

Stakeholder Needs Assessment Survey Analysis

Prepared for ULEAD Steering Committee and Partners

March 2019



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Introduction

ULEAD's steering committee and partners (ULEAD) requested the assistance of Hanover Research (Hanover) to determine key priorities and needs of its stakeholders to inform ULEAD Clearinghouse development. To assist in this request, Hanover administered and analyzed a Stakeholder Needs Assessment Survey to gather feedback from key stakeholder groups as an initial step to help inform ULEAD content and determine priority areas.

REPORT ORGANIZATION:

- **Recommendations and Key Findings**
 - Hanover summarizes the methodology of the study, provides recommendations, and presents high-level key findings.
- **Section I: Background**
- **Section II: Early Learning**
- **Section III: Strengthening and Supporting Educators**
- **Section IV: Educational Access and Equity**
- **Section V: College and Career Readiness**
- **Section VI: Resources**
- **Section VII: Background**

SURVEY RESPONDENTS:

A total of 246 respondents began the survey. Hanover identified and removed low-quality respondents, resulting in 206 surveys for final analysis. These 206 respondents consisted of 10 district-classified respondents, 28 organization-classified respondents, and 168 school-classified respondents. Please refer to the accompanying Data Supplement for specifics around respondent breakdown.

Survey respondents represent 25 counties across the state of Utah, with the largest portion (39%) hailing from Salt Lake County, followed by Utah County (15%), and Davis County (13%).

Methodology

Hanover administered the Stakeholder Needs Assessment Survey using the Qualtrics online software platform in January 2019, resulting in 206 total respondents who completed the survey and provided quality survey responses. After data collection, Hanover identified and removed low-quality responses. Similarly, Hanover excluded responses such as “Don’t Know or Not Applicable” from the figures and analysis in order to focus on respondents who did express an opinion. The following report includes results from 10 district-classified respondents (i.e., district administrators), 28 organization-classified respondents (i.e., school board members, elected state representative), and 168 school-classified respondents (i.e., school administrators, school community council members).

In the following report, results are presented in aggregate and are segmented by role (e.g., district, organization, and school) and county (e.g., Davis County) where segmented results are both significant and meaningful. Counties that did not have a sample size of ≥ 10 are not included in this report. Please see the accompanying data supplement to view all counties. Additionally, sample sizes vary across questions as some questions only pertain to a subset of respondents. In reporting these responses, Hanover notes the sample size for each question. Statistically significant differences (95% confidence level) between groups are noted with an asterisk (*); however, for some charts, sample sizes may be small and results should be interpreted with caution, particularly those with sample sizes of $n < 20$.

For full aggregate and segmented results, please consult the accompanying data supplement.

Recommendations

Based on the results of the Stakeholder Needs Assessment Survey, Hanover recommends that ULEAD:

- ✓ **Prioritizes secondary research to investigate:**
 - Student well-being and emotional/mental health;
 - Strengthening and supporting educators; and
 - School safety.

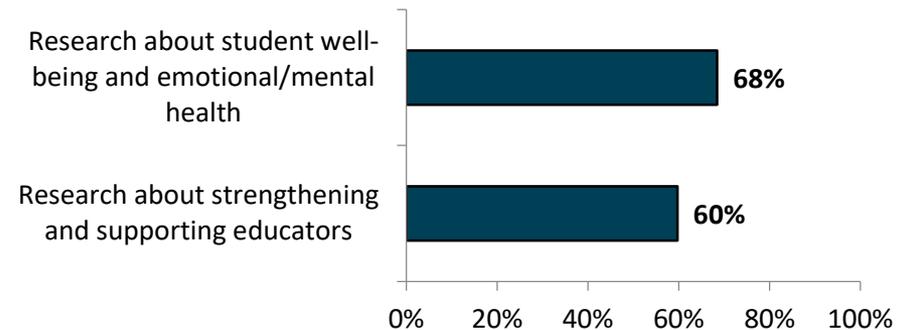
- ✓ **Conducts qualitative research, such as in-depth interviews, to uncover innovative practices occurring across the state related to the priority areas.** For example, districts within Salt Lake County and Utah County could best assist with resources and serve as potential models around innovative practices.

Key Findings

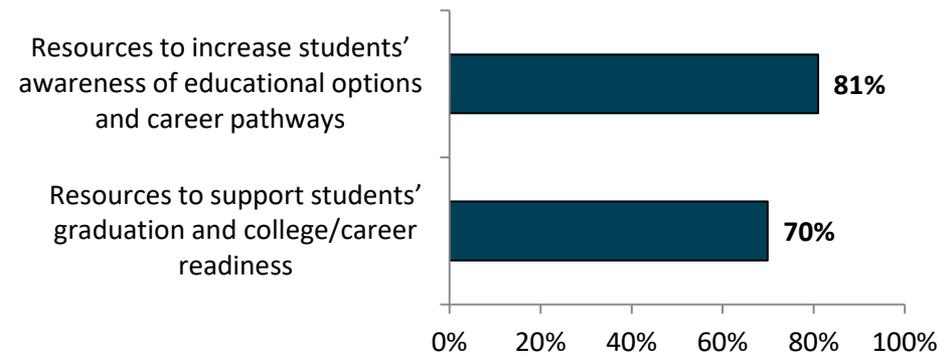
Respondents say the most sought out research should focus on student well-being and emotional/mental health. Specifically, 68% believe that emotional well-being is research that their school/organization will pursue. This is followed by strengthening and supporting educators (60%). When segmented by role, no significant difference is found. However, there is a significant difference for research about students' college/career readiness and research about access and equity between organization (46% for both) and school (26% for both).

Respondents believe that resources for both students and teachers need to be more readily available. For example, this is related to increasing students' awareness of educational options and career pathways (81%) and offering support for students' graduation and college/career readiness (70%). When asked if they believe they are a role model in this area, 70% of respondents indicate that they are not role models for any of the above mentioned areas.

Thinking about the next two years, what do you anticipate will be your school's/organization's most sought after secondary research? Select up to two options.
(n=206)



Which of the following research areas related to college and career readiness are most important for your school/organization? Select up to four options.
(n=63)

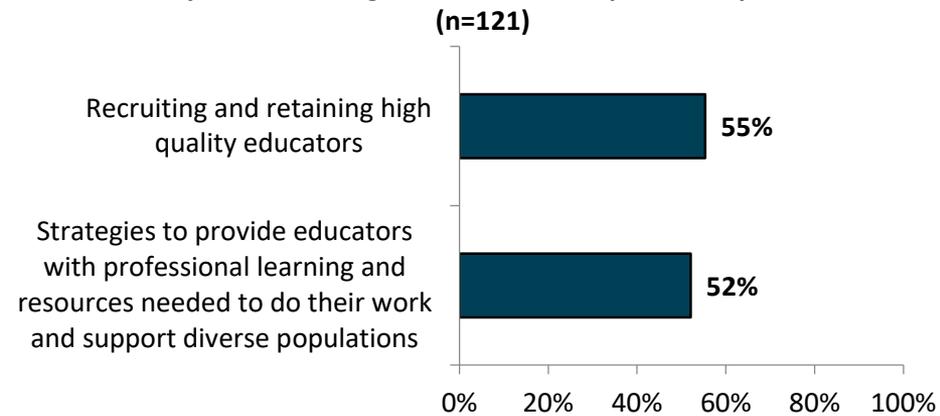


Key Findings

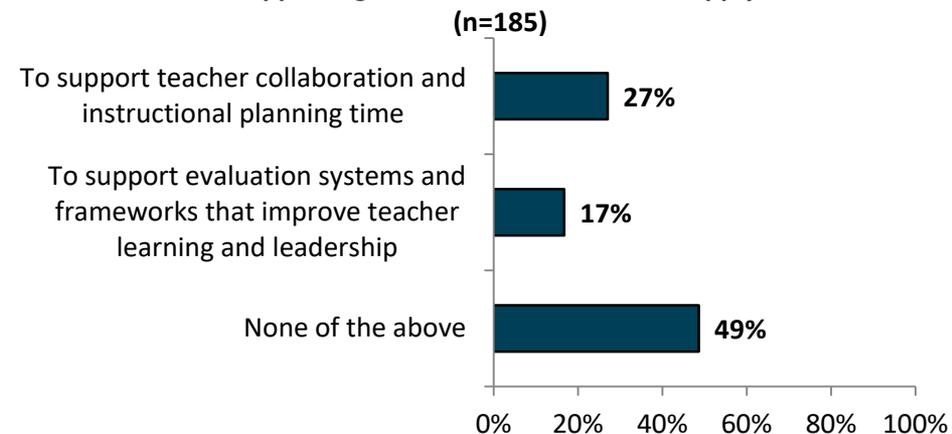
Respondents believe additional resources and research are needed to strengthen and support educators. Specifically, respondents indicate that some research areas or resources dedicated to recruiting and retaining high quality teachers (55%), and professional learning and resources to do their work and support diverse populations (52%) are most important.

- When asked if they could serve as a role model for strengthening and supporting educators, district-classified respondents believe they can model supporting evaluation systems that improve teacher learning and leadership (50%) and supporting new teachers via robust induction program (50%) more so than school- or organization-classified respondents.
- When segmented by county, Davis County respondents indicate greater importance for recruitment and retaining high quality educators (70%) than Salt Lake County respondents (44%).
- Over a quarter of respondents indicate that they could serve as a resource or model for supporting teacher collaboration and instructional planning time.

Which of the following research areas or resources related to strengthening and supporting educators are most important for your school/organization? Select up to four options.



Could your school/organization serve as a resource or model for any of the following areas related to strengthening and supporting educators? Select all that apply.

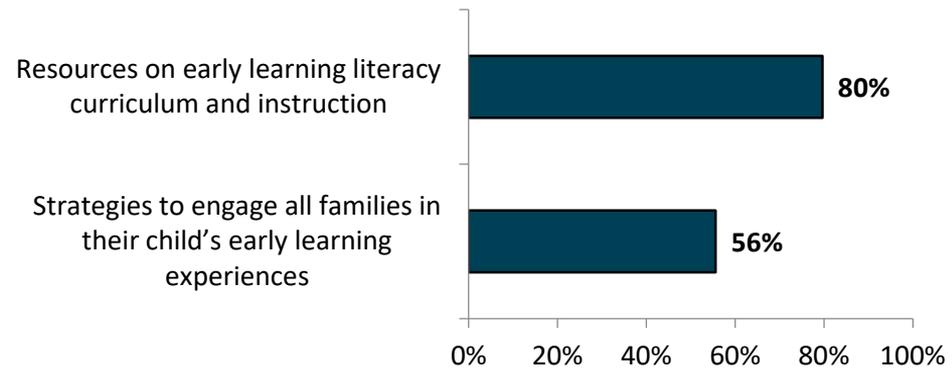


Key Findings

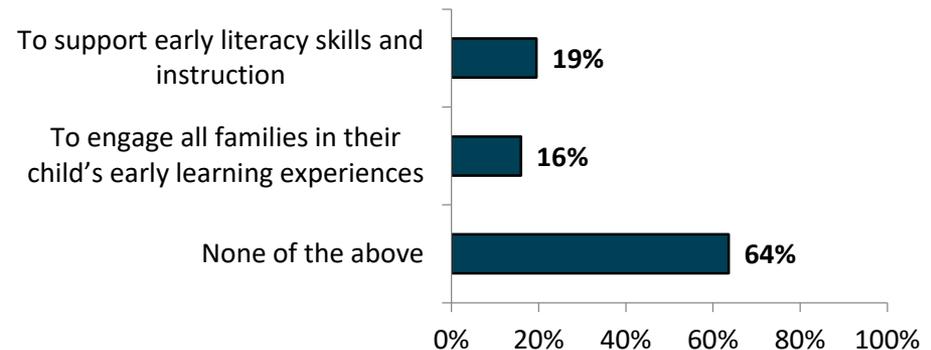
Regarding early learning, two priority areas are curriculum and engagement with families. When asked about early learning, respondents indicate that literacy (80%) and mathematics (54%) curriculum and instruction are most important for their school/organization. Additionally, having families engage in their child's early learning (56%) and strategies to engage in specific family subgroups (37%) are key priorities.

