

Parent Survey

The follow materials are related to the Parent Survey administered by the Wyoming Office of the Superintendent of Public Instruction. This includes three documents for each survey.

1. The survey: The first document is an example of the survey. Although the surveys were taken online, for each survey we have provided a document representing what the survey taker experienced as he/she took the survey. Although it is not an exact representation, as randomization was used to order the potential responses to some questions.
2. Analysis – The second document is a survey data analysis undertaken by the OSPI in conjunction with the Regional Educational Laboratory (REL)
3. Survey Monkey Report – This third document is a summary of all of data collected.

Dear Parent,

The Wyoming legislature requested that my office provide a report on all Wyoming schools. Your thoughts and input are very important to this process. Please take a few minutes to provide your feedback.

Thank you.

Cindy Hill
Superintendent of Public Instruction

1. In which school district do your children attend school?

Other (please specify)

2. Please indicate the grade level(s) of your child(ren).

- K 1 2 3 4 5 6 7 8 9 10 11 12

3. Did your child(ren) ever attend school outside of Wyoming?

- Yes
 No

4. What is the highest level of school you have completed or the highest degree you have received?

- Did not receive a high school degree
 High school degree or equivalent (e.g., GED)
 Some college but no degree
 Associate degree
 Bachelor degree
 Graduate degree

5. What best describes your hope for your child(ren)'s education?

- Attain adequate education.
- Attain same level of education as I have.
- Attain higher education than I have

Other (please specify)

6. Which category below includes your age?

- 18-20
- 21-29
- 30-39
- 40-49
- 50-59
- 60 or older

7. Did you attend Wyoming public schools?

- Yes
- No

8. How many adults reside in your home?

- One
- Two
- More than two

9. Please describe what it means to you for children to receive a quality public education?

10. What indicates that a Wyoming high school student has received a quality education? Please drag and sort the below items in order of importance. (1 = most important, 8 = least important)

<input type="checkbox"/>	Student participates in school-sponsored activities
<input type="checkbox"/>	Student's unique talents/traits are developed
<input type="checkbox"/>	Student earns high scores on standardized tests
<input type="checkbox"/>	Student receives interesting and challenging content
<input type="checkbox"/>	Student receives awards and/or scholarships
<input type="checkbox"/>	Student earns high grade point average
<input type="checkbox"/>	Student becomes a life-long learner
<input type="checkbox"/>	Student completes honors classes

11. Are there other indicators of a quality education? What are they? Can you please provide a simple explanation?

12. What works in Wyoming's education system?

13. What does not work in Wyoming's education system?

14. What level of involvement SHOULD parents have in their child's education?

uninvolved	slightly involved	moderately involved	very involved	extremely involved
<input type="radio"/>				

15. What level of involvement do parents ACTUALLY have in their child's education?

uninvolved	slightly involved	moderately involved	very involved	extremely involved
<input type="radio"/>				

16. What level of involvement do YOU have in your child(ren)'s education?

uninvolved	slightly involved	moderately involved	very involved	extremely involved
<input type="radio"/>				

17. What steps, if any, should the state take to ensure that a parent is involved in his/her child's education?

The following is a summary of the results of the Wyoming Office of the Superintendent of Public Instruction Survey of **Parents** on the Quality of Education.

Analysis of data

The data were analyzed using Excel and SPSS software. 2,546 participants completed the survey. After coding, the data were analyzed using descriptive statistics and frequency counts. Each question of the survey and its results are presented within this document.

1. In which school district do your children attend school?

The most frequent district reported by participants was Laramie #1, with Teton #1 and Park #6 as the next two most frequently reported. Fewer than 1% of participants did not answer this item.

Table 1. Frequency count and percentage of the school districts for participants' children

School district	Frequency	Percentage
Laramie #1	1165	45.7
Teton #1	259	10.2
Park #6	190	7.5
Park #1	180	7.1
Fremont #1	141	5.5
Carbon #1	30	1.2
Big Horn #4	21	0.8
Sublette #9	33	1.3
Hot Springs #1	41	1.6
Laramie #2	24	0.9
Sheridan #1	13	0.5

2. Please indicate the grade level(s) of your children.

The spread of children's grades was fairly evenly distributed among the grades. The most frequent response was second grade (14.6%) and the least frequent was eleventh grade (11.6%).

Table 2. Frequency count and percentage of participants' children's grade level

Grade level	Frequency	Percentage
K	337	13.2
1	313	12.3
2	372	14.6
3	348	13.7
4	344	13.5
5	320	12.6
6	336	13.2
7	346	13.6
8	345	13.5
9	348	13.7
10	322	12.6
11	296	11.6
12	301	11.8

3. Did your child (ren) ever attend school outside of Wyoming?

1,909 (75.0%) of the participants reported "No," whereas 624 (24.5%) reported "Yes." 13 participants (0.5%) did not answer the item.

4. What is the highest level of school you have completed or the highest degree you have received?

The largest group of participants reported having earned a bachelor's degree (29.6%). The second most frequent response was graduate degree (24.1%). Fewer than 1% did not answer this item.

Table 3. Frequency count and percentage of participants' degrees

Degree	Frequency	Percentage
Did not receive a high school degree	21	0.8
High school degree or equivalent	199	7.8
Some college but no degree	545	21.4
Associate's degree	401	15.7
Bachelor's degree	755	29.6
Graduate degree	614	24.1
Did not answer	12	0.4

5. What best describes your hope for your child(ren)'s education?

The most frequent response was to "attain an education higher than I have" with 1,695 participants (66.5%).

Table 4. Frequency count and percentage of participants' hopes for children's education

Response	Frequency	Percentage
Attain adequate education	192	7.5
Attain same level of education as I have	560	22.0
Attain higher education than I have	1695	66.5
Did not answer	100	3.9

6. Which category below includes your age?

The most frequent response was the 40–49 age range with 1,078 participants (42.3%). The least frequent category was the 18–20 age range (1 participant, less than 1%).

Table 5. Frequency count and percentage of participants' age ranges

Age Range	Frequency	Percentage
18-20	1	0.0
21-29	106	4.2
30-39	874	34.3
40-49	1078	42.3
50-59	416	16.3
60 or older	58	2.3
Did not answer	14	0.5

7. Did you attend Wyoming public schools?

1, 292 participants reported “Yes” (50.7%), and 1,234 reported “No” (48.4%). 21 participants did not respond (0.8%).

8. How many adults reside in your home?

The majority of participants reported two adults living in the home (2,067; 81.2%).

Table 6. Frequency counts and percentages of the number of adults residing in the home

Number of adults	Frequency	Percentage
One	302	11.9
Two	2067	81.2
More than two	150	6.0
Did not answer	24	1.0

9. Please describe what it means to you for children to receive a quality public education?

To analyze data gathered from the open-ended items on the survey, a sampling procedure was used. Sampling the data provides a more efficient method of analyzing data when compared to analyzing every single response. Researchers are still able to accurately capture the trends and patterns in the data when using a sampling method (Fink, 2009; No Author, 1998). The exact percentage of participant responses that needed to be analyzed was determined using a confidence interval of 5 and calculating the sample size needed to obtain an accurate sampling of the data. Approximately 13% of the responses were analyzed. This sampling procedure was used for all of the open-ended items on the survey. The process is as follows:

First, the percentage of participants who did not answer the question was calculated. Next, from those participants that answered the item, a random sampling of 13% of the answers was read and categories for coding were developed. Then, after generating a list of coding categories, the list was revised to reduce redundancy or duplicates. Finally, a second random sampling of 13% of the answers was read and coded according to the categories.

For this item, 78% (1,983 participants) answered this item. 286 responses were then coded (14%). A frequency count of the categories was generated and is presented in Table 7. The most frequent category reported was ensuring students are college- and career-ready (23%). The next most frequent response was “not applicable” (19%), meaning that the response was unrelated to the question. This may indicate a lack of clarity regarding the directions or understanding the survey item. The third most frequent category was foundation (17%), which referred to providing students a foundation for them to be successful later in life.

Table 7. Frequency count and percentage of what defines a quality education

Category	Description	Frequency	Percentage
College/Career	Students are prepared for higher education or vocational career	67	23
Not applicable	The response was uncodable or unrelated to the question	55	19
Foundation	Response indicates that education is the foundation for future success or sets up students for later success	49	17
Vague	Answer is too vague to code or interpret	49	17
21 st Century Skills	Students develop problem solving, critical thinking, and technology use skills	26	9
Social Emotional Skills	Students develop social-emotional skills	15	5
Challenging Standards	Students are held to and pushed to reach high standards	12	4
Support	Students receive support or additional help when they need it	11	4
Strong basics	Students have a strong education in the basics of reading, writing, and math	11	3
Citizens	Students learn to be productive, law-abiding citizens	10	3
Did not answer	Participant did not answer the item	613	24

10. What indicates that a Wyoming high school student has received a quality education? Please drag and sort the below items in order of importance. (1 = most important, 8 = least important)

Because this item asked participants to rank and order eight different variables for this item, both the mean and mode are reported to facilitate interpretation of the results. Mode indicates the most frequently selected category, which provides an omnibus ranking of a particular variable. The mean, standard deviation, and mode are displayed below, but the mode is the most useful statistic for interpreting this item. The indicator ranked as most important was “student becomes a life-long learner” (mode = 1, mean = 2.46). The indicator ranked as least important was “student earns high scores on standardized tests” (mode = 8, mean = 5.84).

Table 8. Descriptive statistics for ranking of indicators of a Quality Education

Category	Mean	SD	Mode
Student becomes a life-long learner	2.46	2.03	1
Student receives interesting and challenging content	3.12	1.77	2
Student’s unique talents are developed	3.24	1.94	2
Student earns a high GPA	4.71	1.87	5
Student receives awards or scholarships	5.19	1.79	5
Student completes honors classes	5.79	1.85	7
Student participates in school-sponsored activities	5.56	1.82	8
Student earns high scores on standardized tests	5.84	2.15	8

11. Are there other indicators of a quality education? What are they? Can you please provide a simple explanation?

55% of participants (1,404) responded to this item. Of those responses, 176 (13%) were coded. The most frequent response was “competent staff” (15%), referring to ensuring that there are qualified staff to teach students. The second most frequent response was being prepared for either a college or career following graduation (14%). The third most frequent response was a safe environment (10%). 1,142 participants (45%) did not answer this item.

Table 9. Frequency count and percentage of other indicators of a quality education

Category	Description	Frequency	Percentage
Competent Staff	Staff at the school is qualified and competent	26	15
College/Career	Students are prepared for higher education or vocational career	25	14
Safe Environment	Safe, respectful environment	18	10
Social Emotional Skills	Students who develop social-emotional intelligence	17	10
Motivation	Students are self-motivated to learn	16	9
Eager	Students look forward to school and are eager to learn	16	9
Success	Students have financial and/or career success	15	9
Application	Students can apply knowledge to daily living and life	12	7
Management	School has good behavior management	12	7
21 st Century Skills	Students develop 21 st Century Skills (e.g., technology, STEM, etc.)	10	6
Did not answer	Participant did not answer the item	1142	45

12. What works in Wyoming's education system?

56% of participants (1,417) responded to this item. Of those responses, 202 (14%) were coded. The most frequent response was having a highly qualified staff (29%), as participants reported satisfaction with their students' teachers. The second most frequent response was the "not applicable" category that was described earlier (17%). The next two most frequent responses were class size (15%) and adequate funding/resources (11%). 1,129 participants (45%) did not respond to this survey item.

Table 10. Frequency count and percentage of what works in Wyoming education

Category	Description	Frequency	Percentage
Staff	Highly qualified and competent staff	59	29
Not applicable	The response was uncodable or unrelated to the question	35	17
Class Size	Small classroom size (16:1 ratio)	30	15
Resources	Adequate resources and funding	22	11
Vague	Answer is too vague to code or interpret	21	10
Relationships	There are strong, caring relationships with teachers	14	7
Variety	There are a variety of classes to take	12	6
Parent Involvement	There is strong parent involvement	11	5
Did not answer	Participant did not answer the item	1129	45

13. What does not work in Wyoming's education system?

63% of participants (1,515) responded to this item. Of those responses, 231 (14%) were coded. The most frequent response was too much of a focus on testing (22%); participants commented that there is too much time devoted to taking tests or preparing to take a test. The second most frequent response referred to instructional methods (12%), which indicated that participants did not feel the instruction provided met the needs of all students. The third most frequent response was “various ways” (8%), which referred to too much variation on how a curriculum is being presented (that is, presented in one manner in one classroom and differently in another classroom). 1,031 participants (37%) did not respond to this item.

Table 11. Frequency count and percentage of what does not work in Wyoming education

Category	Description	Frequency	Percentage
Focus on testing	Too much time spent testing or focused on testing	50	22
Instruction methods	The methods of instruction may not suit all students	28	12
Various ways	Various manners in which the curriculum is presented	19	8
Politics	Policy and legislation that seems to harm students	18	8
Mandates	Too many administrators and mandates from district or state	17	7
Poor communication	Lack of communication with parents	14	6
Student accountability	Lack of student accountability	14	6
Lack of teachers	Lack of quality teachers	12	5
Did not answer	Participant did not answer the item	1031	37

- 14. What level of involvement SHOULD parents have in their child's education?
- 15. What level of involvement do parents ACTUALLY have in their child's education?
- 16. What level of involvement do YOU have in your child(ren)'s education?

Participants were asked to rate various levels of parent involvement in their child's education. Response choices were as follows:

- 1 = uninvolved
- 2 = slightly involved
- 3 = moderately involved
- 4 = very involved
- 5 = extremely involved

Overall, participants reported that parents should be involved in their child's education (mean of 4.2, mode of 2). However, they also reported that parents are involved relatively fewer (mean of 2.57, mode of 4). However, participants reported that they themselves are fairly involved (mean of 3.95, mode of 4). This may indicate a socially-desirable response, as participants reported that parents *should* be involved, that parents are *actually* involved at a lower rate, yet they *personally* are involved higher.

Table 12. Descriptive statistics for parent involvement

Category	Mean	SD	Mode
What level of involvement SHOULD parents have in their child's education?	4.2	0.65	2
What level of involvement do parent ACTUALLY have in their child's education?	2.57	0.78	4
What level of involvement do YOU have in your child(ren)'s education?	3.95	0.81	4

Parent Survey

Additional analyses were conducted on the parent data. The data were disaggregated by the number of adults living in a home in order to compare differences between single and two-parent homes.

Table 1. Number of Adults in Home and Ranking of Indicators of a Quality Education

	Number of Adults							
	No Answer		1		2		> 2	
Sample Size	23		302		2067		154	
	<i>Mean</i>	<i>Mode</i>	<i>Mean</i>	<i>Mode</i>	<i>Mean</i>	<i>Mode</i>	<i>Mean</i>	<i>Mode</i>
<i>GPA</i>	4.59 (1.5)	4	4.61 (1.84)	4	4.76 (1.87)	5	4.23 (1.97)	4
<i>Activities</i>	5.70 (1.54)	6	5.62 (1.84)	8	5.64 (1.83)	4	5.79 (1.76)	8
<i>Scholarships</i>	4.41 (1.70)	5	5.21 (1.85)	5	5.21 (1.78)	6	4.85 (1.82)	5
<i>Honors</i>	6.12 (1.83)	7	5.96 (1.91)	8	5.76 (1.84)	7	5.84 (1.96)	8
<i>Standardized Tests</i>	6.00 (2.62)	8	5.61 (2.22)	8	5.91 (2.12)	8	5.26 (2.32)	8
<i>Content</i>	3.41 (2.06)	2	3.27 (1.77)	2.5	3.06 (1.72)	2	3.70 (2.08)	3
<i>Traits</i>	3.70 (2.0)	2	3.33 (1.97)	3	3.21 (1.93)	2	3.41 (2.07)	2
<i>Life-long</i>	2.18 (2.1)	1	2.39 (2.00)	1	2.44 (2.00)	1	2.89 (2.31)	1

Note: The standard deviation is in parentheses in the mean column. Participants ranked factors on a scale of 1 to 8, with 1 as most important and 8 as least important.

Additional analysis

14a. What level of involvement SHOULD parents have in their child’s education?

15a. What level of involvement do parents ACTUALLY have in their child’s education?

16a. What level of involvement do YOU have in your child(ren)’s education?

Participants were asked to rate various levels of parent involvement in their child’s education. Response choices were as follows:

- 1 = uninvolved
- 2 = slightly involved
- 3 = moderately involved
- 4 = very involved
- 5 = extremely involved

Table 2. Number of Adults in Home and Ranking of Involvement

	Number of Adults							
	No Answer		1		2		> 2	
Sample Size	68		883		6132		456	
Parent Questions	Mean	Mode	Mean	Mode	Mean	Mode	Mean	Mode
<i>Should</i>	4.27 (.63)	4	4.13 (.67)	4	4.20 (.65)	4	4.29 (.70)	4
<i>Are</i>	2.61 (.72)	2.5	2.51 (.75)	2	2.58 (.79)	2	2.58 (.80)	2
<i>You</i>	4.17 (.72)	4	3.86 (.79)	4	3.95 (.81)	4	4.04 (.79)	4

17. What steps, if any, should the state take to ensure that a parent is involved in his/her child's education?

64% of participants (1,629) responded to this item. Of those responses, 233 (14%) were coded. The most frequent response was improving communication (21%), followed by "cannot" (13%), which referred to comments that the state cannot do anything to increase parental involvement. The third most frequent response was "not applicable" (12%), and the fourth was "gatherings," which capture comments about holding socials or open events where parents, teachers, and students could interact in a more informal manner (12%). 909 participants (36%) did not answer this item.

Table 13. Frequency count and percentage of What Does Not Work in Wyoming Education

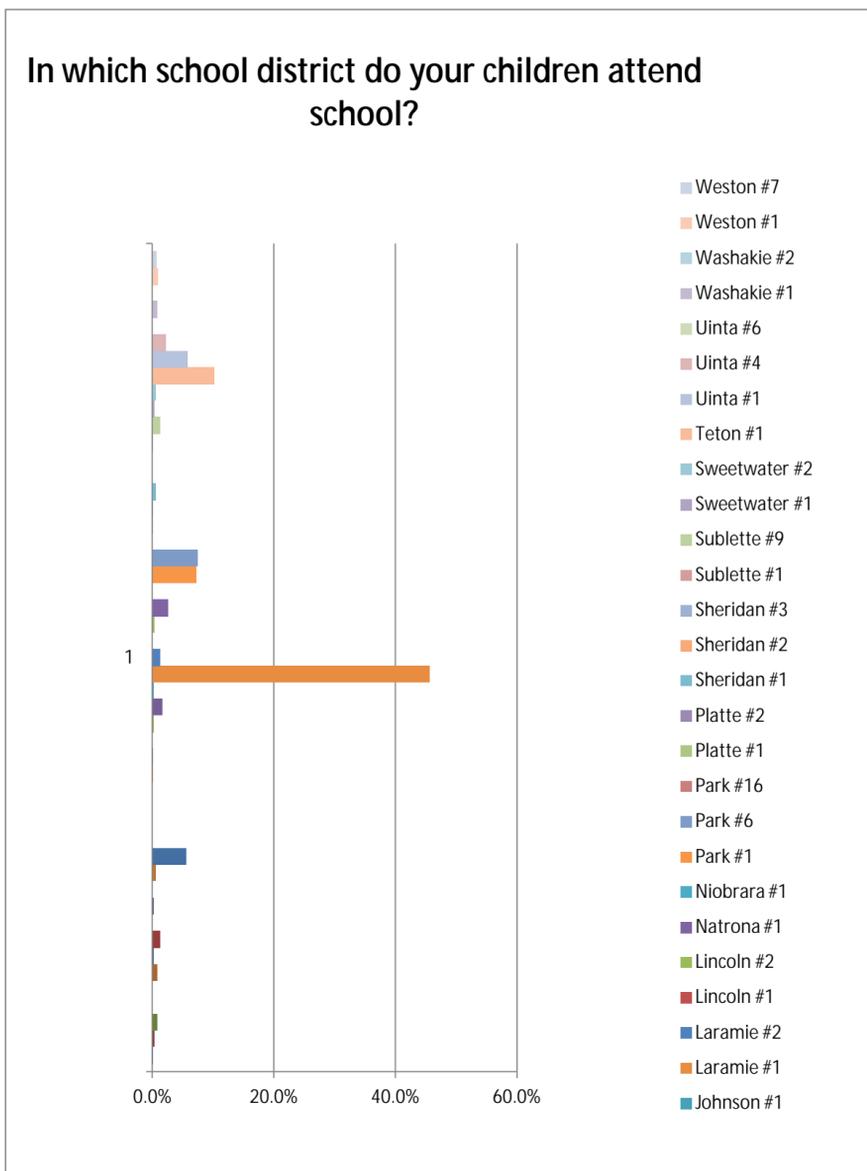
Category	Description	Frequency	Percentage
Communication	Improve communication with parents	50	21
Cannot	State cannot increase parent involvement (too difficult)	31	13
Not applicable	The response was uncodable or unrelated to the question	27	12
Gatherings	Have socials or gatherings where parents, students, and teachers interact	27	12
Should not	State should not dictate or mandate parent involvement (i.e. not their responsibility)	23	10
Information	Use websites and other means to make information more accessible or more easily accessible	18	8
Accountable	Hold parents accountable for poor grades, attendance, or behavior on part of student	12	5
Inform	Inform parents when child is not performing well	12	5
Did not answer	Participant did not answer the item	909	36

References

Fink, A. (2009). *How to conduct surveys. A step-by-step guide*. Los Angeles, CA: Sage.

