 3-5

Item	Response Anchors				
How much have you learned from this teacher?	Almost nothing	A little bit	Some	Quite a bit	A tremendous amount
When you need extra help, how good is this teacher at giving you that help?	Not at all good	Slightly good	Somewhat good	Quite good	Extremely good
How good is this teacher at teaching in the way that you learn best?	Not good at all	A little bit good	Somewhat good	Quite good	Extremely good
How clearly does this teacher present the information that you need to learn?	Not at all clearly	Slightly clearly	Somewhat clearly	Quite clearly	Extremely clearly
How interesting does this teacher make what you are learning in class?	Not at all interesting	Slightly interesting	Somewhat interesting	Quite interesting	Extremely interesting
How good is this teacher at helping you learn?	Not good at all	A little bit good	Somewhat good	Quite good	Extremely good
How much did you learn from this teacher that you didn't know before taking his or her class?	Almost nothing	A little bit	Some	Quite a bit	A tremendous amount

Classroom Environment

This scale measures students' perceptions of the overall classroom climate including the classroom's physical, social and psychological environment.

Grades 6-12

Item	Response Anchors						
On most days, how pleasant or unpleasant is the physical space in this classroom?	Very unpleasant	Somewhat unpleasant	Slightly unpleasant	Neither pleasant nor unpleasant	Slightly pleasant	Somewhat pleasant	Very pleasant
How fair or unfair are the rules for the students in this class?	Very unfair	Somewhat unfair	Slightly unfair	Neither unfair nor fair	Slightly fair	Somewhat fair	Very fair
On most days, how pleasant or unpleasant is your teacher's mood?	Very unpleasant	Somewhat unpleasant	Slightly unpleasant	Neither pleasant nor unpleasant	Slightly pleasant	Somewhat pleasant	Very pleasant
How often do students behave well in this class?	Almost never	Once in a while	Sometimes	Often	Almost always		

Grades 3-5

Item	Response Anchors						
On most days, how pleasant is your teacher's mood?	Very unpleasant	Somewhat unpleasant	Slightly unpleasant	Neither pleasant nor unpleasant	Slightly pleasant	Somewhat pleasant	Very pleasant
How fair or unfair are the rules in this class?	Very unfair	Somewhat unfair	Slightly unfair	Neither unfair nor fair	Slightly fair	Somewhat fair	Very fair
How often do students behave well in this class?	Almost never	Once in a while	Sometimes	Often	Almost always		

Expectations and Rigor

This scale measures students' perceptions of the extent to which their teacher holds them to high expectations around their effort, understanding, persistence, and performance in their class.

Grades 6-12

Item	Response Anchors				
How much does this teacher encourage you to do your best?	Does not encourage me at all	Encourages me a little	Encourages me some	Encourages me quite a bit	Encourages me a tremendous amount
When you feel like giving up on a difficult task, how likely is it that this teacher will make you keep trying?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
Overall, how high are this teacher's expectations of you?	Not high at all	Slightly high	Somewhat high	Quite high	Extremely high
How often does this teacher make you explain your answers?	Almost never	Once in a while	Sometimes	Often	Almost always
How often does this teacher take time to make sure you understand the material?	Almost never	Once in a while	Sometimes	Often	Almost always

Grades 3-5

Item	Response Anchors				
How much does this teacher encourage you to do your best?	Does not encourage me at all	Encourages me a little	Encourages me some	Encourages me quite a bit	Encourages me a tremendous amount
When you feel like giving up, how likely is it that this teacher will make you keep trying?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
Overall, how high are this teacher's expectations of you?	Not high at all	Slightly high	Somewhat high	Quite high	Extremely high
How often does this teacher make you explain your answers?	Almost never	Once in a while	Sometimes	Often	Almost always
How often does this teacher take time to make sure you understand the material?	Almost never	Once in a while	Sometimes	Often	Almost always

Student Engagement

This scale measures students' perceptions of their attention to and investment in what goes on in the classroom.

Grades 6-12

Item	Response Anchors				
In this class, how much do you participate?	Not at all	A little bit	Some	Quite a bit	A tremendous amount
When you are not in class, how often do you talk about ideas from class?	Almost never	Once in a while	Sometimes	Often	Almost always
How often do you get so focused on class activities that you lose track of time?	Almost never	Once in a while	Sometimes	Often	Almost always
How excited are you about going to this class?	Not at all excited	A little bit excited	Somewhat excited	Quite excited	Extremely excited
Overall, how interested are you in this class?	Not at all interested	A little bit interested	Somewhat interested	Quite interested	Extremely interested

Grades 3-5

Item	Response Anchors				
How much do you participate in class?	Not at all	A little bit	Some	Quite a bit	A tremendous amount
How focused are you on the activities in class?	Not at all focused	A little bit focused	Somewhat focused	Quite focused	Extremely focused
How excited are you about going to this class?	Not at all excited	A little bit excited	Somewhat excited	Quite excited	Extremely excited
How interested are you in this class?	Not at all interested	A little bit interested	Somewhat interested	Quite interested	Extremely interested

Supportive Relationships

This scale measures students' perceptions of a teacher's care and support for their personal development and well-being beyond the classroom.

Grades 6-12

Item	Response Anchors				
When your teacher asks how you are doing, how often do you feel that your teacher is really interested in your answer?	Almost never	Once in a while	Sometimes	Often	Almost always
How interested is this teacher in what you do outside of class?	Not at all interested	A little bit interested	Somewhat interested	Quite interested	Extremely interested
How interested is this teacher in your career after you finish school?	Not at all interested	A little bit interested	Somewhat interested	Quite interested	Extremely interested
If you walked into class upset, how concerned would your teacher be?	Not at all concerned	Slightly concerned	Somewhat concerned	Quite concerned	Extremely concerned
If you came back to visit class three years from now, how excited would this teacher be to see you?	Not at all excited	A little bit excited	Somewhat excited	Quite excited	Extremely excited
If you had something on your mind, how carefully would this teacher listen to you?	Not at all carefully	A little bit carefully	Somewhat carefully	Quite a bit carefully	Extremely carefully

Grades 3-5

Item	Response Anchors				
When your teacher asks, "how are you?", how often do you feel that your teacher really wants to know your answer?	Almost never	Once in a while	Sometimes	Often	Almost always
How much does this teacher want to learn about what you do when you are not in school?	Not at all	A little bit	Somewhat	Quite	Extremely
How interested is this teacher in what you want to be when you grow up?	Not at all interested	A little bit interested	Somewhat interested	Quite interested	Extremely interested
If you had something on your mind, how carefully would this teacher listen to you?	Not at all carefully	A little bit carefully	Somewhat carefully	Quite a bit carefully	Extremely carefully

Sense of Belonging

This scale measures the extent to which students feel that they are valued members of their school's community.

Grades 6-12

Item	Response Anchors				
Overall, how much do you feel like you belong at your school?	Do not belong	Belong a little bit	Belong somewhat	Belong quite a bit	Completely belong
At your school, how accepted do you feel by the other students?	Not accepted	A little accepted	Somewhat accepted	Quite accepted	Extremely accepted
How well do people at your school understand you?	Don't understand at all	Understand a little	Understand somewhat	Understand quite a bit	Completely understand
How much respect do students in your school show you?	No respect at all	A little bit of respect	Some respect	Quite a bit of respect	A great deal of respect
How connected do you feel to the adults at your school?	Not at all connected	Slightly connected	Somewhat connected	Quite connected	Extremely connected
How much do you matter to others at this school?	Do not matter at all	Matter a little bit	Matter somewhat	Matter quite a bit	Matter a great deal

Grades 3-5

Item	Response Anchors				
Overall, how much do you feel like you belong at your school?	Do not belong	Belong a little bit	Belong somewhat	Belong quite a bit	Completely belong
How accepted do you feel by other people?	Not at all accepted	A little bit accepted	Somewhat accepted	Quite accepted	Completely accepted
How well do people at your school understand you as a person?	Don't understand at all	Understand a little	Understand somewhat	Understand quite a bit	Completely understand
How much support do the adults at your school give you?	No support at all	A little bit of support	Some support	Quite a bit of support	A great deal of support
How much respect do students at your school show you?	No respect at all	A little bit of respect	Some respect	Quite a bit of respect	A great deal of respect

Interest in Subject

This scale measures how interesting, important, and useful a student considers a specific subject.

Grades 6-12

Item	Response Anchors				
How often do you use ideas from [SUBJECT] class in your daily life?	Almost never	Once in a while	Sometimes	Often	Almost always
How useful do you think [SUBJECT] class will be to you in the future?	Not at all useful	A little bit useful	Somewhat useful	Quite useful	Extremely useful
How important is it to you to do well in [SUBJECT] class?	Not at all important	Slightly important	Somewhat important	Quite important	Extremely important
How interesting do you find the things you learn in [SUBJECT] class?	Not at all interesting	Slightly interesting	Somewhat interesting	Quite interesting	Extremely interesting
How much do you see yourself as a/an [SUBJECT] person?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount

Grades 3-5

Item	Response Anchors				
How often do you use ideas that you learn in school in your daily life?	Almost never	Once in a while	Sometimes	Often	Almost always
How useful do you think what you learn in school will be to you in the future?	Not at all useful	A little bit useful	Somewhat useful	Quite useful	Extremely useful
How important is it to you to do well in school?	Not at all important	Slightly important	Somewhat important	Quite important	Extremely important
How interesting do you find the things you learn in school?	Not at all interesting	Slightly interesting	Somewhat interesting	Quite interesting	Extremely interesting

Grit

This scale measures a student's ability to persevere through setbacks to achieve important long-term goals.

Grades 6-12

Item	Response Anchors				
If you have a problem while working towards an important goal, how well can you keep working?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
How often do you stay focused on the same goal for several months at a time?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?	Not at all focused	Slightly focused	Somewhat focused	Quite focused	Extremely focused
If you fail to reach an important goal, how likely are you to try again?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How likely is it that you can motivate yourself to do unpleasant tasks if they will help you accomplish your goals?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely

Grades 3-5

Item	Response Anchors				
If you have a problem while working towards an important goal, how well can you keep working?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?	Not focused at all	Slightly focused	Somewhat focused	Quite focused	Extremely focused
If you fail at an important goal, how likely are you to try again?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
If you need to do something you don't want to do, in order to reach an important goal, how likely are you to do it?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely

Learning Strategies

This scale measures the extent to which students deliberately use strategies to actively manage their own learning process.

Grades 6-12

Item	Response Anchors				
Before you start working on your schoolwork, how often do you think about the best way to approach the work?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How confident are you that you can choose an effective strategy to get your schoolwork done well?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How often do you use strategies to learn more effectively?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When you get stuck while learning something new, how likely are you to try a different strategy?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How often do you check to make sure you understand the material you are learning in class?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how well do your learning strategies help you learn more effectively?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well

Grades 3-5

Item	Response Anchors				
Before you start working on your schoolwork, how often do you think about the best way to do it?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How sure are you that you can figure out a good way to get your schoolwork done well?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
When you get stuck while learning something new, how likely are you to try to learn it in a different way?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How often do you check to make sure you understand what you are learning in class?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how well can you figure out how to learn things?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well

Mindset

This scale measures the extent to which students believe that they have the potential to change those factors that are central to their performance in a specific class.

Grades 6-12

Item	Responses				
Whether a person does well or poorly in <SUBJECT> may depend on a lot of different things. You may feel that some of these things are easier for you to change than others. In <SUBJECT>, how possible is it for you to change:					
Being talented	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Putting forth a lot of effort	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Having support from other people	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Behaving well in class	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Liking the subject	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
How easily you give up	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Your level of intelligence	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change

Grades 3-5

Item	Responses				
Whether a person does well or poorly in <SUBJECT> may depend on a lot of different things. You may feel that some of these things are easier for you to change than others. In <SUBJECT>, how possible is it for you to change:					
Being talented	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Giving a lot of effort	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Behaving well in class	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change

Grades 3-5 (continued from previous page)

Liking the class	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Never giving up	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Your level of intelligence	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change

School-Level

Item	Responses				
Whether a person does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for you to change than others. In school, how possible is it for you to change:					
Being talented	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Putting forth a lot of effort	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Having support from other people	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Behaving well in class	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Liking the subjects you are studying	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
How easily you give up	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Your level of intelligence	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change

School Safety

This scale measures students' perceptions of their physical and psychological safety while at school.

Grades 6-12

Item	Response Anchors				
How often do you worry about violence at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How often are people disrespectful to others at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
At your school, how unfairly do the adults treat the students?	Not at all unfairly	Slightly unfairly	Somewhat unfairly	Quite unfairly	Extremely unfairly
How often do students get into physical fights at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
If a student is bullied in school, how difficult is it for him or her to get help from an adult?	Not difficult at all	Slightly difficult	Somewhat difficult	Quite difficult	Extremely difficult
How likely is it that someone from your school will bully you online?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
Overall, how unsafe do you feel at your school?	Not at all unsafe	Slightly unsafe	Somewhat unsafe	Quite unsafe	Extremely unsafe
How worried are you that students at your school speak negatively about you behind your back?	Not at all worried	Slightly worried	Somewhat worried	Quite worried	Extremely worried
How often do you feel unsafe when you are on your way to and from school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How often do you feel like you might be harmed by someone at school?	Almost never	Once in a while	Sometimes	Frequently	Almost always

School Safety (continued from previous page)

Grades 3-5

Item	Response Anchors				
How often do you worry about violence at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How often are people disrespectful to others at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
At your school, how unfairly do the adults treat the students?	Not at all unfairly	Slightly unfairly	Somewhat unfairly	Quite unfairly	Extremely unfairly
How often do students get into physical fights at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
If a student is bullied in school, how difficult is it for him or her to get help from an adult?	Not difficult at all	Slightly difficult	Somewhat difficult	Quite difficult	Extremely difficult
How likely is it that someone from your school will bully you online?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
Overall, how unsafe do you feel at your school?	Not at all unsafe	Slightly unsafe	Somewhat unsafe	Quite unsafe	Extremely unsafe
How worried are you that students at your school speak negatively about you behind your back?	Not at all worried	Slightly worried	Somewhat worried	Quite worried	Extremely worried
How often do you feel unsafe when you are on your way to and from school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How often do you feel like you might be hurt by someone at school?	Almost never	Once in a while	Sometimes	Frequently	Almost always

School Belonging

Students' sense of School Belonging is the extent to which they feel that they are valued members of their school community.

Item	Response Anchors				
Overall, how much do you feel like you belong at your school?	Do not belong	Belong a little bit	Belong somewhat	Belong quite a bit	Completely belong
At your school, how accepted do you feel by the other students?	Not accepted	A little accepted	Somewhat accepted	Quite accepted	Extremely accepted
How well do people at your school understand you?	Don't understand at all	Understand a little	Understand somewhat	Understand quite a bit	Completely understand
How much respect do students in your school show you?	No respect at all	A little bit of respect	Some respect	Quite a bit of respect	A great deal of respect
How connected do you feel to the adults at your school?	Not at all connected	Slightly connected	Somewhat connected	Quite connected	Extremely connected
How much do you matter to others at this school?	Do not matter at all	Matter a little bit	Matter somewhat	Matter quite a bit	Matter a great deal

Emotion Regulation

Students' ability to react with composure in situations that typically produce negative emotions.

Item	Response Anchors				
When you are feeling pressured, how easily can you stay in control?	Not easily at all	Slightly easily	Somewhat easily	Quite easily	Extremely easily
How often are you able to pull yourself out of a bad mood?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When everybody around you gets angry, how relaxed can you stay?	Not relaxed at all	Slightly relaxed	Somewhat relaxed	Quite relaxed	Extremely relaxed
How often are you able to control your emotions when you need to?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Once you get upset, how often can you get yourself to relax?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When things go wrong for you, how calm are you able to remain?	Not calm at all	Slightly calm	Somewhat calm	Quite calm	Extremely calm

Classroom Effort

How much effort students exert in key behaviors that correspond to successful learning and course performance.

Item	Response Anchors				
How much effort do you put into getting involved in discussions during class?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort
When your teacher is speaking, how much effort do you put into trying to pay attention?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort
How much effort do you put into your homework for this class?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort
Overall, how much effort do you put forth during your class?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort
How much effort do you put into learning all the material for this class?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort

Social-Perspective Taking Effort

The extent to which students put forth effort in trying to discern their teachers' thoughts, feelings, motivations, and perception of the situation.

Item	Response Anchors				
How hard do you try to understand <teacher's name>'s point of view?	Not hard at all	Slightly hard	Somewhat hard	Quite hard	Extremely hard
During class, how hard do you try to understand what <teacher's name>'s is feeling?	Not hard at all	Slightly hard	Somewhat hard	Quite hard	Extremely hard
Overall, how much effort do you put into figuring out what <teacher's name> is thinking?	Almost no effort	A small amount of effort	Some effort	Quite a bit of effort	A tremendous amount of effort
How much effort have you put into figuring out what <teacher's name>'s goals are?	Almost no effort	A small amount of effort	Some effort	Quite a bit of effort	A tremendous amount of effort
How much do you try to understand <teacher's name>'s motivation for doing different classroom activities?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
When <teacher's name> seems to be in a worse mood than usual, how hard do you try to understand the reasons why?	Not hard at all	Slightly hard	Somewhat hard	Quite hard	Extremely hard

Teacher-Student Relationship

The overall social and academic relationship between students and their teachers.