- More than half (64%) of respondents do not believe that their school/organization could serve as a resource or model on areas related to early learning. However, 19% believe they could serve as a resource or model for supporting early literacy skills and instruction, and 16% believe they could serve as a resource or model for engaging all families in their child's early learning experiences.

Which of the following research areas or resources related to early learning are most important for your school/organization?
(n=54)



Could your school/organization serve as a resource or model for any of the following areas related to early learning?
(n=195)



Key Findings

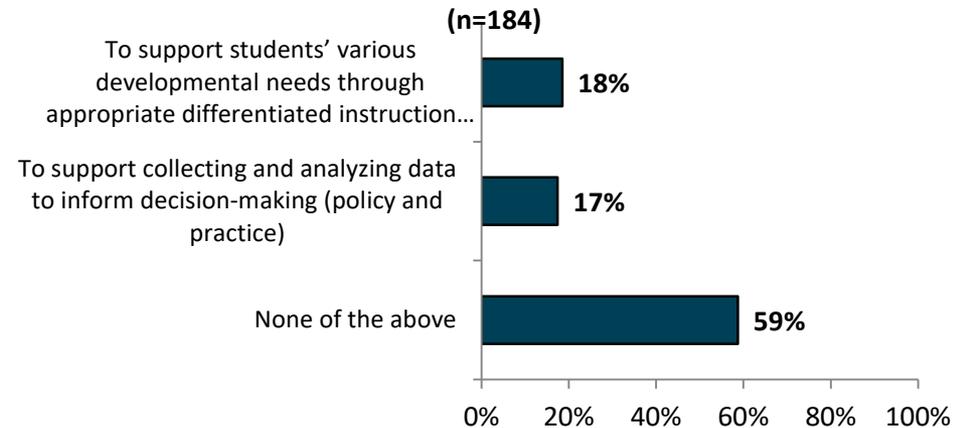
More than half of respondents indicate that they could not serve as a resource or model for areas related to educational access and equity. However, 58% believe the most important area is obtaining resources to establish and support equity and inclusion within the districts and schools.

- When segmented by role, 65% of school-classified respondents believe they could not serve as a model when shown statements related to early learning, which is significantly higher than organization-classified respondents (32%).

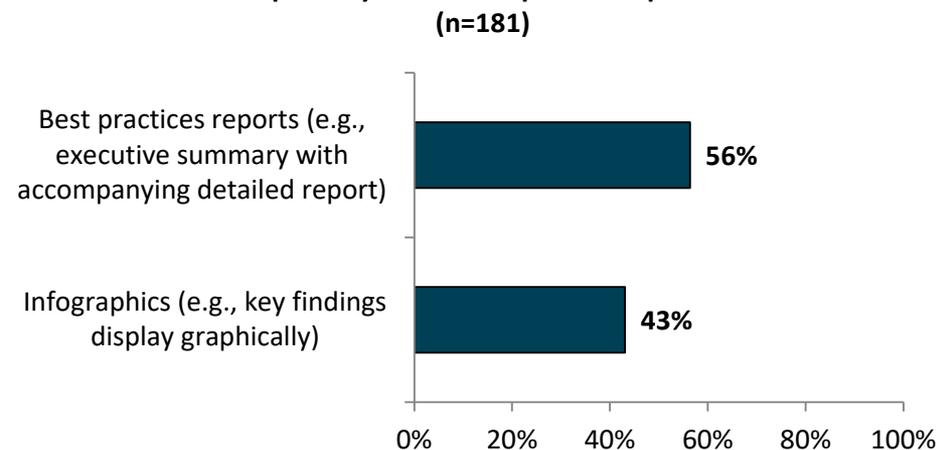
Respondents prefer research communication to be visual and practical. Respondents indicate that best practice reports (53%) and infographics (43%) are the two most helpful communication tools. Additionally, 63% say that they would prefer visual information more than narrative when accessing the ULEAD Clearinghouse.

- Only 9% of school-classified respondents prefer narrative information compared to 29% of organization-classified respondents. However, when asked about preference for academic or practitioner resources, there were no significant differences by role.

Could your school/organization serve as a resource or model for any of the following areas related to educational access and equity? Select all that apply.



What types of research communication tools would be most helpful to you? Select up to two options.

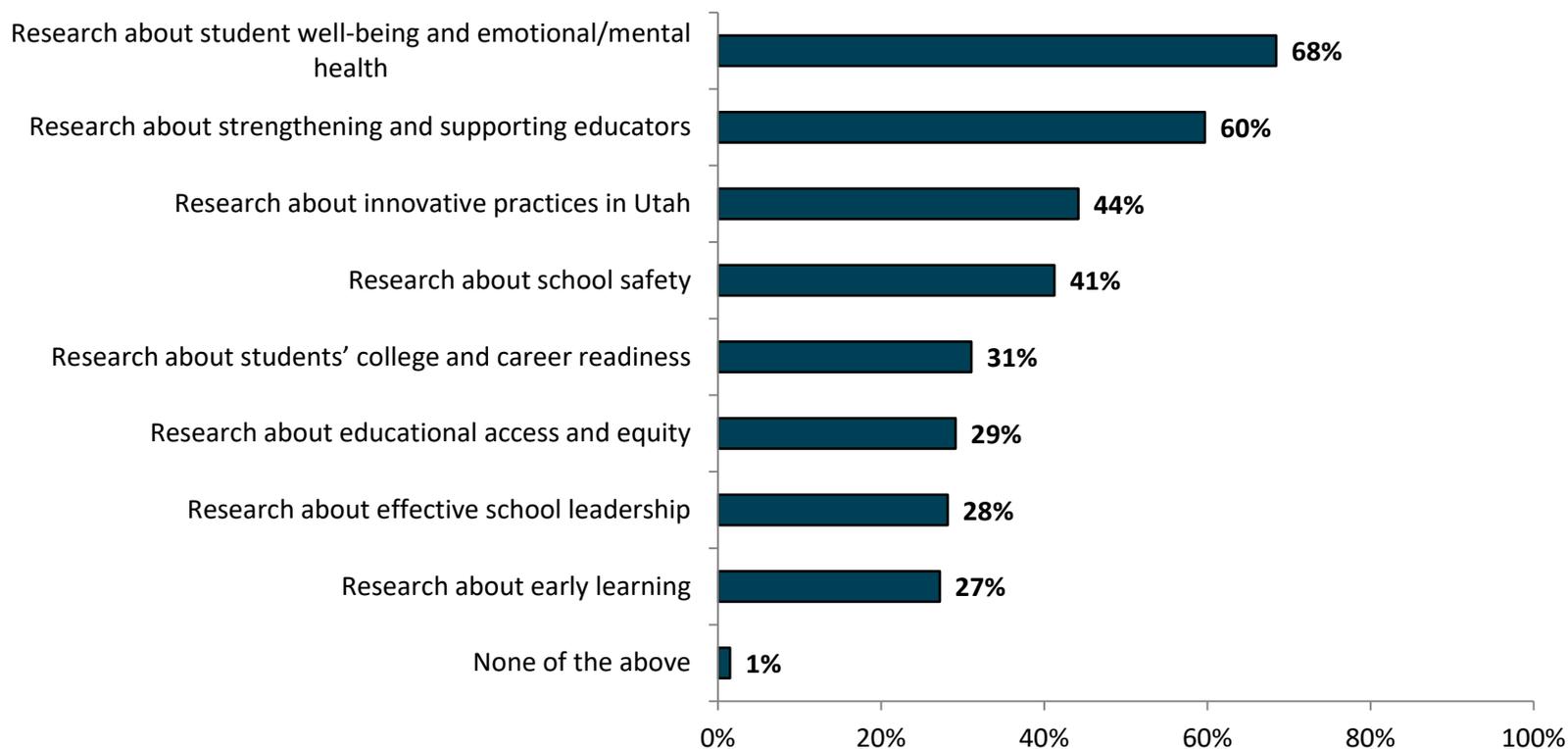


SECTION I: FUTURE SECONDARY RESEARCH

Secondary Research

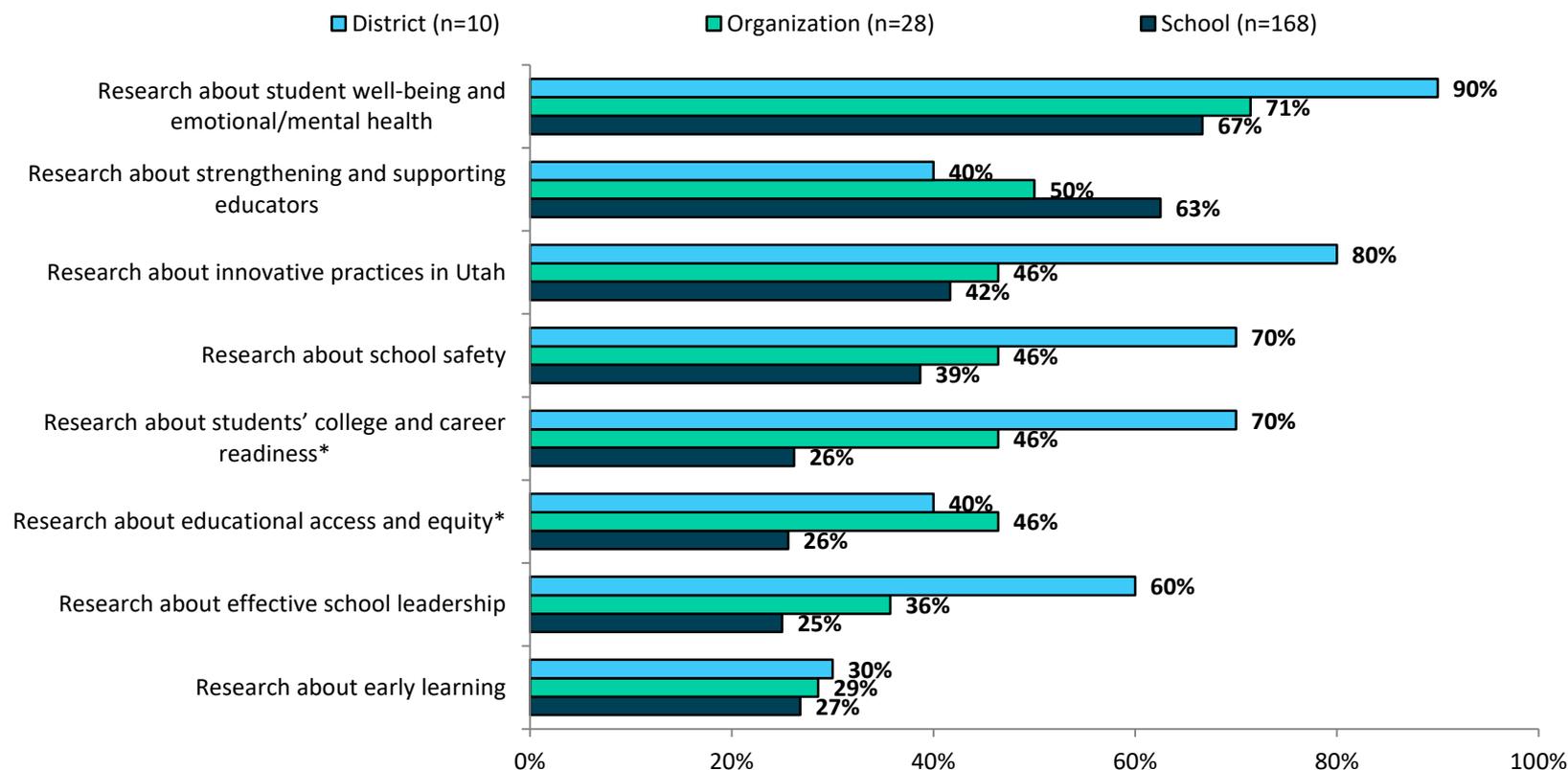
Thinking about the next two years, what do you anticipate will be your school's/organization's most sought after secondary research? Select up to two options.