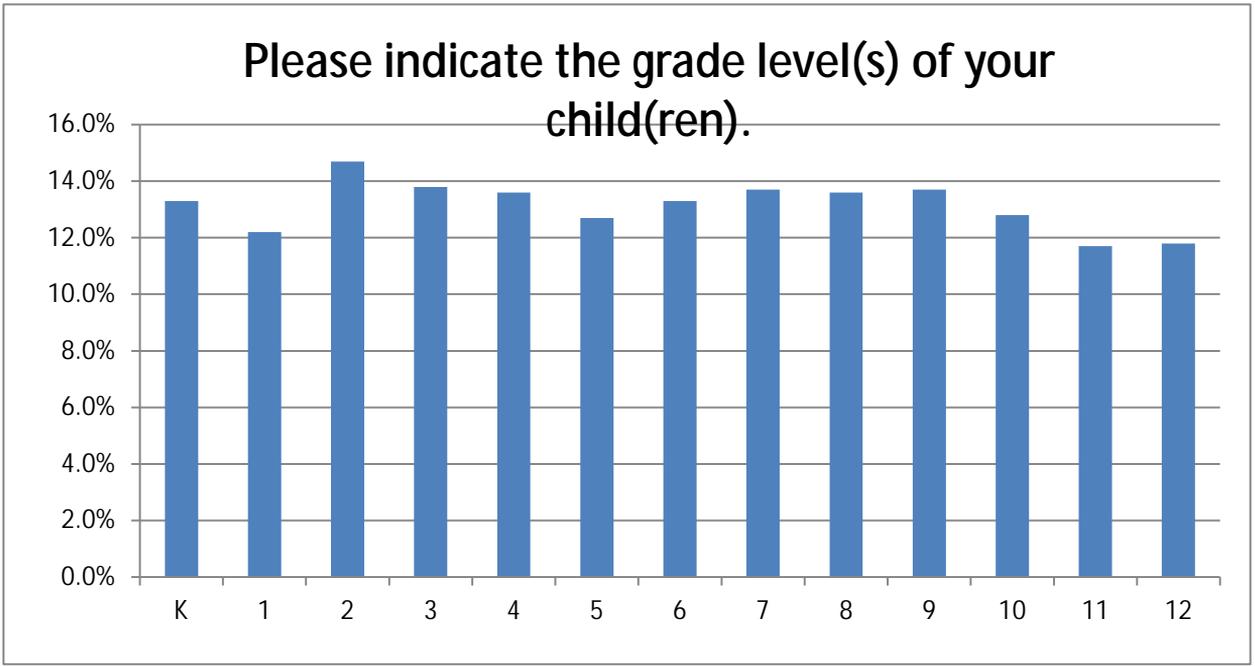
No Author. (1998). Survey sampling. *Current sociology*, 46(4), 75-87. Doi: 10.1177/0011392198046004005

In which school district do your children attend school?		
Answer Options	Response Percent	Response Count
Prefer to not answer	0.1%	3
Albany #1	0.3%	7
Big Horn #1	0.8%	20
Big Horn #2	0.0%	0
Big Horn #3	0.0%	0
Big Horn #4	0.8%	21
Campbell #1	0.2%	4
Carbon #1	1.2%	30
Carbon #2	0.0%	1
Converse #1	0.2%	6
Converse #2	0.0%	1
Crook #1	0.6%	15
Fremont #1	5.5%	141
Fremont #2	0.0%	1
Fremont #6	0.0%	0
Fremont #14	0.0%	0
Fremont #21	0.0%	1
Fremont #24	0.1%	3
Fremont #25	0.1%	2
Fremont #38	0.0%	0
Goshen #1	0.2%	6
Hot Springs #1	1.6%	41
Johnson #1	0.2%	5
Laramie #1	45.6%	1170
Laramie #2	1.2%	32
Lincoln #1	0.0%	0
Lincoln #2	0.4%	9
Natrona #1	2.6%	66
Niobrara #1	0.0%	0
Park #1	7.2%	185
Park #6	7.4%	190
Park #16	0.0%	1
Platte #1	0.1%	3
Platte #2	0.1%	2
Sheridan #1	0.5%	13
Sheridan #2	0.0%	1
Sheridan #3	0.0%	0
Sublette #1	0.1%	2
Sublette #9	1.3%	33
Sweetwater #1	0.4%	11
Sweetwater #2	0.6%	15
Teton #1	10.2%	261
Uinta #1	5.8%	149
Uinta #4	2.2%	56
Uinta #6	0.0%	1
Washakie #1	0.8%	20
Washakie #2	0.0%	0
Weston #1	0.9%	22
Weston #7	0.7%	18
Other (please specify)		40
answered question		2568
skipped question		14



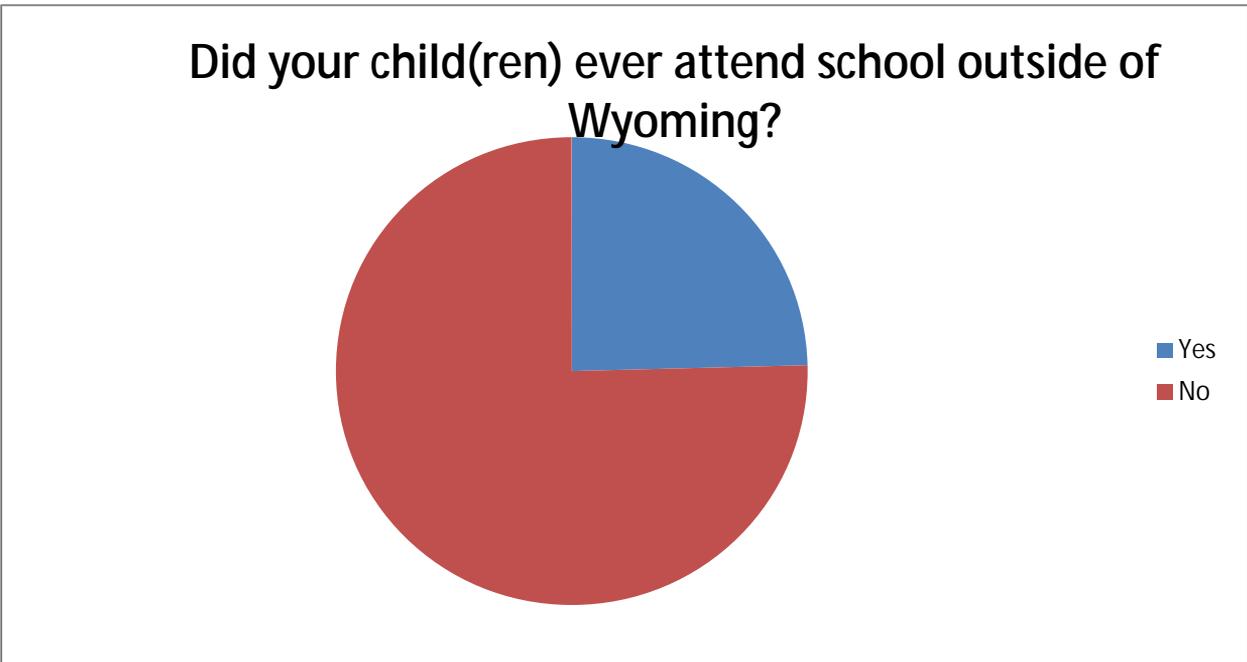
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Please indicate the grade level(s) of your child(ren).		
Answer Options	Response Percent	Response Count
K	13.3%	342
1	12.2%	313
2	14.7%	378
3	13.8%	354
4	13.6%	350
5	12.7%	325
6	13.3%	342
7	13.7%	352
8	13.6%	349
9	13.7%	352
10	12.8%	328
11	11.7%	300
12	11.8%	302
<i>answered question</i>		2567
<i>skipped question</i>		15



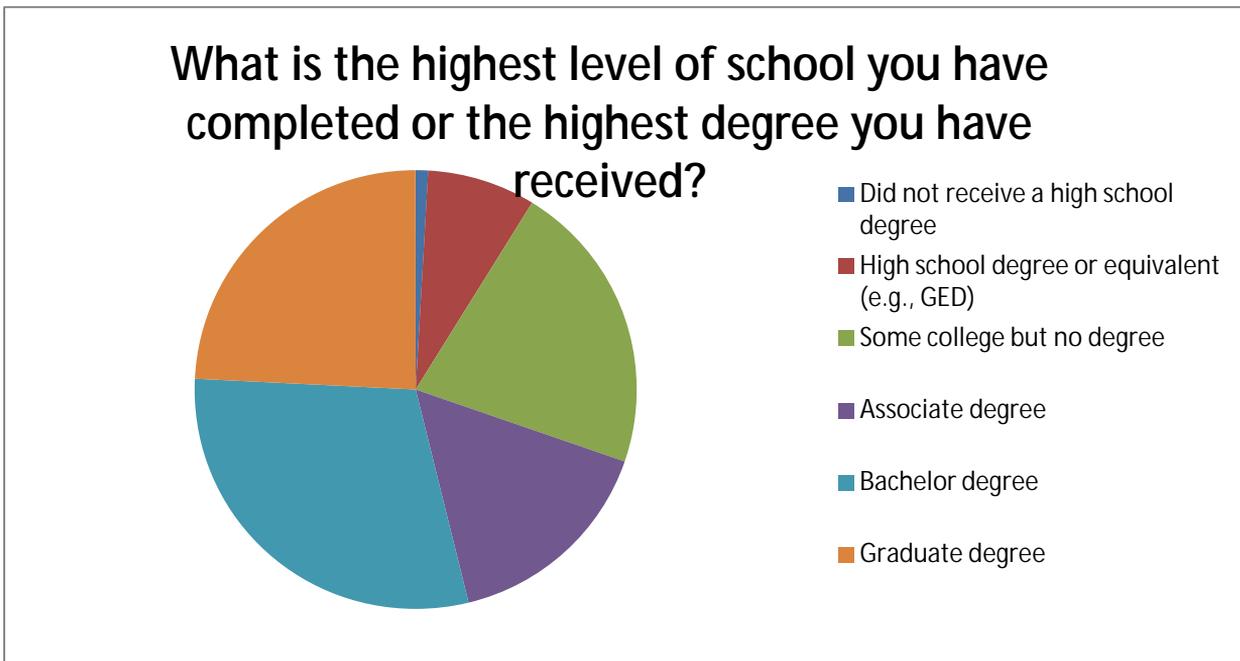
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Did your child(ren) ever attend school outside of Wyoming?		
Answer Options	Response Percent	Response Count
Yes	24.6%	631
No	75.4%	1938
<i>answered question</i>		2569
<i>skipped question</i>		13



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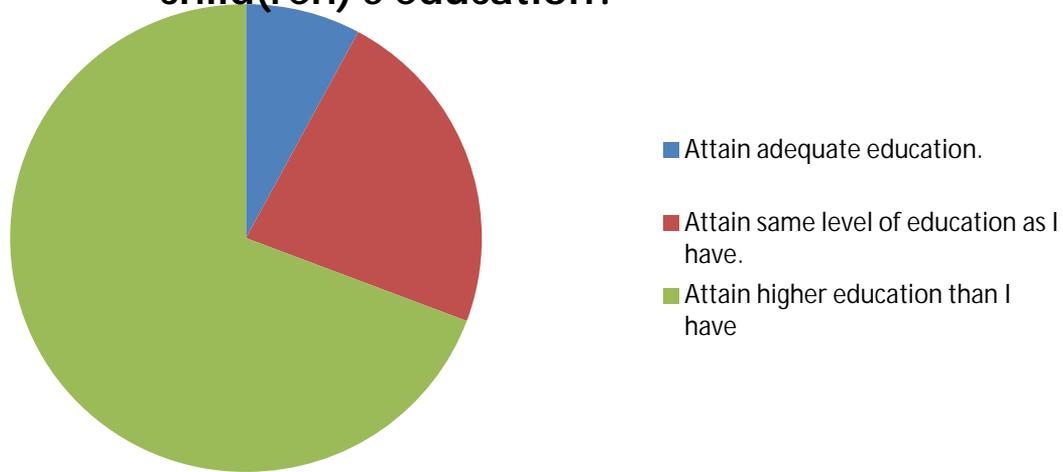
What is the highest level of school you have completed or the highest degree you have received?		
Answer Options	Response Percent	Response Count
Did not receive a high school degree	0.9%	22
High school degree or equivalent (e.g., GED)	7.9%	204
Some college but no degree	21.5%	554
Associate degree	15.8%	407
Bachelor degree	29.6%	762
Graduate degree	24.2%	622
<i>answered question</i>		2571
<i>skipped question</i>		11



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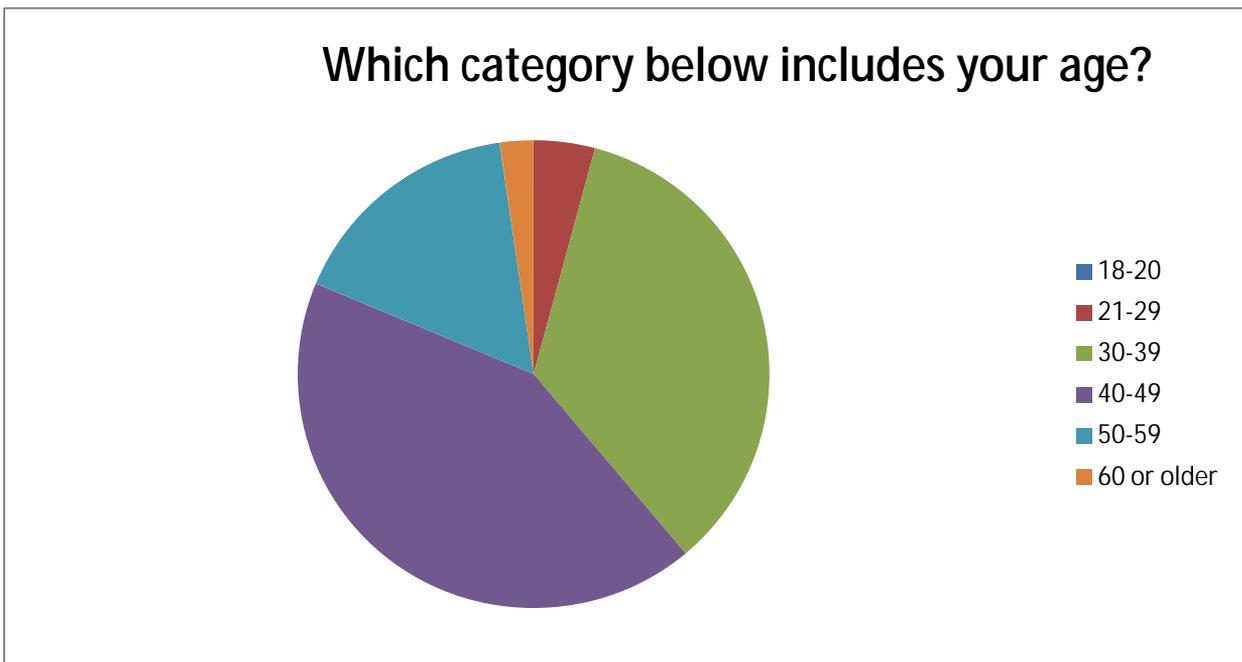
What best describes your hope for your child(ren)'s education?		
Answer Options	Response Percent	Response Count
Attain adequate education.	7.9%	195
Attain same level of education as I have.	22.9%	567
Attain higher education than I have	69.3%	1718
Other (please specify)		219
<i>answered question</i>		2480
<i>skipped question</i>		102

What best describes your hope for your child(ren)'s education?



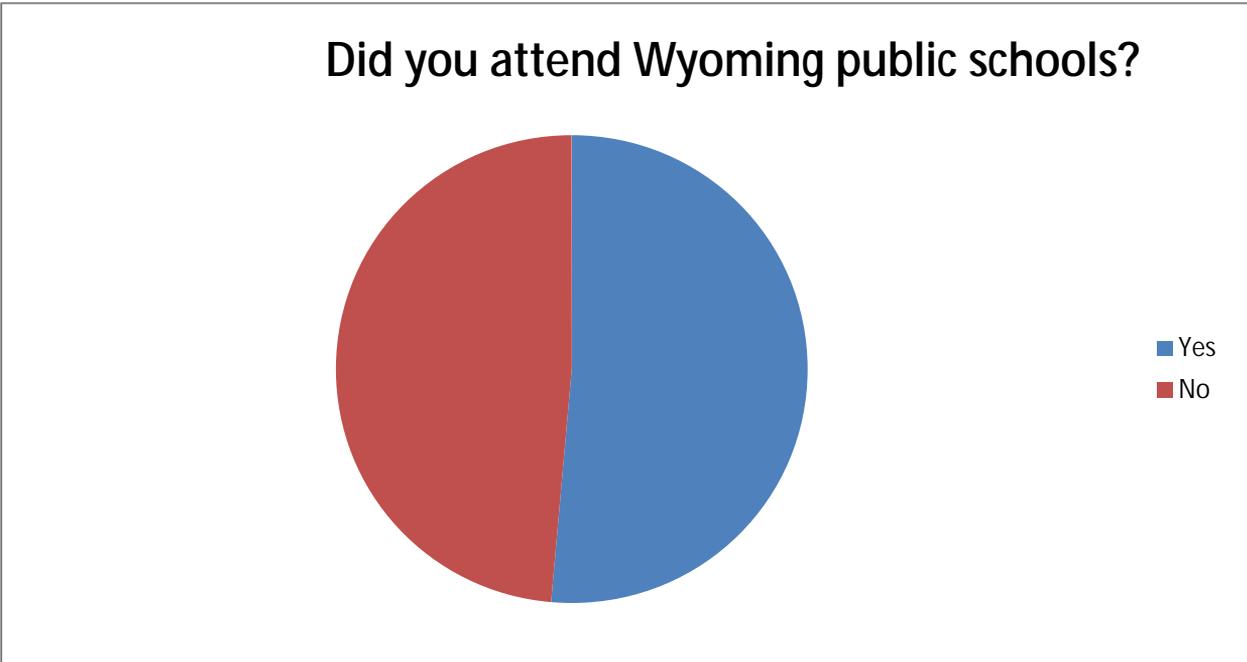
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Which category below includes your age?		
Answer Options	Response Percent	Response Count
18-20	0.0%	1
21-29	4.2%	107
30-39	34.7%	891
40-49	42.5%	1091
50-59	16.4%	420
60 or older	2.3%	58
<i>answered question</i>		2568
<i>skipped question</i>		14



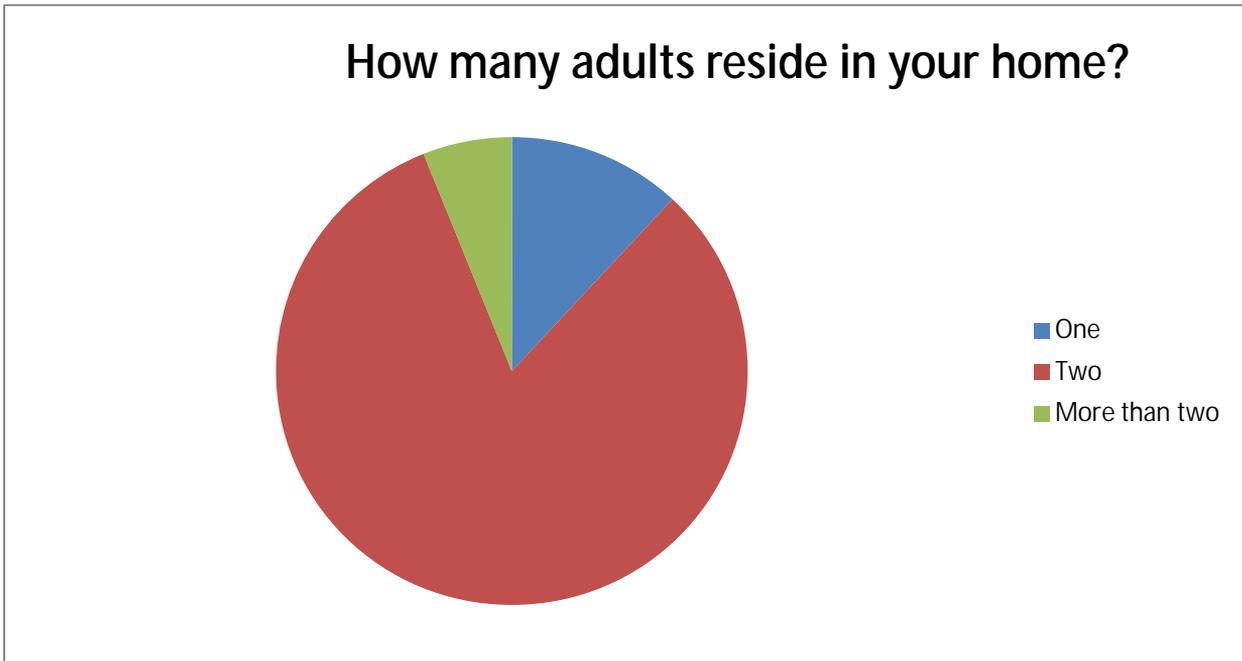
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Did you attend Wyoming public schools?		
Answer Options	Response Percent	Response Count
Yes	51.4%	1317
No	48.6%	1244
<i>answered question</i>		2561
<i>skipped question</i>		21



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How many adults reside in your home?		
Answer Options	Response Percent	Response Count
One	11.9%	304
Two	82.0%	2098
More than two	6.1%	155
<i>answered question</i>		2557
<i>skipped question</i>		25



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Please describe what it means to you for children to receive a quality public education?