Item	Response Anchors				
How much do you enjoy learning from this teacher?	Not at all	Slightly	Somewhat	Quite a bit	A tremendous amount
How friendly is this teacher toward you?	Not at all friendly	Slightly friendly	Somewhat friendly	Quite friendly	Extremely friendly
How respectful is this teacher towards you?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
How excited would you be to have this teacher again?	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited
How caring is this teacher towards you?	Not at all caring	Slightly caring	Somewhat caring	Quite caring	Extremely caring
How much do you like this teacher's personality?	Not at all	Slightly	Somewhat	Quite a bit	A tremendous amount
Overall, how much do you learn from this teacher?	Almost nothing	A little bit	Some	Quite a bit	A great deal

Teacher Personal Interest in Students

Students' perceptions of the extent to which a teacher is interested in students' personal development.

Item	Response Anchors				
When your teacher asks how you are doing, how often do you feel that your teacher is really interested in your answer?	Almost never	Once in a while	Sometimes	Often	Almost always
How interested is this teacher in what you do outside of class?	Not at all interested	A little bit interested	Somewhat interested	Quite interested	Extremely interested
If you walked into class upset, how concerned would your teacher be?	Not at all concerned	Slightly concerned	Somewhat concerned	Quite concerned	Extremely concerned
If you came back to visit class three years from now, how excited would this teacher be to see you?	Not at all excited	A little bit excited	Somewhat excited	Quite excited	Extremely excited
If you had something on your mind, how carefully would this teacher listen to you?	Not at all carefully	A little bit carefully	Somewhat carefully	Quite a bit carefully	Extremely carefully

About Dr. Hunter Gehlbach

Dr. Hunter Gehlbach is the Director of Research at Panorama Education and an Associate Professor of Education at the Harvard Graduate School of Education. He is an educational psychologist with an academic focus in helping social scientists and practitioners design better surveys and questionnaires. He is particularly interested in helping schools think about ways to use surveys to improve teacher and student outcomes, and teaches classes in each of these areas at Harvard. After graduating with a B.A. from Swarthmore College in psychology and education, Dr. Gehlbach taught high school social studies before returning to school for a M.Ed. in school counseling from the University of Massachusetts-Amherst and a Ph.D. in educational psychology from Stanford.

About Panorama Education

Panorama Education partners with school districts and state departments of education to design and implement survey programs for students, parents, and teachers. Panorama offers a technology platform to support survey administration and create reports that are clear, actionable, and, most importantly, help teachers and administrators improve their schools. Panorama's client services team helps districts and states implement survey programs in line with best practices. Panorama currently runs survey programs in over 6,500 schools in 35 states, including those in the Tulsa Public Schools, the Connecticut State Department of Education, Achievement First, and Teach for America.

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Appendix B:

Panorama Student Survey Technical Report

Panorama Student Survey: Development and Psychometric Properties

This research report describes the core attributes of the *Panorama Student Survey*, the rigorous process through which the scales within the survey were developed, and the resultant psychometric information from the first two major pilot administrations as well as some smaller studies we have conducted on particular scales. The sections of this report demonstrate that each scale included in the *Panorama Student Survey* captures substantial variability, exceeds agreed upon standards of reliability, and demonstrates strong evidence of multiple types of validity.

This research report is written with two purposes in mind. First, the report is structured to provide guidance about what criteria are important in evaluating survey quality (see also the references for more extensive reading on key topics). Second, this report details key characteristics of the survey, its development process, and results from two initial pilot administrations so that readers can evaluate these characteristics objectively. We view the report as a living document and will continue adding to it as further studies are conducted. Feel free to check back in with us for updated versions at research@panoramaed.com.

Background

Gaining insights into classroom settings and facilitating improvements in teaching practices are particularly challenging in the current educational context. On the one hand, schools are relying on student perception surveys to make increasingly important decisions (e.g., teacher evaluation). On the other hand, the quality of measures to assess classrooms and teaching varies widely. In response, we developed the Panorama Student Survey as the first major survey instrument with the following critical properties:

- Explicitly designed from the outset to meet two goals:
    - Provide teachers with feedback that will be useful for improving practice,
    - Enable educators to monitor student attitudes, beliefs, and values that are predictive of important outcomes;
- Each scale developed through a theoretically-grounded, empirically-based design process (Gehlbach & Brinkworth, 2011) that meets or exceeds standards of academic scholarship;
- Adherence to best practices in survey design (e.g., wording items as questions rather than statements, employing response options that are directly linked to the underlying concept in each question to improve cognition, avoiding agree-disagree items, etc.);
- Customizable by schools and districts to allow for tailoring of the survey to specific school needs and teaching frameworks while retaining validity and reliability; and
- Freely available to any educator interested in improving pedagogical practice and student outcomes.

The Panorama Student Survey was developed by a team of researchers at the Harvard Graduate School of Education under the direction of Dr. Hunter Gehlbach.

Core attributes

Content

We chose the content for the *Panorama Student Survey* explicitly to address the multifaceted needs of teachers, schools, and districts. Specifically, teachers need feedback on their areas of strength (so that these might be further leveraged in the classroom) and areas targeted for improvement (so that they can take ownership over their professional development needs). Schools need information to understand which sub-groups of students face multiple risk factors and generate ideas for how to intervene. Districts increasingly seek data to facilitate comparisons between schools within the district and to make resource allocation decisions. The *Panorama Student Survey* was developed explicitly and deliberately with these uses in mind.

The current version of the *Panorama Student Survey* consists of 10 scales that educational organizations can use to meet their needs for getting feedback on students, teachers, and schools. Organizations may choose any or all 10 scales depending on their needs. These scales include students' perceptions of:

- Classroom climate – the overall feel of a class including aspects of the physical, social and psychological environment;
- Engagement – their own behavioral, cognitive, and affective investment in the subject and classroom;
- Grit – their ability to persevere through setbacks to achieve important long-term goals;
- Learning strategies – the extent to which they use metacognition and employ strategic tools to be active participants in their own learning process;
- Mindset – the extent to which they believe that they have the potential to change those factors that are central to their performance in a specific class;
- Pedagogical effectiveness – the quality and quantity of their learning from a particular teacher about that teacher's subject area;
- Rigorous expectations – whether they are being challenged by their teachers with high expectations for effort, understanding, persistence, and performance in the class;
- School belonging – the extent to which they feel that they are valued members of their school community;
- Teacher student relationships – the overall social and academic relationship between students and their teachers (Note: scales are available in a student version and a teacher version); and
- Valuing of the subject matter – how interesting, important, and useful a particular school subject seems.

Flexibility and Individualization

Because different educational organizations have different interests, goals, and priorities, the Panorama Student Survey offers flexibility to customize survey content tailored to their individual needs by selecting the scales that are most important to the organization. For example, a district that faces challenges with absences and truancy might prioritize the *school belonging* and *teacher-student relationships* scales. Meanwhile, a district that is eager to improve teaching practices might focus on *rigorous expectations* and *pedagogical effectiveness*. Many users prefer to administer the entire survey because of the important information derived from each scale.

What to look for

When selecting a survey or comparing between different survey options, it is particularly important to have a clear sense of the purpose(s) for which the survey will be used:

- Is the goal to obtain feedback regarding baseline levels of student engagement or teaching quality?
- Do you want to understand variation in classroom climate across different subject areas?
- Do you need to see how the use of learning strategies develops over time from elementary school to middle school?
- Are you trying to evaluate the effectiveness of an intervention that is supposed to endow students with a growth mindset?

With clarity of purpose, you can select the survey or scales that best fits your needs. Because different constituents within school communities frequently have different goals in mind, it is important to come to consensus with what the collective priorities are for a given data collection.

Development Process and Validity

The *Panorama Student Survey* was developed through the six-step design process developed by Gehlbach and Brinkworth (2011) (see also Artino, La Rochelle, DeZee, & Gehlbach, 2014). To the best of our knowledge, this process is unsurpassed in terms of its rigor and capacity to minimize survey error. The strengths of this process come from two approaches. First, this process builds evidence of validity – specifically content validity and substantive validity (Messick, 1995) – into each survey scale from the outset of the design process. The six steps in the process are summarized below:

- Literature review: Through an exhaustive review of the academic literature, the research team that developed the *Panorama Student Survey* identified and synthesized definitions for each of the 10 core constructs, reviewed available instruments to see how existing measures operationalized constructs, and listed indicators of each construct.
- Interviews and focus groups: The research team then conducted a series of interviews and focus groups with students to understand, from students' point of view, what the salient indicators of these constructs were and what language students used to describe them.
- Synthesis: The lists of indicators from the academic literature and from the student input were synthesized.
- Item creation: A series of items were developed to create a set of items that would measure each construct. The items were worded so as to adhere to the scientific best practices in designing survey items. The research team came to consensus on all the items for each scale.
- Expert review: Approximately 20 experts (in that particular content area) per scale completed a questionnaire about each of the proposed items. They assessed the construct relevance of each item, identified any important indicators that appeared to be absent from the items, and commented on any items that might cause challenges for subpopulations of students (especially students at lower reading levels).
- Cognitive pre-testing/interviewing: After revising the items based on the expert feedback, the research team conducted interviews with students in grades 4-12 (ages 10 – 19), from over a dozen different countries of origin, a range of socio-economic statuses, and a range of English fluency. In each cognitive interview students repeated each survey item in his or her own words, and thought out-loud as he or she generated a response. This process provides important data on the extent to which students understand each item in the way that that our research team intended.

Upon completion of these six steps and a round of revisions to the items, the scales were subjected to large-scale pilot tests (as described in detail below).

The second important attribute of each scale emerges directly from the aforementioned *item creation* step. The design of each item adheres to the science of best survey design

practices (Artino & Gehlbach, 2012; Artino, Gehlbach, & Durning, 2011; Dillman, Smyth, & Christian, 2014; Fowler, 2009; Krosnick & Presser, 2010). A host of empirically proven better and worse ways to design items exist that often go ignored in numerous surveys. For example, designing survey items as statements – particularly ones that require respondents to agree or disagree with the content of the statement – are particularly likely to inject additional measurement error into responses. Instead asking questions with response options that are linked to the underlying concept is the preferred practice (Dillman et al., 2014; Krosnick, 1999b; Saris, Revilla, Krosnick, & Shaeffer, 2010). Failing to label all response options, using numeric rather than verbal labels, using too few response options, explicitly or implicitly asking a multi-barreled item exemplify other commonly violated best practices (Artino et al., 2014; Dillman et al., 2014; Krosnick, 1999a; Weng, 2004). As a survey scale violates increasing numbers of these best practices, the amount of measurement error grows.

<u>What to look for</u>

When researching how a survey or set of scales was designed, key questions include:

- Did the scale developers build validity into the survey from the outset of the scale development process? Far too often, developers rely on a process (Clark & Watson, 1995; Comrey, 1988) that attends to validity only when they prune items during large-scale pilot testing. Focusing on validity only after items have been developed can lead to construct under-representation or misrepresentation (Messick, 1995).
- Did the development process rely on academic experts, prospective respondents, or both? Input in the design process from only one source will erode the content validity of the measure.
- Do the measures adhere to the scientific best practices in designing survey items? Most survey scales fail to apply many of the most critical rules of how to word items and response options. Each violation of these best practices injects measurement error into your respondents' data and compromise data quality. See the *Survey Design Checklist* in Appendix 1 for a list of some of the most important best practices.

Statistical Properties and Evidence of Validity

Before describing the psychometric properties of each scale it is important to be transparent regarding our view of evidence of validity. We view "validation" of a survey scale as an ongoing process (Messick, 1995). In other words, there is no such thing as a "validated" survey despite many survey developers making that claim about their scales or survey. Rather, over the course of multiple studies, more and more data are accumulated that give potential users of a survey increasing amounts of faith that the survey scales measure what they purport to measure, may be used for specific purposes, in specific contexts, for specific populations, etc.

Pilot samples

Our main samples are from distinct schools and school districts the southeastern United States (Sample 1) and from a large diverse high school in the southwestern United States (Sample 2). Overall, the samples include substantial representation across multiple grade levels and racial groups. The sample also includes significant populations of English language learners as well as native English speakers. Please see Table 1 below.

Table 1: Percentages of participants for each sample

	Sample 1 (N = 4225)	*Sample 2* (N = 2994)
Female	49.55	51.08
Race/Ethnicity		
American Indian	4.12	2.44
Asian	4.17	13.89
Black	17.30	8.08
Hispanic	19.12	16.73
White	39.74	49.37
Middle Eastern	1.16	--
Other	6.70	9.49
Home Language		
English	77.25	82.96
Spanish	17.26	8.17
Other	5.49	8.87

Important data points from additional samples are regularly being added to this document.

Estimates of reliability

A pre-requisite of validity is that the measure has adequate reliability. Reliability as assessed through coefficient alpha is essentially a measure of signal-to-noise (DeVellis, 2003). As shown in the section for each scale, the estimates for coefficient alpha for every scale is .70 or greater.

Factor structure

To address structural validity (Messick, 1995), we show evidence of model fit through results from confirmatory factor analysis results (specifically comparative fit indices and root mean square error of approximation). The choice of confirmatory factor analysis to determine whether a given scale measures a single construct (as opposed to measuring parts of multiple constructs) is important because this technique allows for formal testing of the hypothesis that a single factor is being measured. Thus, it is a more rigorous assessment of whether or not each scale is measuring a single underlying factor (as opposed to measuring more than one factor) than exploratory factor analysis or principal components analysis. See the section describing each scale for these results as well.

Convergent and discriminant validity

In the sections on each specific scale we report a number of correlations and statistical tests that provide additional evidence of validity for each scale. In each of the main pilot samples, students were randomly assigned to take one form of the survey or the other. In the first pilot, we randomly assigned students to take Form A or Form B so as to assess how well specific items or different wordings of the same item functioned with the remaining items on the scale. In the second pilot, students were again randomly assigned to one of two survey forms. However, this time for each form students took several scales from the *Panorama Student Survey* and several comparison scales (e.g., Dweck's mindset scale, measures from the MET study, etc.) that addressed identical or similar constructs. Each section reports evidence of convergent and discriminant validity.

What to look for:

- Typically, a ratio of .70 or greater is considered adequate reliability for a survey scale (DeVellis, 2003).
- Look for surveys using scales that have undergone confirmatory factor analysis – a more rigorous way to analyze factor structure than exploratory factor analysis or principal components analysis (Fabrigar, Wegener, MacCallum, & Strahan, 1999).
- Assessments of convergent and discriminant validity rely on a well-founded a priori predictions about what scales should correlate with a target measure more highly than others.

Validity Evidence for Classroom Climate

Basic Descriptive Statistics

This first section presents basic descriptive statistics for our classroom climate scale. For both Sample 1 and Sample 2 (as described in the overview) each item shows substantial variability and moderately strong correlations between each of the items.

Table 1: Item means, standard deviations, and inter-item correlations for Samples 1 & 2.

			Sample 1		Sample 2		Polychoric *r* correlations				
	Min	*Max*	*M*	*SD*	*M*	*SD*	1	2	3	4	5
1) On most days, how pleasant or unpleasant is your teacher's mood?	1	7	5.2	1.79	6.0	1.50	--	.51	.43	.60	.23
2) How fair or unfair are the rules for students in this class?	1	7	5.4	1.82	6.1	1.42	0.63	--	.41	.44	.28
3) How pleasant or unpleasant is the physical space in this classroom?	1	7	5.1	1.71	5.6	1.54	0.54	0.54	--	.43	.22
4) How positive or negative is the energy of this class?	1	7	5.0	1.74	5.8	1.47	0.57	0.55	0.50	--	.17
5) In this class, how much does the behavior of other students hurt or help your learning?	1	5	3.5	1.17	4.1	0.93	0.43	0.41	0.39	0.43	--
Overall composite			4.9	1.24	5.5	0.95					

Notes:

Sample 1 correlations are reported below the diagonal; Sample 2 correlations are reported above the diagonal.

Reliability and factor structure

The model fit and reliability estimates of our two samples are listed in Table 2, providing evidence of structural validity.

Table 2: Reliability and Model Fit

	Sample 1	Sample 2
Model fit χ^2 (5 *df*)	9.44	13.19
p	0.09	.022
RMSEA estimate (90% CI)	.023	.032
	(0, 0.045)	(.011, .054)
CFI	.999	.997
Coefficient α	.789	.728
Factor loadings		
Item 1	0.765	0.708
Item 2	0.753	0.588
Item 3	0.697	0.545
Item 4	0.708	0.710
Item 5	0.567	0.275

Evidence of validity

To provide a comparison and evidence of convergent validity, in the second sample we also included a previously published, well regarded classroom climate scale. We included 18 items with a reliability estimate of $\alpha = .80$ for this sample. Our revised scale and the original scale correlated moderately ($r = .52$).

Like the comparison scale, our scale shows weak correlations with characteristics of students such as parental education, course grades, and discipline. This suggests that how students' perceive the classroom climate is not a function of aspects of their background, their academic performance, or how frequently they get into trouble at school. Thus, we find strong evidence for discriminant validity between our *Classroom Climate* scale and these other variables. By contrast, our scale has significantly stronger correlations than our comparison scale with two constructs that are theoretically related: *Rigorous expectations* and *Pedagogical Effectiveness*. This evidence suggests that our scale functions especially well for capturing elements of classroom climate related to other things that promote learning, which is our focus, and, in fact do so significantly better than other well-reputed scales.

	Anticipated correlation	*r* with our climate scale	*r* with the alternate climate scale	Significant difference between correlations
Mother's education level	none	-.005	.008	$p = .80$
Course grades	weak	.032	.046	$p = .76$
Discipline	weak	-.007	.023	$p = .48$
Teacher press	moderate	.529	.312	$p < 0.001$
Pedagogical Effectiveness	moderate	.583	.336	$p < 0.001$

Within the first sample, *Classroom Climate* also correlated strongly with *Teacher-student relationships* $r = .64$ [95% CI: .61, .67], and *Engagement* $r = .63$ [95% CI: .60, .66]. This is again consistent with our general goal of measuring various aspects of students' classroom experiences around learning.