(n=206)



Secondary Research – by Role

Thinking about the next two years, what do you anticipate will be your school's/organization's most sought after secondary research? Select up to two options.



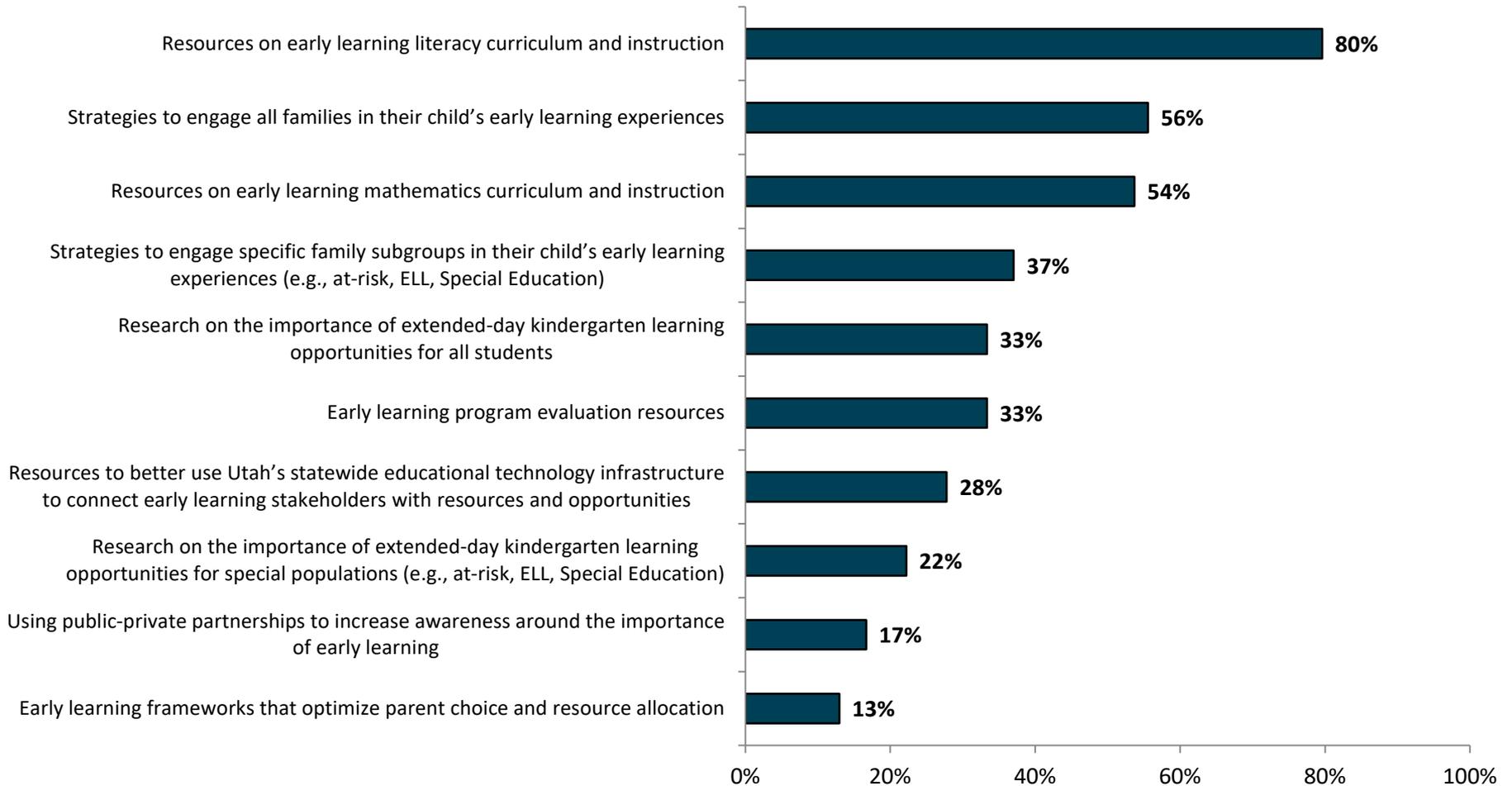
Note. * indicates a significant difference between groups at the 95% confidence level ($p < .05$).

SECTION II: EARLY LEARNING

Early Learning

Which of the following research areas or resources related to early learning are most important for your school/organization? Select up to four options.

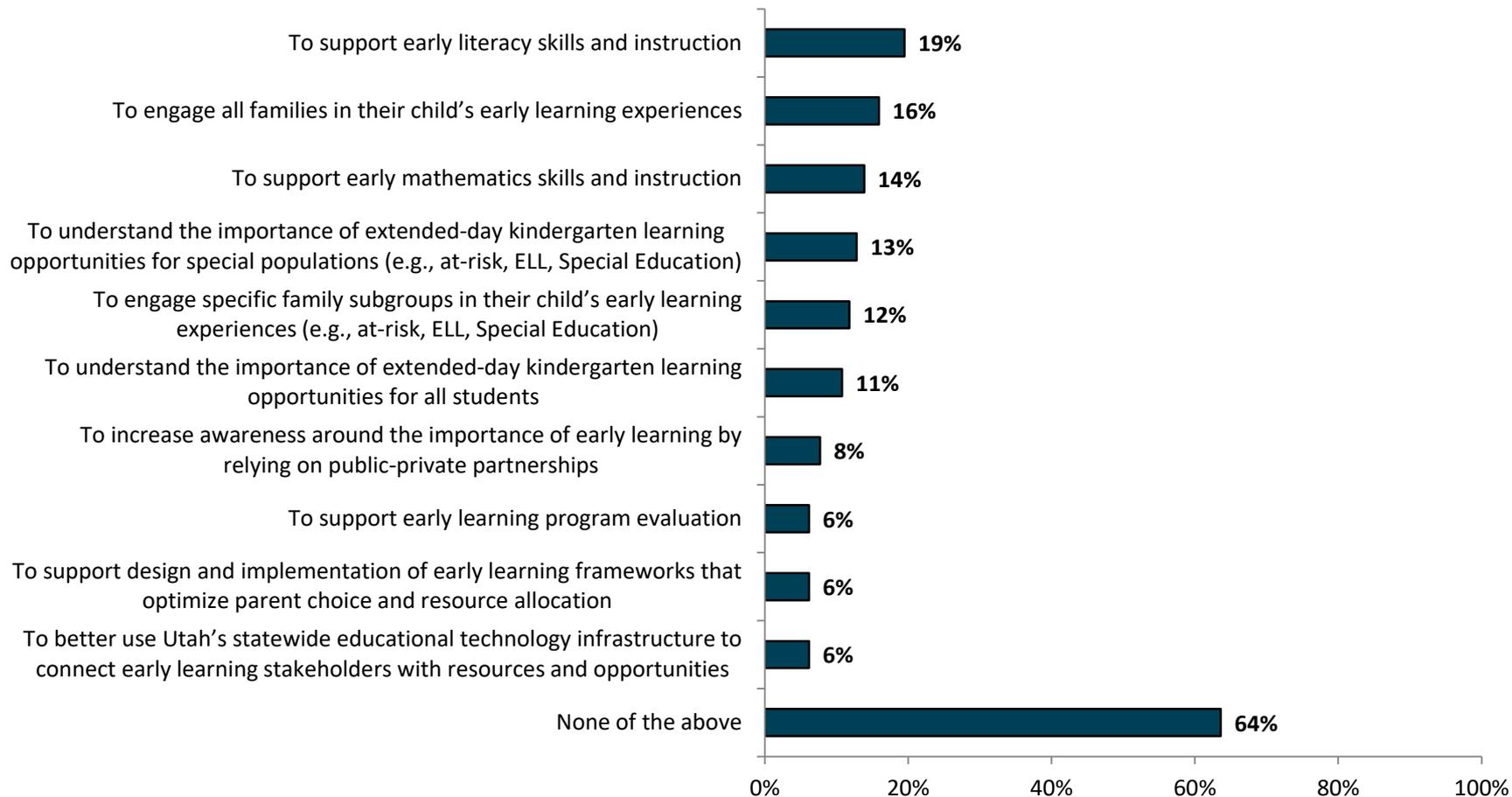
(n=54)



Note. Respondents saw the above question if they chose "Research about early learning" for the question presented on Slide 11.

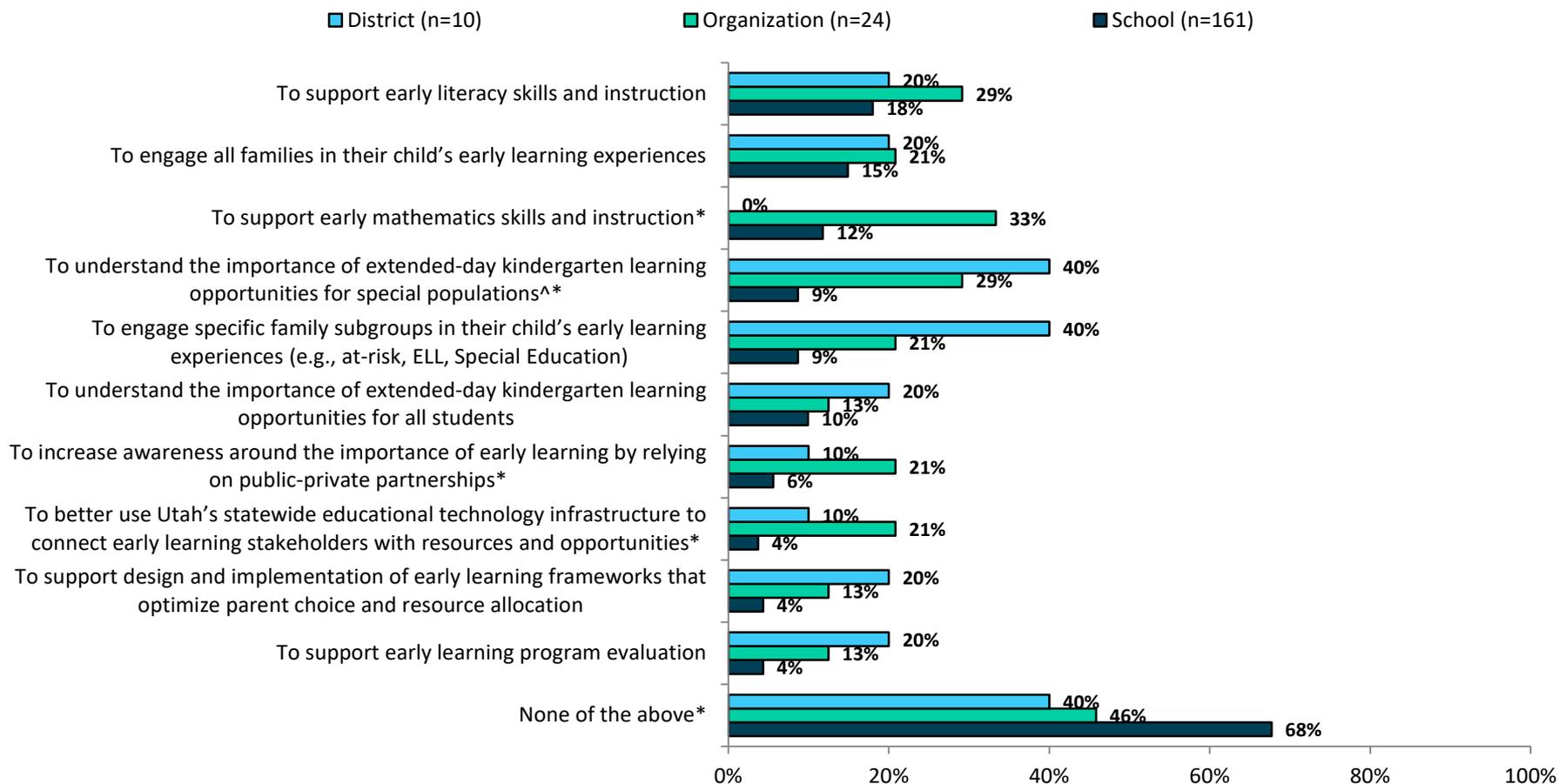
Models for Early Learning

Could your school/organization serve as a resource or model for any of the following areas related to early learning?
(n=195)



Models for Early Learning – by Role

Could your school/organization serve as a resource or model for any of the following areas related to early learning?