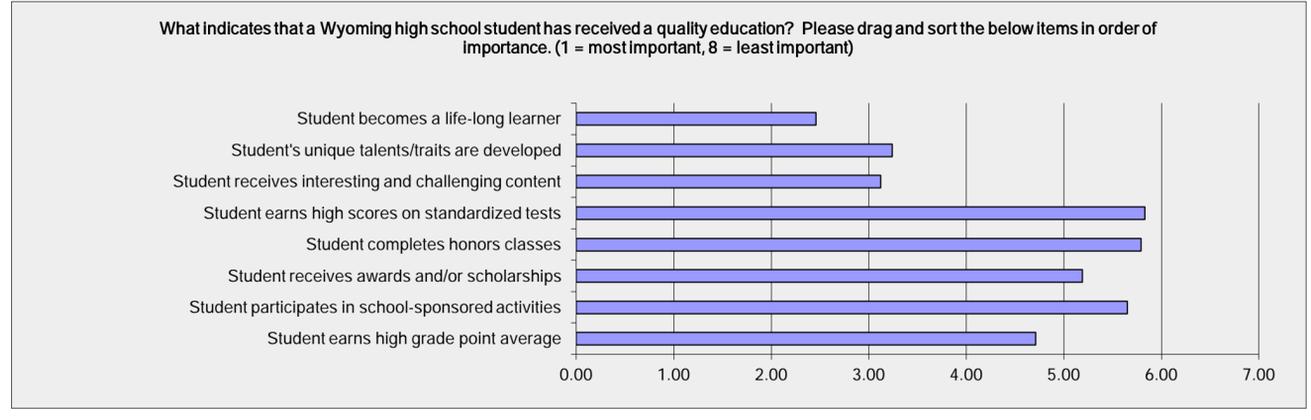
Answer Options	Response Count
	2015
<i>answered question</i>	2015
<i>skipped question</i>	567

See summary for analysis of open-ended questions

Office of the Superintendent | Parent Survey

What indicates that a Wyoming high school student has received a quality education? Please drag and sort the below items in order of importance. (1 = most important, 8 = least important)

Answer Options	1	2	3	4	5	6	7	8	Rating Average	Response Count
Student earns high grade point average	169	219	242	459	505	461	339	133	4.71	2527
Student participates in school-sponsored activities	39	75	161	533	375	360	441	542	5.65	2526
Student receives awards and/or scholarships	77	170	185	396	525	518	424	231	5.19	2526
Student completes honors classes	65	103	156	261	403	461	550	528	5.79	2527
Student earns high scores on standardized tests	117	138	185	244	288	329	412	814	5.83	2527
Student receives interesting and challenging content	376	724	695	242	175	131	118	64	3.12	2525
Student's unique talents/traits are developed	422	691	607	242	138	170	157	99	3.24	2526
Student becomes a life-long learner	1262	407	296	150	118	97	86	111	2.46	2527
									<i>answered question</i>	2527
									<i>skipped question</i>	55



Office of the Superintendent | Parent Survey

Are there other indicators of a quality education? What are they? Can you please provide a simple explanation?

Answer Options	Response Count
	1430
<i>answered question</i>	1430
<i>skipped question</i>	1152

See summary for analysis of open-ended questions

Office of the Superintendent | Parent Survey

What works in Wyoming's education system?	
Answer Options	Response Count
	1446
<i>answered question</i>	1446
<i>skipped question</i>	1136

See summary for analysis of open-ended questions

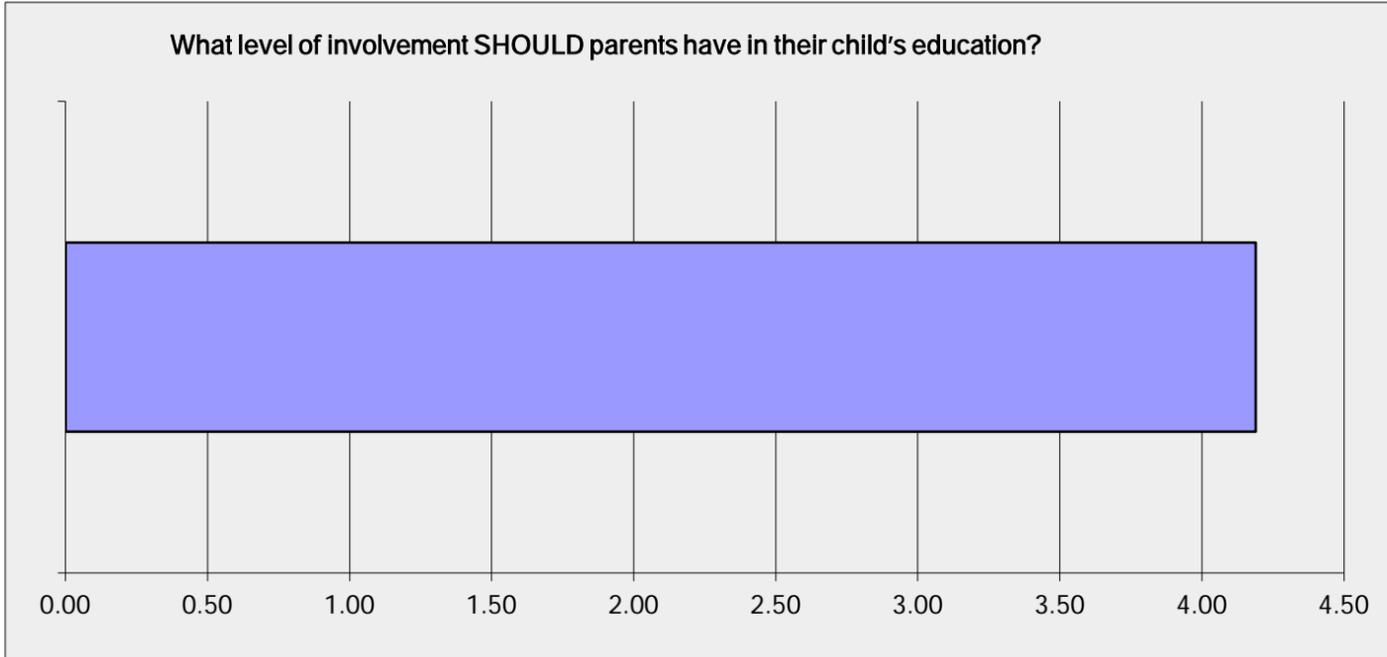
Office of the Superintendent | Parent Survey

What does not work in Wyoming's education system?	
Answer Options	Response Count
	1644
<i>answered question</i>	1644
<i>skipped question</i>	938

See summary for analysis of open-ended questions

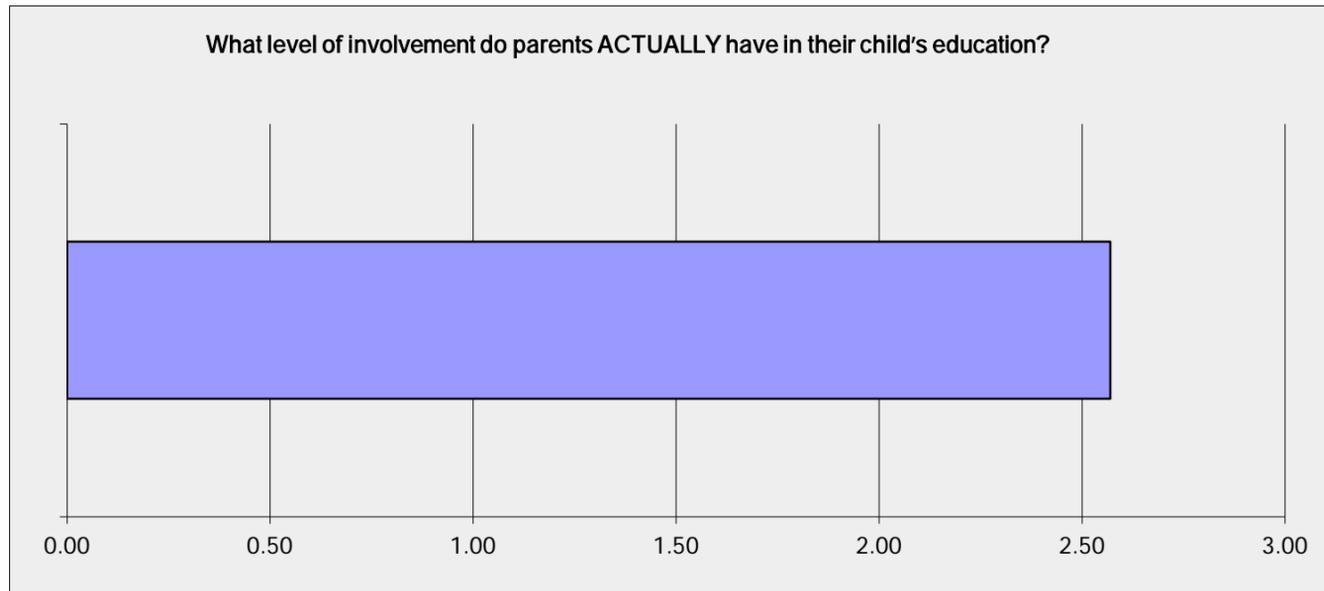
Office of the Superintendent | Parent Survey

What level of involvement SHOULD parents have in their child's education?							
Answer Options	uninvolved	slightly involved	moderately involved	very involved	extremely involved	Rating Average	Response Count
	2	15	289	1429	822	4.19	2557
						<i>answered question</i>	2557
						<i>skipped question</i>	25



Office of the Superintendent | Parent Survey

What level of involvement do parents ACTUALLY have in their child's education?							
Answer Options	uninvolved	slightly involved	moderately involved	very involved	extremely involved	Rating Average	Response Count
	118	1141	1045	165	60	2.57	2529
						<i>answered question</i>	2529
						<i>skipped question</i>	53



Office of the Superintendent | Parent Survey

What level of involvement do YOU have in your child(ren)'s education?							
Answer Options	uninvolved	slightly involved	moderately involved	very involved	extremely involved	Rating Average	Response Count
	7	78	633	1166	674	3.95	2558
						<i>answered question</i>	2558
						<i>skipped question</i>	24



Office of the Superintendent | Parent Survey

What steps, if any, should the state take to ensure that a parent is involved in his/her child's education?

Answer Options	Response Count
	1662
<i>answered question</i>	1662
<i>skipped question</i>	920

See summary for analysis of open-ended questions

Educator Survey

The follow materials are related to the Educator Survey administered by the Wyoming Office of the Superintendent of Public Instruction. This includes three documents for each survey.

1. The survey: The first document is an example of the survey. Although the surveys were taken online, for each survey we have provided a document representing what the survey taker experienced as he/she took the survey. Although it is not an exact representation, as randomization was used to order the potential responses to some questions.
2. Analysis – The second document is a survey data analysis undertaken by the OSPI in conjunction with the Regional Educational Laboratory (REL)
3. Survey Monkey Report – This third document is a summary of all of data collected.

Office of the Superintendent | Educator Perception Survey

The Wyoming legislature requested that my office provide a report on all Wyoming schools. Your thoughts and input are very important to this process. Please take a few minutes to provide your feedback.

Thank you.

Cindy Hill
Superintendent of Public Instruction

1. In which district do you work?

2. Which category below includes your age?

- 18-20
- 21-29
- 30-39
- 40-49
- 50-59
- 60 or older

3. Which category describes your school?

- Primary
- Intermediate
- Middle/Jr. High
- High School

Other (please specify)

4. Which category includes the total student enrollment at your school?

- 0-49
- 50-149
- 150-349
- 350+

5. What is the highest level of school you have completed or the highest degree you have received?

- Did not complete high school
- High school degree or equivalent (e.g., GED)
- Some college but no degree
- Associate degree
- Bachelor degree
- Graduate degree

6. How many years of teaching experience do you have?

- first year teacher
- 2-5
- 6-10
- 10-20
- more than 20

7. Which category best describes your current position?

- Teacher
- Principal
- Superintendent
- Paraprofessional, tutor, volunteer
- Professional service provider
- Central office staff
- School Board member

Other (please specify)

8. Current subject matter(s) taught:

- | | |
|--|--|
| <input type="checkbox"/> language arts | <input type="checkbox"/> foreign language |
| <input type="checkbox"/> reading | <input type="checkbox"/> fine and performing arts |
| <input type="checkbox"/> mathematics | <input type="checkbox"/> self-contained elementary |
| <input type="checkbox"/> science | <input type="checkbox"/> career/vocational education |
| <input type="checkbox"/> social studies | <input type="checkbox"/> N/A |
| <input type="checkbox"/> physical education and health | |

Other (please specify)

9. This survey is interested in measuring your perceptions of the quality of education in Wyoming. How do you define a quality education?

10. To what extent do you agree or disagree that Wyoming schools are providing a quality education?

Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. To what extent do you agree or disagree with the following statements:

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Students in WY graduate from high school well-prepared for college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students in WY graduate from high school well-prepared for the workforce.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. What is the state doing well to achieve educational quality?

13. What would you change to improve the quality of education at the state level in WY?

14. In what area(s) do you feel your school or site is doing particularly well educating its students?

15. What are obstacles in your building/district that impede student learning?

Office of the Superintendent | Educator Perception Survey

16. Please describe a recently implemented innovation (e.g., strategy, technology, intervention, policy, practice, etc.) that has been effective in your school?

17. What teaching/professional development would help you improve your skill set?

18. What are the best professional development/growth opportunities you have experienced and why?

19. We are trying to identify the professional development needs of our Wyoming educators. In each of the following areas, please indicate the subjects/topics in which you would most like to receive additional training. Please drag and sort the below items in order of importance. (1 = most important, 9 = least important).

<input type="text"/>	Pedagogy and teaching skill
<input type="text"/>	Data/technology use
<input type="text"/>	Common Core Standards
<input type="text"/>	Reading
<input type="text"/>	Language Arts
<input type="text"/>	Mathematics
<input type="text"/>	Writing
<input type="text"/>	Classroom behavior management
<input type="text"/>	Critical thinking

20. The following assessments/tests are useful to my teaching:

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	N/A
PAWS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer Adaptive Assessments, i.e. MAP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District Assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom Assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

21. State and district assessment results are available to you help inform your instruction.

Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Explain

22. Reflection question: In this survey, we would like to know what you believe is best for Wyoming education. Please reflect on your knowledge and experiences and write to the following:

What would you most like to see done to improve schooling? And second, what would you most like to do to improve yourself?

The following is a summary of the results of the Wyoming Office of the Superintendent of Public Instruction Survey of **Educators** on the Quality of Education.

Analysis of Data

The data were analyzed using Excel and SPSS software. 2,396 participants completed the survey. After coding the data, the data were analyzed using descriptive statistics and frequency counts. Each question of the survey and its results are presented within this document.

1. In which district do you work?

26% of participants were from Laramie #1 School District, with the second highest participants from Sweetwater #1 School District (11.4%). 7% of participants did not reply to the question.

Table 1. Frequency count and percentage of districts that participants reported

School District	Frequency	Percentage
Laramie #1	624	26.0
Sweetwater #1	272	11.4
Teton #1	164	6.8
Natrona #1	129	5.4
Fremont #1	124	5.2
Park #6	115	4.8
Uinta #1	92	3.8
Park #1	79	3.3
Carbon #1	70	2.9
Converse #1	51	2.1
Goshen #1	47	2.0
Subtle #9	47	2.0
Sheridan #1	41	1.7
Unanswered	179	7.5

2. Which category below includes your age?

The largest group of participants were between 50 and 59 years old (29% of total participants). 25% and 22% were in age ranges of 40–49 and 30–39, respectively. 1.1% of the participants did not answer the question.

Table 2. Frequency count and percentage of participants' age range

Age range	Frequency	Percentage
18-20	2	.1
21-29	254	10.6
30-39	537	22.4
40-49	603	25.4
50-59	694	29.0
60 or older	280	11.7
Unanswered	26	1.1

3. Which category describes your school?

The largest group of participants reported working in a primary school setting (33.6%), with high school (26.9%) as the second most reported work setting. 13.3% of the participants did not answer the question.

Table 3. Frequency count and percentage of participants' school categories

School category	Frequency	Percentage
Primary	806	33.6
Intermediate	245	10.2
Middle/Jr. High	382	15.9
High School	645	26.9
Unanswered	318	13.3

4. Which category includes the total student enrollment at your school?

The largest group of participants reported working within a school that has an enrollment of more than 350 students (47.3%). 37% reported a school enrollment between 149 and 350 students. 2.4% of the participants did not answer the question.

Table 4. Frequency count and percentage of participants' school enrollment

School enrollment	Frequency	Percentage
0-49	79	3.3
50-149	235	9.8
149-350	891	37.2
351+	1134	47.3
Unanswered	57	2.4

5. What is the highest level of school you have completed or the highest degree you have received?

A majority of participants reported having a graduate degree (54.2%). A Bachelor's degree (33.8%) was the second most-common response. 0.8% of participants did not answer the question.

Table 5. Frequency count and percentage of participants' school enrollment

Degree held by participants	Frequency	Percentage
High School Degree or Equivalent	35	1.5
Some College, No Degree	142	5.9
Associate's	91	3.8
Bachelor's	809	33.8
Graduate Degree	1299	54.2
Unanswered	19	.8

6. How many years of teaching experience do you have?

There was an error in the data, so this information was not analyzed.

7. Which category best describes your current position?

The majority of participants were teachers (65.3%) and paraprofessionals (11.8%). 9.3% of participants did not answer the question.