Validity Evidence for Engagement

Basic Descriptive Statistics

This first section presents basic descriptive statistics for our revised engagement scale. For both Sample 1 and Sample 2 (as described in the overview) each item shows substantial variability and moderately strong correlations between each of the items.

Table 1: Item means, standard deviations, and inter-item correlations for Samples 1 & 2.

	Sample 1		Sample 2		Polychoric correlations				
	M	*SD*	*M*	*SD*	1	2	3	4	5
1) In this class, how eager are you to participate?	3.9	1.0	3.3	0.9	--	0.27	0.32	0.36	0.36
2) When you are not in class, how often do you talk about ideas from class?	2.7	1.2	2.2	1.0	0.29	--	0.42	0.47	0.52
3) How often do you get so focused on class activities that you lose track of time?	3.2	1.2	2.8	1.1	0.31	0.46	--	0.48	0.54
4) How excited are you about going to this class?	3.4	1.3	2.7	1.2	0.43	0.52	0.45	--	0.76
5) Overall, how interested are you in this class?	3.5	1.2	3.0	1.1	0.39	0.57	0.42	0.71	--
Overall composite	3.4	0.9	2.7	0.8					

Notes: Sample 1 correlations are reported below the diagonal; Sample 2 means are reported above the diagonal.

Reliability and factor structure

The model fit and reliability estimates of our two samples are listed in Table 2, providing evidence of structural validity.

Table 2: Reliability and Model Fit

	Sample 1	Sample 2
Model fit χ^2 (5 *df*)	86.901	24.977
p	<.001	.001
RMSEA estimate (90% CI)	.095 (.078, .112)	.05 (.032, .071)
CFI	.984	.996
Coefficient α (90% CI)	.78 (.76, .80)	.78 (.76, .78)
Factor loadings		
Item 1	.484	.426
Item 2	.680	.607
Item 3	.570	.621
Item 4	.831	.833
Item 5	.832	.890

Evidence of validity

In the second sample, we correlated our scale against other measures of theoretical interest. If our scale is measuring the latent construct of engagement with fidelity, we would expect our measure to correlate more highly with a series of other outcomes *that engagement is theoretically expected to predict*. Based on prior research, we know that engagement is associated with age. In Sample 2, we observed engagement falling slowly with age (r = -.13). This is consistent with Klem & Connell's (2004) finding that students become less engaged as they continue their schooling. In addition, we found that boys report higher levels of engagement than girls (about 2 tenths of a standard deviation).

We have also observed within this sample that students who indicate they are engaged in a class also tend to report that they value that particular class (r = .64). Furthermore, students who report higher engagement in class also tend to report higher levels of TSR (r = .52). There is a small to moderate correlation with grit (r = .30), and a weak association with the previous year's math grades (r = .10). This last correlation indicates that a student's engagement in a class this year does not necessarily mean that the student was engaged in the subject in the last school year. Finally, as one would expect, students who are more engaged are tardy less often (r = -.11).

Grit

The concept of grit, popularized by the research of Dr. Angela Duckworth, emerges from the notion that students who persevere towards an important, long-term goal that they are passionate about are particularly likely to succeed across many domains in life (Duckworth & Gross, 2014). In consultation with Dr. Duckworth, we developed a revision to the original grit scale (Duckworth & Quinn, 2009) that conceptualized grit very similarly as: Students' ability to persevere through setbacks to achieve important long-term goals. However, by leveraging the previously described survey design process, we aimed to reduce the measurement error and create a shorter scale (our revised scale is 6 rather than 8 items).

Table 1: Basic descriptive statistics for revised grit scale – Item means, standard deviations, and inter-item correlations.

	Sample 1		Sample 2		Pearson *r* correlations					
	M	*SD*	*M*	*SD*	1	2	3	4	5	6
1) If you have a problem while working towards an important goal, how well can you keep working?	3.7	0.98	3.4	0.87	--	.46	.43	.45	.52	.46
2) How often do you stay focused on the same goal for several months at a time?	3.5	1.11	3.1	1.01	.43	--	.44	.32	.44	.36
3) Some people pursue some of their goals for a long time, and others change their goals frequently. Over the next several years, how likely are you to continue to pursue one of your current goals?	3.9	1.06	3.6	1.01	.42	.41	--	.36	.50	.43
4) When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?	3.5	1.08	3.7	1.01	.41	.31	.31	--	.32	.34
5) If you fail to reach an important goal, how likely are you to try again?	4.0	1.00	3.6	0.92	.47	.41	.45	.36	--	.50
6) How likely is it that you can motivate yourself to do unpleasant tasks if they will help you accomplish your goals?	3.6	1.1	3.3	0.93	.41	.34	.36	.30	.44	--
Overall composite	**3.70**	**.71**	**3.5**	**.67**						

Notes: Sample 1 correlations are reported below the diagonal; Sample 2 means are reported above the diagonal.

Reliability and factor structure

The model fit and reliability estimates of our two samples are listed in Table 2, providing evidence of structural validity.

Table 2: Reliability and Model Fit

	Sample 1	Sample 2
Model fit χ^2 (9 *df*)	25.68	54.53
p	.002	0
RMSEA estimate (90% CI)	.033 (.018, .048)	.057 (.043, .072)
CFI	.996	.987
Coefficient α (90% CI)	.75 (.73, .77)	. 78 (.76, .80)
Standardized factor loadings		
Item 1	0.695	0.715
Item 2	0.61	0.628
Item 3	0.628	0.672
Item 4	0.531	0.509
Item 5	0.695	0.713
Item 6	0.588	0.653

To provide a comparison and evidence of convergent validity, in the second sample we also included Duckworth and Quinn's (2009) grit scale. Their scale includes 8 items and has a reliability estimate of $\alpha = .66$ for this sample. Our revised scale and her original scale correlated moderately ($r = .53$). After correcting for attenuation, the correlation was .74. This suggests that the two measures are largely measuring quite similar underlying constructs, but that measurement error, particularly from the original scale, is depressing the association between the two measures.

Evidence of validity

If our scale is measuring the latent construct of grit with more fidelity than the previous version of the scale, we would expect our measure to correlate more highly with a series of other outcomes *that grit is theoretically expected to predict* than the existing version of grit. Based on prior research (Duckworth, Kirby, Tsukayama, Berstein, & Ericsson, 2011; Duckworth & Quinn, 2009), we know that grit is associated with academic achievement. In our sample, we find that grittier students tend to achieve higher course grades overall. When using our revised grit scale we find comparable correlations with the original scale with one exception: our revised scale does a significantly better job of predicting the extent to which students will value a particular subject matter (math in this case) than the original grit scale.

	Anticipated correlation	*r* with our grit scale	*r* with the previous grit scale	Significant difference between correlations
Course grades	small to moderate	.14	.19	$p = .18$
Attendance	small	-.08	-.04	$p = .50$
Tardies	small	-.03	-.04	$p = .79$
Valuing of math	small	.32	.18	$p < .001$
Age	none	-.05	-.05	$p = .93$
Mother's education level	small	.10	.04	$p = .11$
Father's education level	small	.09	.05	$p = .25$

Validity Evidence for Learning Strategies

Basic Descriptive Statistics

This first section presents basic descriptive statistics for our learning strategies scale. For both Sample 1 and Sample 2 (as described in the overview) each item shows substantial variability and moderately strong correlations between each of the items.

Table 1: Item means, standard deviations, and inter-item correlations for Samples 1 & 2.

	Sample 1		Sample 2		Polychoric *r* correlations				
	M	*SD*	*M*	*SD*	1	2	3	4	5
1) When you get stuck while learning something new, how likely are you to try a different strategy?	3.5	1.10	3.2	1.0	--	.42	.43	.52	.51
2) How confident are you that you can choose an effective strategy to get your schoolwork done well?	3.8	0.99	3.4	1.0	.38	--	.51	.57	.55
3) Before you start on a challenging project, how often do you think about the best way to approach the project?	3.5	1.10	3.3	1.2	.41	.38	--	.46	.57
4) Overall, how well do your learning strategies help you learn more effectively?	3.7	0.99	3.4	0.9	.39	.46	.34	--	.64
5) How often do you use strategies to learn more effectively?	3.7	1.02	3.2	1.0	.47	.46	.38	.49	--
Overall composite	3.6	.74	3.3	.77					

Notes: Sample 1 correlations are reported below the diagonal; Sample 2 means are reported above the diagonal.

Reliability and factor structure

The model fit and reliability estimates of our two samples are listed in Table 2, providing evidence of structural validity.

Table 2: Reliability and Model Fit

	Sample 1	Sample 2
Model fit χ^2 (5 *df*)	34.495	32.599
p	<.001	<.001
RMSEA estimate (90% CI)	.058 (.041, .077)	.059 (.041, .079)
CFI	.991	.995
Coefficient α (95% CI)	.74 (.72, .77)	.81 (.79, .84)
Factor loadings		
Item 1	0.633	0.641
Item 2	0.655	0.716
Item 3	0.570	0.675
Item 4	0.657	0.776
Item 5	0.721	0.812

The Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich & de Groot, 1990) is a commonly used survey for measuring a student's attitudes and competencies. One section of this survey (Part D - Cognitive Strategy Use) specifically relates to learning strategies. To provide a comparison and evidence of convergent validity, we also included this section of the MSLQ in the second sample. This scale includes 13 items and has a reliability estimate of $\alpha = .86$ for this sample. Considering that our scale has only 5 items, its reliability estimate of $\alpha = .81$ is remarkably high in comparison. Our revised scale and this commonly used scale have a moderately strong correlation ($r = .64$). After correcting for attenuation, the correlation was .78. This suggests that the two measures are measuring highly related constructs, but we believe that our measurement approach is capturing a valuable difference.

Evidence of validity

Students with greater learning strategies skills are expected to achieve more highly academically (Pintrich, Smith, Garcia, & McKeachie, 1993). Our new learning strategies scale is associated with the grades that students earn in a similar manner as the well established MSLQ scale (see Table 3). Similarly, we anticipate that students who better employ learning strategies would engage more in classroom activities. Our scale finds a higher correlation with engagement than the MSLQ (r = .45 vs r = .41). We also anticipate that these same students should value their class to a greater degree than those who are less adept at using learning strategies – an association that our scale shows more strongly (r = .50 vs r = .39) than the MSLQ.

Grit measures whether a student will stick with important tasks through setbacks. We expect that students with greater learning strategy skills may have more strategies at their disposal to help them to persevere. Our scale shows a moderately large association between these two constructs (r = .52). Our learning strategy scale also demonstrates a correlation with mindset (r = .37), which is a predicted association since a growth mindset means that a student believes that they have control over changing their performance. On the one hand, we might expect students to become more strategic as they age; on the other hand, students typically become less motivated over time. We find that our scale is *not* related to a student's age (r = -.01, not statistically significant).

Table 3: Comparison of Learning Strategies Scales

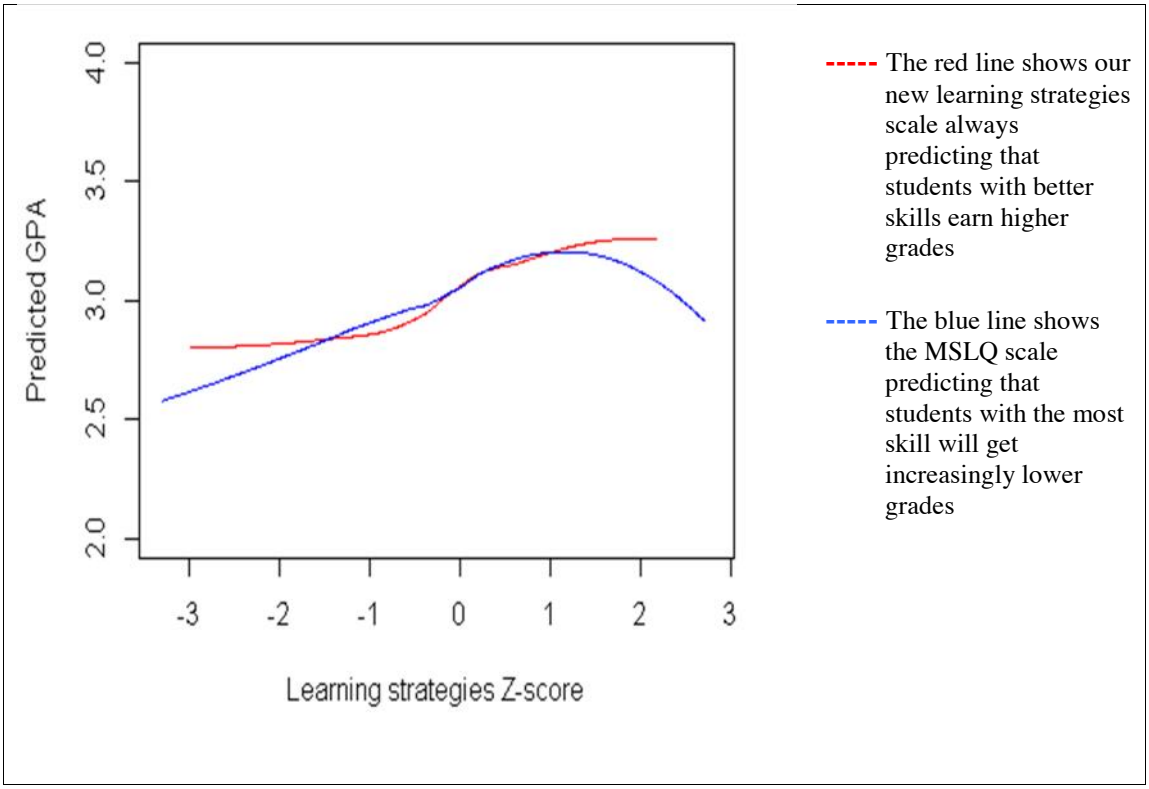
	Anticipated relationship	Correlation with our learning strategies scale	Correlation with the MSLQ learning strategies scale	Significant difference between correlations
Course Grades	small	.18*	.16*	*p*=.464
Classroom Engagement	moderate	.45*	.41*	*p=.030***
Valuing Math	moderate	.50*	.39*	*p<.001***
Grit	moderate	.52*	.48*	*p=.030***
Mindset	moderate	.37*	.32*	*p=.011***
Age	none	-.01	-.06*	*p=.028***

Notes: * indicates that the correlation is statistically significant at $p < .05$

** indicates that the difference between the two correlations is statistically significant at $p < .05$

Beyond the strength of the correlation, it is also instructive to understand the type of association the two learning strategies scales have with students' grades. The MSLQ scale items appropriately predict student grades for low achieving students, but this association becomes less clear for moderate and high achieving students. In other words, what the MSLQ measures suggests that the highest achieving students have no better (and even slightly worse) learning strategy skills (see blue line in Figure 1) – which seems unlikely. We believe that this finding may be an artifact due to the "laundry list" approach that simply measures how many strategies students claim to use. In contrast, our new scale measures how well students understand *how to use* their learning strategies – we believe that this better assesses their skill and will better relate to their achievement. Our approach means that we can continue to distinguish how learning strategy skills relates to academic achievement – for all levels of students (see red line in Figure 1).

Figure 1: Relationship between the two learning strategies scales and course grades



Validity Evidence for Mindset

It is important to bear in mind key conceptual differences in our approach to measuring mindset as compared to Dweck's (1975) original conception. Specifically, our revised mindset scale focuses broadly on those traits, dispositions, and capacities that facilitate students' achievement in a given class. By contrast, the original mindset scale that we compare our measure against in the second sample takes a narrower approach – focusing exclusively on intelligence. For both scales, the emphasis is on how changeable students perceive these capacities to be.

Basic Descriptive Statistics

This first section presents basic descriptive statistics for our revised mindset scale. For our revised scale, results between the two samples differ regarding both the variability between each item, and the correlations between items. The different age ranges of the two samples may explain this difference. Sample 1 included younger and older students and a range of schools, whereas sample 2 consists of primarily older children from a single high school. If school climate, peers, and pedagogical approaches influence perceived malleability, it would make sense that the second sample manifests slightly less variability.

Table 1: Item means, standard deviations, and inter-item correlations for Samples 1 & 2.

	Sample 1		Sample 2		Polychoric *r* correlations					
	M	*SD*	*M*	*SD*	1	2	3	4	5	6
1) Being talented	3.0	1.3	2.7	1.13	--	.07	.19	.08	.34	.27
2) Putting forth a lot of effort	3.7	1.3	4.2	0.99	.38	--	.29	.64	.18	.48
3) Having support from other people	3.3	1.3	3.2	1.06	.41	.50	--	.25	.27	.33
4) Behaving well in class	3.7	1.4	4.0	1.12	.31	.73	.48	--	.17	.45
5) Liking the subject	3.1	1.3	2.7	1.12	.42	.38	.44	.40	--	.38
6) Being able to overcome obstacles	3.5	1.3	3.5	0.99	.41	.66	.51	.62	.52	--
Overall composite	**3.4**	**0.95**	**3.4**	**0.66**						

Notes: Sample 1 correlations are reported below the diagonal; Sample 2 means are reported above the diagonal.

Reliability and factor structure

The model fit and reliability estimates of our two samples are listed in Table 2, providing evidence of structural validity.