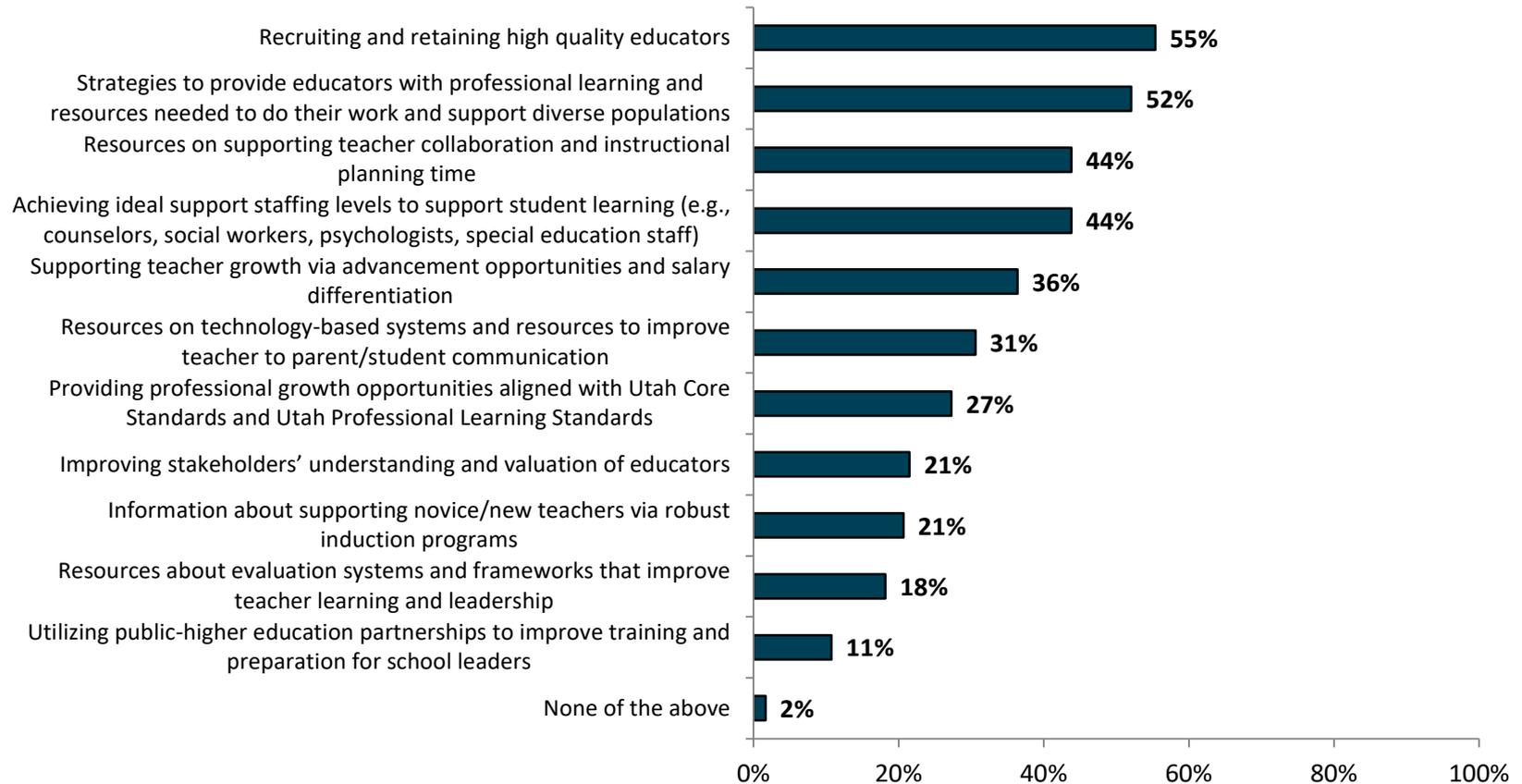
Note. * indicates a statistically significant finding at the 95% confidence level ($p < .05$)

^ indicates an abbreviated answer choice. Please see the accompanying data supplement for the full answer choice.

SECTION III: STRENGTHENING AND SUPPORTING EDUCATORS

Supporting Educators

**Which of the following research areas or resources related to strengthening and supporting educators are most important for your school/organization? Select up to four options.
(n=121)**

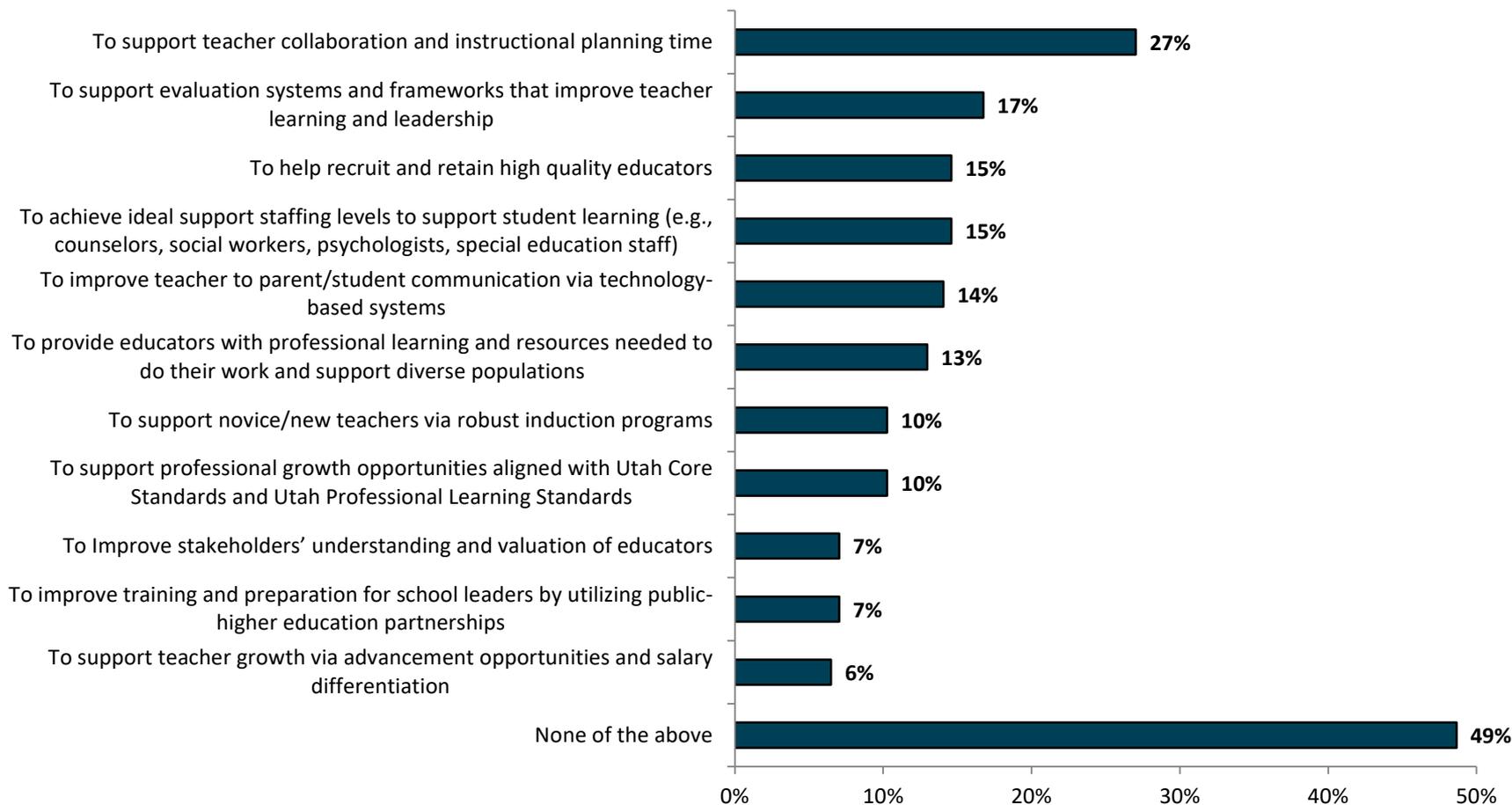


Note. Respondents saw the above question if they chose “Research about strengthening and supporting educators” for the question presented on Slide 11.

Models for Supporting Educators

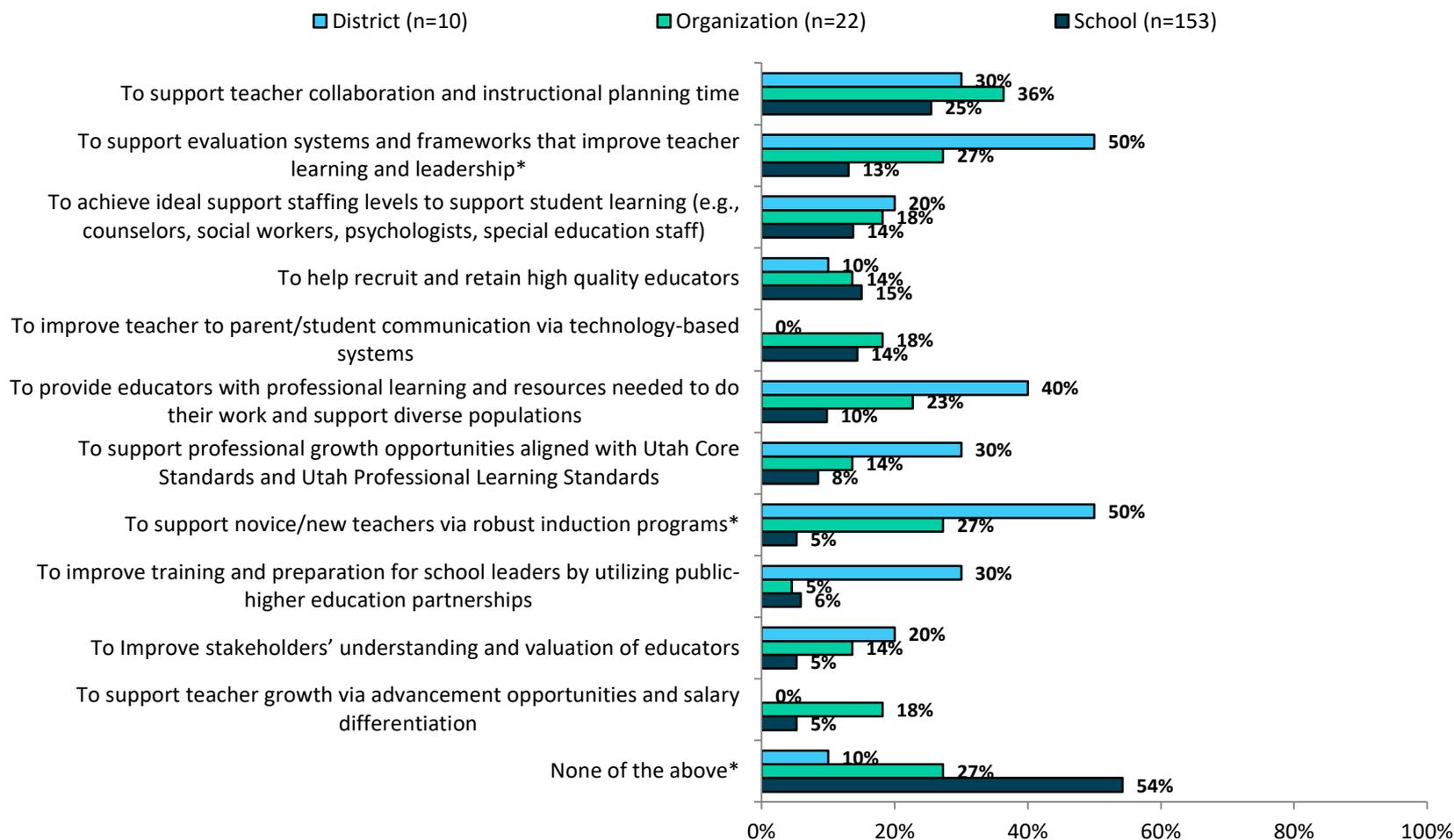
Could your school/organization serve as a resource or model for any of the following areas related to strengthening and supporting educators? Select all that apply.