Table 6. Frequency count and percentage of participants' current positions

Positions	Frequency	Percentage
Teacher	1564	65.3
Paraprofessional, Tutor, Volunteer	282	11.8
Professional Service Provider	144	6.0
Central Office Staff	90	3.8
Principal	79	3.3
Superintendent	7	.3
School Board Member	7	.3
Unanswered	223	9.3

8. Current subject matter(s) taught:

About one-third of participants reported teaching language arts, reading, and/or mathematics. Foreign language was the lowest reported subject taught.

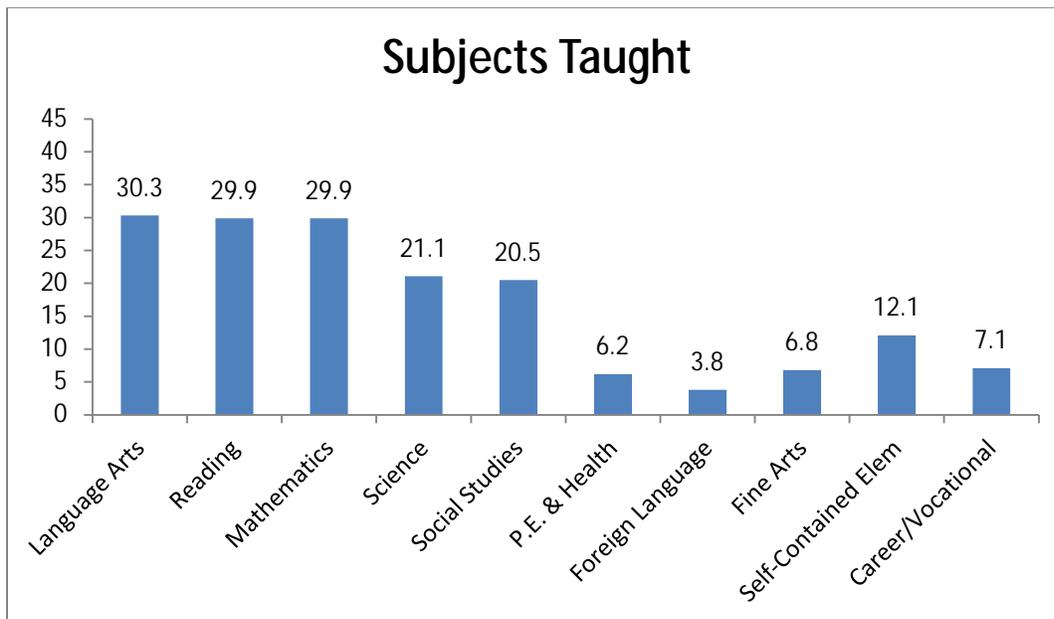


Figure 1. Percentage of participants' subjects taught

9. How do you define a quality education?

To analyze data gathered from the open-ended items on the survey, a sampling procedure was used. Sampling the data provides a more efficient method of analyzing data when compared to analyzing every single response. Researchers are able to accurately capture the trends and patterns in the data when using a sampling method (Fink, 2009; No Author, 1998). Approximately 13% of the responses were analyzed in order to create a more efficient data analysis process. The exact percentage of participants analyzed was determined using a confidence interval of 5 and calculating the sample size needed to obtain an accurate sampling of the data. This procedure was used for all of the open-ended items on the survey.

First, the percentage of participants who did not answer the question was calculated (for this item, 57% answered the question). From those participants who answered the item, a random sampling of 13% of the answers was read and categories for coding were developed. After generating a list of coding categories, the list was revised to reduce redundancy or duplicates. Next, a second random sampling of 13% of the answers was read and coded according to the categories. A total of 388 responses was analyzed. A frequency count of the categories was then generated and is presented in the table below.

The most frequent response was related to 21st Century Skills (16.2%), in that participants reported being ready for college or a career, having relevant skills related to technology, and critical thinking skills. The second most frequent category was student-focused (11.8%), meaning that the education focused on targeting and addressing each student's needs. The third most frequent category was teaching students to be productive and effective citizens (10.1%; this response includes: having a job, being responsible, etc.).

42.5% of participants did not respond to this item. The "Miscellaneous" category was a code used for low frequency responses. Specifically, if a respondent reported a unique answer that was not reported by any other respondent, it was coded as "Miscellaneous." 10.1% of the responses were coded with this category.

Table 7. Frequency count and percentage of participants' answers defining a quality education

Category	Description	Frequency	Percentage
21 st Century Skills	Education that familiarizes students with up-to-date technology skills, critical thinking, STEM and college/career readiness	63	16.2%
Student-focused	Education that targets and addresses students' needs	46	11.8%
Productive Citizens	Education that provides a foundation for students to become productive citizens	39	10.1%
Life Skills	Education that teaches basic life skills, such as balancing a checkbook, paying mortgage, etc.	26	6.7%
Requirements	Students are able to meet basic requirements for graduation	19	4.8%
Quality Educators	Education provided by highly-qualified teachers	15	3.8%
Community of Learning	Education with high expectations that demands students contribute their best effort and generates a culture of learning	15	3.8%
Measures Growth	Education that measures individual growth rather than comparing student scores to normative data	12	3.0%
Accountability	Families, administrators, and teachers are accountable for students' growth	11	2.8%
Did not answer	No answer was given by the respondent	1020	42.5%
Miscellaneous	Low frequency responses or unique responses	39	10.1%

10. To what extent do you agree or disagree that Wyoming schools are providing a quality education?

The majority of participants rated “Agree” to this item (62.3%). 28.6% did not answer the question.

Table 8. Frequency count and percentage of responses of agreement or disagreement that Wyoming schools provide a quality education

Category	Frequency	Percentage
Strongly Agree	279	16.3%
Agree	1067	62.3%
Neither Agree or Disagree	315	18.4%
Disagree	131	7.6%
Strongly Disagree	16	0.1%
Did not answer	686	28.6%

11. To what extent do you agree or disagree that students in WY graduate from high school well-prepared for college.

The majority of participants rated “Agree” to this item (53.9%). 28.3% did not answer the question.

Table 9. Frequency count and percentage of responses of agreement or disagreement that Wyoming students graduate high school prepared for college

Category	Frequency	Percentage
Strongly Agree	110	6.3%
Agree	929	53.9%
Neither Agree or Disagree	396	22.9%
Disagree	253	14.6%
Strongly Disagree	34	1.9%
Did not answer	675	28.3%

12. To what extent do you agree or disagree that students in Wyoming graduate from high school well-prepared for the workforce.

The largest group of participants rated "Agree" to this item (47.2%). 29.3% did not answer the question.

Table 10. Frequency count and percentage of responses of agreement or disagreement that Wyoming students graduate high school prepared for the workforce

Category	Frequency	Percentage
Strongly Agree	103	6.0%
Agree	800	47.2%
Neither Agree or Disagree	450	26.5%
Disagree	298	17.6%
Strongly Disagree	42	2.4%
Did not answer	704	29.3%

13. What is the state doing well to achieve educational quality?

52.7% of the participants answered this item. Of those responses, 157 were coded (12.4%). The most frequent response was funding (29.9%), as participants reported that schools generally have adequate funding and resources. Participants reported using effective practices as the second most frequent practice (18.4%) and implementing the Common Core State Standards as the third most frequent (14.0%). 47.3% of participants did not respond to the item.

Table 11. Frequency count and percentage of participants' answers to whether or not the state is achieving a quality education

Category	Description	Frequency	Percentage
Funding	Providing adequate resources and monetary funding to schools	47	29.9%
Effective Practices	Providing good instruction and using good teaching practices	29	18.4%
Common Core	Implementing the Common Core State Standards	22	14.0%
Class Size	Ensuring a class size of 16 students per teacher	14	8.9%
Staffing	Having extra staff to provide targeted support to students	13	8.2%
Curriculum	Having a rigorous, statewide curriculum	9	5.7%
College, Career	Preparing students for post-secondary education or career	8	5.0%
Vague	Answers were too vague to interpret	8	5.0%
Time for Planning	Designating specific time or ensuring time for teachers to plan instruction, lessons, etc.	7	4.4%
Did not answer	No answer was given by the respondent	1134	47.3%

14. What would you change to improve the quality of education at the state level in Wyoming?

55% of the participants answered this survey item. Of those responses, 176 were coded (13.3%). The most frequent response was “less testing” (21%). The next most frequent response was consistency (9%), as participants reported frustration with systems, curriculums, or programs that were constantly changing. The third most frequent response was resources (9%), as participants reported not having adequate resources or building (for example, not having technology or having outdated buildings). 45% of the participants did not respond to this item on the survey.

Table 12. Frequency count and percentage of participants’ answers for changes to improve education

Category	Description	Frequency	Percentage
Less Testing	Fewer tests and spend less time testing	37	21%
Consistency	Use a system that is clear and uses a consistent curriculum and assessments	16	9%
Resources	Ensure adequate facilities and equitable resources and funding	16	9%
Politics	Have less contention with politics and don’t let political issues overshadow school/student needs	14	7.9%
Vocational	Allow students to have hands-on experience with a vocation or career as part of education	12	6.8%
Parent Involvement	Increase involvement of families, parents	11	6.3%
Professional Development	Provide high quality professional development	9	5.1%
Teacher Preparation	Improve the rigor and training in teacher preparation programs in Wyoming	8	4.5%
Perspective	Have individuals who make high-stake decisions spend time in actual schools or classrooms to see the day-to-day issues of education	7	3.9%
Did not answer	No answer was given by the respondent	1079	45.0%

Additional Analysis for Question 14 - Primary

Analysis of this question was conducted between the type of school that participants reported. 806 participants identified themselves as primary schools. Of that 806, 79 had answers coded for this item initially. To ensure a more adequate sample of approximately 15%, an additional 33 participants had answers coded. The total responses analyzed were 112.

Table 1. Frequency count and percentage of participants' answers for changes to improve education for primary schools

Category	Description	Frequency	Percentage
Less testing	Fewer tests and spend less time testing	21	18.8
Funding, Resources	Ensure adequate facilities and equitable resources and funding	13	11.6
Consistency	Use a system that is clear and uses a consistent curriculum and assessments	9	8.0
Politics	Have less contention with politics and don't let political issues overshadow school/student needs	6	5.3
Rare	Response was unique and did not represent a common category or topic	5	4.7
Accountability	Increase accountability of students	3	2.7
Teacher Autonomy	Allow teacher autonomy and choice for teaching methods and curriculum	3	2.7
Remove	Being able to remove teachers who are not effective	2	1.8

Additional Analysis for Question 14 - Intermediate

245 participants identified themselves as intermediate schools. Of that, 22 had answers coded for this item initially. To ensure a more adequate sample of approximately 15%, an additional 26 participants had answers coded. The total responses analyzed were 48.

Table 3. Frequency count and percentage of participants' answers for changes to improve education for intermediate schools

Category	Description	Frequency	Percentage
Less testing	Fewer tests and spend less time testing	7	14.6
Funding, resources	Ensure adequate facilities and equitable resources and funding	5	10.4
Vocational	Allow students to have hands-on experience with a vocation or career as part of education	4	8.3
Parent involvement	Increase involvement of families, parents	4	8.3
Politics	Have less contention with politics and don't let political issues overshadow school/student needs	4	8.3
Class size	Lower the class size (ensure 16:1 ratio)	2	4.2
Instruction	Ensure effective practices are used and that we teach to all learners	2	4.2
Removal	Allow schools ability to remove ineffective teachers	2	4.2

Additional Analysis for Question 14 - Middle/Junior High

382 participants identified themselves as primary schools. Of that, 37 had answers coded for this item initially. To ensure a more adequate sample of approximately 15%, an additional 37 participants had answers coded. The total responses analyzed were 74.

Table 4. Frequency count and percentage of participants' answers for changes to improve education for intermediate schools

Category	Description	Frequency	Percentage
Less testing	Fewer tests and spend less time testing	19	25.7
Politics	Less fighting and political debates. Also ensure those who make decisions have education/teaching experience.	7	9.4
Funding, resources	Ensure adequate facilities and equitable resources and funding	3	4.1
Vocational	Allow students to have hands-on experience with a vocation or career as part of education	3	4.1
Teacher Autonomy	Allow teacher autonomy and choice for teaching methods and curriculum	3	4.1
Class Size	Lower the class size (ensure 16:1 ratio)	2	2.7
Common Core	Ensure alignment with Common Core and appropriate resources and assessments	2	2.7
Consistency	Use a system that is clear and uses a consistent curriculum and assessments	2	2.7
Parental Involvement	Increase involvement of families, parents	2	2.7

Additional Analysis for Question 14 - High Schools

645 participants identified themselves as high schools. Of that 645, 96 had answers that were coded for this item initially. To ensure a more adequate sample of approximately 15%, an additional 21 participants had answers coded. The total responses analyzed were 117.

Table 2. Frequency count and percentage of participants' answers for changes to improve education for high schools

Category	Description	Frequency	Percentage
Less testing	Fewer tests and spend less time testing	16	13.7
Vocational	Allow students to have hands-on experience with a vocation or career as part of education	12	10.3
Rare	Response was unique and did not represent a common category or topic	6	5.1
Politics	Have less contention with politics and don't let political issues overshadow school/student needs	6	5.1
Funding, resources	Ensure adequate facilities and equitable resources and funding	5	4.3
Parent involvement	Increase involvement of families, parents	5	4.3
Instruction	Ensure effective practices are used and that we teach to all learners	5	4.3
Professional Development	Provide good professional development	5	4.3
Perspective	Have individuals who make high-stake decisions spend time in actual schools or classrooms to see the day-to-day issues of education	5	4.3

15. In what area(s) do you feel your school or site is doing particularly well educating its students?

54.25% of the participants answered this survey item. Of those responses, 187 were coded (14.4%). The most frequent response was providing high quality instruction (13.4%), and the second most frequent response was "whole child." This referred to viewing the child as more than "just a test score," as participants reported ensuring that they identified each student's strengths and weaknesses. The third most frequent response was differentiated instruction (7.5%), as participants reported teaching adequately to students who were above or below average performance for their grade. 46.8% of participants did not respond to this item, and 14.3% of the responses were coded under the miscellaneous category.

Table 13. Frequency count and percentage of what sites are doing well with educating students

Category	Description	Frequency	Percentage
Instruction	Providing high-quality instruction	25	13.4%
Whole Child	Seeing the student as a whole child and not focusing too much on a test score	18	9.6%
Differentiated Instruction	Providing instruction that is aligned to the common core and addresses students who perform above and below average	14	7.5%
Staff	Having highly-trained and qualified staff	14	7.5%
Mathematics	Instruction and performance related to mathematics	11	5.8%
Range	Offering a wide range of electives and extra-curricular activities to students	11	5.8%
Fine Arts	Fine and performing arts program	9	4.8%
Schoolwide Focus	Examining data the schoolwide level and using a good schoolwide process	9	4.8%
Challenging	Offering a range of challenging academics classes	8	4.3%
Reading	Instruction and performance related to reading	7	3.7%
Social-Emotional	Offering support and growth of social-emotional skills in students	6	3.2%
Did not answer	No answer was given by the respondent	1098	46.8%
Miscellaneous	Low frequency or unique response	27	14.3%

16. What are obstacles in your building/district that impede student learning?

52.8% of the participants answered this survey item. Of those responses, 157 were coded (12%). The most frequent response was a focus on testing (25%). This referred to spending too much administering tests to students, which significantly cuts into the time that teachers have to actually teach and provide instruction. The second most frequent response was behavior and how to manage challenging student behavior (10.1%). The third most frequent response was concerns with administration, in that administrators would not do what was said, respond hastily, or provide an overall lack of leadership (9.5%). The fourth most frequent response, unable to teach (7.6%), was related to the most frequent category. If these two are viewed as similar, then 32.6% of participants reported barriers to actual teaching time. 43.4% of participants did not respond this item.

Table 14. Frequency count and percentage of obstacles that impede student learning

Category	Description	Frequency	Percentage
Focus on Testing	Too much time is spent on testing or preparing kids for testing, which cuts into teaching time	39	25.0%
Behavior	Student behavior is challenging to manage	16	10.1%
Administration	Concerns with administration responding hastily or not doing what they said	15	9.5%
Unable to Teach	Teacher time is taken away or there is not enough time to teach	12	7.6%
Mandates	Legislative mandates without support or direction	12	7.6%
Parent & Community	Lack of parent and/or community involvement	11	7.0%
Resources	Lack of resources, such as funding, technology, and outdated buildings	11	7.0%
Consistency	Lack of consistency by changing practices and programs frequently	10	6.3%
Attendance	Students miss too many days or aren't present for school	9	5.7%
SES Issues	Students are faced with significant home issues that interfere with school	8	5.0%
Did not answer	No answer was given by the respondent	1041	43.4%

17. Please describe a recently implemented innovation (e.g., strategy, technology, intervention, policy, practice, etc.) that has been effective in your school.

51.0% of the participants answered this survey item. Of those responses, 154 were coded (12.5%). The most frequent reported response was related to instruction (24.6%) as participants mentioned a unique instructional method, such as co-teaching or using a workshop model. Technology (14.9%) and alternative education (11.0%) were the next two frequent responses. 49% of the participants did not answer the item, and 12.9% of the responses were coded as miscellaneous.

Table 15. Frequency count and percentage of recently implemented innovations

Category	Description	Frequency	Percentage
Instruction	Using various instructional methods, such as co-teaching or workshop models	38	24.6%
Technology	Using of technology or integrating technology with instruction	22	14.9%
Alternative Education	Providing various alternatives to education, such as PEBC/Workshop module, Discovery Program	17	11.0%
Literacy	Using programs related to or that teach literacy/reading	16	10.3%
Academic Support Time	Providing additional time to students who need support	11	7.1%
Scheduling	Providing flex scheduling with the Common Core	9	5.8%
RTI	Implementing response to intervention	7	4.5%
Thinking Strategies	Teaching critical thinking skills	7	4.5%
Assessments	Using assessments to drive or guide instruction	6	3.8%
Common Core	Implementing the Common Core State Standards in Math or Reading	5	3.2%
Did not answer	No answer was given by the respondent	1176	49.0%
Miscellaneous	Low frequency or unique response	20	12.9%

18. What teaching/professional development would help you improve your skill set?

48.9% of the participants answered this survey item. Of those responses, 167 were coded (14.2%). The most frequently reported category was training related to the Common Core (16.7%). The next most frequent was professional development related to participants' specific subject or topic that they teach (16.1%). 48.8% of the participants did not answer this item. 19.1% of the responses were coded as miscellaneous.

Table 16. Frequency count and percentage of professional development to help improve one's skill set

Category	Description	Frequency	Percentage
Common Core	Training on using and implementing the Common Core State Standards	28	16.7%
Topic Relevant	PD that was related to the teacher's content (i.e., relevant to his or her training)	27	16.1%
Technology Integration	Training on how to integrate technology into the classroom or teaching	24	14.3%
Time	Being provided time to implement trainings that were taught	11	6.5%
Reading	Instruction on teaching reading	9	5.3%
Collaboration	Instruction on working collaboratively and professionally with colleagues	8	4.7%
Writing	Instruction on teaching writing	7	4.2%
Math	Instruction on teaching mathematics	6	3.6%
Classroom Management	Training on managing classroom and behavior	5	3.0%
Data Literacy	Training on using data to make decisions	5	3.0%
Did not answer	No answer was given by the respondent	1225	48.8%
Miscellaneous	Low frequency or unique response	32	19.1%

19. What are the best professional development/growth opportunities you have experienced and why?

48.9% of the participants answered this survey item. Of those responses, 167 were coded (14.2%). The most frequent response was conferences, as participants reported attending conferences or workshops (13.1%). Professional development related to instructional strategies, such as differentiated instruction or intervention ideas was the second most frequent response (13.7%). The third most frequent response was related to training on using technology for instruction (9.5%). 51% of participants did not respond to this item, and 7.1% of the responses were too vague to accurately categorize the response. As a side note, participants also reported “Quantum Learning” and “PEBC” as responses, but the researcher was unclear what those referred to.