Table 2: Reliability and model fit

	Sample 1	Sample 2
Model fit χ^2 (9 *df*)	292.18	279.81
p	< 0.001	< 0.001
RMSEA estimate (90% CI)	.139 (.125, .153)	.138 (.124, .152)
CFI	.961	.924
Coefficient α (95% CI)	.81 (.79, .83)	.67 (.64, .69)
Standardized factor loadings		
Item 1	.523	.293
Item 2	.835	.772
Item 3	.650	.438
Item 4	.804	.746
Item 5	.600	.470
Item 6	.792	.671

Dweck's (2006) mindset scale was also included in the second sample. Her scale includes 4 items and has a reliability estimate of $\alpha = .89$ for this sample. Our revised scale and her original scale correlated modestly ($r = .29$). After correcting for attenuation, the correlation was .38. This suggests that the two scales are measuring related but different underlying constructs as explained in the introduction to this section.

Evidence of validity

Because mindset is the extent to which students believe that their performance is something that they can change (rather than a measurement of who and what they innately are), we expect this scale to correlate with certain other aspects of the classroom. In other words, we anticipate that students with higher mindset scores (more of a "growth" mindset) will engage with their learning and see challenges as learning opportunities, despite setbacks. Specifically, having a growth mindset should make students eager to:

- gain and employ learning strategies (*because students should believe that learning can improve with effort*),
- engage in classroom activities (*because students should believe that engaging in classroom discussions and activities might promote learning*),
- value the subject that they are studying (*because students should see learning as a process, and class as a valuable learning opportunity*) and
- stick with an important goal through difficulties (*because if students believed their abilities were fixed, there would be no point in persisting*).

In addition, although only small correlations are expected for course grades, age, and discipline, Table 3 shows that these associations are all in the expected direction. In other words, students with more of a growth mindset have a slight tendency to get better grades and be involved in fewer disciplinary incidents – both of which would be expected from theory and previous studies.

Table 3: Comparison of scales for Sample 2

	Anticipated correlation	*r* with our mindset scale	*r* with the previous mindset scale	Significant difference between correlations
Attendance	none	.04	-.03	$p = .16$
Course grades	small	.06*	.06*	$p = .98$
Age	small	-.03	-.06*	$p = .37$
Discipline	small	-.05*	-.02	$p = .22$
Parental education level	small	.06*	.03	$p = .30$
Learning strategies	moderate	.37*	.28*	$p = .07$
Student Engagement	moderate	.34*	.17*	$p <.01$**
Valuing of Math	moderate	.39*	.22*	$p <.01$**
Grit	moderate	.30*	.30*	$p = .74$

Notes: * indicates that the correlation is statistically significant at $p < .05$

** indicates that the difference between the two correlations is statistically significant at $p < .05$

An additional set of evidence

Thanks to a collaboration with Transforming Education, we also had an additional opportunity to compare how our revised mindset scale compared to the original Dweck items in a study they conducted. They conducted a large survey administration in grades 5-12 in 18 schools from 6 urban districts in the western U.S. Students were split across two forms of the survey, with approximately half of the students taking our revised mindset scale (N = 3822) and the remainder taking Dweck's original scale (N = 3824). From this sample, we find that our revised mindset scale had a reliability of α = .78 and Dweck's had a reliability of α = .68. A comparison of the scales can be found in Table 4 below:

Table 4: Comparison of scales from Transforming Education study

	Anticipated correlation	*r* with our mindset scale	*r* with the previous mindset scale	Significant difference between correlations
Absences	none	-.07*	-.07*	p = .79
Math standardized test (middle school students)	small	.09*	.29*	p <.001**
ELA standardized test (middle school students)	small	.09*	.32*	p <.001**
Has student been suspended?	small	-.11*	-.04	p = .04*
Year-end GPA (high school students)	moderate	.16*	.20*	p = .41
Self-reported classroom effort	moderate	.27*	.10*	p <.001**

Notes: * indicates that the correlation is statistically significant at $p < .05$

** indicates that the difference between the two correlations is statistically significant at $p < .05$

These additional, independent results suggest that:

- The previous mindset scale, with its more the narrow focus on the malleability of intelligence, is a better predictor of standardized tests than our revised scale.
- Our revised scale, with its broader focus, predicts other outcomes as well or better than the original scale.

Validity Evidence for Pedagogical Effectiveness

Basic Descriptive Statistics

Table 1 displays basic descriptive statistics for our pedagogical effectiveness items. With both Sample 1 and 2 (as described in the overview) each item shows substantial variability and moderately strong correlations between each of the items. The correlations are in expected directions given that with both Samples items 9-13 were worded negatively (although they have since been reworded positively to improve measurement properties).

Table 1. Pedagogical effectiveness scale: Item means, standard deviations, and polychoric corrrelations for Samples 1 & 2.

	Sample 1		Sample 2		Polychoric correlations															CCSR		Tripod/MET
Pedagogical Effectiveness Items	*M*	*SD*	*M*	*SD*	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	AP	Dist.	Challenge
1 Overall, how much have you learned from this teacher about <SUBJECT>?	3.9	1.12	3.7	0.96	-	.59	.70	.61	.58	.62	.62	.51	-.10	-.28	-.19	-.27	-.21	.74	.82	.61	-.14	.53
2 During class, how motivating are the activities that this teacher has you do?	3.4	1.17	2.9	1.13	.57	-	.67	.59	.78	.59	.57	.50	.09	-.27	-.17	-.14	-.07	.64	.66	.61	-.09	.48
3 How good is this teacher at teaching in the way that you personally learn best?	3.9	1.15	3.5	1.09	.65	.62	-	.75	.67	.66	.66	.53	-.02	-.38	-.31	-.22	-.19	.80	.81	.67	-.12	.54
4 For this class, how clearly does this teacher present the information that you need to learn?	3.9	1.07	3.8	1.03	.65	.62	.72	-	.62	.68	.64	.52	-.05	-.45	-.34	-.24	-.28	.78	.76	.61	-.11	.55
5 How interesting does this teacher make what you are learning in class?	3.5	1.23	3.1	1.2	.59	.66	.69	.63	-	.61	.60	.50	.04	-.29	-.20	-.12	-.07	.65	.66	.62	-.13	.49
6 How often does this teacher give you feedback that helps you learn?	3.7	1.19	3.8	0.93	.55	.53	.58	.54	.50	-	.66	.53	-.11	-.34	-.25	-.25	-.24	.69	.68	.68	-.16	.63
7 When you need extra help, how good is this teacher at giving you that help?	4	1.13	3.9	0.97	.62	.56	.73	.73	.64	.60	-	.60	-.11	-.36	-.28	-.24	-.25	.75	.71	.72	-.15	.53
8 How comfortable are you asking this teacher questions about what you are learning in his or her class?	3.6	1.24	3.7	1.09	.47	.45	.52	.51	.44	.51	.58	-	-.02	-.36	-.22	-.18	-.19	.58	.55	.55	-.15	.43
9 During class, how good is this teacher at making sure students do **not** get out of control?	2.1	1.29	1.6	0.92	-.32	-.17	-.30	-.33	-.18	-.25	-.34	-.11	-	.26	.21	.56	.37	-.10	-.10	-.11	.57	-.24
10 In a typical class, how clearly do you understand what this teacher expects of you?	2.6	1.28	2.4	1.06	-.10	.05	-.06	-.14	-.01	-.03	-.10	-.14	.32	-	.41	.24	.41	-.41	-.40	-.34	.27	-.29
11 How well can this teacher tell whether or not you understand a topic?	2.7	1.44	2.5	1.24	-.09	.00	-.07	-.11	-.01	-.05	-.08	-.07	.37	.35	-	.24	.37	-.32	-.28	-.24	.21	-.19
12 How good is this teacher at making sure time does **not** get wasted in this class?	2.6	1.24	2	1	-.22	-.15	-.19	-.21	-.17	-.16	-.23	-.16	.52	.39	.32	-	.36	-.27	-.26	-.25	.45	-.34
13 How much does this teacher know about the topic of his or her class?	2.3	1.31	1.7	1	-.10	.04	-.03	-.09	.04	-.05	-.09	-.10	.45	.46	.43	.41	-	-.32	-.26	-.19	.28	-.26
14 How good is this teacher at helping you learn about <SUBJECT>?			3.9	1.02														-	.86	.71	-.14	.59
15 How well has this teacher taught you about <SUBJECT>?			3.8	0.98															-	.69	-.16	.59
Pre-existing Scales																						
CCSR: Academic Personalism			3.02	0.52																-	-.16	.58
CCSR: Distractions			1.87	0.6																	-	-.22

Notes: Sample 1 correlations are reported below the diagonal; Sample 2 means are reported above the diagonal. Item texts represent revised wording based on the first two pilots. Most notably, items 9-13 were negatively worded with Samples 1 and 2. For all items, min=1 and max=5, except for Chicago scales, min=1 and max=4.

Convergent/Divergent Validity

If our scale is indeed measuring components of pedagogical effectiveness, we would expect responses to correlate with other pre-existing scales designed to measure elements of teaching quality. With Sample 2, in addition to administering our own scale, we administered two scales created by the University of Chicago's Consortium on Chicago School Research (CCSR) and one of the teaching-focused scales administered in the Measures of Effective Teaching (MET) study.

Overall, the scale scores for each of the three pre-existing scales correlated in expected directions with our individual pedagogical effectiveness items. For example, the CCSR Academic Personalization scale correlated highly with our item regarding the teacher's ability to teach in the way a student "personally learns best" (r = .67).

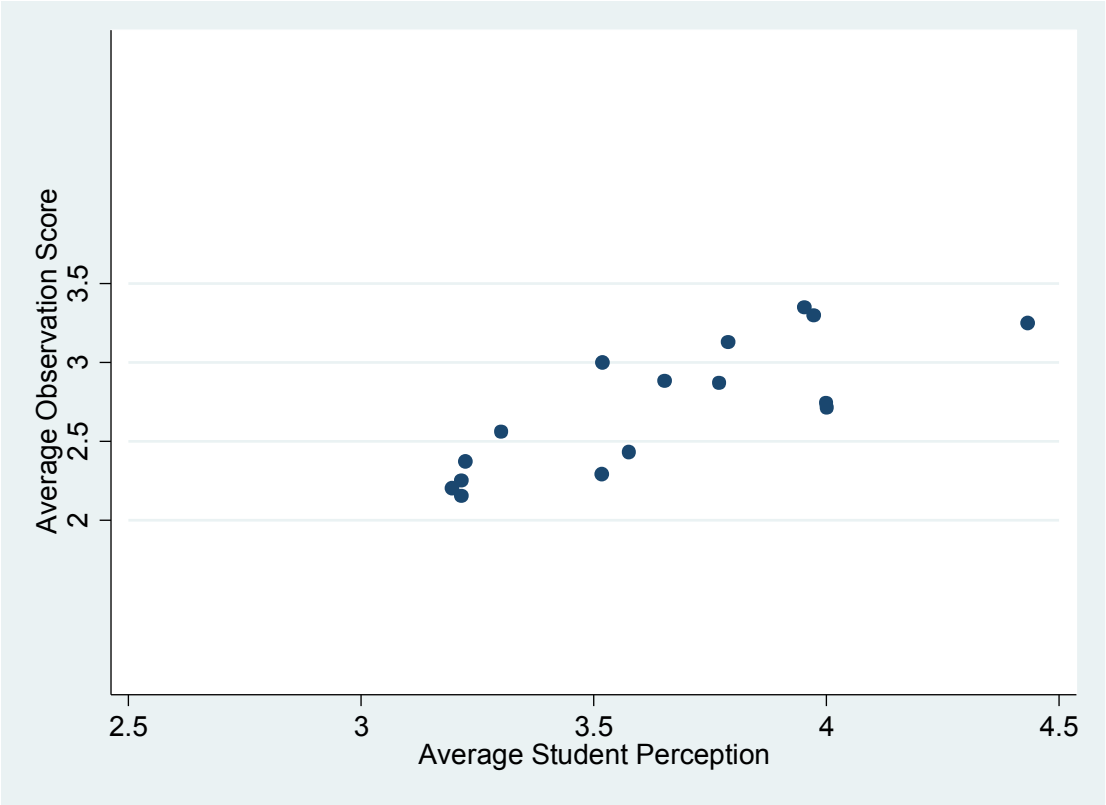
Similarly, the CCSR scale designed to measure distractions in a given classroom was most highly correlated with our item about the teacher's ability to prevent students from getting "out of control" (r = .57) and to prevent time from getting wasted (r = .45).

Finally, the MET scale designed to measure the degree to which a teacher challenges his or her students was strongly correlated with our items regarding the overall degree to which students believed they had learned from their teacher (r = .59) as well as the amount of useful feedback that teacher provides (r = .63).

Overall, these correlations are consistent with the idea that our items do indeed capture student perceptions of some of the key dimensions of teachers' pedagogical effectiveness.

Correlations with observations:

In a recent study, with a diverse (mostly Black and Latino), small, Catholic high school, we had the opportunity to correlate students' scores on the *Pedagogical Effectiveness* scale with scores from administrator observations. Students completed the survey scale for each of their (usually 5) teachers. Those scores were than averaged for each teacher across all of his or her classes so that each teacher had a single score that was represented by the aggregate ratings of nearly all of his or her students (a small percentage of students did not take the survey). Administrators performed brief, but frequent observations of their teachers over the course of the school year (typically about 10 minute observations, 10 times per year) using an adaptation of Kim Marshall's framework. Those observation ratings were then averaged so that each teacher had a single observation score. We found the correlation between the aggregated survey scores and administrators' aggregated observation scores was r = .80. The scatterplot below suggests that this high correlation was not merely due to an outlier in the small sample:


Average Observation Score
2
2.5
3
3.5
2.5
3
3.5
4
4.5
Average Student Perception

Validity Evidence for Rigorous Expectations

The extent to which teachers establish high expectations for their students and then hold students to those high expectations is pivotal for student learning. We define rigorous expectations as students' perceptions that they are being challenged by their teachers with high expectations for putting forth effort, acquiring understanding of key concepts, persisting, and performing at a high level in class.

Basic Descriptive Statistics

This first section presents basic descriptive statistics for our rigorous expectations scale. For both Sample 1 and Sample 2 (as described in the overview) each item shows substantial variability and moderately strong correlations between each of the items.

Table 1: Item means, standard deviations, and inter-item correlations for Samples 1 & 2.

	Sample 1		Sample 2		Polychoric correlations				
	M	*SD*	*M*	*SD*	1	2	3	4	5
1) How much does this teacher encourage you to do your best?	4	1.1	3.8	1.1	--	0.58	0.45	0.28	0.61
2)When you feel like giving up on a difficult task, how likely is it that this teacher will make you keep trying?	3.9	1.1	3.9	1	0.64	--	0.4	0.4	0.57
3)Overall, how high are this teacher's expectations of you?	3.9	1	3.7	0.9	0.57	0.56	--	0.36	0.39
4)How often does this teacher make you explain your answers?	3.7	1.1	4	1	0.48	0.5	0.42	--	0.3
5) How often does this teacher take time to make sure you understand the material?	3.9	1.1	4	1	0.65	0.6	0.5	0.47	--
Overall composite	3.9	0.9	3.9	0.7					

Reliability and factor structure

The model fit and reliability estimates of our two samples are listed in Table 2, providing evidence of structural validity.

Table 2: Reliability and Model Fit

	Sample 1	Sample 2
Model fit: $\chi^2_{df=5}$	10.7	36.9
p	0.057	<.001
RMSEA estimate (90% CI)	.026 (.000, .048)	.086 (.061, .112)
CFI	0.999	0.978
Coefficient α (95% CI)	.82 (.80,.84)	.76 (.73,.79)
Factor loadings		
Item 1	0.816	0.78
Item 2	0.793	0.75
Item 3	0.699	0.56
Item 4	0.61	0.47
Item 5	0.768	0.75

Evidence of validity

To provide a comparison and evidence of convergent validity, in the second sample we also included a comparison scale. The comparison scale had a comparable coefficient alpha (α = .79). However, the fit of this alternative scale was problematic (RMSEA = .129, CFI=.922). The correlation between the two scales was r = .75 and was r = 1.00 after correcting for attenuation.

Validity Evidence for School Belonging

A sense of belonging at school is a critical pre-requisite for most students to feel comfortable learning. We define school belonging as the extent to which students feel that they are valued members of their school community.

Basic Descriptive Statistics

This first section presents basic descriptive statistics for our school belonging scale. For both Sample 1 and Sample 2 (as described in the overview) each item shows substantial variability and moderately strong correlations between each of the items.

Table 1: Item means, standard deviations, and inter-item correlations for Samples 1 & 2.

	Sample 1		Sample 2		Polychoric correlations				
	M	*SD*	*M*	*SD*	1	2	3	4	5
1) Overall, how much do you feel like you belong at your school?	3.7	1.2	3.5	1.09	--	.68	.55	.47	.65
2) How well do people at your school understand you?	3.4	1.2	3.2	0.99	.61	--	.56	.44	.68
3) How much respect do students in your school show you?	3.5	1.2	3.4	0.94	.61	.59	--	.38	.61
4) How connected do you feel to the adults at your school?	3.3	1.2	2.9	1.05	.53	.49	.44	--	.43
5) How much do you matter to others at this school?	3.5	1.2	3.3	0.99	.58	.59	.55	.44	--
Overall composite	3.5	0.92	3.3	0.78					

Notes: Sample 1 correlations are reported below the diagonal; Sample 2 correlations are reported above the diagonal.

Reliability and factor structure

The model fit and reliability estimates of our two samples are listed in Table 2, providing evidence of structural validity.