(n=185)



Supporting Educators – by Role

Could your school/organization serve as a resource or model for any of the following areas related to strengthening and supporting educators? Select all that apply.

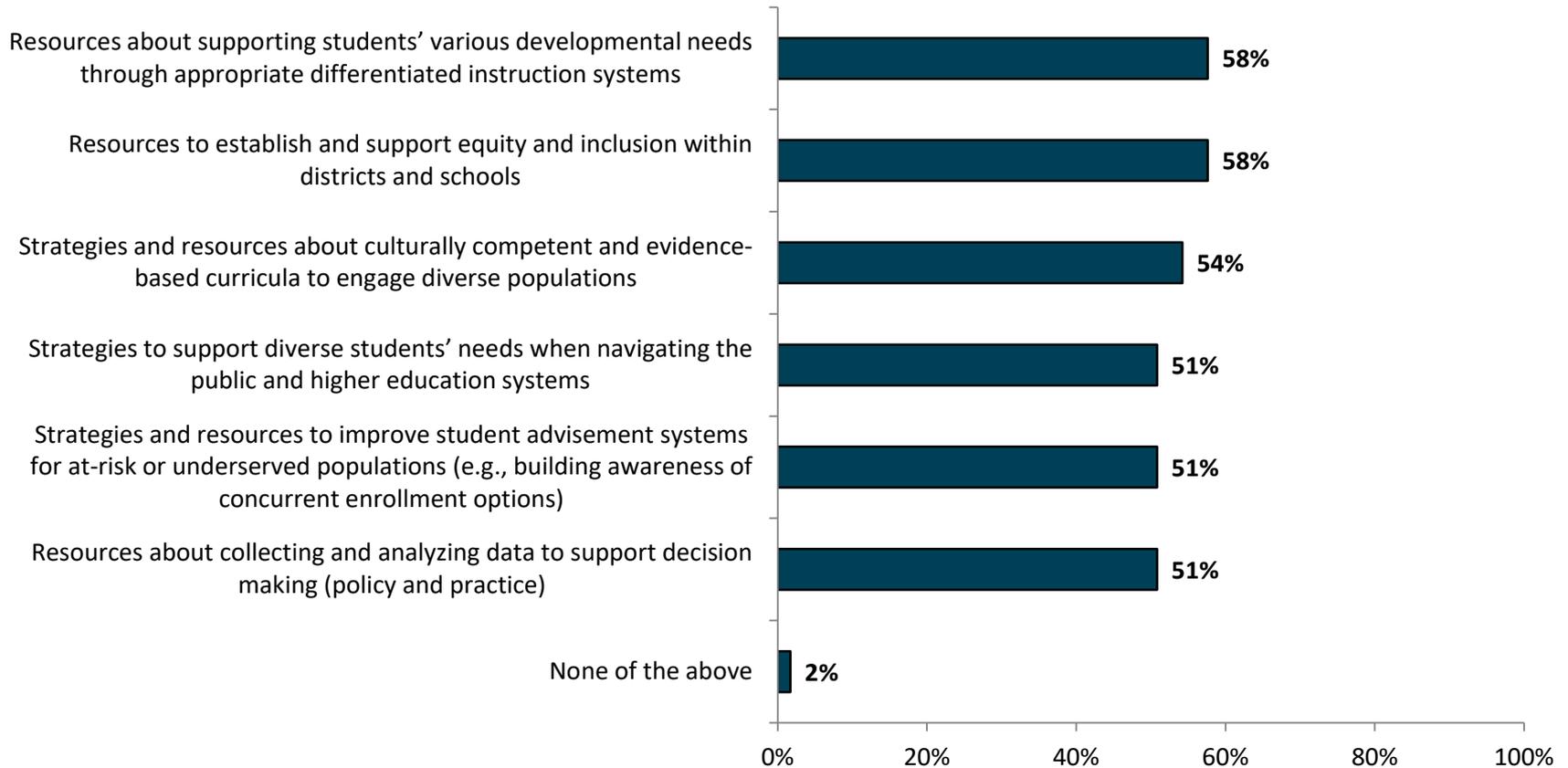


Note. * indicates a significant difference between groups at the 95% confidence level ($p < .05$).

SECTION IV: EDUCATIONAL ACCESS AND EQUITY

Access and Equity

Which of the following research areas or resources related to educational access and equity are most important for your school/organization? Select up to four options.
(n=59)

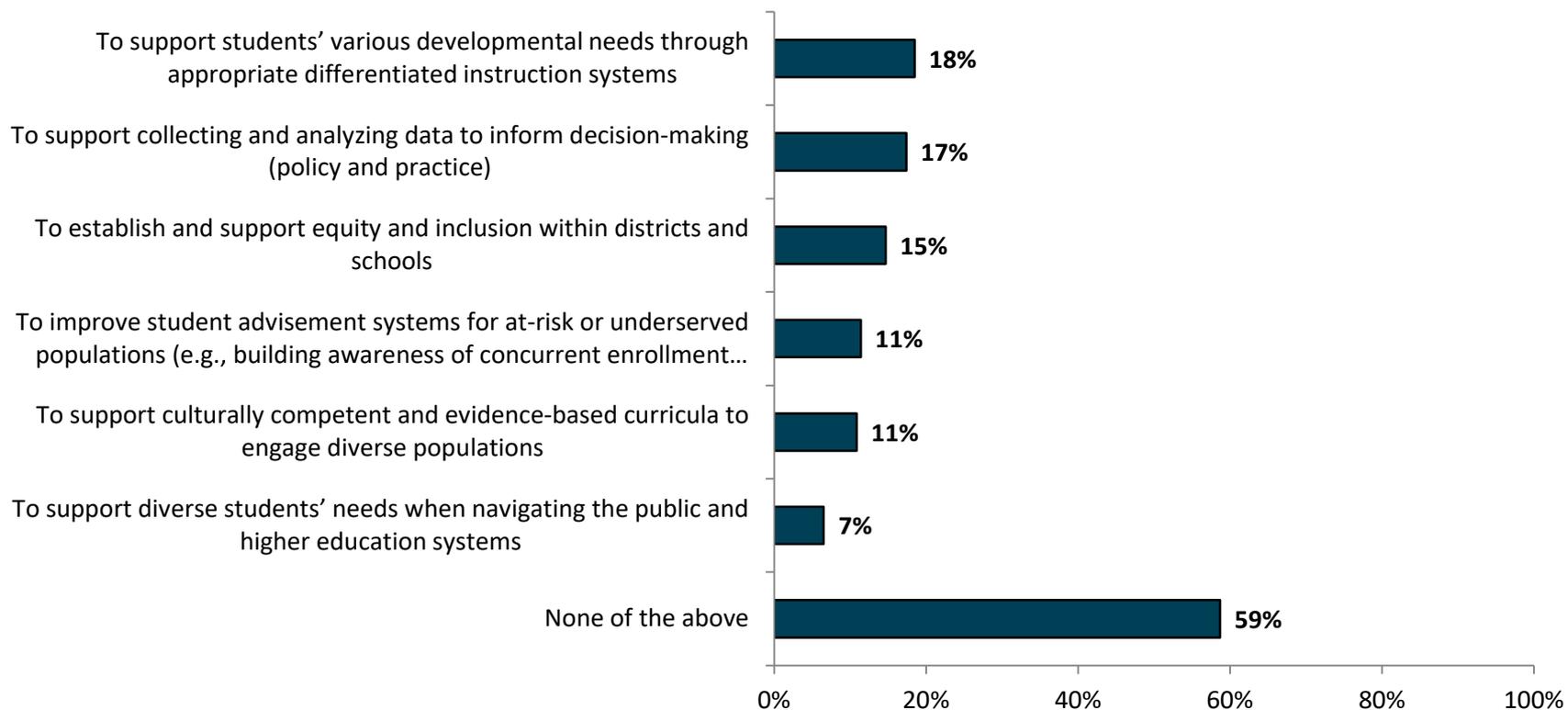


Note. Respondents saw the above question if they chose “Research about education access and equity” for the question presented on Slide 11.

Models for Access and Equity

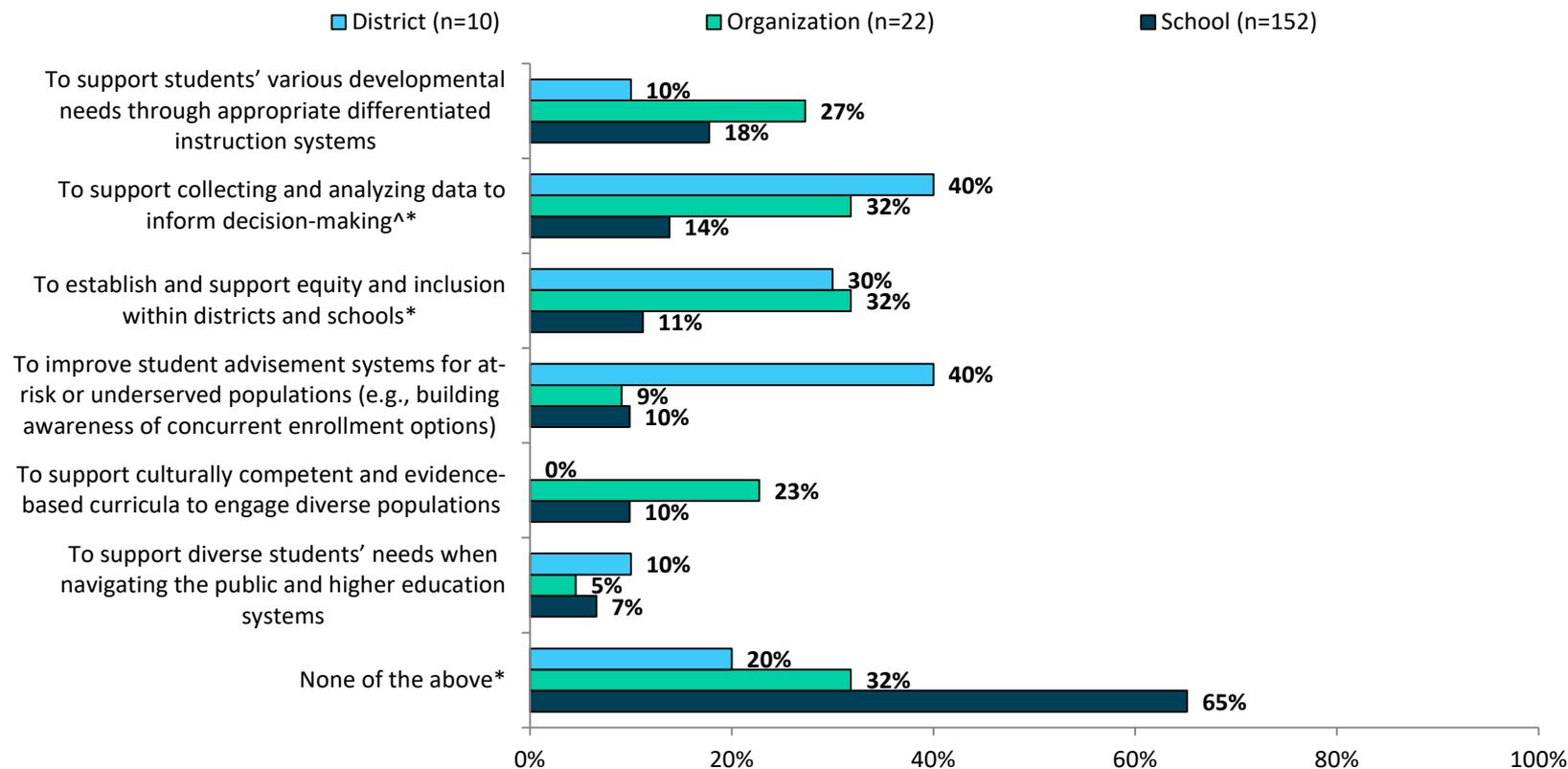
Could your school/organization serve as a resource or model for any of the following areas related to educational access and equity? Select all that apply.