Table 17. Frequency count and percentage of professional development to help improve one’s skill set

Category	Description	Frequency	Percentage
Conferences	Attending conferences or workshops	22	13.1%
Instructional Strategies	Learning related to instruction, such as differentiation, RTI, and intervention ideas	23	13.7%
Technology	Training on using and integrating technology	16	9.5%
Quantum Learning		13	7.9%
Literacy	Training on literacy and reading	12	7.2%
Graduate Degree	Earning a graduate degree	8	4.8%
PEBC		7	4.2%
Cooperation	Training on cooperative learning strategies	6	3.6%
Peers	Using PLCs or collaborating with peers resulted in professional growth	4	2.4%
Disabilities	Training on disabilities and how to work with students with disabilities	3	1.8%
Recent Practices	Training on recent, updated practices	3	1.8%
Brain Development	Training on how the brain processes information or brain development	3	1.8%
Did not answer	No answer was given by the respondent	1220	51.0%
Vague	Answer was too vague to categorize	12	7.1%

20. Please indicate the subjects/topics in which you would most like to receive additional training. Please drag and sort the below items in order of importance. (1 = most important, 9 = least important).

Because this item asked participants to rank and order nine different variables for this item, both the mean and mode are reported to facilitate interpretation of the results. Mode indicates the most frequently selected category, which indicates an omnibus ranking of a particular variable. The mean, standard deviation, and mode are displayed below, but the mode is the most useful statistic for interpreting this item. Pedagogy (mode = 1, mean = 4.79) and Common Core (mode = 1, mean = 4.26) were rated as the most important variables for additional training. The lowest ranked variable was classroom behavior management (mode = 9, mean = 5.74). 842 (35.1%) participants did not answer the item.

Table 18. Descriptive statistics for rank ordering additional training choices

Category	Mean	SD	Mode
Pedagogy	4.79	2.81	1
Data/Technology Use	4.61	2.70	2
Common Core	4.26	2.87	1
Reading	4.15	1.99	5
Language Arts	5.79	1.85	6
Mathematics	5.63	2.15	6
Writing	5.79	2.08	7
Classroom Behavior Management	5.74	2.93	9
Critical Thinking	4.24	2.73	2

21. The following assessments/tests are useful to my teaching: PAWS, Computer Adaptive Testing, District Assessment, Classroom Assessments. 1 = Strongly Agree, 5 = Strongly Disagree

Participants were asked to rate how beneficial each assessment was on a scale from 1 to 5, with 1 indicating Strongly Agree and 5 indicating Strongly Disagree. The mean, standard deviation, and mode are displayed below. Classroom assessments were rated as most important, with a mean of 1.52 and mode of 1. The state-level testing was rated as the least important, with a mean of 3.86 and mode of 5. 985 (41.1%) participants did not respond to this item.

Table 19. Descriptive statistics for usefulness of assessments

Category	Mean	SD	Mode
PAWS	3.86	1.17	5
Computer Adaptive Testing	2.47	1.20	2
District Assessments	2.58	1.18	2
Classroom Assessments	1.52	0.81	1

22. State and district assessment results are available to you to help inform your instruction.

Participants were asked to rate this item on a scale from 1 to 5, with 1 indicating Strongly Agree and 5 indicating Strongly Disagree. The mean was 2.78 with a SD of 1.06 and a mode of 2.

23. What would you most like to see done to improve schooling?

46.0% of the participants answered this survey item. Of those responses, 127 were coded (11.0%). The most frequent response was parent accountability (11%), as participants reported wanting more accountability for a student's behavior through the parents. That is, they wanted parents to support the school's decision or to help hold students accountable for missing work or assignments. The next most frequent response was safe environment (7.9%), and the third most frequent response was student accountability (7.1%) (that is, holding students accountable for attendance or missed work). 53.9% of the participants did not answer this item.

Table 20. Frequency count and percentage of responses to improve schooling

Category	Description	Frequency	Percentage
Parent Accountability	Increasing parent accountability for students' behavior and performance	14	11.0%
Safe Environment	Create a safe environment where there is no bullying or major, ongoing behavior issues	10	7.9%
Student Accountability	Increase ability to hold students accountable for work and attendance	9	7.1%
Leadership	Ensure high quality leadership skills and administration	8	6.3%
Professional Development	Increase quality of professional development by ensuring it is ongoing and embedded	6	4.7%
Mental Health Services	Provide wraparound services to students	6	4.7%
Effective Teachers	Ensure high quality, effective teachers and be able to remove low quality teachers	6	4.7%
Reduce Drop Out Rate	Take steps to prevent and reduce drop out (i.e., raise dropout age)	5	3.9%
Collaboration	Collaborate with peers and receive feedback, support, etc. from each other	5	3.9%
Did not answer	No answer was given by the respondent	1292	53.9%

24. And second, what would you most like to do to improve yourself?

46.0% of the participants answered this survey item. Of those responses, 121 were coded (10.9%). The most frequent response was specific professional development, as 13.2% of participants reported wanting professional development related specifically to their area of expertise. The second most frequent response was collaboration (12.4%), as participants reported wanting to learn more from peers through collaboration and working together. The third most frequent response was college (6.6%), as participants reported taking college classes or getting a graduate degree. 53.9% of the participants did not answer this item.

Table 21. Frequency count and percentage of responses to improve self

Category	Description	Frequency	Percentage
Specific PD	Professional Development related to educator's topic or area of expertise	16	13.2%
Collaboration	Collaborate with peers and receive feedback, support, etc from each other	15	12.4%
College	Continuing PD through college or graduate degrees	8	6.6%
Conferences	Attending conferences or workshops	7	5.8%
Ongoing Learning	Creating a culture of continuous learning in the school	7	5.8%
Mental Health Services	Learning how to work with students who have mental health needs; learning skills necessary to do so	7	5.8%
Instructional Strategies	Learning how to differentiate	6	5.0%
Vocational	Ensuring and teaching appropriate vocational topics	5	4.1%
Technology	Using technology in instruction or lessons	4	3.3%
Coaching	Being provided ongoing and embedded coaching	4	3.3%
Workload	Figuring out how to reduce workload or prioritize tasks	4	3.3%
Did not answer	No answer was given by the respondent	1292	53.9%

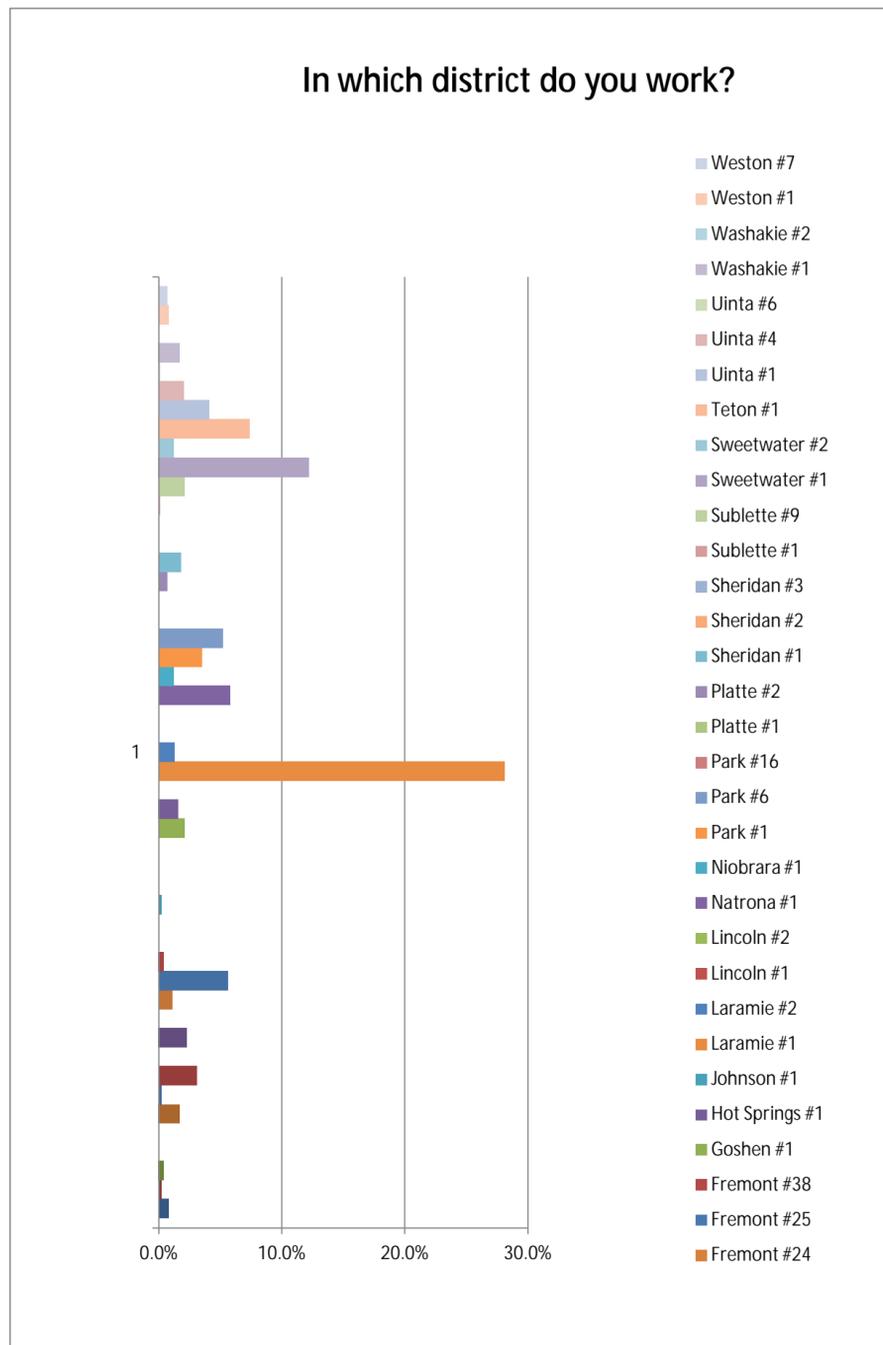
References

Fink, A. (2009). *How to conduct surveys. A step-by-step guide*. Los Angeles, CA: Sage.

No Author. (1998). Survey sampling. *Current sociology*, 46(4), 75-87. Doi:
10.1177/0011392198046004005

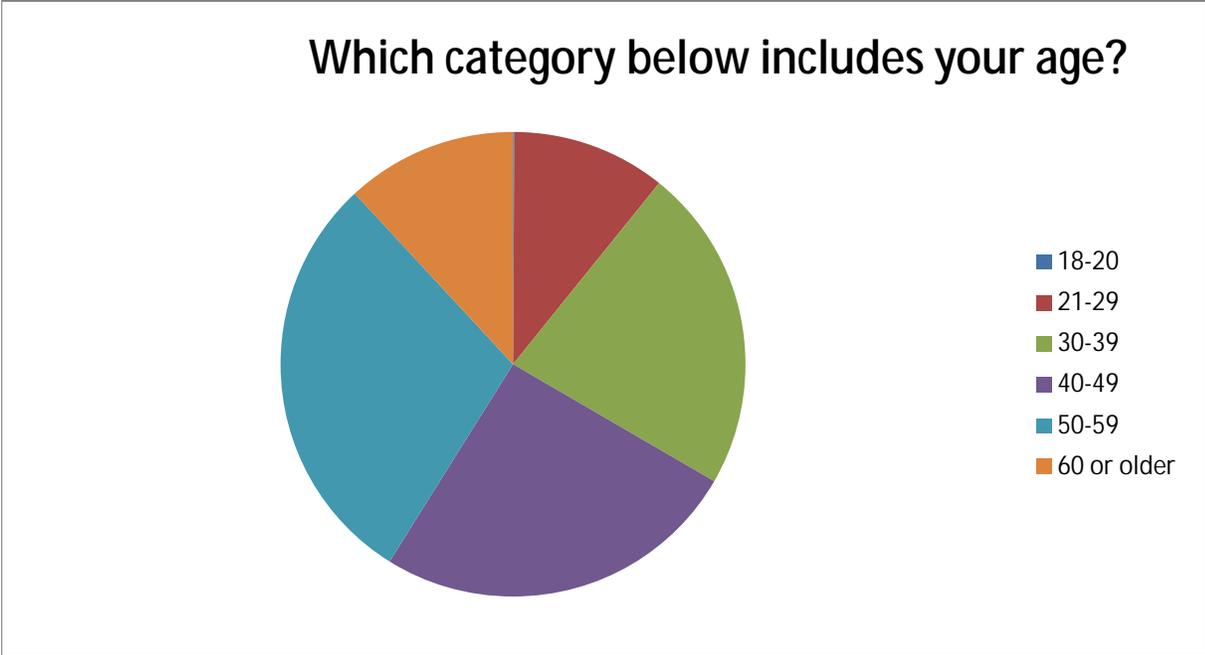
Office of the Superintendent | Educator Perception Survey

In which district do you work?		
Answer Options	Response Percent	Response Count
Prefer to not answer	0.8%	18
Albany #1	0.2%	5
Big Horn #1	0.4%	9
Big Horn #2	0.0%	0
Big Horn #3	0.0%	1
Big Horn #4	1.7%	39
Campbell #1	0.2%	5
Carbon #1	3.1%	70
Carbon #2	0.0%	0
Converse #1	2.3%	51
Converse #2	0.0%	0
Crook #1	1.1%	24
Fremont #1	5.6%	124
Fremont #2	0.4%	9
Fremont #6	0.0%	0
Fremont #14	0.0%	0
Fremont #21	0.2%	4
Fremont #24	0.0%	1
Fremont #25	0.0%	0
Fremont #38	0.0%	1
Goshen #1	2.1%	47
Hot Springs #1	1.6%	36
Johnson #1	0.0%	0
Laramie #1	28.1%	627
Laramie #2	1.3%	30
Lincoln #1	0.0%	1
Lincoln #2	0.0%	0
Natrona #1	5.8%	130
Niobrara #1	1.2%	27
Park #1	3.5%	79
Park #6	5.2%	115
Park #16	0.0%	0
Platte #1	0.0%	0
Platte #2	0.7%	15
Sheridan #1	1.8%	41
Sheridan #2	0.0%	1
Sheridan #3	0.0%	0
Sublette #1	0.1%	2
Sublette #9	2.1%	47
Sweetwater #1	12.2%	272
Sweetwater #2	1.2%	26
Teton #1	7.4%	164
Uinta #1	4.1%	92
Uinta #4	2.0%	44
Uinta #6	0.1%	2
Washakie #1	1.7%	37
Washakie #2	0.0%	0
Weston #1	0.8%	18
Weston #7	0.7%	16
<i>answered question</i>		2230
<i>skipped question</i>		183



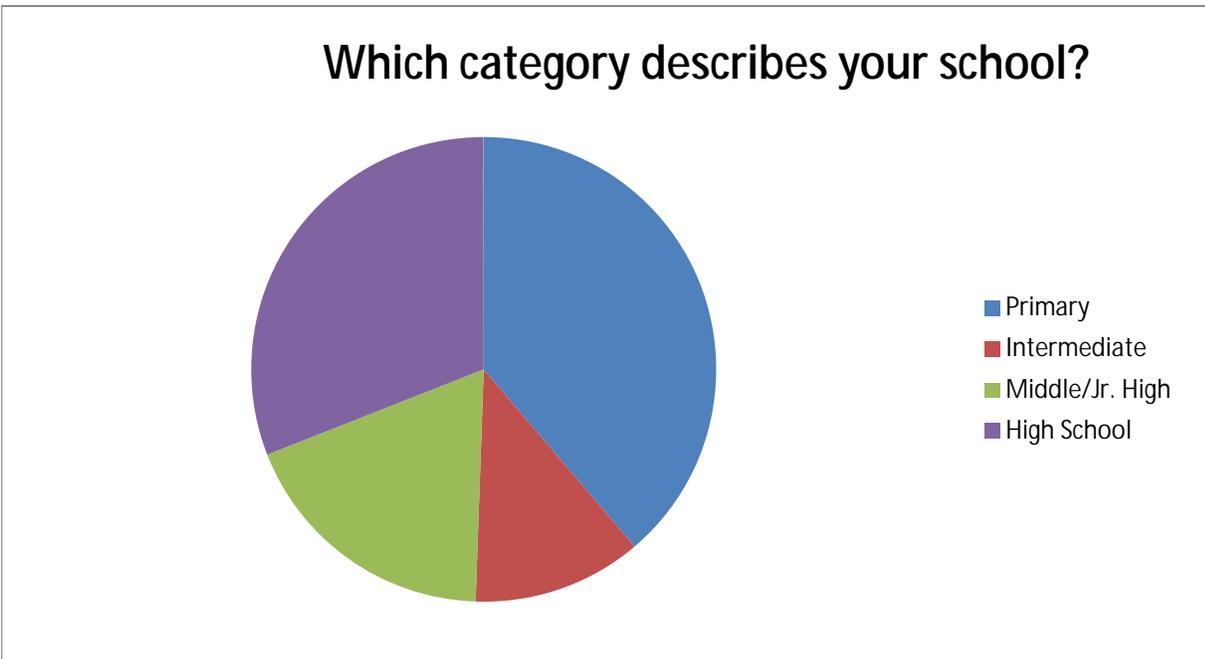
Office of the Superintendent | Educator Perception Survey

Which category below includes your age?		
Answer Options	Response Percent	Response Count
18-20	0.1%	2
21-29	10.7%	256
30-39	22.6%	539
40-49	25.5%	607
50-59	29.2%	696
60 or older	11.9%	284
<i>answered question</i>		2384
<i>skipped question</i>		29



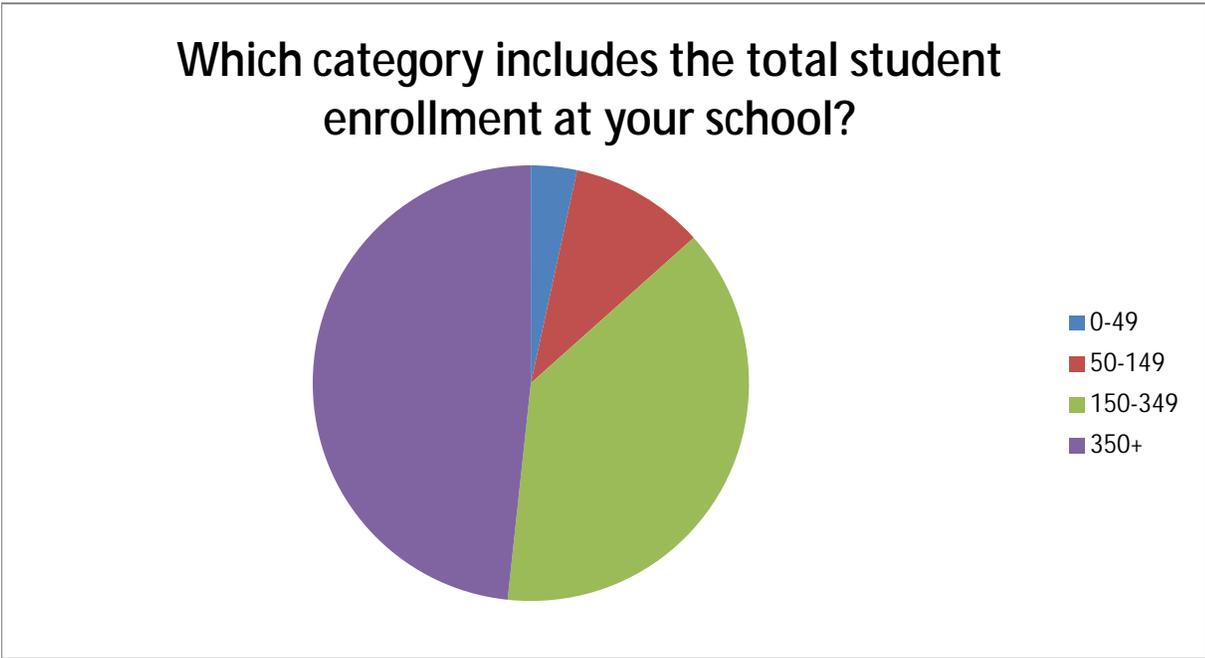
Office of the Superintendent | Educator Perception Survey

Which category describes your school?		
Answer Options	Response Percent	Response Count
Primary	38.8%	808
Intermediate	11.8%	245
Middle/Jr. High	18.5%	385
High School	31.0%	647
Other (please specify)		378
	<i>answered question</i>	2085
	<i>skipped question</i>	328



Office of the Superintendent | Educator Perception Survey

Which category includes the total student enrollment at your school?		
Answer Options	Response Percent	Response Count
0-49	3.4%	79
50-149	10.0%	236
150-349	38.3%	900
350+	48.3%	1136
<i>answered question</i>		2351
<i>skipped question</i>		62

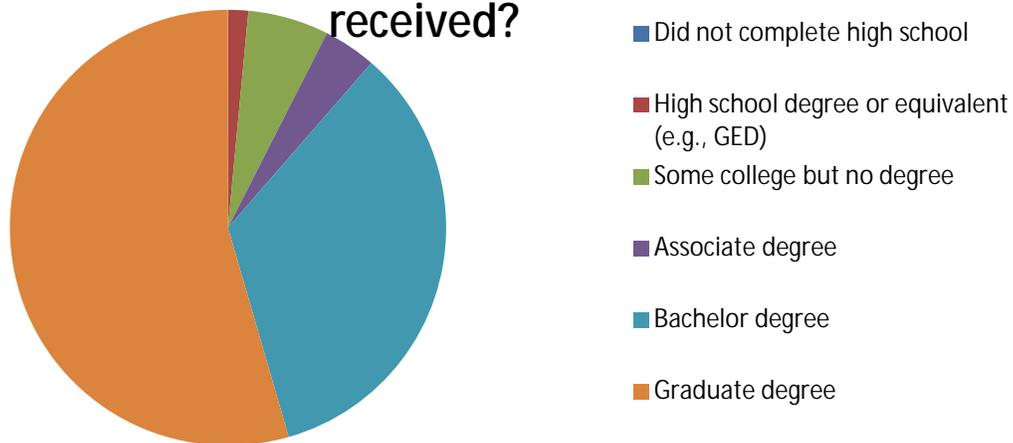


Office of the Superintendent | Educator Perception Survey

What is the highest level of school you have completed or the highest degree you have received?