Table 2: Reliability and Model Fit

	Sample 1	Sample 2
Model fit: $\chi^2_{df=5}$	23.85	33.01
p	<.001	<.001
RMSEA estimate (90% CI)	.046 (.029, .065)	.059 (.041, .079)
CFI	.997	.995
Coefficient α (95% CI)	.83 (.81, .85)	. 83 (.81, .85)
Factor loadings		
Item 1	.806	.815
Item 2	.783	.824
Item 3	.746	.699
Item 4	.627	.544
Item 5	.732	.822

Evidence of validity

To provide a comparison and evidence of convergent validity, in the second sample we also included Haborg's (1998) 11-item version of the Psychological Sense of School Membership scale (Goodenow, 1993). His scale has a reliability estimate of α = .85 for this sample. Our revised scale and his scale correlated strongly (*r* = .81). After correcting for attenuation using a structural equations model, the correlation between the latent factors measured by the two scales was .97. This suggests that the two measures are measuring almost exactly the same underlying construct. As a result of this extremely high correlation, we report only the correlations between our scale and other measures for the remainder of this school belonging section – the correlations are essentially the same whether our scale or the Haborg scale is used.

As evidence of divergent validity, we estimated the correlations between our school belonging scale with students' reported sense of the classroom climate. We expected that school belonging would correlate moderately with classroom climate, since the former is measuring a school-level perception, and the latter is measuring a classroom level perception. The observed correlation (*r* = .40) is congruent with our hypothesis.

Numerous studies have demonstrated a positive association between students' school belonging and academic achievement (Osterman, 2000). Therefore, we expected our school belonging scale to predict students grades as recorded on their transcripts. We found a small, statistically significant, positive correlation between school belonging, as measured by our scale, and

students' grade point average (GPA) from the previous year ($r = 0.10$). The partial correlation between school belonging and grades increase after partialling out student gender, race, and age ($r = 0.14$). We anticipate that these associations would be stronger for current year GPA.

Given research that has shown that school belonging predicts higher levels of school participation, we also expected that students with a high school belonging might have fewer absences from school. We found a small, statistically significant association such that students who reported a greater school belonging had fewer absences ($r = -0.09$), which was similar to the result after partialling out student race, gender, and grade.

Next, we anticipated that students who perceived a greater school belonging at school would have fewer disciplinary incidents at school. For example, students who get in trouble more frequently may feel increasingly like they do not belong. We found that students who reported greater school belonging did end up being reported for significantly fewer disciplinary incidents ($r = -0.06$).

Finally, we predicted that students who enrolled in more challenging courses would tend to feel greater school belonging. Although we were not formally able to test this hypothesis because we did not have precise data to categorize certain classes as definitively more advanced than others, we did explore this proposition informally. As expected, students in more advanced mathematics classes reported higher values for school belonging than their counterparts in less advanced classes. The trends were the same for both scales.

Overall, our school belonging scale performs quite similarly to the Haborg scale which was designed to measure the same construct. Yet, our school belonging scale has only five items as compared to the 11-item Haborg scale. Thus, there is a substantial gain in efficiency through using the Panorama School Belonging scale.

Validity Evidence for Teacher-Student Relationships

Basic Descriptive Statistics

This first section presents basic descriptive statistics for our revised TSR scale. For both Sample 1 and Sample 2 (as described in the overview) each item shows substantial variability and moderately strong correlations between each of the items.

Table 1: Item means, standard deviations, and inter-item correlations for Samples 1 & 2.

	Sample 1		Sample 2		Polychoric correlations				
	M	*SD*	*M*	*SD*	1	2	3	4	5
1) When your teacher asks how you are doing, how often do you feel that your teacher is really interested in your answer?	3.6	1.2	3.2	1.2	--	0.59	0.64	0.61	0.61
2) How interested is this teacher in what you do outside of class?	3.0	1.2	2.2	1.1	0.51	--	0.64	0.61	0.61
3) If you walked into class upset, how concerned would your teacher be?	3.5	1.3	2.9	1.1	0.63	0.55	--	0.64	0.68
4) If you came back to visit class three years from now, how excited would this teacher be to see you?	3.6	1.3	2.8	1.2	0.6	0.53	0.61	--	0.68
5) If you tried to tell your teacher about something that was on your mind, how carefully would this teacher listen to you?	3.8	1.2	3.3	1.1	0.64	0.5	0.63	0.65	--
Overall composite	3.5	1.0	2.8	0.9					

Notes: Sample 1 correlations are reported below the diagonal; Sample 2 means are reported above the diagonal.

Reliability and factor structure

The model fit and reliability estimates of our two samples are listed in Table 2, providing evidence of structural validity.

Table 2: Reliability and Model Fit

	Sample 1	Sample 2
Model fit χ^2 (5 *df*)	26.555	32.706
p	.0001	<.0001
RMSEA estimate (90% CI)	.49 (.032, .069)	.059 (.041, .079)
CFI	.997	.993
Coefficient α (90% CI)	.85 (.83, .86)	.87 (.85, .89)
Factor loadings		
Item 1	.783	.799
Item 2	.664	.764
Item 3	.795	.820
Item 4	.783	.765
Item 5	.802	.820

Evidence of validity

In sample 2 we compared our scale to an existing measure of teacher caring that was used in the MET study. The 3-item MET scale (α=.80) correlates with our scale r = .85 (r = 1.00 after correcting for attenuation). Thus, the two scales are measuring very similar constructs.

If our scale is measuring the latent construct of TSR with fidelity, we would expect our measure to correlate more highly with a series of other outcomes *that TSR is theoretically expected to predict*. Specifically, we predict that students whose teacher takes more of an interest in his/her students and fosters better relationships with them will: be more engaged, employ learning strategies more regularly, value the subject matter more, and be absent less frequently. We find these expectations are largely upheld:

1) Engagement: r = .49 (p < .001)
2) Learning strategies: r = .27 (p < .001)
3) Valuing of the subject matter: r = .35 (p < .001)
4) Absences: r = -.07 (p < .10)

Validity Evidence for Valuing of the Subject Matter

Basic Descriptive Statistics

This first section presents basic descriptive statistics for our revised valuing scale. For both Sample 1 and Sample 2 (as described in the overview) each item shows substantial variability and moderately strong correlations between each of the items.

Table 1: Item means, standard deviations, and inter-item correlations for Samples 1 & 2.

	Sample 1		Sample 2		Polychoric correlations				
	M	*SD*	*M*	*SD*	1	2	3	4	5
1) How often do you use ideas from [SUBJECT] in your daily life?	3.1	1.2	2.6	1.6	--	0.65	0.28	0.6	0.5
2) How useful do you think [SUBJECT] will be to you in the future?	3.8	1.2	3.7	1.18	0.51	--	0.44	0.55	0.54
3) How important is it to you to do well in [SUBJECT]?	4.1	1	4.3	0.82	0.46	0.48	--	0.36	0.36
4) How interesting do you find the things you learn in [SUBJECT]?	3.5	1.1	2.8	1.14	0.54	0.56	0.48	--	0.58
5) How much do you see yourself as a/an [SUBJECT] person?	3	1.3	2.9	1.25	0.48	0.48	0.38	0.57	--
Overall composite	3.5	0.9	3.2	0.8					

Notes: Sample 1 correlations are reported below the diagonal; Sample 2 means are reported above the diagonal.

Students view different subject areas with different ideas. Stodolosky, Salk, and Glaessner (1991) found that students characterize experiences in math classes based on their success or ability, whereas students characterize social studies experiences based on interesting or boring topics. Math is one of the most-liked subjects, though as students get older, more students find math difficult and fewer students favor it. Students in NC reported on all subjects.

Reliability and factor structure

The model fit and reliability estimates of our two samples are listed in Table 2, providing evidence of structural validity.

Table 2: Reliability and Model Fit

	Sample 1	Sample 2
Model fit χ^2 (5 *df*)	27.640	59.609
p	<.001	<.001
RMSEA estimate (90% CI)	.05 (.033, .069)	.083 (.065, .103)
CFI	.996	.986
Coefficient α (90% CI)	.80 (.78, .82)	.79 (.77, .82)
Factor loadings		
Item 1	.705	.751
Item 2	.720	.780
Item 3	.624	.497
Item 4	.790	.765
Item 5	.684	.702

Evidence of validity

If our scale is measuring the latent construct of valuing with fidelity, we would expect our measure to correlate more highly with a series of other outcomes *that valuing is theoretically expected to predict*. Using the results from our Sample 2, our valuing scale correlates with Chris Hulleman's scale (which was specifically designed for math) at a high level (.77, .93 corrected for attenuation). Similarly, our scale correlates more strongly with last year's math grades (.23) than last year's non-math grades (.11), and the difference is stat sig (p<.001). Relatedly, valuing correlates more highly with last year's math scores (.24) than last year's science (.18, p=.083), reading (.08, p<.001) or writing (.10, p<.001) scores.

Valuing has a slight, statistically significant negative correlation with age (-0.08), and boys tend to value math more than girls (.26 std. deviations). Consistent with Eccles's (1986) work, which highlights gender differences in boys' and girls' perceptions of math interest and achievement.

Measuring the valuing scale against our other scales has demonstrated a high correlation with the engagement scale, which is class level and related to value (.64), but has weaker correlation with the TSR (.42) and grit (.32) scales, demonstrating that TSR and grit measure distinct things from valuing.

Correlates more strongly with last year's math grades (.23) than Hulleman's scale does (.16) and the difference is statistically significant ($p < .001$).

Correlates more strongly with last year's math scores (.24) than Hulleman's scale does (.18), and the difference is statistically significant ($p = .020$).

Appendix 1: Survey Design Checklist

This set of three checklists is designed for researchers and practitioners with two specific audiences in mind: those who need to choose a pre-existing survey to use and those who need to develop their own instrument. The aim of these checklists is to help survey designers and consumers avoid what are likely to be the largest, and most easily avoidable sources of measurement error. Thus, the lists are not comprehensive, but rather are designed to try to mitigate the largest problems with relatively little effort.

Finally, the checklists are designed as a living document. Your comments about what is helpful/not helpful, clear/opaque, etc. will be invaluable to improving the document. If you think one of the guidelines is off-base, please be sure to include relevant citations in your comments. In addition, information about how you are using the checklists will also be valuable. For instance, are you making decisions about which off-the-shelf survey to use by scoring each one on the checklist and seeing which survey has more "yeses" ticked off? Are you using the checklists to revise previously used surveys? Etc.

Items and response options

Does your survey…	Yes	No
Use scales rather than single items when possible?		
Make sure every item applies to every respondent?		
Avoid item formats consisting of statements and agree/disagree response options…?		
… Instead, use questions and emphasize your focus in your response options?		
Ask one item at a time (thereby avoiding multi-barreled items)?		
Use positive language (because negatives – don't/un/not/etc. – are hard to process)?		
Avoid "reverse-scored" items?		
Choose item formats wisely so that they answer the question you have (e.g., avoid check-all-that-apply)?		
Balance the visual, numeric, and conceptual mid-point of the response options?		

Formatting and ordering surveys

In designing your survey, have you…	Yes	No
Asked the more important items earlier in the survey?		
Labeled each response option?		
Used only verbal labels?		
Visually separated "don't know" and "N/A" response options (e.g., an "I don't know" or "N/A" category)?		
Used only one row or only one column for the response options for each item?		
Ensured that the visual layout of your survey is consistent?		
Placed sensitive questions (e.g., demographics) later in your survey?		

Maximizing responses

In preparing to administer your survey, have you…	Yes	No
Had multiple contacts with your respondents?		
Personalized all correspondences and the survey itself as much as possible?		
Explained how the benefits of taking your survey outweigh the costs?		
Presented the survey as a conversation with your respondents?		
Aligned the stated purpose of your survey with the first item on your survey?		
Strategically and thoughtfully scheduled follow-up contacts with respondents?		

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Appendix C:

Sample PDF Report

SCHOOL EXPERIENCE SURVEY 2011-2012

ANYTOWN UNIFIED SCHOOL DISTRICT

TEACHER REPORT

JOE SMITH

PREPARED FOR JOE SMITH

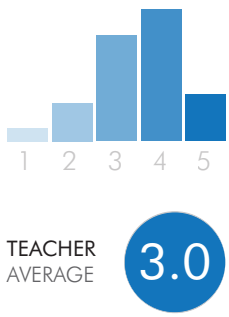
READING YOUR REPORT

PANORAMA EDUCATION

AVERAGE

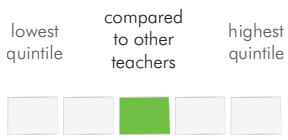
1 2 3 4 5

For each question on your report we have calculated a mean from all of your responses to that particular question. Your mean was calculated by assigning the five response options numerical values from 1 to 5, with 1 being worst and 5 being the best.



QUINTILES

Most teacher reports include quintiles to provide context for your mean within the rest of the school. The quintiles are five groups of percentiles ordered from left to right, with left being the lowest (0 to 19th percentile) and right being the highest (80th to 99th percentile).

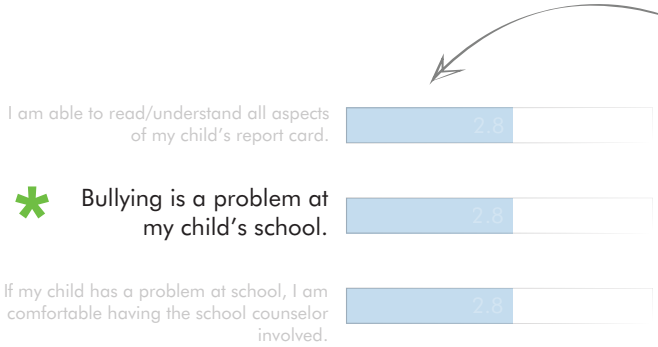


OMITTED GRAPHS

In some cases, we omit graphs that would compromise respondent confidentiality. For example, if only one student reports that they expect to earn a "C" in the course, your report would not break down responses by expected grade because doing so would reveal how the one "C" student responded.

THE ASTERISK

If an asterisk appears next to a question, it means that question was originally worded negatively in the survey. For those questions, the optimal result would have been "Totally Disagree," or a 1. In order to keep a 5 as the consistently optimal score on your report, Panorama reversed the responses for all of these questions.



FOR ANY QUESTIONS ABOUT YOUR REPORT PLEASE CONTACT US AT DATA@PANORAMAED.COM

SCHOOL EXPERIENCE SURVEY 2011-2012

ANYTOWN SCHOOL DISTRICT

STUDENT SURVEY | CLASSROOM EXPERIENCE

TEACHER REPORT | JOE SMITH

PREPARED FOR JOE SMITH

STUDENT SURVEY | CLASSROOM EXPERIENCE

JOE SMITH
ANYTOWN HIGH SCHOOL
ANYTOWN UNIFIED SCHOOL DISTRICT

PANORAMA EDUCATION

HIGHEST & LOWEST

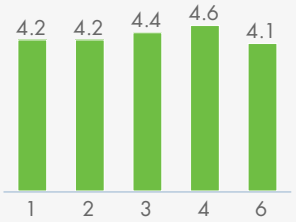
FIVE IS THE HIGHEST SCORE

	0 Teacher Average 5	School Average
My teacher provides opportunities for me to get extra help.	4.7	4.2
I am proud of what I do in this class.	4.6	4.1
My teacher cares about me.	4.6	4.1
My teacher is confident in me.	4.6	4.2
My teacher grades fairly.	4.6	4.3
My teacher makes sure we understand what s/he is teaching us.	4.1	3.9
My teacher only tests us on things we learned in class.	4.0	4.3
My teacher assigns homework that helps me learn the material.	4.0	4.2
My teacher maintains class control.	3.8	4.2
Students in this class treat the teacher with respect.	3.7	4.2

OVERALL AVERAGE SCORE

ALL QUESTIONS

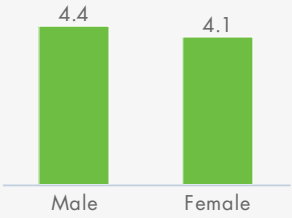
Average by Period



By Expected Grade

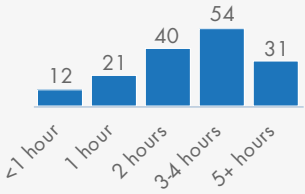
To protect respondents' confidentiality, this graph cannot be shown (see "Reading Your Report").

By Gender



HOMEWORK TIME PER WEEK (THIS CLASS)

# of responses



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STUDENT SURVEY | CLASSROOM EXPERIENCE

PANORAMA EDUCATION

JOE SMITH
ANYTOWN HIGH SCHOOL
ANYTOWN UNIFIED SCHOOL DISTRICT

AT A GLANCE

FIVE IS THE HIGHEST SCORE

	0 Teacher Average 5	Lowest Quintile	Compared to Other Teachers			Highest Quintile
My teacher provides opportunities for me to get extra help.	4.7					■
I am proud of what I do in this class.	4.6					■
My teacher cares about me.	4.6					■
My teacher is confident in me.	4.6					■
My teacher grades fairly.	4.6				■	
I look forward to going to this class.	4.5					■
My teacher returns corrected homework and tests quickly.	4.5					■
My teacher shows that what we're learning is important outside of the classroom.	4.4			■		
My teacher makes what we're learning interesting.	4.3				■	
Our discussions in class help me learn.	4.3				■	
I know what is expected of me in this class.	4.3			■		
My teacher assigns in-class work that helps me learn the material.	4.3			■		
* I am often confused in this class.	4.2				■	
I feel comfortable asking my teacher for extra help.	4.2			■		
My teacher makes me want to do my best.	4.1			■		

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*Indicates a question with negative wording. Five is still the highest score.
See READING YOUR REPORT.

