



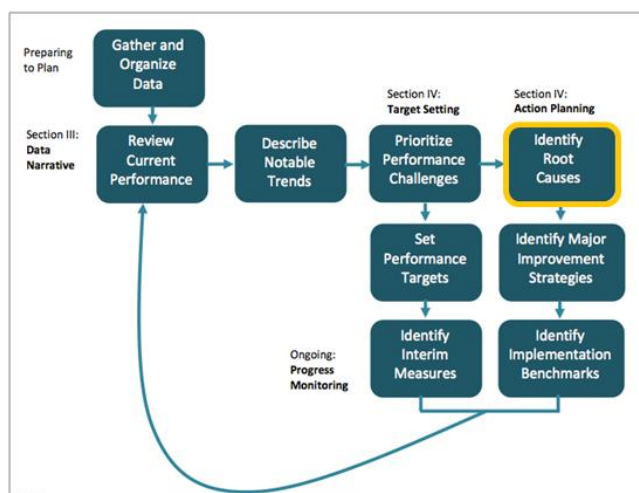
Using Student and Teacher Perception Survey Data in the Unified Improvement Planning Process

The Unified Improvement Planning (UIP) process encourages the use of local data to provide context to state data and to deepen school and district analysis of student performance. The Colorado Department of Education (CDE) encourages districts to think outside the box with their data to construct a more comprehensive picture of performance. As noted in the table below, perception survey data can be one source of localized data that can aid in the UIP process.¹

Student Learning	Demographic Data	Process Data	Perception Data
<ul style="list-style-type: none"> Local summative and interim assessment results Student work samples Classroom assessment results CBLA assessment results 	<ul style="list-style-type: none"> School locale and size of student population Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity Student mobility rates Staff characteristics (e.g., experience, attendance, turnover) List of schools and feeder patterns 	<ul style="list-style-type: none"> Comprehensive evaluations of the school/district (e.g., SST, CADII) Curriculum documents Instructional materials Observations of Instructional Practice Academic interventions available to students Student attendance Discipline referrals and suspension rates Schedules and class sizes Family/community involvement policies/practices Professional development (structure, participation, focus) Services and/or programs (Title I, special ed, ESL) Extended day or summer programs RTI Fidelity of Implementation (based on RTI Rubrics) 	<ul style="list-style-type: none"> Teaching and learning conditions surveys (e.g., TELL Colorado) Perception survey data (e.g., parents, students, teachers, community, school leaders) Self-assessment tools

Student and teacher perception survey results can provide a unique form of local data when identifying root causes.

Unified Improvement Planning Process



Source: Colorado Department of Education, 2014, available at <http://www.cde.state.co.us/uiip>.

¹ For more information about the UIP process, see CED's [Unified Improvement Planning website](#).



Root Cause Analysis

Root causes describe why the performance challenges exist. These are the challenges that need to change the most and that have the most potential for change when there is strategic intervention and progress monitoring. As a result, root causes become the focus of major improvement strategies. Student and teacher perception survey results can provide a unique data source to verify root causes, as identified in the examples below:

- Student perception survey results could identify:
 - Gaps in student engagement
 - Specific groups of students that are experiencing instructional practices differently
 - Trends in school culture and climate
- Teacher perception survey results could identify:
 - Staff investment in the vision and goals of the school
 - Perceptions of parent and community engagement
 - Trends in school culture and climate
 - Gaps in instructional leadership