(n=184)



Models for Access and Equity – by Role

Could your school/organization serve as a resource or model for any of the following areas related to educational access and equity? Select all that apply.



Note. * indicates a statistically significant finding at the 95% confidence level ($p < .05$)

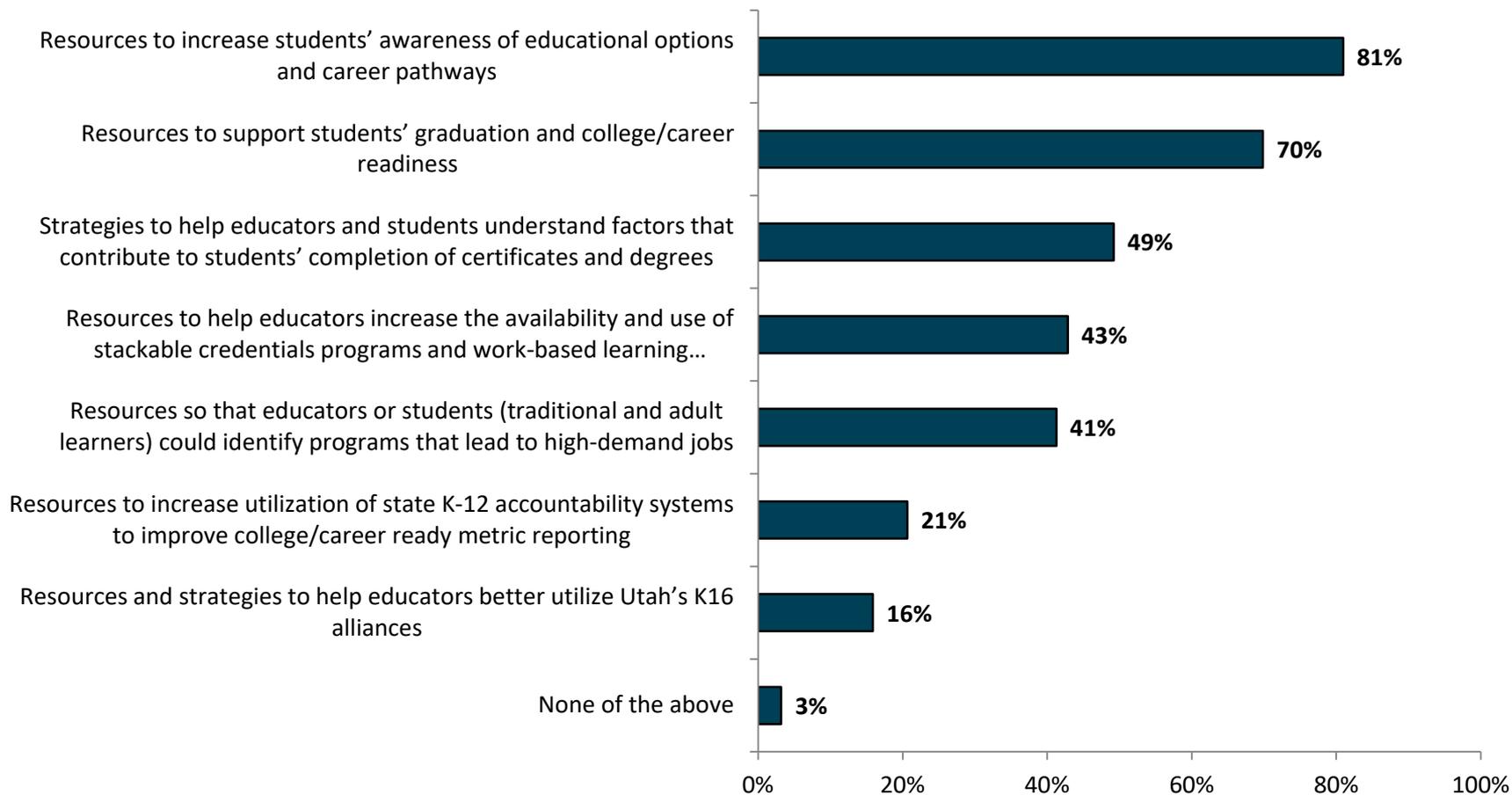
[^] indicates an abbreviated answer choice. Please see the accompanying data supplement for the full answer choice.

SECTION V: COLLEGE AND CAREER READINESS

College and Career Readiness

Which of the following research areas related to college and career readiness are most important for your school/organization? Select up to our options.

(n=63)

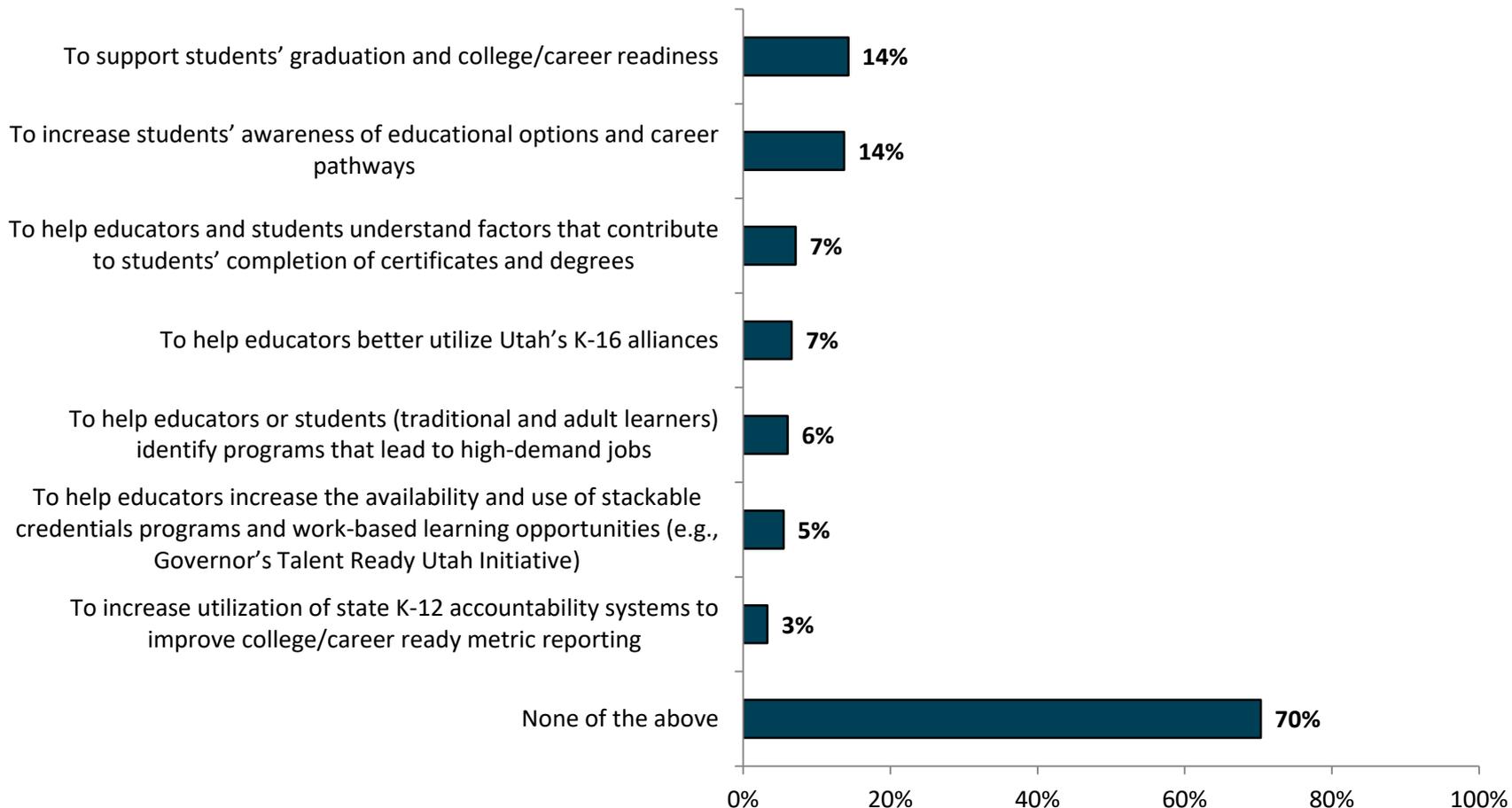


Note. Respondents saw the above question if they chose "Research about college and career readiness" for the question presented on Slide 11.