STUDENT SURVEY | CLASSROOM EXPERIENCE

JOE SMITH
ANYTOWN HIGH SCHOOL
ANYTOWN UNIFIED SCHOOL DISTRICT

PANORAMA EDUCATION

AT A GLANCE

FIVE IS THE HIGHEST SCORE

	0 Teacher Average 5	Lowest Quintile	Compared to Other Teachers			Highest Quintile
My teacher makes sure we understand what s/he is teaching us.	4.1			■		
My teacher only tests us on things we learned in class	4.0		■			
My teacher assigns homework that helps me learn the material.	4.0			■		
My teacher maintains class control.	3.8		■			
Students in this class treat the teacher with respect.	3.7		■			

STUDENT SURVEY | CLASSROOM EXPERIENCE

JOE SMITH
ANYTOWN HIGH SCHOOL
ANYTOWN UNIFIED SCHOOL DISTRICT

PANORAMA EDUCATION

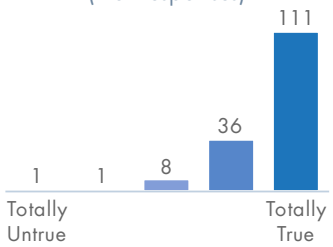
QUESTION BY QUESTION BREAKDOWN

FIVE IS THE HIGHEST SCORE

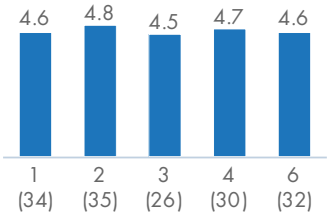
1. My teacher cares about me.

Teacher Average **4.6**

Distribution of Scores
(# of responses)



Average by Period
(1-5 score, 5 is highest)



School Average **4.1**

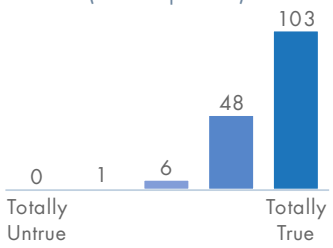
History Department Average **4.3**

Total Responses: **157**

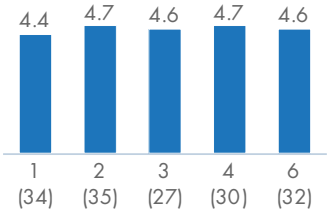
2. My teacher is confident in me.

Teacher Average **4.6**

Distribution of Scores
(# of responses)



Average by Period
(1-5 score, 5 is highest)



School Average **4.2**

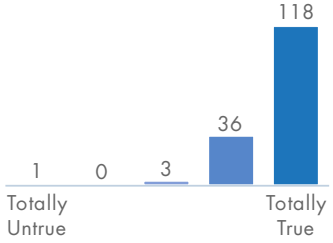
History Department Average **4.4**

Total Responses: **158**

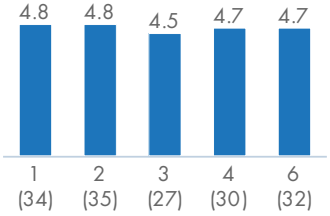
3. My teacher provides opportunities for me to get extra help.

Teacher Average **4.7**

Distribution of Scores
(# of responses)



Average by Period
(1-5 score, 5 is highest)



School Average **4.2**

History Department Average **4.3**

Total Responses: **158**

JOE SMITH
ANYTOWN HIGH SCHOOL
ANYTOWN UNIFIED SCHOOL DISTRICT

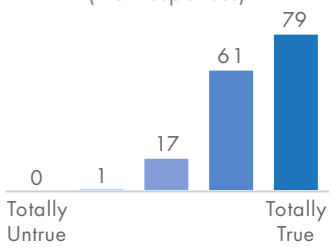
QUESTION BY QUESTION BREAKDOWN

FIVE IS THE HIGHEST SCORE

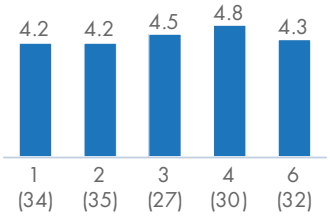
4. My teacher shows that what we're learning is important outside of the classroom.

Teacher Average: **4.4**

Distribution of Scores
(# of responses)



Average by Period
(1-5 score, 5 is highest)



School Average: 4.2

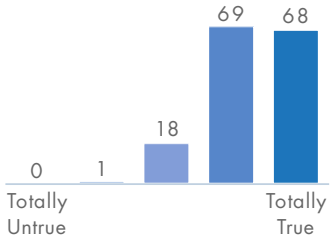
History Department Average: 4.5

Total Responses: **158**

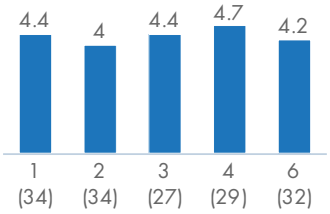
5. I know what is expected of me in this class.

Teacher Average: **4.3**

Distribution of Scores
(# of responses)



Average by Period
(1-5 score, 5 is highest)



School Average: 4.2

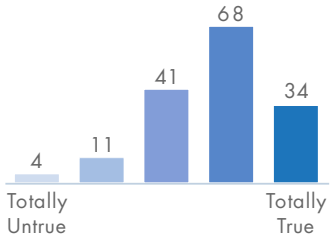
History Department Average: 4.5

Total Responses: **156**

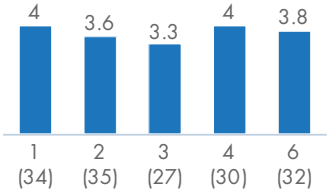
6. Students in this class treat the teacher with respect.

Teacher Average: **3.7**

Distribution of Scores
(# of responses)



Average by Period
(1-5 score, 5 is highest)



School Average: 4.2

History Department Average: 4.3

Total Responses: **158**

JOE SMITH
ANYTOWN HIGH SCHOOL
ANYTOWN UNIFIED SCHOOL DISTRICT

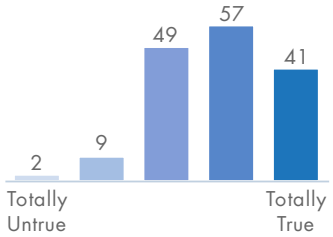
QUESTION BY QUESTION BREAKDOWN

FIVE IS THE HIGHEST SCORE

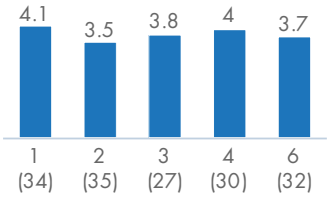
7. My teacher maintains class control.

Teacher Average: **3.8**

Distribution of Scores
(# of responses)



Average by Period
(1-5 score, 5 is highest)



School Average: 4.2

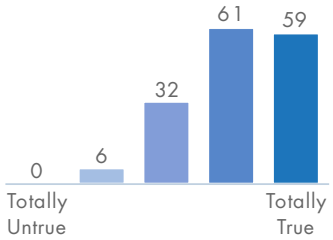
History Department Average: 4.3

Total Responses: **158**

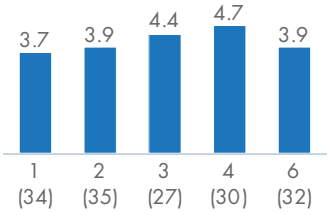
8. My teacher makes sure we understand what s/he is teaching us.

Teacher Average: **4.1**

Distribution of Scores
(# of responses)



Average by Period
(1-5 score, 5 is highest)



School Average: 3.9

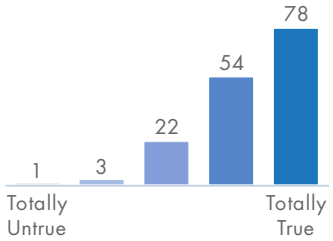
History Department Average: 4.3

Total Responses: **158**

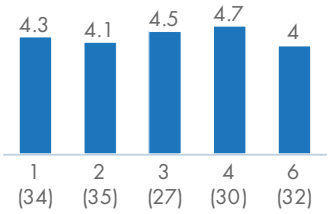
9. My teacher assigns in-class work that helps me learn the material.

Teacher Average: **4.3**

Distribution of Scores
(# of responses)



Average by Period
(1-5 score, 5 is highest)



School Average: 4.2

History Department Average: 4.3

Total Responses: **158**

JOE SMITH
ANYTOWN HIGH SCHOOL
ANYTOWN UNIFIED SCHOOL DISTRICT

PANORAMA EDUCATION

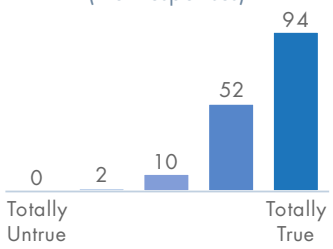
QUESTION BY QUESTION BREAKDOWN

FIVE IS THE HIGHEST SCORE

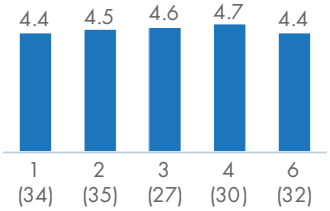
10. I look forward to going to this class.

Teacher Average: **4.5**

Distribution of Scores
(# of responses)



Average by Period
(1-5 score, 5 is highest)



School Average: 4.1

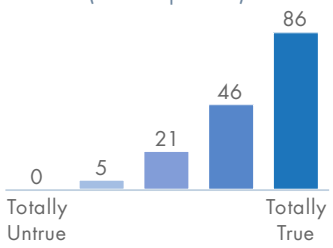
History Department Average: 4.4

Total Responses: **158**

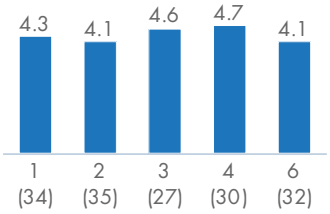
11. My teacher makes what we're learning interesting.

Teacher Average: **4.3**

Distribution of Scores
(# of responses)



Average by Period
(1-5 score, 5 is highest)



School Average: 3.8

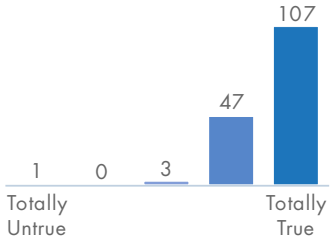
History Department Average: 4.2

Total Responses: **158**

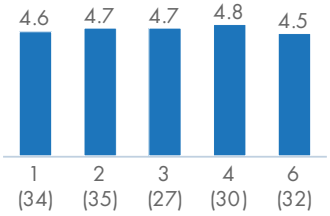
12. I am proud of what I do in this class.

Teacher Average: **4.6**

Distribution of Scores
(# of responses)



Average by Period
(1-5 score, 5 is highest)



School Average: 4.1

History Department Average: 4.4

Total Responses: **158**

JOE SMITH
ANYTOWN HIGH SCHOOL
ANYTOWN UNIFIED SCHOOL DISTRICT

PANORAMA EDUCATION

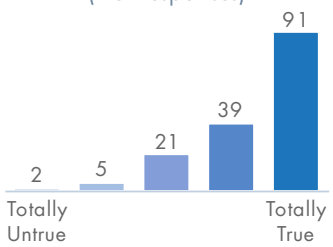
QUESTION BY QUESTION BREAKDOWN

FIVE IS THE HIGHEST SCORE

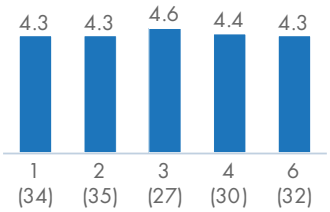
13. Our discussions in class help me learn.

Teacher Average **4.3**

Distribution of Scores
(# of responses)



Average by Period
(1-5 score, 5 is highest)



School Average **4.0**

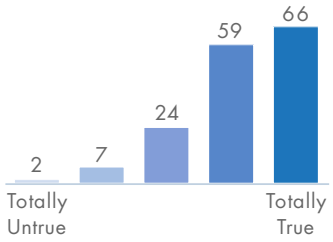
History Department Average **4.4**

Total Responses: **158**

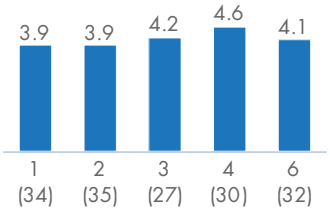
14. My teacher makes me want to do my best.

Teacher Average **4.1**

Distribution of Scores
(# of responses)



Average by Period
(1-5 score, 5 is highest)



School Average **3.9**

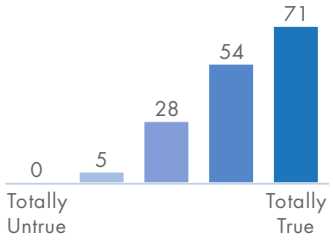
History Department Average **4.1**

Total Responses: **158**

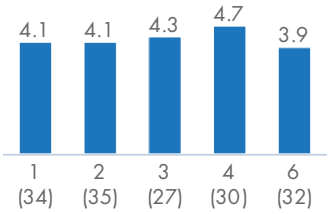
15. I feel comfortable asking my teacher for extra help.

Teacher Average **4.2**

Distribution of Scores
(# of responses)



Average by Period
(1-5 score, 5 is highest)



School Average **4.0**

History Department Average **4.3**

Total Responses: **158**

JOE SMITH
ANYTOWN HIGH SCHOOL
ANYTOWN UNIFIED SCHOOL DISTRICT

PANORAMA EDUCATION

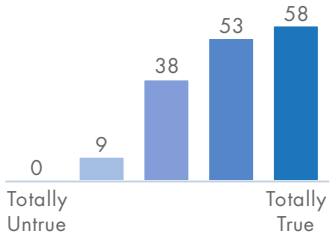
QUESTION BY QUESTION BREAKDOWN

FIVE IS THE HIGHEST SCORE

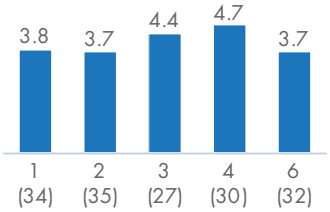
16. My teacher assigns homework that helps me learn the material.

Teacher Average **4.0**

Distribution of Scores
(# of responses)



Average by Period
(1-5 score, 5 is highest)



School Average **4.2**

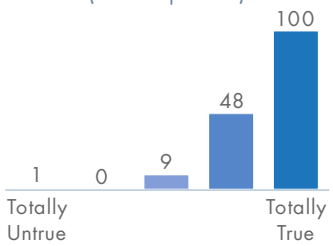
History Department Average **4.3**

Total Responses: **158**

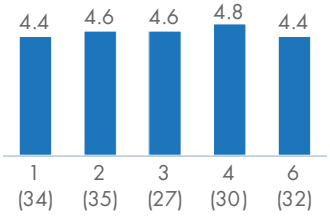
17. My teacher grades fairly.

Teacher Average **4.6**

Distribution of Scores
(# of responses)



Average by Period
(1-5 score, 5 is highest)



School Average **4.3**

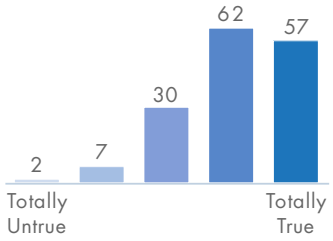
History Department Average **4.5**

Total Responses: **158**

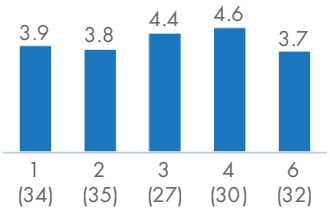
18. My teacher only tests us on things we learned in class.

Teacher Average **4.0**

Distribution of Scores
(# of responses)



Average by Period
(1-5 score, 5 is highest)



School Average **4.3**

History Department Average **4.3**

Total Responses: **158**

JOE SMITH
ANYTOWN HIGH SCHOOL
ANYTOWN UNIFIED SCHOOL DISTRICT

PANORAMA EDUCATION

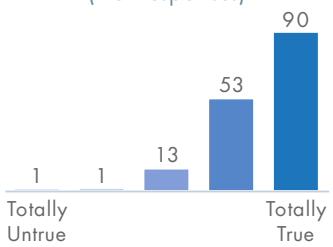
QUESTION BY QUESTION BREAKDOWN

FIVE IS THE HIGHEST SCORE

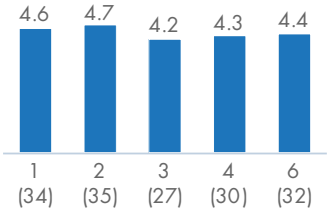
19. My teacher returns corrected homework and tests quickly.

Teacher Average: **4.5**

Distribution of Scores
(# of responses)



Average by Period
(1-5 score, 5 is highest)



School Average: 3.9

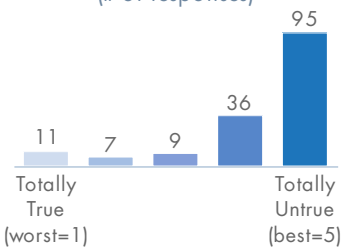
History Department Average: 4.2

Total Responses: **158**

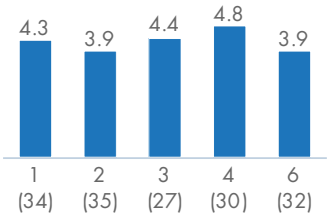
* 20. I am often confused in this class.

Teacher Average: **4.2**

Distribution of Scores
(# of responses)



Average by Period
(1-5 score, 5 is highest)



School Average: 4.0

History Department Average: 4.3

Total Responses: **158**

*Indicates a question with negative wording. Five is still the highest score.
See READING YOUR REPORT.