Answer Options	Response Percent	Response Count
Did not complete high school	0.0%	1
High school degree or equivalent (e.g., GED)	1.5%	35
Some college but no degree	6.0%	143
Associate degree	3.9%	92
Bachelor degree	34.1%	815
Graduate degree	54.5%	1303
<i>answered question</i>		2389
<i>skipped question</i>		24

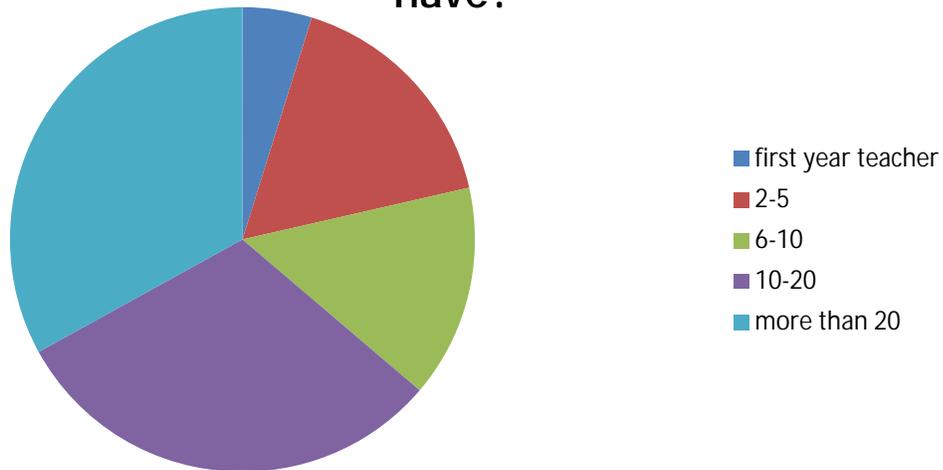
What is the highest level of school you have completed or the highest degree you have received?



Office of the Superintendent | Educator Perception Survey

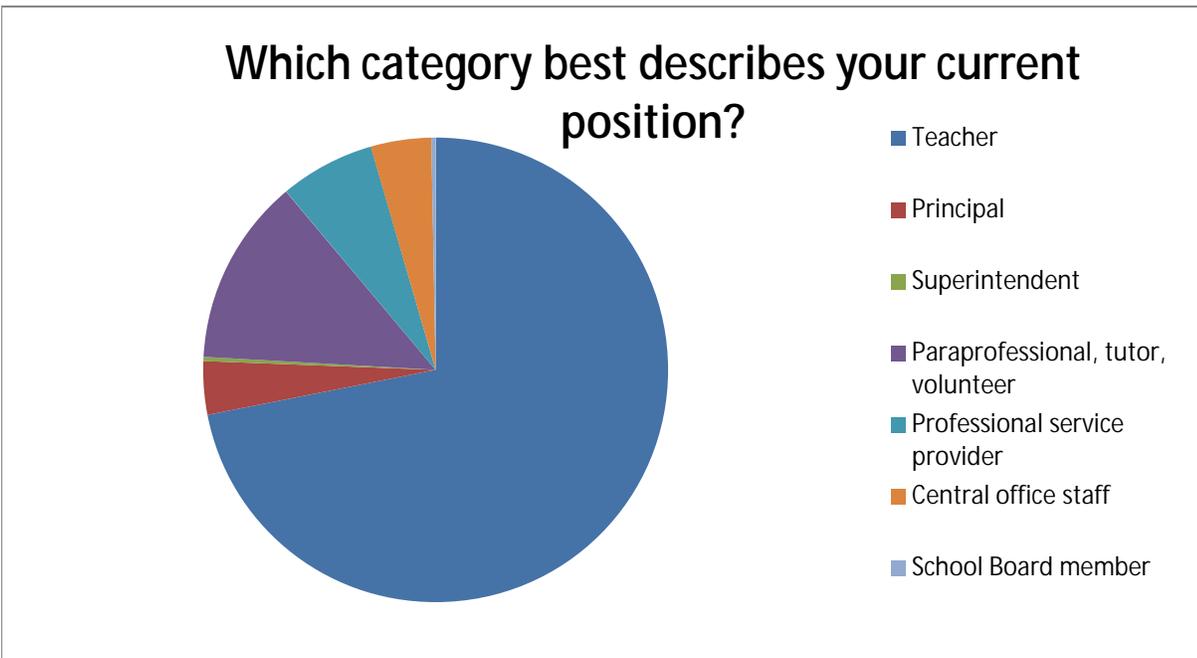
How many years of teaching experience do you have?		
Answer Options	Response Percent	Response Count
first year teacher	4.8%	110
2-5	16.6%	377
6-10	14.8%	337
10-20	30.7%	698
more than 20	33.0%	749
<i>answered question</i>		2271
<i>skipped question</i>		142

How many years of teaching experience do you have?



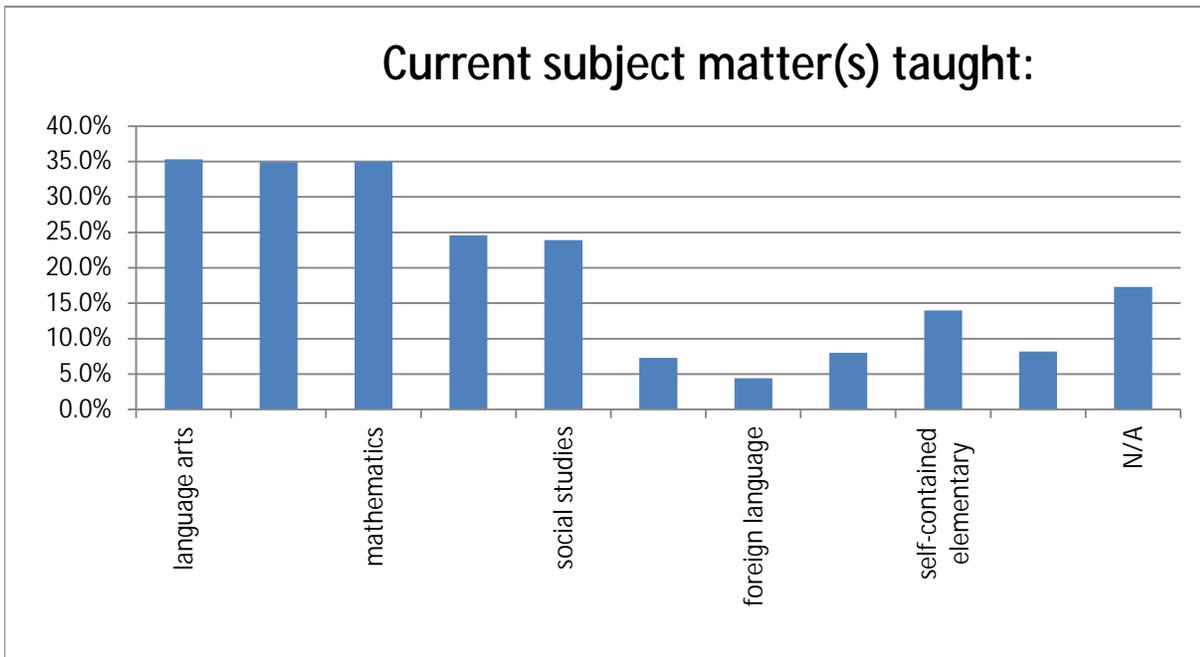
Office of the Superintendent | Educator Perception Survey

Which category best describes your current position?		
Answer Options	Response Percent	Response Count
Teacher	71.9%	1571
Principal	3.7%	80
Superintendent	0.3%	7
Paraprofessional, tutor, volunteer	13.0%	284
Professional service provider	6.6%	145
Central office staff	4.2%	91
School Board member	0.3%	7
Other (please specify)		241
<i>answered question</i>		2185
<i>skipped question</i>		228



Office of the Superintendent | Educator Perception Survey

Current subject matter(s) taught:		
Answer Options	Response Percent	Response Count
language arts	35.3%	728
reading	34.9%	720
mathematics	35.0%	721
science	24.6%	507
social studies	23.9%	492
physical education and health	7.3%	150
foreign language	4.4%	91
fine and performing arts	8.0%	164
self-contained elementary	14.0%	289
career/vocational education	8.2%	169
N/A	17.3%	356
Other (please specify)		370
	<i>answered question</i>	2062
	<i>skipped question</i>	351



Office of the Superintendent | Educator Perception Survey

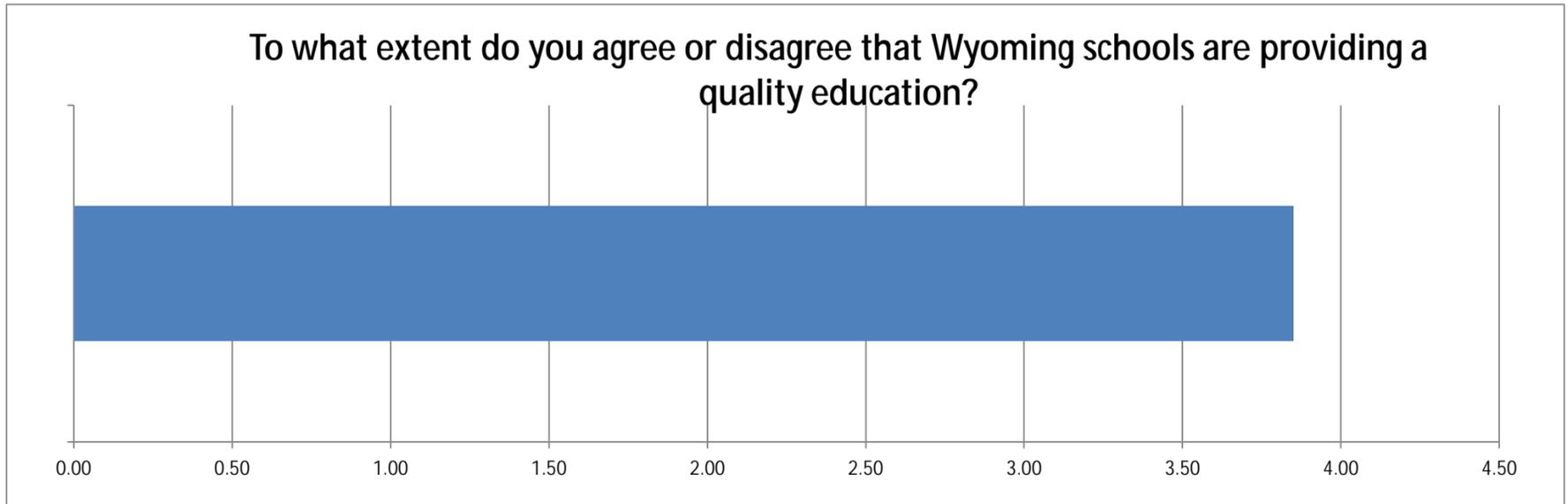
This survey is interested in measuring your perceptions of the quality of education in Wyoming. How do you define a quality education?

Answer Options	Response Count
	1383
<i>answered question</i>	1383
<i>skipped question</i>	1030

See summary for analysis of open-ended questions

Office of the Superintendent | Educator Perception Survey

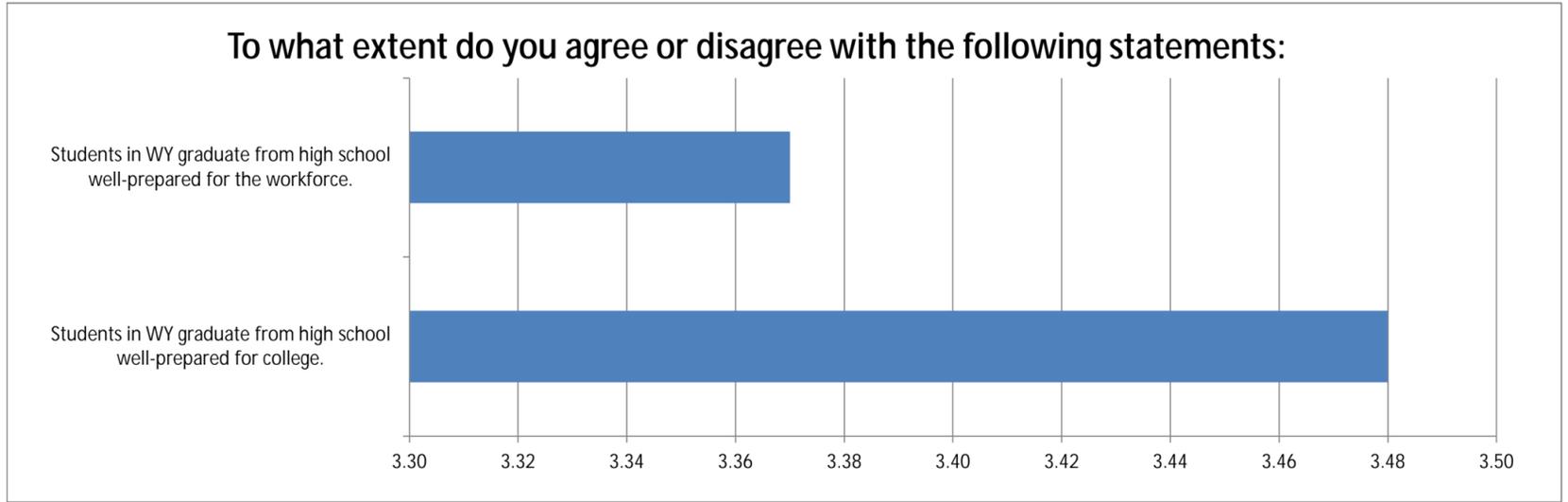
To what extent do you agree or disagree that Wyoming schools are providing a quality education?							
Answer Options	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Rating Average	Response Count
	17	133	216	1071	281	3.85	1718
						<i>answered question</i>	1718
						<i>skipped question</i>	695



Office of the Superintendent | Educator Perception Survey

To what extent do you agree or disagree with the following statements:

Answer Options	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Rating Average	Response Count
Students in WY graduate from high school well-prepared	35	254	396	931	112	3.48	1728
Students in WY graduate from high school well-prepared	42	300	452	803	103	3.37	1700
<i>answered question</i>							1730
<i>skipped question</i>							683



Office of the Superintendent | Educator Perception Survey

What is the state doing well to achieve educational quality?	
Answer Options	Response Count
	1270
<i>answered question</i>	1270
<i>skipped question</i>	1143

See summary for analysis of open-ended questions

Office of the Superintendent | Educator Perception Survey

What would you change to improve the quality of education at the state level in WY?

Answer Options	Response Count
	1326
<i>answered question</i>	1326
<i>skipped question</i>	1087

See summary for analysis of open-ended questions

Office of the Superintendent | Educator Perception Survey

In what area(s) do you feel your school or site is doing particularly well educating its students?

Answer Options	Response Count
	1306
<i>answered question</i>	1306
<i>skipped question</i>	1107

See summary for analysis of open-ended questions

Office of the Superintendent | Educator Perception Survey

What are obstacles in your building/district that impede student learning?	
Answer Options	Response Count
	1363
<i>answered question</i>	1363
<i>skipped question</i>	1050

See summary for analysis of open-ended questions

Office of the Superintendent | Educator Perception Survey

Please describe a recently implemented innovation (e.g., strategy, technology, intervention, policy, practice, etc.) that has been effective in

Answer Options	Response Count
	1229
<i>answered question</i>	1229
<i>skipped question</i>	1184

See summary for analysis of open-ended questions

Office of the Superintendent | Educator Perception Survey

What teaching/professional development would help you improve your skill set?

Answer Options	Response Count
	1179
<i>answered question</i>	1179
<i>skipped question</i>	1234

See summary for analysis of open-ended questions

Office of the Superintendent | Educator Perception Survey

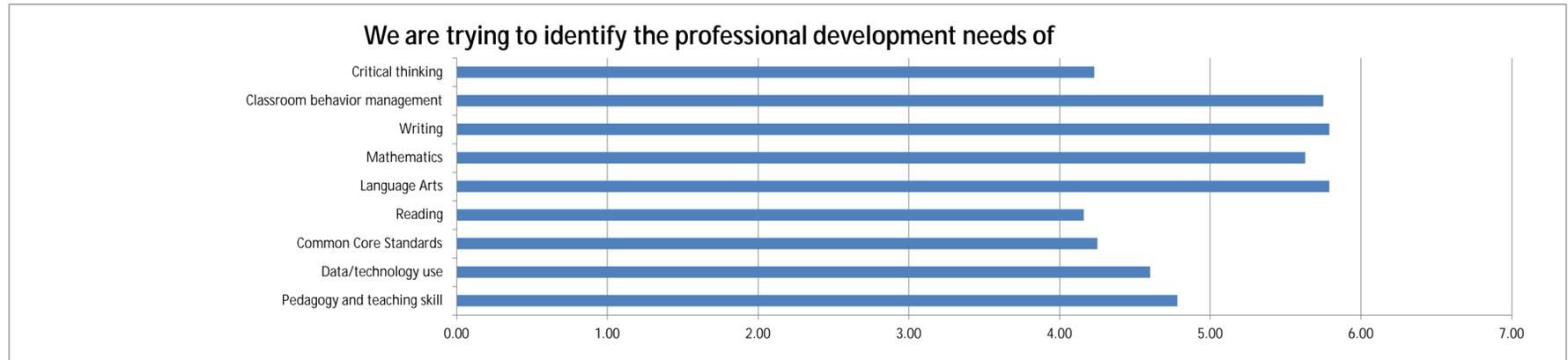
What are the best professional development/growth opportunities you have experienced and why?	
Answer Options	Response Count
	1187
<i>answered question</i>	1187
<i>skipped question</i>	1226

See summary for analysis of open-ended questions

Office of the Superintendent | Educator Perception Survey

We are trying to identify the professional development needs of our Wyoming educators. In each of the following areas, please indicate the subjects/topics in which you would most like to receive additional training. Please drag and sort the below items in order of importance. (1 = most important, 9 = least important).