Models for College and Career Readiness

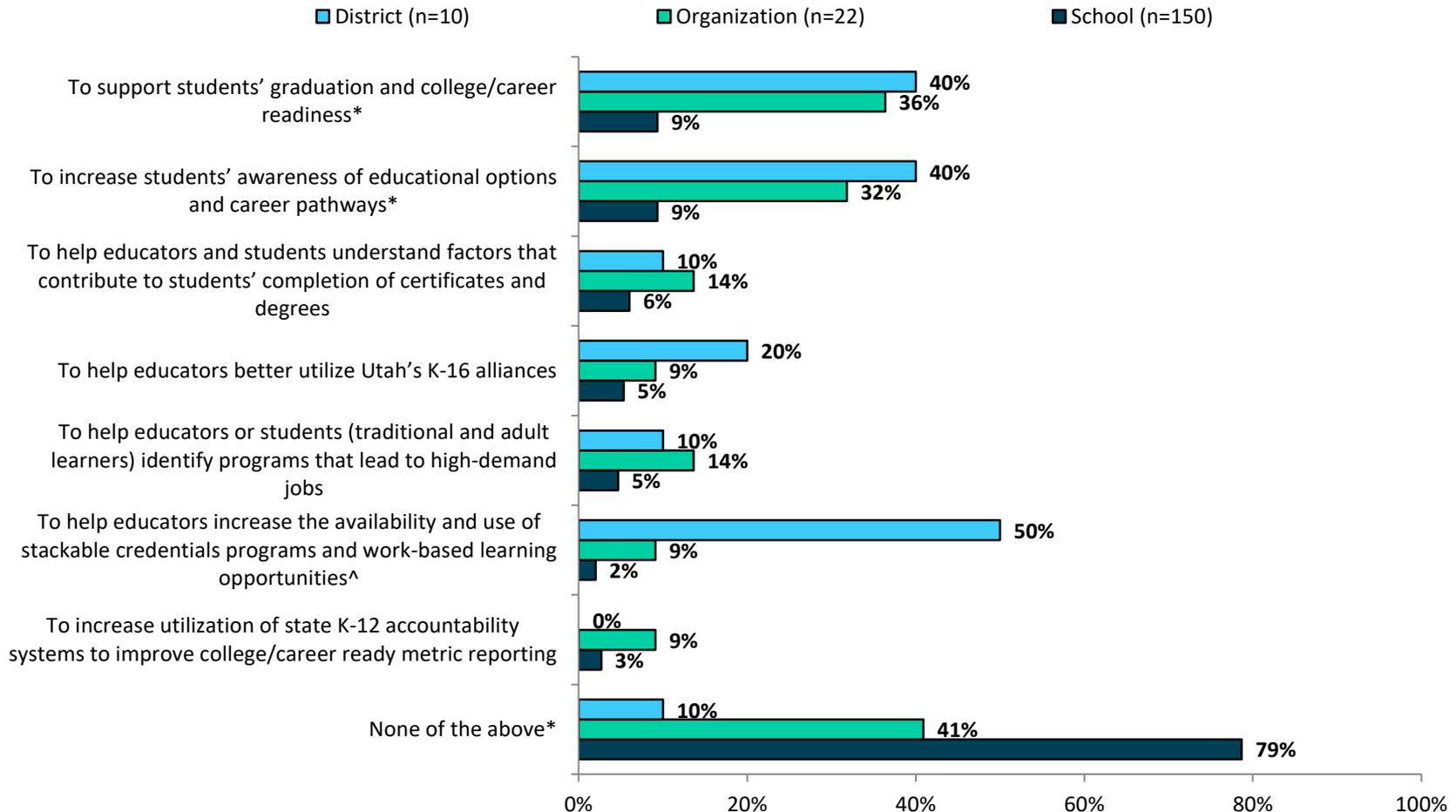
Could your school/organization serve as a resource or model for any of the following areas related to college and career readiness? Select all that apply.

(n=182)



Models for College and Career Readiness – by Role

Could your school/organization serve as a resource or model for any of the following areas related to college and career readiness? Select all that apply.

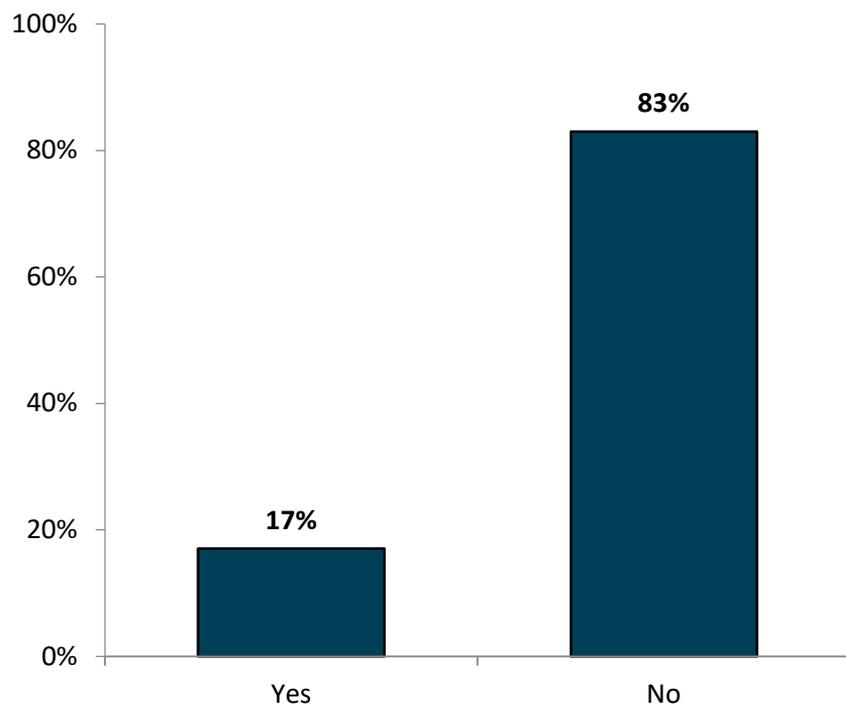


Note. * indicates a statistically significant finding at the 95% confidence level (p < .05)

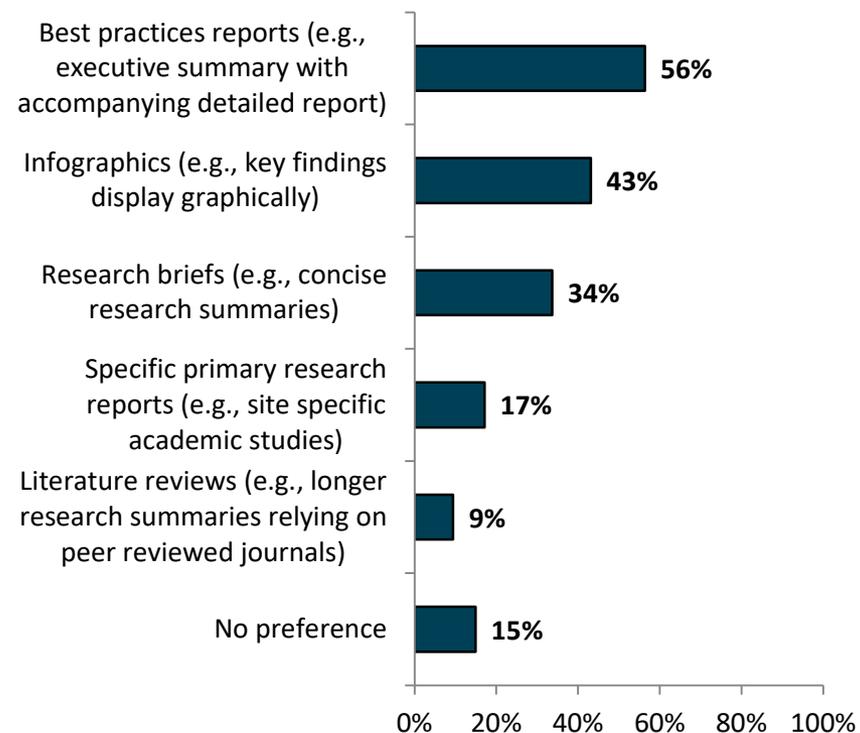
SECTION VI: RESOURCES

Research Communication Tools

Have you accessed the ULEAD Education Clearinghouse (<https://www.schools.utah.gov/ulead>) through the Utah State Board of Education website? (n=182)

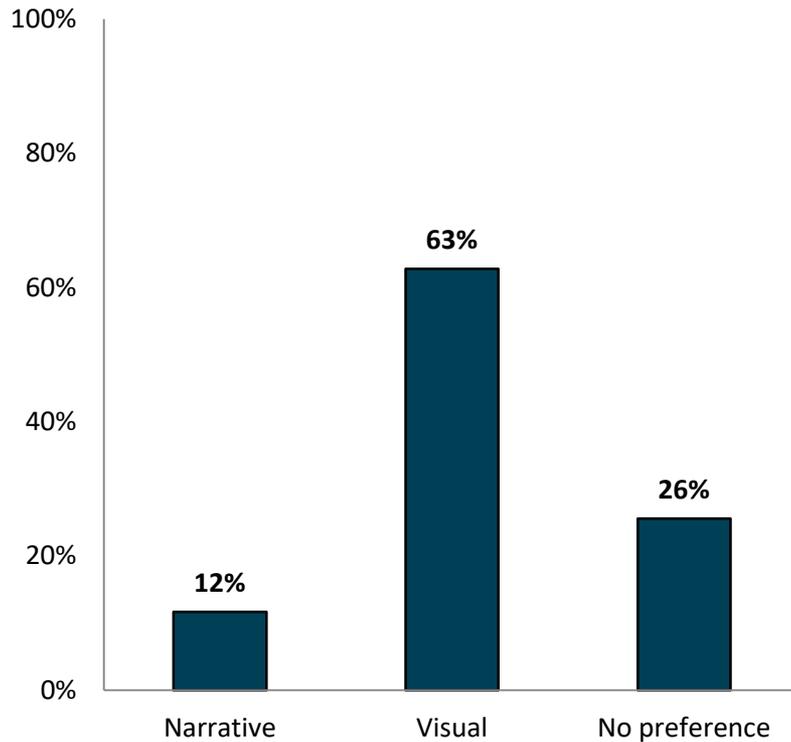


What types of research communication tools would be most helpful to you? Select up to two options. (n=181)

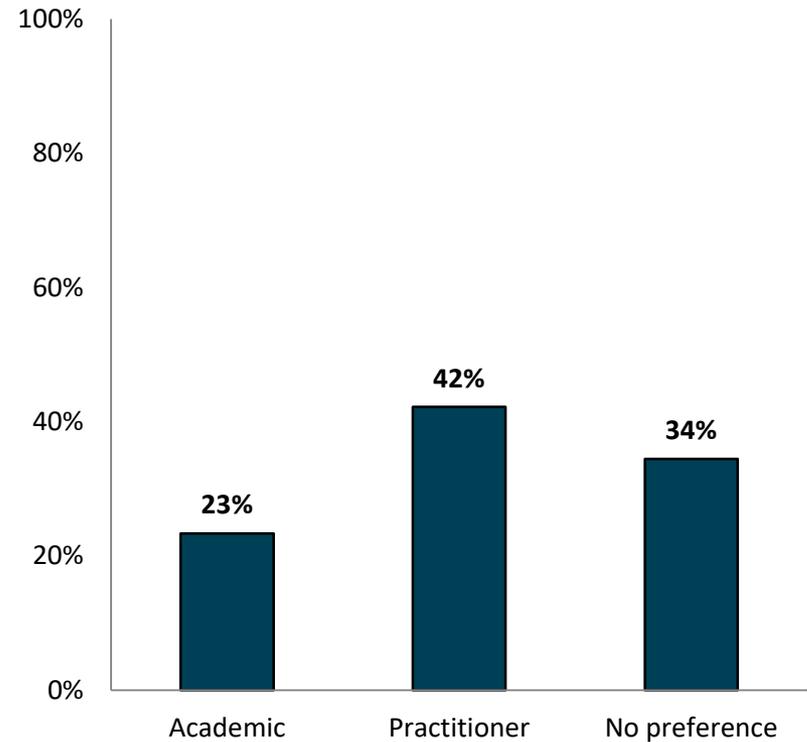


Information and Resources

When accessing information from the ULEAD Clearinghouse, would you prefer more narrative or more visual information?
(n=180)