TEACHER SURVEY

SCHOOL REPORT

PREPARED FOR

PANORAMA EDUCATION

HIGHEST & LOWEST

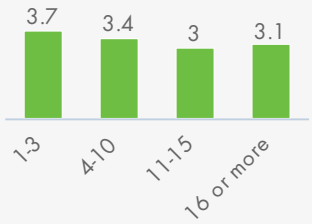
FIVE IS THE HIGHEST SCORE

	School Average (0–5)	District Average
The Superintendent maintains professionalism and composure.	4.7	4.8
I have given someone at work positive feedback in the past week.	4.5	4.6
I believe students are getting a high-quality education at this school.	4.4	4.5
The Superintendent has a good rapport with the staff.	4.4	4.6
The Superintendent places the learning needs of students ahead of other interests.	4.3	4.3
The principal has a good rapport with the staff.	2.4	2.8
I feel supported by the Governing Board.	2.2	2.3
The principal is an inspiring leader.	2.2	2.7
The Assistant Principal of Instruction is an inspiring leader.	2.1	2.2
Staff morale is high at this school.	1.8	2.2

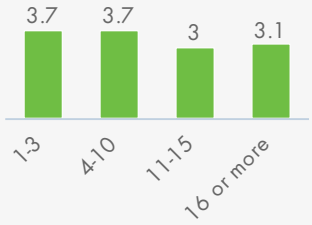
OVERALL AVERAGE SCORE

ALL QUESTIONS

By Years at School



By Years in Profession



PANORAMA EDUCATION

QUESTION BY QUESTION BREAKDOWN

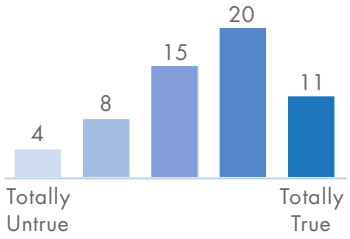
FIVE IS THE HIGHEST SCORE

1. I receive relevant and timely feedback on my performance and progress toward goals.

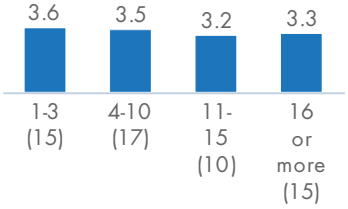
School Average **3.4**

District Average **3.5**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



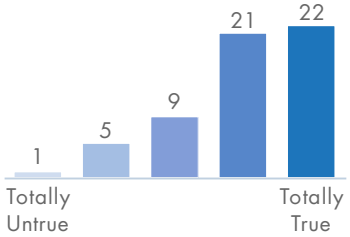
Total Responses: **58**

2. Learning from other teachers has improved my performance in the classroom.

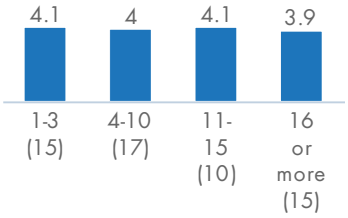
School Average **4.0**

District Average **4.1**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



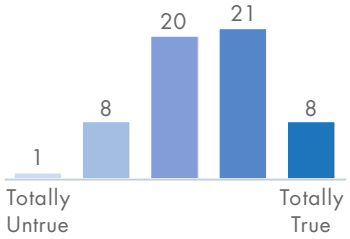
Total Responses: **58**

3. I have access to the technology that I need.

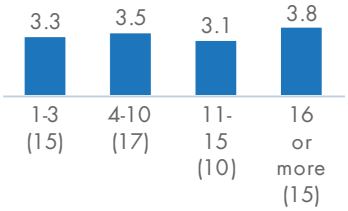
School Average **3.5**

District Average **3.5**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



Total Responses: **58**

PANORAMA EDUCATION

QUESTION BY QUESTION BREAKDOWN

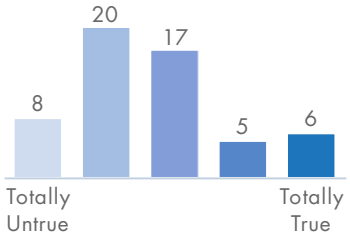
FIVE IS THE HIGHEST SCORE

4. The anchor assessments are effective.

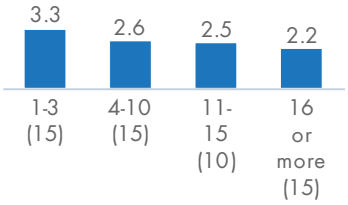
School Average **2.7**

District Average **3.0**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



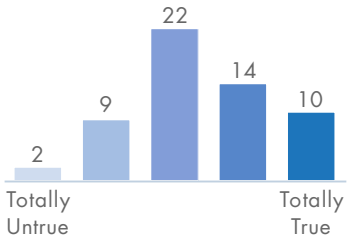
Total Responses: **56**

5. Teachers hold each other accountable for meeting high expectations.

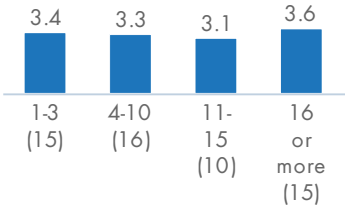
School Average **3.4**

District Average **3.8**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



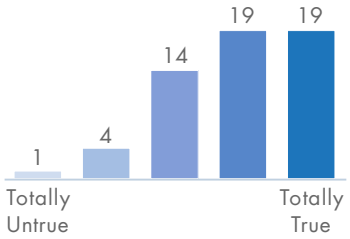
Total Responses: **57**

6. Even on hard days, I know this is the best place for me.

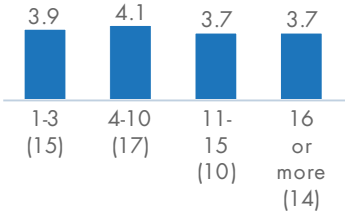
School Average **3.9**

District Average **4.1**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



Total Responses: **57**

QUESTION BY QUESTION BREAKDOWN

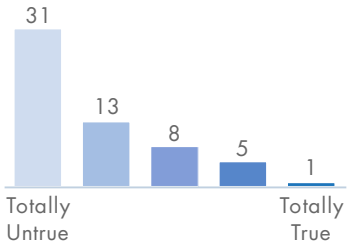
FIVE IS THE HIGHEST SCORE

7. Staff morale is high at this school.

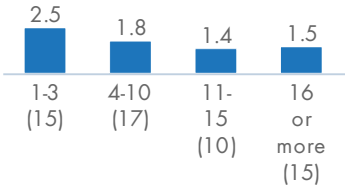
School Average **1.8**

District Average **2.2**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



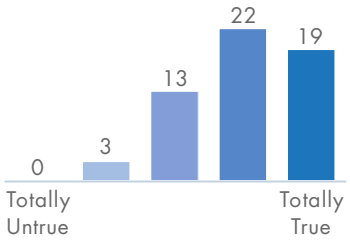
Total Responses: **58**

8. I like working in this school.

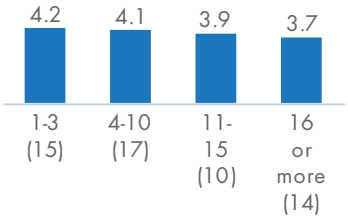
School Average **4.0**

District Average **4.1**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



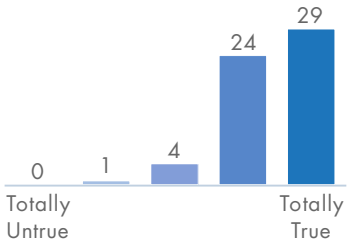
Total Responses: **57**

9. I believe students are getting a high-quality education at this school.

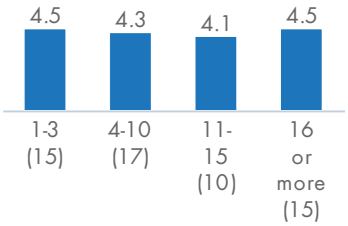
School Average **4.4**

District Average **4.5**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



Total Responses: **58**

PANORAMA EDUCATION

QUESTION BY QUESTION BREAKDOWN

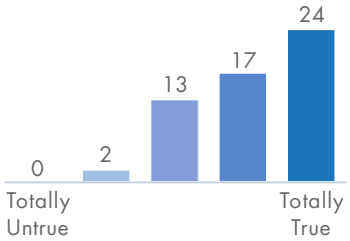
FIVE IS THE HIGHEST SCORE

10. I enjoy my job.

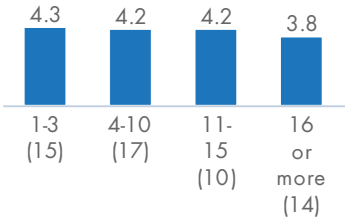
School Average **4.1**

District Average **4.2**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



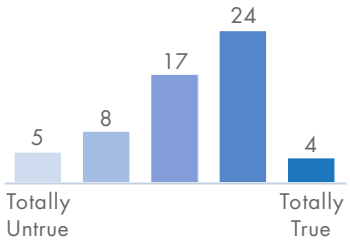
Total Responses: **56**

11. There is a clear academic vision for this school.

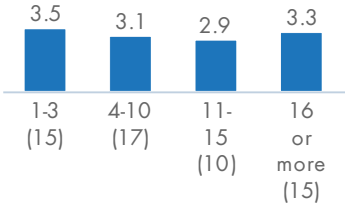
School Average **3.2**

District Average **3.6**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



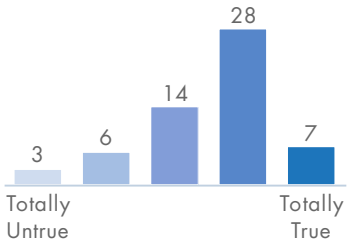
Total Responses: **58**

12. Teachers in this school support each other's teaching activities.

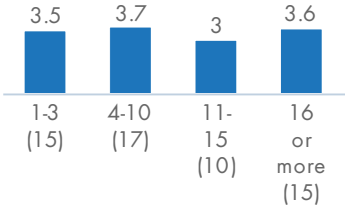
School Average **3.5**

District Average **4.0**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



Total Responses: **58**

QUESTION BY QUESTION BREAKDOWN

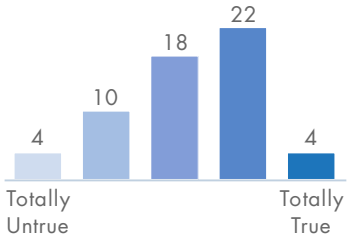
FIVE IS THE HIGHEST SCORE

13. The atmosphere of the school encourages respect among students and adults.

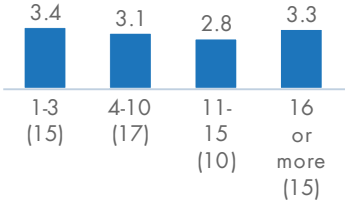
School Average **3.2**

District Average **3.5**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



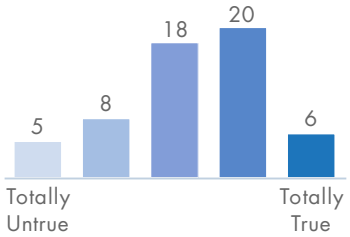
Total Responses: **58**

14. This school's discipline program is effective.

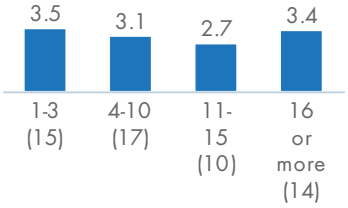
School Average **3.2**

District Average **3.2**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



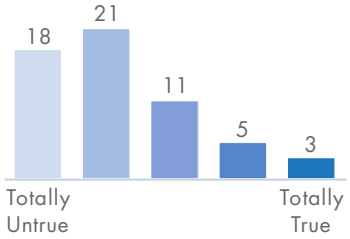
Total Responses: **57**

15. The principal is an inspiring leader.

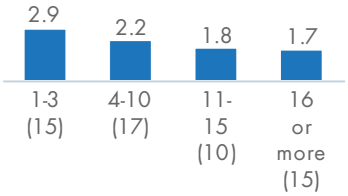
School Average **2.2**

District Average **2.7**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



Total Responses: **58**

PANORAMA EDUCATION

QUESTION BY QUESTION BREAKDOWN

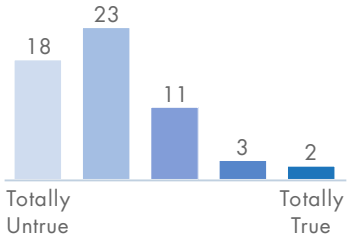
FIVE IS THE HIGHEST SCORE

16. The Assistant Principal of Instruction is an inspiring leader.

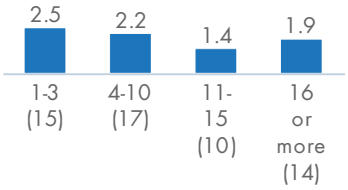
School Average **2.1**

District Average **2.2**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



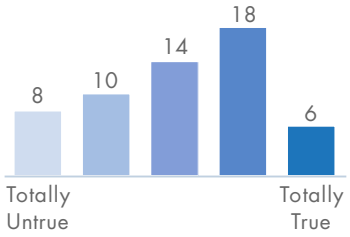
Total Responses: **57**

17. The Assistant Principal of Activities & Athletics is an inspiring leader.

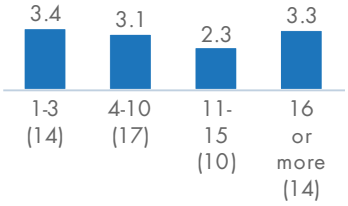
School Average **3.1**

District Average **3.1**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



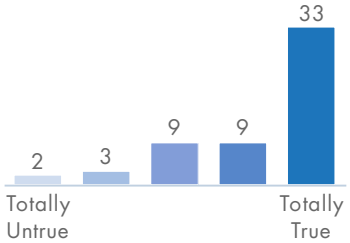
Total Responses: **56**

18. The Superintendent is an inspiring leader.

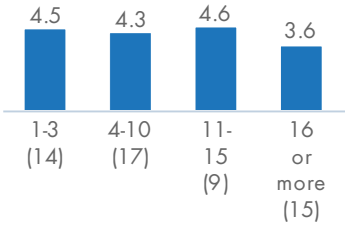
School Average **4.2**

District Average **4.4**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



Total Responses: **56**

PANORAMA EDUCATION

QUESTION BY QUESTION BREAKDOWN

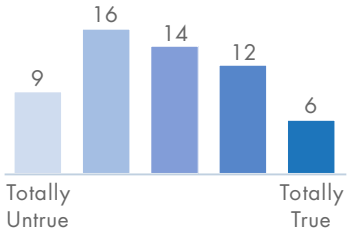
FIVE IS THE HIGHEST SCORE

19. The principal deals with daily tasks and problems in an effective and efficient manner.

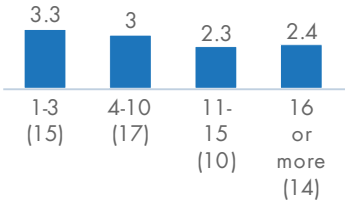
School Average **2.8**

District Average **3.0**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



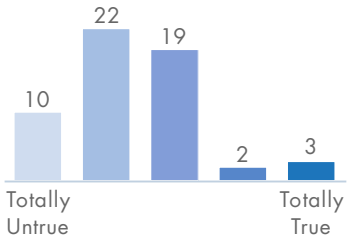
Total Responses: **57**

20. The Assistant Principal of Instruction deals with daily tasks and problems in an effective and efficient manner.

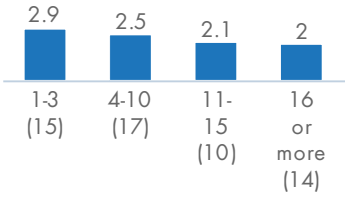
School Average **2.4**

District Average **2.5**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



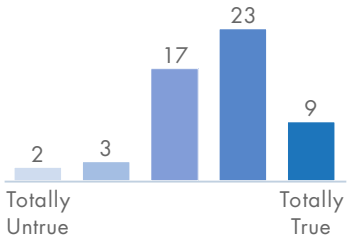
Total Responses: **56**

21. The Assistant Principal of Activities & Athletics deals with daily tasks and problems in an effective and efficient manner.