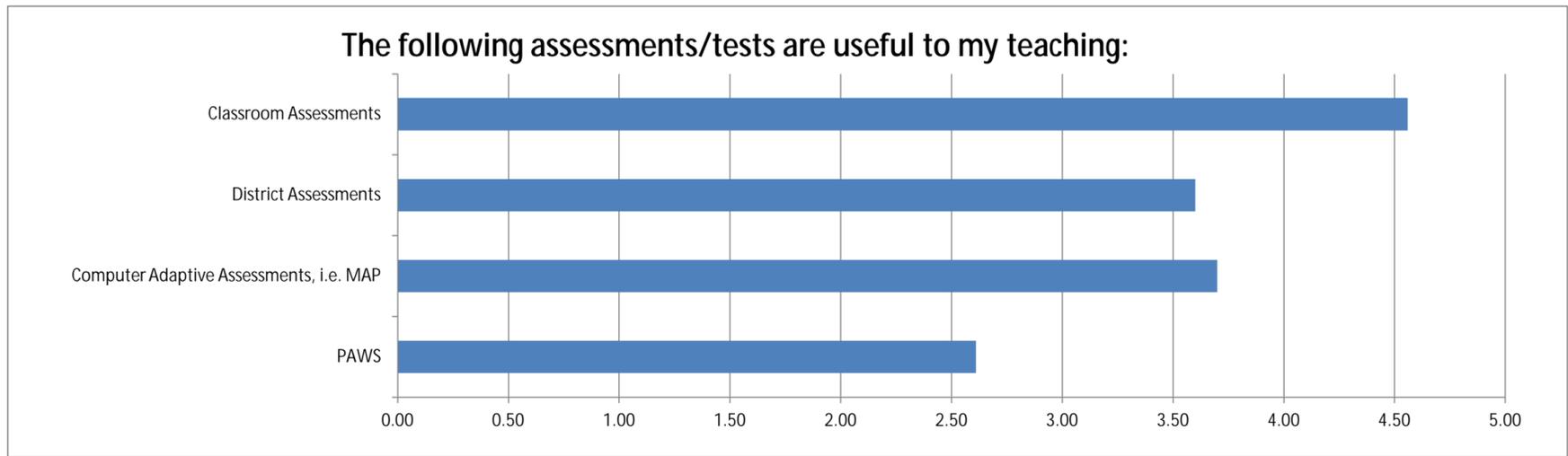
Answer Options	1	2	3	4	5	6	7	8	9	Rating Average	Response Count
Pedagogy and teaching skill	234	223	197	148	112	100	143	200	206	4.78	1563
Data/technology use	214	251	204	172	131	119	136	169	168	4.60	1564
Common Core Standards	377	198	199	148	133	79	100	119	211	4.25	1564
Reading	165	211	231	263	284	224	107	51	28	4.16	1564
Language Arts	20	56	124	179	259	321	313	197	95	5.79	1564
Mathematics	52	97	142	186	212	286	239	205	145	5.63	1564
Writing	35	77	143	188	220	232	290	250	129	5.79	1564
Classroom behavior management	190	164	110	107	90	104	141	273	385	5.75	1564
Critical thinking	277	287	214	173	123	99	95	100	196	4.23	1564
<i>answered question</i>											1564
<i>skipped question</i>											849



Office of the Superintendent | Educator Perception Survey

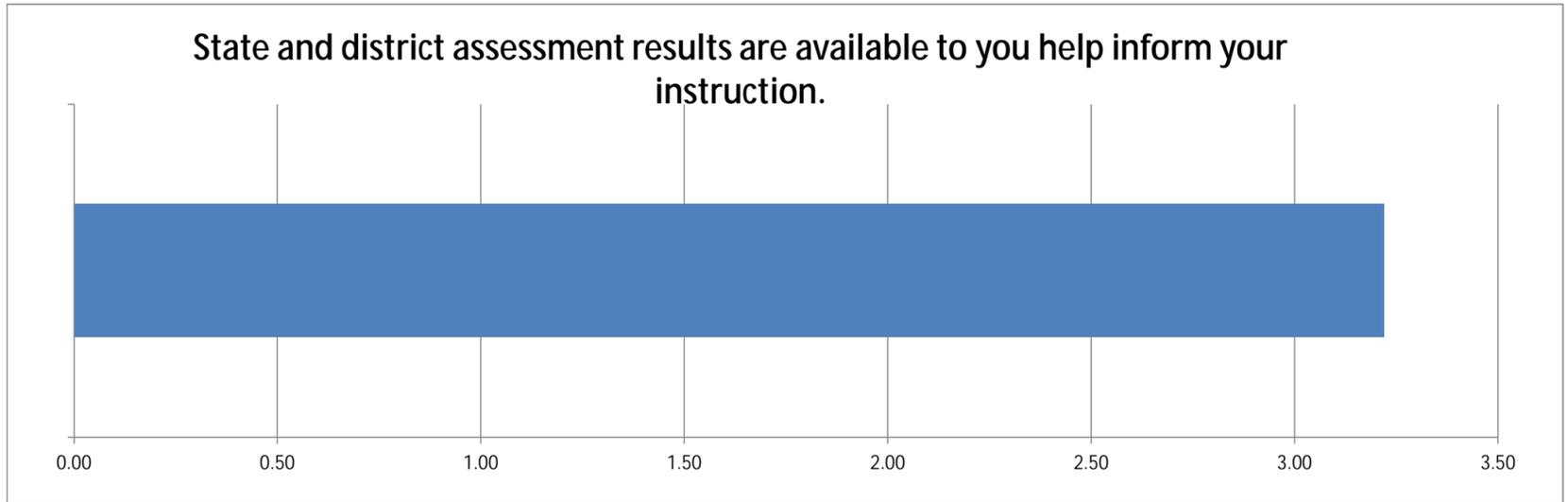
The following assessments/tests are useful to my teaching:

Answer Options	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	N/A	Rating Average	Response Count
PAWS	531	384	313	155	37	198	2.61	1618
Computer Adaptive Assessments, i.e. MAP	141	157	308	582	325	116	3.70	1629
District Assessments	147	183	329	598	250	121	3.60	1628
Classroom Assessments	31	13	79	456	921	85	4.56	1585
Other (please specify)								246
							<i>answered question</i>	1643
							<i>skipped question</i>	770



Office of the Superintendent | Educator Perception Survey

State and district assessment results are available to you help inform your instruction.							
Answer Options	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Rating Average	Response Count
Explain	141	244	447	669	106	3.22	1607
						<i>answered question</i>	1607
						<i>skipped question</i>	806



Office of the Superintendent | Educator Perception Survey

Reflection question: In this survey, we would like to know what you believe is best for Wyoming education. Please reflect on your

Answer Options	Response Count
	1113
<i>answered question</i>	1113
<i>skipped question</i>	1300

See summary for analysis of open-ended questions

Community Survey

The follow materials are related to the Community Survey administered by the Wyoming Office of the Superintendent of Public Instruction. This includes three documents for each survey.

1. The survey: The first document is an example of the survey. Although the surveys were taken online, for each survey we have provided a document representing what the survey taker experienced as he/she took the survey. Although it is not an exact representation, as randomization was used to order the potential responses to some questions.
2. Analysis – The second document is a survey data analysis undertaken by the OSPI in conjunction with the Regional Educational Laboratory (REL)
3. Survey Monkey Report – This third document is a summary of all of data collected.

Dear Community Member,

The Wyoming legislature requested that my office provide a report on all Wyoming schools. Your thoughts and input are very important to this process. Please take a few minutes to provide your feedback.

Thank you.

Cindy Hill
Superintendent of Public Instruction

1. In which school district do you currently live?

Other (please specify)

2. What is the highest level of school you completed or the highest degree you received?

- Did not receive a high school degree
- High school degree or equivalent (e.g., GED)
- Some college but no degree
- Associate degree
- Bachelor degree
- Graduate degree

3. Which category below includes your age?

- 18-20
- 21-29
- 30-39
- 40-49
- 50-59
- 60 or older

4. Did you attend Wyoming public schools?

- Yes
- No

5. Are Wyoming students hired at your place of employment?

- Yes
- No
- I don't know

6. How satisfied are you with the quality of education those employees received from Wyoming schools?

- Extremely satisfied
- Moderately satisfied
- Neither satisfied nor dissatisfied
- Moderately dissatisfied
- Extremely dissatisfied
- no opinion

7. Please describe what it means to receive a quality public education in Wyoming?

8. What indicates that a Wyoming high school student has received a quality education? Please drag and sort the below items in order of importance. (1 = most important, 8 = least important)

<input type="text"/>	Student completes honors classes
<input type="text"/>	Student becomes a life-long learner
<input type="text"/>	Student participates in school-sponsored activities
<input type="text"/>	Student's unique talents/traits are developed
<input type="text"/>	Student receives interesting and challenging content
<input type="text"/>	Student earns high scores on standardized tests
<input type="text"/>	Student earns high grade point average
<input type="text"/>	Student receives awards and/or scholarships

9. Are there other indicators of a quality education? What are they? Please provide a simple explanation.

10. What works in Wyoming's education system?

11. What does not work in Wyoming's education system?

12. What level of involvement SHOULD parents have in their child's education?

uninvolved	slightly involved	moderately involved	very involved	extremely involved
<input type="radio"/>				

13. What level of involvement do parents ACTUALLY have in their child's education?

uninvolved	slightly involved	moderately involved	very involved	extremely involved
<input type="radio"/>				

14. What steps, if any, should the state take to ensure that parents are involved in their child's education?

15. How can you, as a member of the community, best support your local schools?

The following is a summary of the results of the Wyoming Office of the Superintendent of Public Instruction Survey of **Community Members** on the Quality of Education.

Comment Regarding the Results of the Community Members Survey

The Community Survey had a total of 285 respondents. The intent of the Community Survey was to measure perceptions of community members who were not educators and did not have students currently enrolled in Wyoming Public Schools. However, in discussing the methods to administer the survey to community members, concern about the survey actually being administered to community members arose. The approach by Office of the Superintendent of Public Instruction (OSPI) to distribute the survey to community members was by sending flyers home with students and posting a link on the OSPI website. Through discussing the methodology with OSPI, there is considerable doubt as to whether or not the survey reached its intended audience. Consequently, OSPI determined that interpreting the results of the Community Survey are not a worthwhile endeavor because of the uncertainty about the methodology and representativeness of the sample. Nevertheless, the response are of some interest and are therefore summarized below.

Analysis of Data

The data were analyzed using Excel and SPSS software. 285 participants completed the survey. After coding the data, the data were analyzed using descriptive statistics and frequency counts. Each question of the survey and its results are presented within this document.

1. In which school district do you currently live?

The most frequent district reported by participants was Laramie #1, with Park #6 and Fremont #1 as the next two most frequently reported. Fewer than 1% of participants did not answer this item.

Table 1. Frequency count and percentage of the school districts for participants' children

School district	Frequency	Percentage
Laramie #1	96	33.7
Fremont #1	19	6.7
Park #6	20	7.0
Laramie #13	13	4.6
Natrona #1	13	4.6
Uinta #1	16	5.6
Uinta #4	10	3.5
Weston #1	10	3.5
Big Horn #4	10	3.5
Sweetwater #2	8	2.8
Big Horn #3	8	2.8

2. What is the highest level of school you have completed or the highest degree you have received?

The majority of participants reported having earned a Bachelor's degree (36.1%). The second most frequent response was a graduate degree (26.7%). Fewer than 1% did not answer this item.

Table 2. Frequency count and percentage of participants' degree

Degree	Frequency	Percentage
Did not receive a high school degree	3	1.1
High school degree or equivalent	13	4.6
Some college but no degree	55	19.3
Associate's degree	34	11.9
Bachelor's degree	103	36.1
Graduate degree	76	26.7
Did not answer	1	0.4

3. Which category below includes your age?

The most frequent response was the 50–59 age range with 100 participants (35.1%). The least frequent category was the 18–20 age range (1 participant, fewer than 1%).

Table 3. Frequency count and percentage of participants' age range

Age range	Frequency	Percentage
18-20	1	0.4
21-29	15	5.3
30-39	48	16.8
40-49	67	23.5
50-59	100	35.1
60 or older	53	18.6
Did not answer	1	0.4

4. Did you attend Wyoming public schools?

162 participants reported "Yes" (56.8%), and 120 reported "No" (42.1%). 3 participants did not respond (1.1%).

5. Are Wyoming students hired at your place of employment?

234 participants (82.1%) answered "Yes", whereas 27 participants (9.5%) answered "No". 22 participants (7.7%) answered "I don't know", and only 2 participants (0.7%) did not answer this item.

6. How satisfied are you with the quality of education those employees received from Wyoming schools?

The mean was 3.63 with a standard deviation of 1.24. The mode was 4 (Moderately Satisfied).

Table 4. Frequency count and descriptive statistics of satisfaction with education of employees from Wyoming schools

Response	Frequency	Percentage
Extremely Dissatisfied	16	5.6
Moderately Dissatisfied	39	13.7
Neither Dissatisfied or Satisfied	44	15.4
Moderately Satisfied	105	36.8
Extremely Satisfied	49	17.2
No opinion	29	10.2
Did not answer	3	1.1

7. Please describe what it means to you for children to receive a quality public education.

To analyze data gathered from the open-ended items on the survey, a sampling procedure was used. Sampling the data provides a more efficient method of analyzing data when compared to analyzing every single response. Researchers are still able to accurately capture the trends and patterns in the data when using a sampling method (Fink, 2009; No Author, 1998). The exact percentage of participants needed to be analyzed was determined using a confidence interval of 5 and calculating the sample size needed to obtain an accurate sampling of the data. Approximately 13% of the responses were analyzed. This sampling procedure was used for all of the open-ended items on the survey. The process is as follows:

First, the percentage of participants who did not answer the question was calculated. Next, those participants who answered the item, a random sampling of 13% of the answers, was read and categories for coding were developed. Then, after generating a list of coding categories, the list was revised to reduce redundancy or duplication. Finally, a second random sampling of 13% of the answers was read and coded according to the categories.

For this item, 69.8% (199 participants) answered this item. 23 responses were then coded (11.6%). A frequency count of the categories was generated and is presented in Table 5. The most frequent categories were mathematics (26%) and writing (26%), with participants indicating students should have strong skills in each of those areas. The third most frequent category was “life-long” (21.7%) which indicated that students should develop the ability to learn throughout their lives. 86 participants (43.2%) did not answer the item.

Table 5. Frequency count and percentage of what defines a quality education

Category	Description	Frequency	Percentage
Math	High performance in mathematics	6	26.0
Writing	Strong writing skills	6	26.0
Life-Long	A life-long love of learning and continues to learn	5	21.7
Literacy	Strong reading skills	5	21.7
College/Career	Prepared for college or a career after graduation	5	21.7
Responsibility	Is a responsible citizen and is accountable	3	13.0
Well-rounded	Has exposure to	2	8.6
Did not answer	Participant did not answer the item	86	43.2

8. What indicates that a Wyoming high school student has received a quality education? Please drag and sort the below items in order of importance (1 = most important, 8 = least important).

Because this item asked participants to rank and order eight different variables for this item, both the mean and mode are reported to facilitate interpretation of the results. Mode indicates the most frequently selected category, which provides an omnibus ranking of a particular variable and is beneficial to use with skewed data. The mean, standard deviation, and mode are displayed below, but the mode is the most useful statistic for interpreting this item.

The indicator ranked as most important was “student becomes a life-long learner” (mean = 2.14, mode = 1). The lowest rated indicator was “student earns high scores on standardized tests” (mean = 6.12, mode = 8).

Table 6. Descriptive statistics for ranking of indicators of a quality education

Category	Mean	SD	Mode
Student becomes a life-long learner	2.14	1.82	1
Student receives interesting and challenging content	3.05	1.76	3
Student’s unique talents are developed	3.08	1.76	2
Student earns a high GPA	5.28	1.78	6
Student receives awards or scholarships	5.35	1.82	5
Student completes honors classes	5.71	1.76	7
Student participates in school-sponsored activities	5.27	1.81	4
Student earns high scores on standardized tests	6.12	2.00	8

9. Are there other indicators of a quality education? What are they? Please provide a simple explanation.

56.1% of participants (160) responded to this item. Of those responses, 18 (11.2%) were coded. The most frequent categories were “responsible” (27.7%; that is, students are responsible and productive citizens) and “quality faculty” (27.7%). The third most frequent categories included having strong academics, strong social skills, and being a life-long learner (all 16.6%). 125 participants (43.8%) did not answer this item.

Table 7. Frequency count and percentage of other indicators of a quality education

Category	Description	Frequency	Percentage
Responsible	Student is responsible and productive	5	27.7
Quality faculty	School has highly qualified teachers	5	27.7
Academics	Student develops strong academic skills	3	16.6
Social Skills	Student develops good social skills and can interact with others	3	16.6
Life-Long	Student is a “life-long learner”	3	16.6
College	The number of students that attend college	2	11.1
College/Career	Student is prepared for college or a career	2	11.1
Did not answer	Participant did not answer the item	125	43.8

10. What works in Wyoming’s education system?

58.9% of participants (168) responded to this item. Of those responses, 29 (17.2%) were coded. The most frequent response was having highly qualified teachers (27.5%). The next most frequent response was “not applicable,” which was used for answers that were uncodable or unrelated to the question. Having meaningful evaluations and using Common Core (along with the “not applicable” category) were tied for the second most frequent response. 117 participants (41.1%) did not answer this item.

Table 8. Frequency count and percentage of what works in Wyoming education

Category	Description	Frequency	Percentage
Qualified Teachers	Having highly-qualified teachers	8	27.5
Not applicable	Answer was uncodable or unrelated to the question	2	6.9
Evaluations	Having meaningful evaluations	2	6.9
Common Core	Common Core State Standards and curriculum	2	6.9
Did not answer	Participant did not answer the item	117	41.1

11. What does not work in Wyoming's education system?

69.8% of participants (199) responded to this item. Of those responses, 25 (12.5%) were coded. The most frequent response was testing (36%), as participants mentioned that there was too many testing going on in the schools. The second most frequent response was politics (20%), referring to how politics can interfere with the functioning of schools. The third most frequent response was Common Core (16%). 86 participants (43.2%) did not answer the question.

Table 9. Frequency count and percentage of what does not work in Wyoming education

Category	Description	Frequency	Percentage
Testing	Too much time spent on testing or too many assessments	9	36.0
Politics	Politics are interfering with education; putting politics over students	5	20.0
Common Core	Common Core State Standards	4	16.0
Mandates	Certain mandates or too many mandates are interfering with functioning/teaching	2	8.0
Lack of Accountability	Students are not held accountable for being disruptive, etc.	2	8.0
Low quality	Some teachers are of low quality	2	8.0
Did not answer	Participant did not answer the item	86	43.2

12. What level of involvement SHOULD parents have in their child's education?

13. What level of involvement do parents ACTUALLY have in their child's education?

Participants were asked to rate various levels of parent involvement in their child's education. Response choices were as follows:

- 1 = uninvolved
- 2 = slightly involved
- 3 = moderately involved
- 4 = very involved
- 5 = extremely involved

The mean of "what level should parents be involved" was 4.28, with a mode of 5. The mean of "what level do parents actually have" was 2.44, with a mode of 2.

Table 10. Descriptive statistics for parent involvement

Category	Mean	SD	Mode
What level of involvement SHOULD parents have in their child's education?	4.28	.67	5
What level of involvement do parent ACTUALLY have in their child's education?	2.44	.75	2

14. What steps, if any, should the state take to ensure that a parent is involved in his/her child's education?

63.4% of participants (182) responded to this item. Of those responses, 24 (8.14%) were coded. The most frequent response was that the state cannot take steps to increase parental involvement (25%). The second most frequent response was creating a welcoming culture (16.6%), and the third most frequent response was offering incentives to parents or to students for parent participation (12.5%). 102 participants (36.1%) did not answer the item.