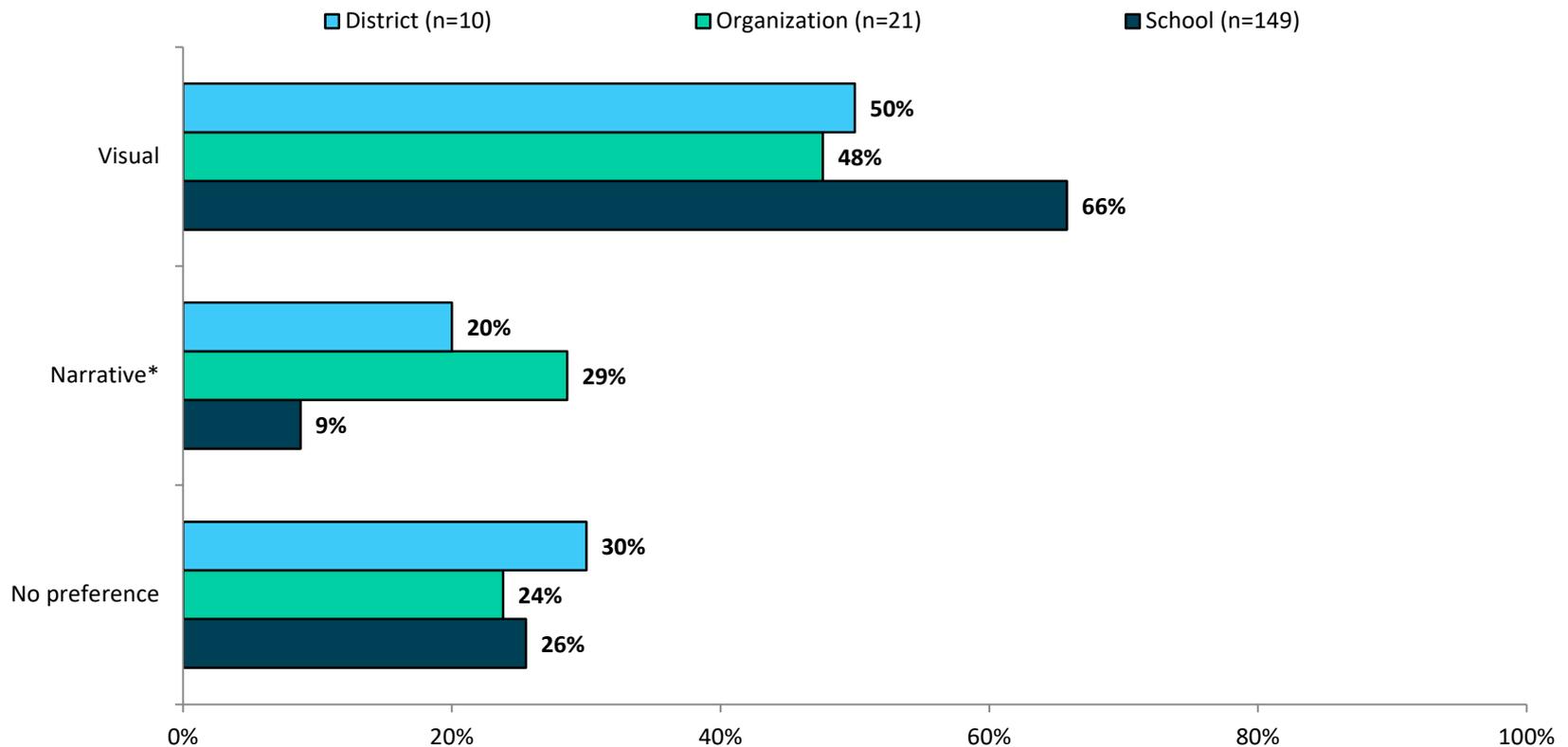


When accessing information from the ULEAD Clearinghouse, would you prefer more academic or more practitioner resources?
(n=180)



Information and Resources – by Role

When accessing information from the ULEAD Clearinghouse, would you prefer more narrative or more visual information?

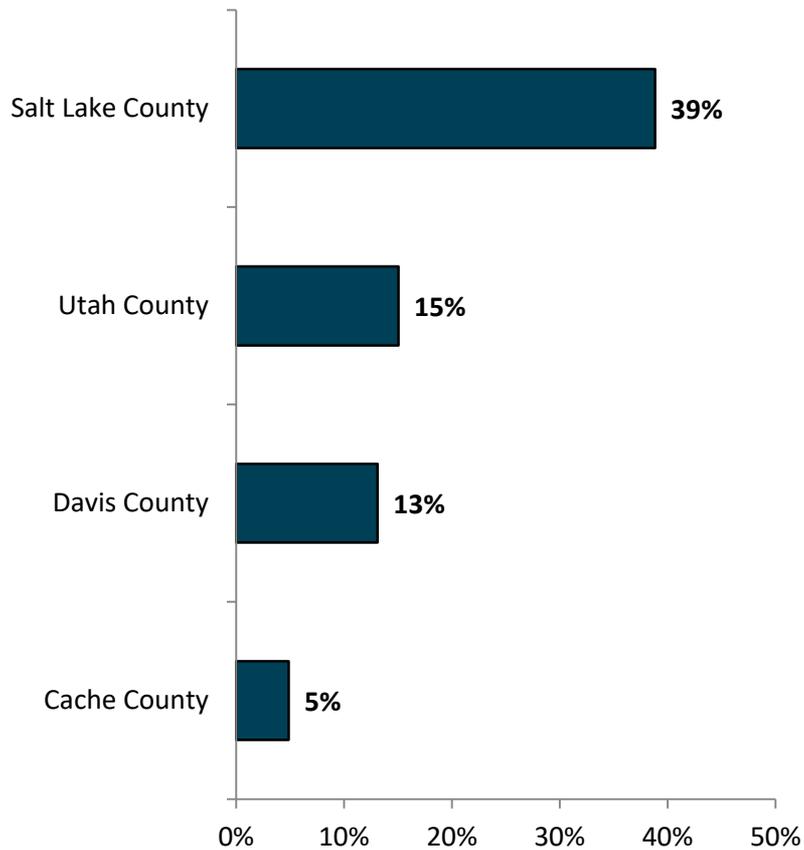


Note. * indicates a significant difference between groups at the 95% confidence level ($p < .05$).

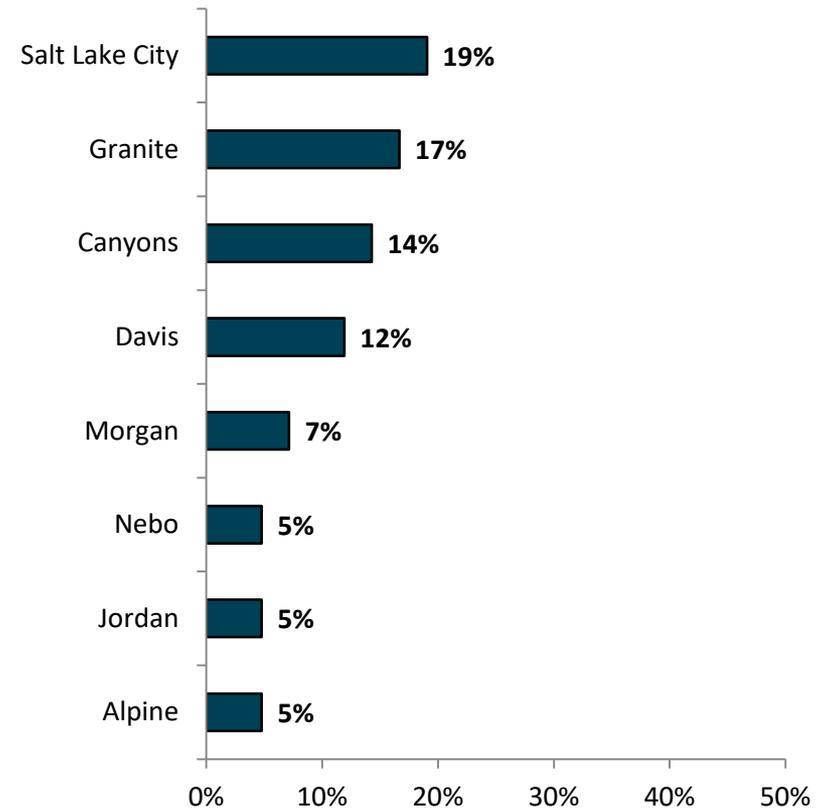
SECTION VII: BACKGROUND

Work Location

In which Utah county do you primarily work?

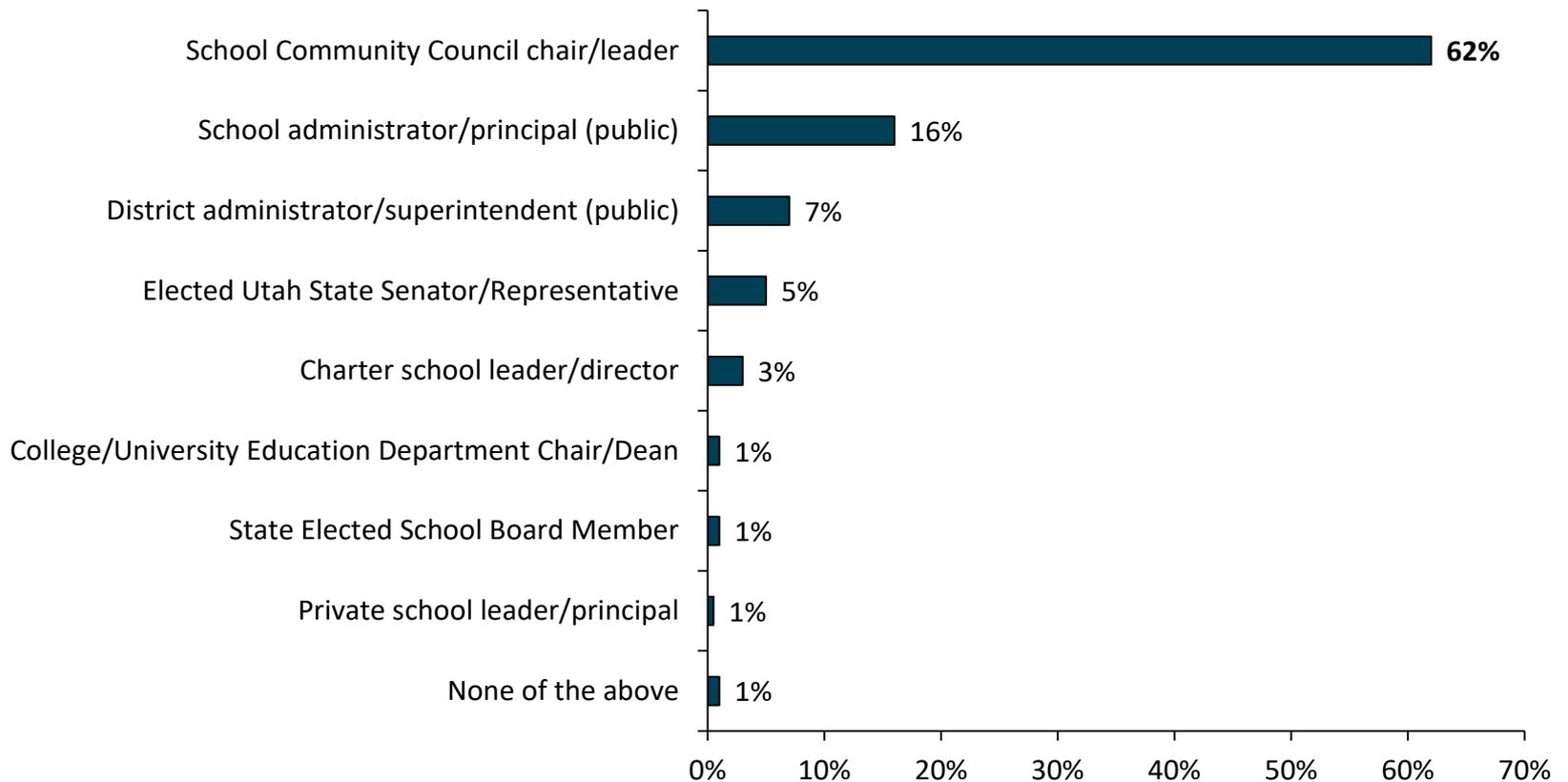


In which school district do you currently work?
(n=42)



Respondent Roles

Which of the following best describes your role as an education leader in the state of Utah? (n=206)





Marriam Ewaida, Ph.D.

K12 Senior Research Advisor

202-517-1273

mewaida@hanoverresearch.com

www.hanoverresearch.com



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4401 Wilson Boulevard, Suite 400

Arlington, VA 22203

P 202.559.0500 F 866.808.6585

www.hanoverresearch.com