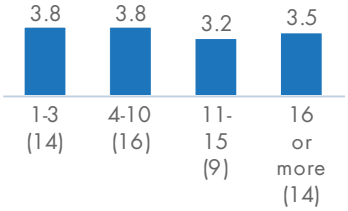
School Average **3.6**

District Average **3.6**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



Total Responses: **54**

PANORAMA EDUCATION

QUESTION BY QUESTION BREAKDOWN

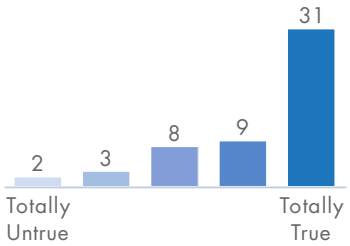
FIVE IS THE HIGHEST SCORE

22. The Superintendent deals with daily tasks and problems in an effective and efficient manner.

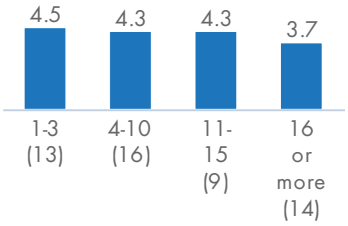
School Average **4.2**

District Average **4.4**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



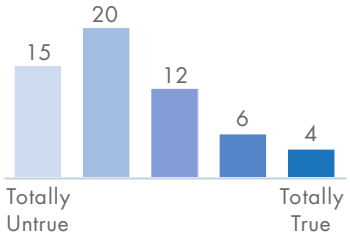
Total Responses: **53**

23. The principal has a good rapport with the staff.

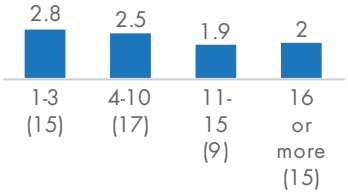
School Average **2.4**

District Average **2.8**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



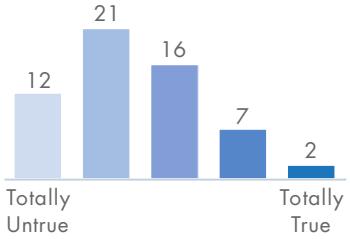
Total Responses: **57**

24. The Assistant Principal of Instruction has a good rapport with the staff.

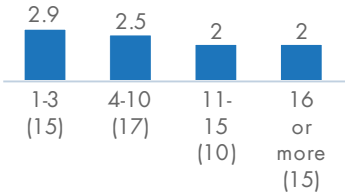
School Average **2.4**

District Average **2.5**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



Total Responses: **58**

PANORAMA EDUCATION

QUESTION BY QUESTION BREAKDOWN

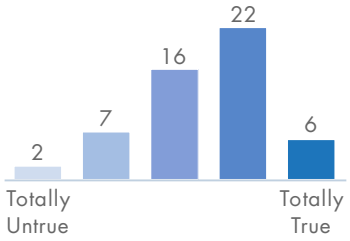
FIVE IS THE HIGHEST SCORE

25. The Assistant Principal of Activities & Athletics has a good rapport with the staff.

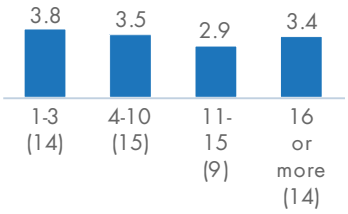
School Average **3.4**

District Average **3.4**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



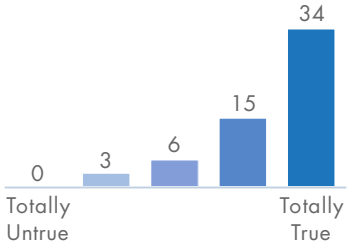
Total Responses: **53**

26. The Superintendent has a good rapport with the staff.

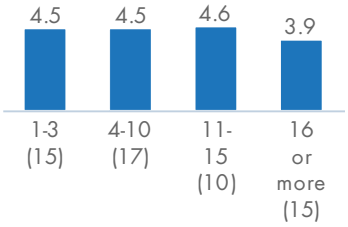
School Average **4.4**

District Average **4.6**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



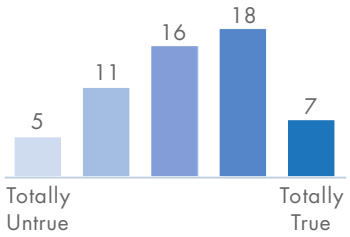
Total Responses: **58**

27. The principal places the learning needs of students ahead of other interests.

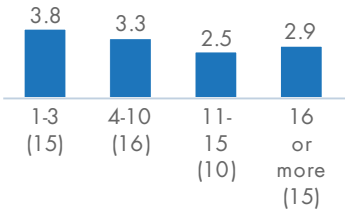
School Average **3.2**

District Average **3.4**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



Total Responses: **57**

QUESTION BY QUESTION BREAKDOWN

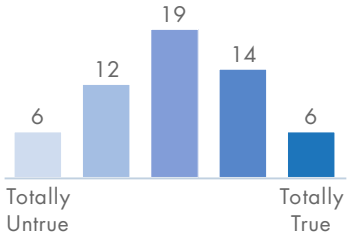
FIVE IS THE HIGHEST SCORE

28. The Assistant Principal of Instruction places the learning needs of students ahead of other interests.

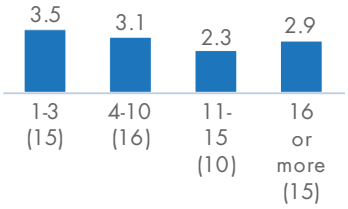
School Average **3.0**

District Average **3.1**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



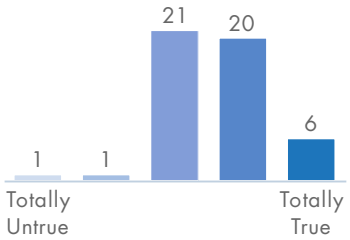
Total Responses: **57**

29. The Assistant Principal of Activities & Athletics places the learning needs of students ahead of other interests.

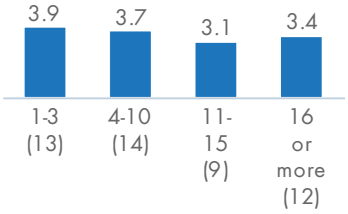
School Average **3.6**

District Average **3.7**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



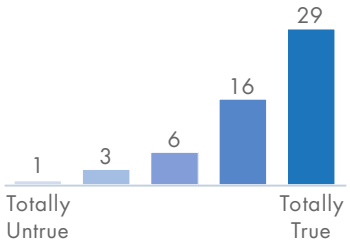
Total Responses: **49**

30. The Superintendent places the learning needs of students ahead of other interests.

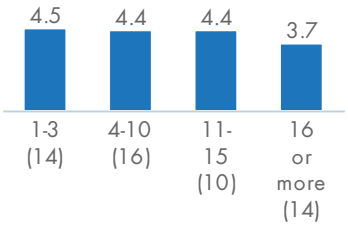
School Average **4.3**

District Average **4.3**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



Total Responses: **55**

QUESTION BY QUESTION BREAKDOWN

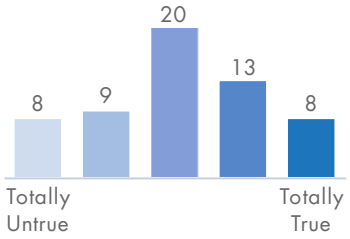
FIVE IS THE HIGHEST SCORE

31. The principal maintains professionalism and composure.

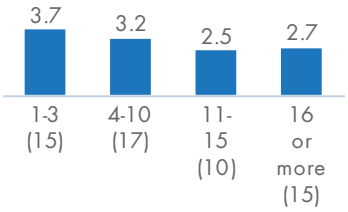
School Average **3.1**

District Average **3.3**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



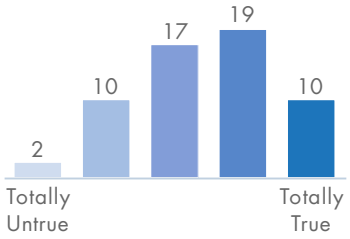
Total Responses: **58**

32. The Assistant Principal of Instruction maintains professionalism and composure.

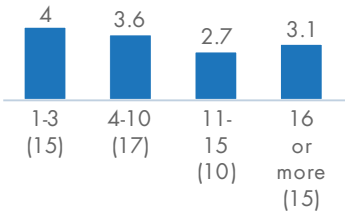
School Average **3.4**

District Average **3.5**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



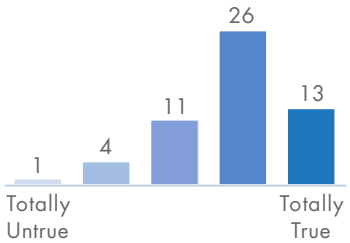
Total Responses: **58**

33. The Assistant Principal of Activities & Athletics maintains professionalism and composure.

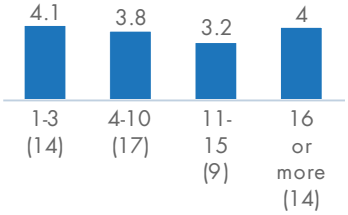
School Average **3.8**

District Average **3.8**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



Total Responses: **55**

PANORAMA EDUCATION

QUESTION BY QUESTION BREAKDOWN

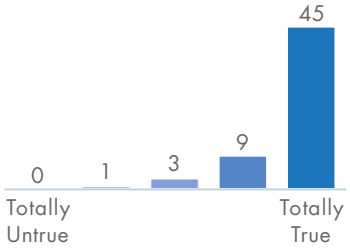
FIVE IS THE HIGHEST SCORE

34. The Superintendent maintains professionalism and composure.

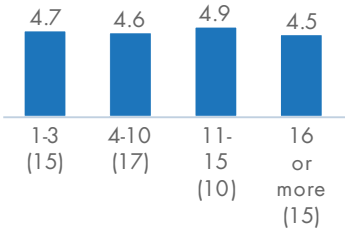
School Average **4.7**

District Average **4.8**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



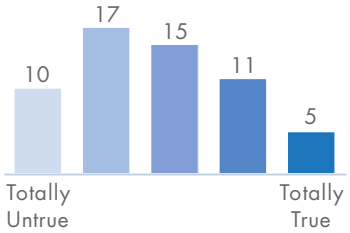
Total Responses: **58**

35. The principal keeps staff informed of developments, changes and progress toward the resolution of staff issues.

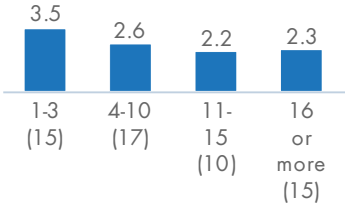
School Average **2.7**

District Average **3.0**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



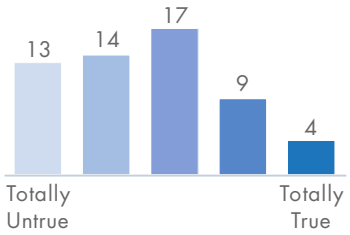
Total Responses: **58**

36. The Assistant Principal of Instruction keeps staff informed of developments, changes and progress toward the resolution of staff issues.

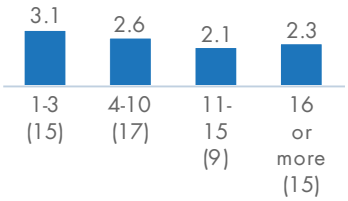
School Average **2.6**

District Average **2.7**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



Total Responses: **57**

PANORAMA EDUCATION

QUESTION BY QUESTION BREAKDOWN

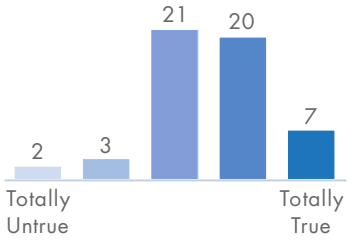
FIVE IS THE HIGHEST SCORE

37. The Assistant Principal of Activities & Athletics keeps staff informed of developments, changes and progress toward the resolution of staff issues.

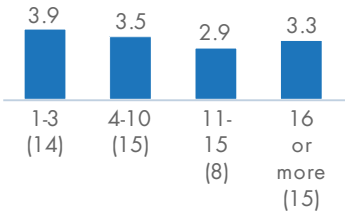
School Average **3.5**

District Average **3.5**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



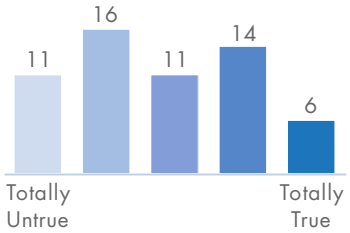
Total Responses: **53**

38. The principal provides the support, resources and time for the staff to do their jobs effectively.

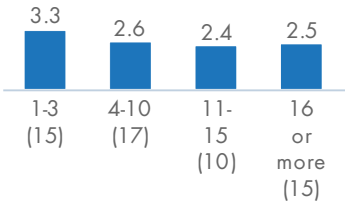
School Average **2.8**

District Average **3.3**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



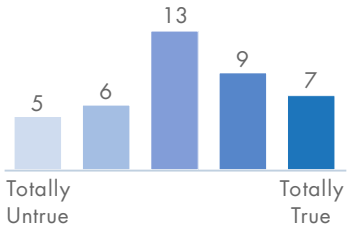
Total Responses: **58**

39. The principal handles student discipline matters in a fair and consistent manner.

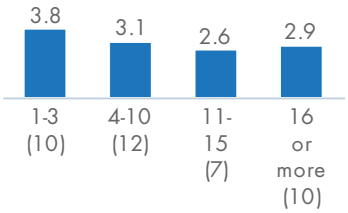
School Average **3.2**

District Average **3.3**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



Total Responses: **40**

QUESTION BY QUESTION BREAKDOWN

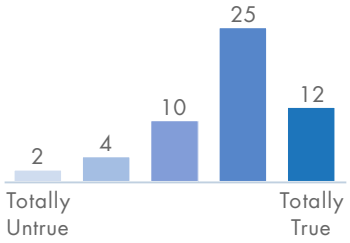
FIVE IS THE HIGHEST SCORE

40. The Assistant Principal of Activities & Athletics handles student discipline matters in a fair and consistent manner.

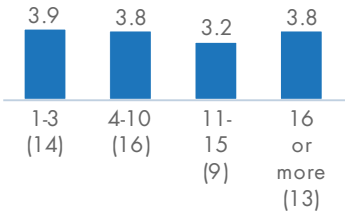
School Average **3.8**

District Average **3.8**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



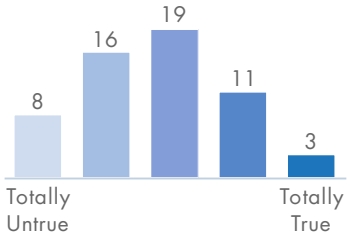
Total Responses: **53**

41. The Governing Board's decisions reflect the best interests of students.

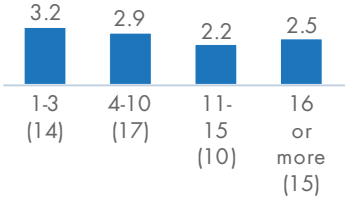
School Average **2.7**

District Average **2.8**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



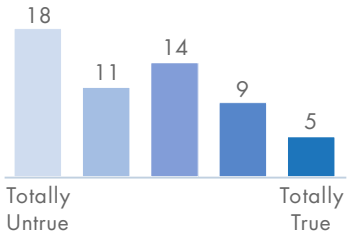
Total Responses: **57**

42. The Governing Board provides effective leadership to the district schools.

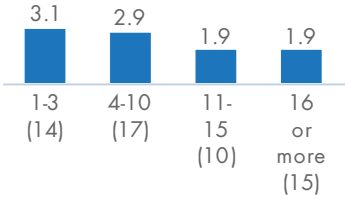
School Average **2.5**

District Average **2.6**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



Total Responses: **57**

QUESTION BY QUESTION BREAKDOWN

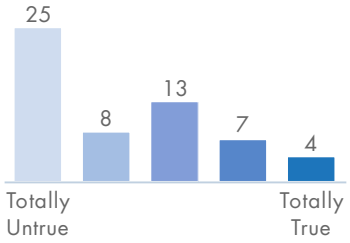
FIVE IS THE HIGHEST SCORE

43. I feel supported by the Governing Board.

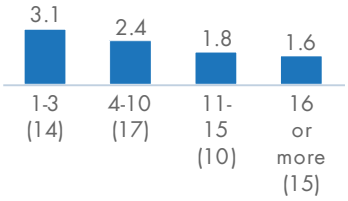
School Average **2.2**

District Average **2.3**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



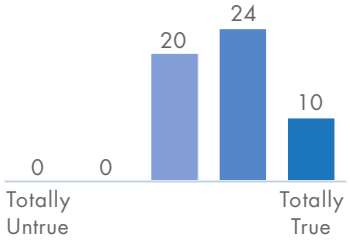
Total Responses: **57**

44. I believe I am successfully dealing with students who are achieving below grade level.

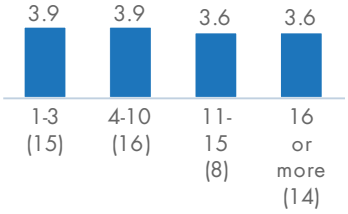
School Average **3.8**

District Average **4.0**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



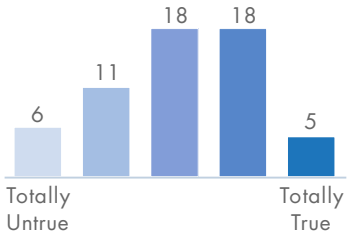
Total Responses: **54**

45. The school promotes a team-oriented culture where I regularly collaborate with other teachers.

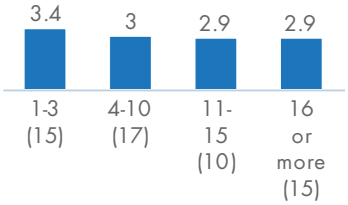
School Average **3.1**

District Average **3.6**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



Total Responses: **58**

PANORAMA EDUCATION

QUESTION BY QUESTION BREAKDOWN

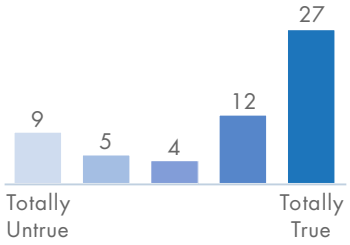
FIVE IS THE HIGHEST SCORE

46. Someone at work has given me positive feedback in the past week.

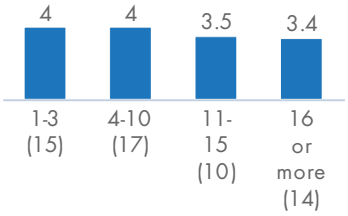
School Average **3.8**

District Average **4.1**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



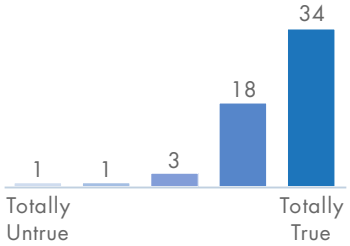
Total Responses: **57**

47. I have given someone at work positive feedback in the past week.

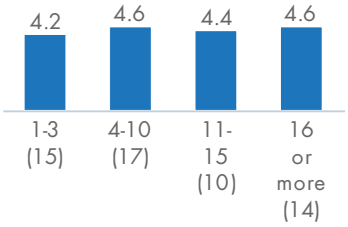
School Average **4.5**

District Average **4.6**

Distribution of Scores
(# of responses)



Average by Years at School
(1-5 score, 5 is highest)



Total Responses: **57**