Table 11. Frequency count and percentage of steps to ensure parent involvement

Category	Description	Frequency	Percentage
Can't	Schools can't be forced to involve parents	6	25.0
Welcoming	Ensure a welcoming culture or atmosphere	4	16.6
Incentives	Provide incentives or rewards for involvement	3	12.5
Expectations	Set a clear expectation for involvement at the beginning of the year	2	8.3
Legal Mandates	Impose a legal mandate	1	4.2
Volunteer	Allow parent volunteers	1	4.2
Did not answer	Participant did not answer the item	102	36.1

15. How can you, as a member of the community, best support your local schools?

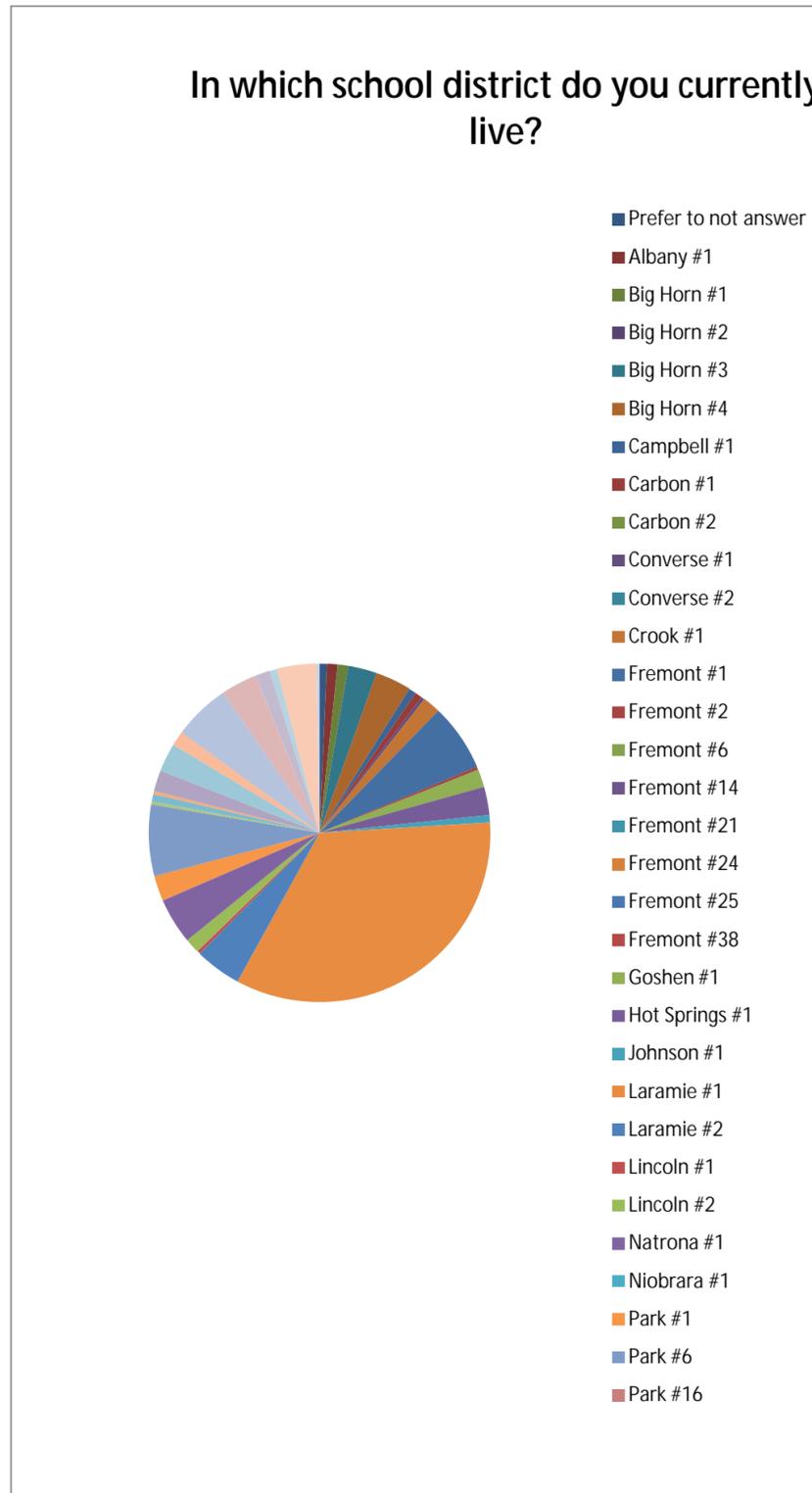
191 (67%) participants answered this item. Of those responses, 29 (17.3%) were coded. The most frequent response was volunteering (51.7%), followed by staying informed of the school's occurrences (13.8%) and donating money to the school (10.3%).

Table 12. Frequency count and percentage of steps to support schools

Category	Description	Frequency	Percentage
Volunteer	Volunteer or give time to the school	15	51.7
Informed	Be aware what is happening in the school	4	13.8
Donate	Donate money to school or events	3	10.3
Attend	Attend school events	3	10.3
Did not answer	Participant did not answer the item	94	33.0

Office of the Superintendent | Community Survey

In which school district do you currently live?		
Answer Options	Response Percent	Response Count
Prefer to not answer	0.7%	2
Albany #1	1.0%	3
Big Horn #1	1.0%	3
Big Horn #2	0.0%	0
Big Horn #3	2.7%	8
Big Horn #4	3.4%	10
Campbell #1	0.7%	2
Carbon #1	0.7%	2
Carbon #2	0.0%	0
Converse #1	0.3%	1
Converse #2	0.0%	0
Crook #1	1.7%	5
Fremont #1	6.4%	19
Fremont #2	0.3%	1
Fremont #6	0.0%	0
Fremont #14	0.0%	0
Fremont #21	0.0%	0
Fremont #24	0.0%	0
Fremont #25	0.0%	0
Fremont #38	0.0%	0
Goshen #1	1.7%	5
Hot Springs #1	2.7%	8
Johnson #1	0.7%	2
Laramie #1	33.9%	100
Laramie #2	4.4%	13
Lincoln #1	0.3%	1
Lincoln #2	1.4%	4
Natrona #1	4.4%	13
Niobrara #1	0.0%	0
Park #1	2.4%	7
Park #6	6.8%	20
Park #16	0.0%	0
Platte #1	0.3%	1
Platte #2	0.0%	0
Sheridan #1	0.7%	2
Sheridan #2	0.3%	1
Sheridan #3	0.0%	0
Sublette #1	0.0%	0
Sublette #9	0.0%	0
Sweetwater #1	2.0%	6
Sweetwater #2	2.7%	8
Teton #1	1.4%	4
Uinta #1	5.4%	16
Uinta #4	3.4%	10
Uinta #6	0.0%	0
Washakie #1	1.4%	4
Washakie #2	0.7%	2
Weston #1	3.7%	11
Weston #7	0.3%	1
Other (please specify)		5
answered question		295
skipped question		4

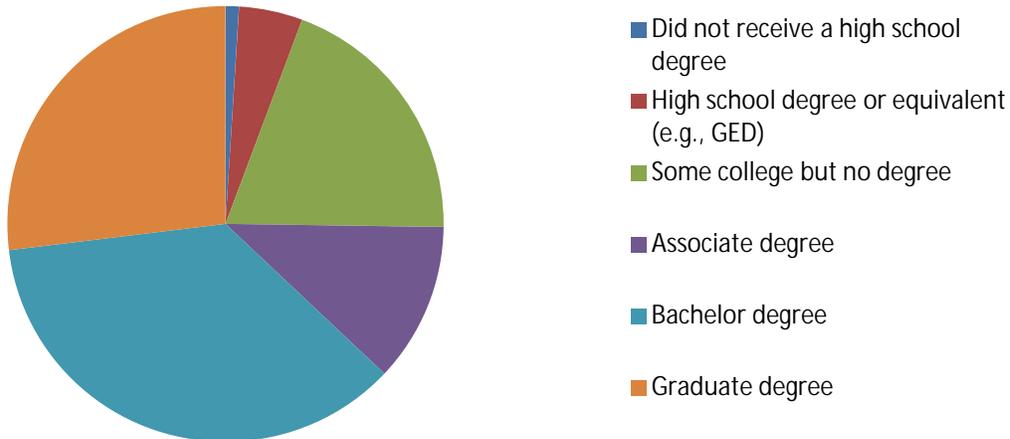


Office of the Superintendent | Community Survey

What is the highest level of school you completed or the highest degree you received?

Answer Options	Response Percent	Response Count
Did not receive a high school degree	1.0%	3
High school degree or equivalent (e.g., GED)	4.7%	14
Some college but no degree	19.5%	58
Associate degree	11.8%	35
Bachelor degree	36.0%	107
Graduate degree	26.9%	80
	<i>answered question</i>	297
	<i>skipped question</i>	2

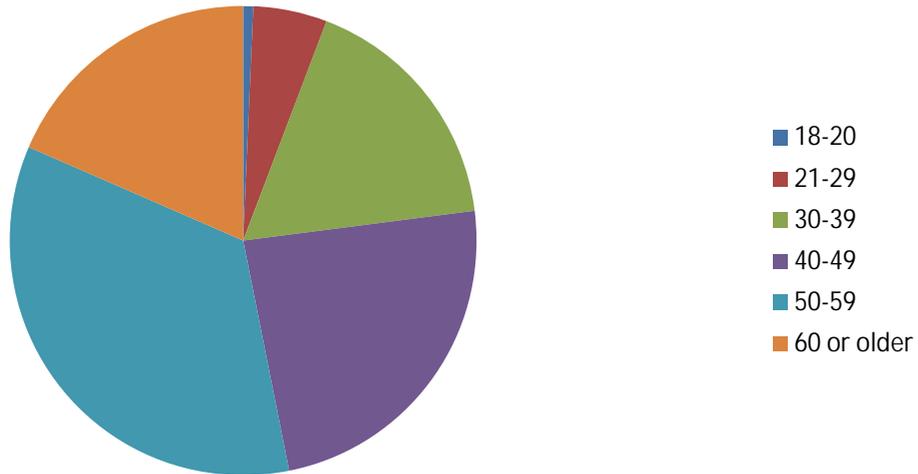
What is the highest level of school you completed or the highest degree you received?



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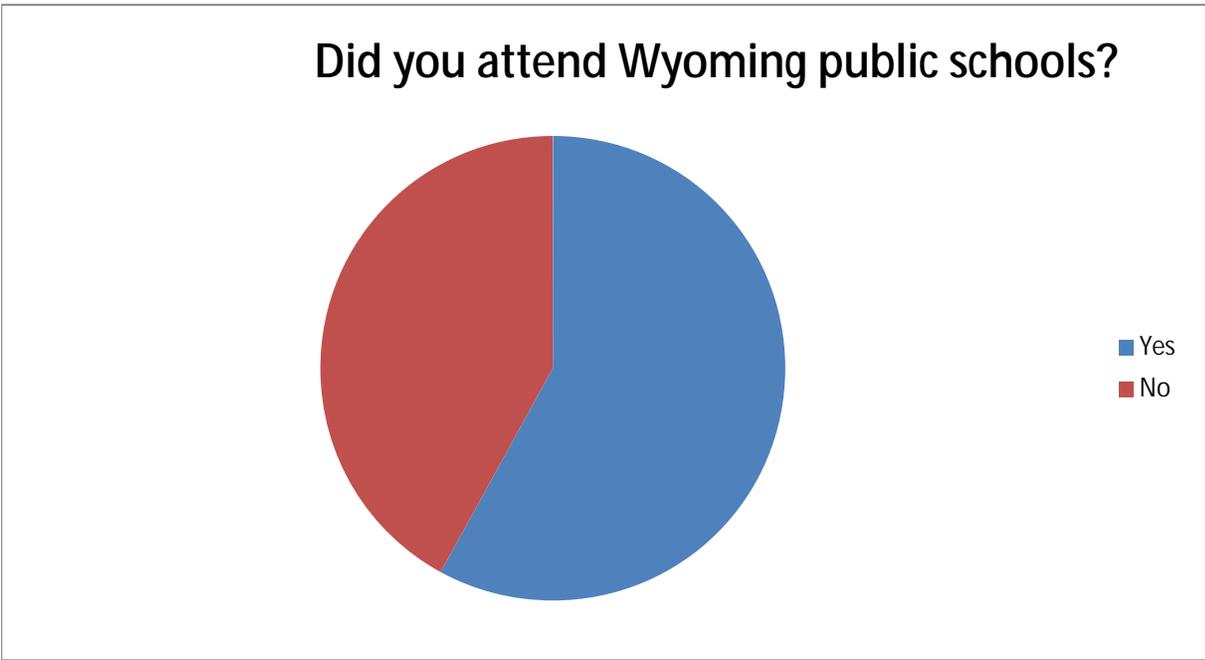
Which category below includes your age?		
Answer Options	Response Percent	Response Count
18-20	0.7%	2
21-29	5.1%	15
30-39	17.2%	51
40-49	23.9%	71
50-59	34.7%	103
60 or older	18.5%	55
<i>answered question</i>		297
<i>skipped question</i>		2

Which category below includes your age?



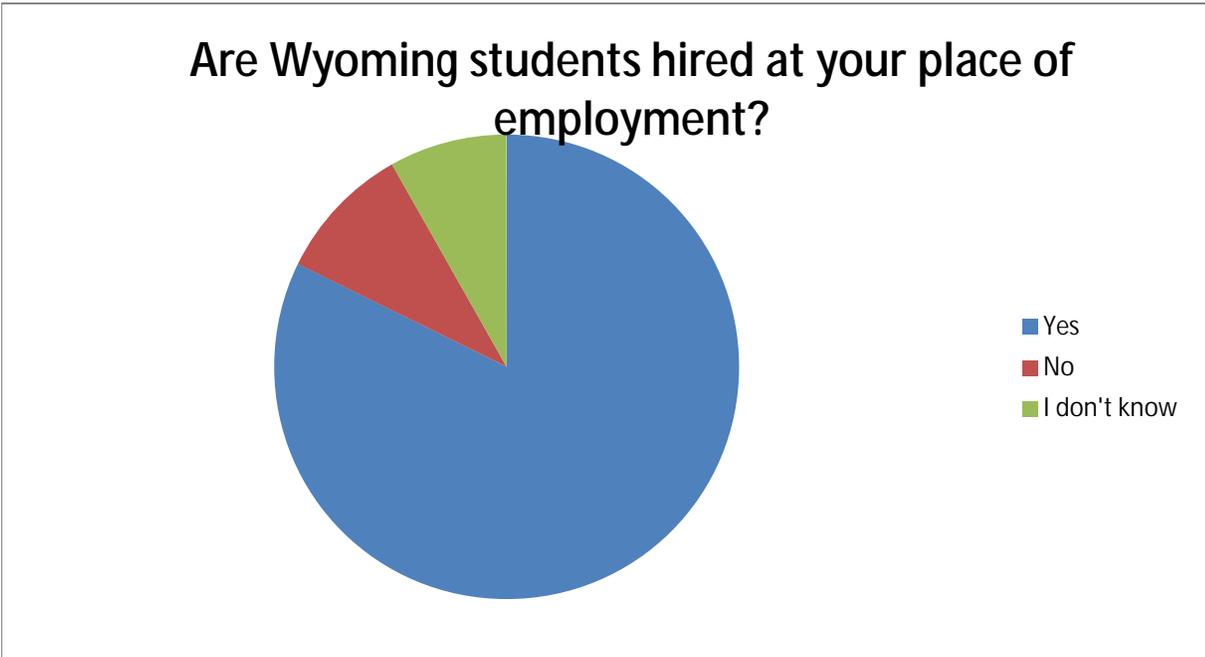
Office of the Superintendent | Community Survey

Did you attend Wyoming public schools?		
Answer Options	Response Percent	Response Count
Yes	58.0%	171
No	42.0%	124
<i>answered question</i>		295
<i>skipped question</i>		4



Office of the Superintendent | Community Survey

Are Wyoming students hired at your place of employment?		
Answer Options	Response Percent	Response Count
Yes	82.3%	242
No	9.5%	28
I don't know	8.2%	24
<i>answered question</i>		294
<i>skipped question</i>		5

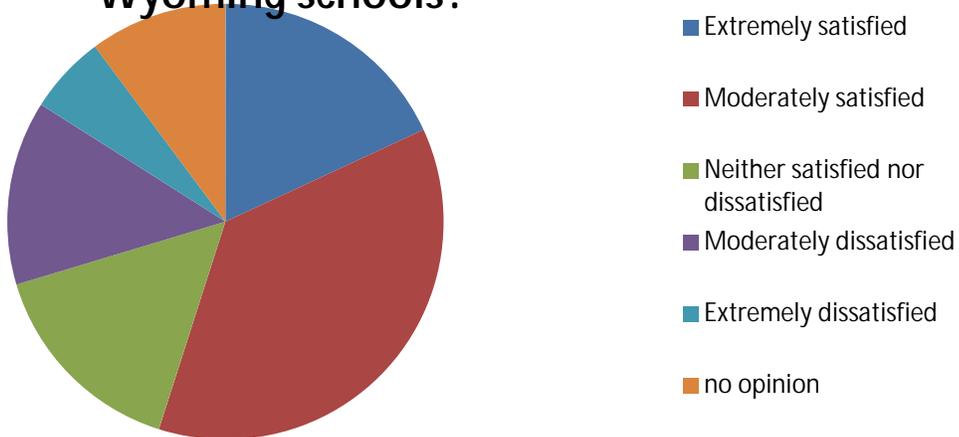


Office of the Superintendent | Community Survey

How satisfied are you with the quality of education those employees received from Wyoming schools?

Answer Options	Response Percent	Response Count
Extremely satisfied	18.1%	53
Moderately satisfied	36.9%	108
Neither satisfied nor dissatisfied	15.4%	45
Moderately dissatisfied	13.7%	40
Extremely dissatisfied	5.8%	17
no opinion	10.2%	30
<i>answered question</i>		293
<i>skipped question</i>		6

How satisfied are you with the quality of education those employees received from Wyoming schools?



Office of the Superintendent | Community Survey

Please describe what it means to receive a quality public education in Wyoming?

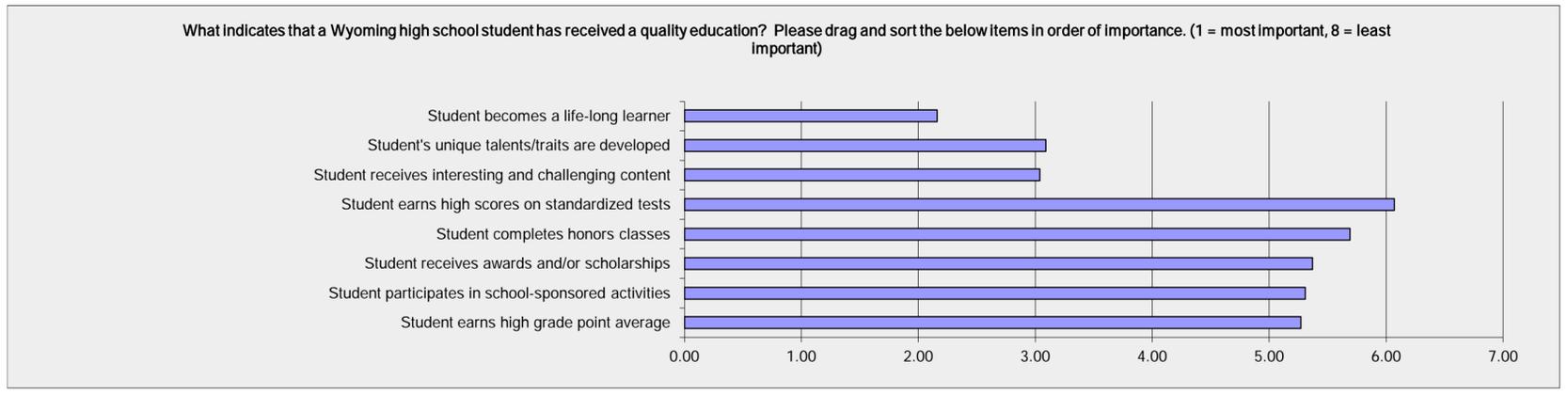
Answer Options	Response Count
	210
<i>answered question</i>	210
<i>skipped question</i>	89

See summary for analysis of open-ended questions

Office of the Superintendent | Community Survey

What indicates that a Wyoming high school student has received a quality education? Please drag and sort the below items in order of importance. (1 = most important, 8 = least important)

Answer Options	1	2	3	4	5	6	7	8	Rating Average	Response Count
Student earns high grade point average	11	16	20	34	52	81	47	23	5.27	284
Student participates in school-sponsored activities	3	17	14	86	38	32	48	46	5.31	284
Student receives awards and/or scholarships	8	15	19	39	74	41	47	41	5.37	284
Student completes honors classes	7	9	15	39	51	51	68	44	5.69	284
Student earns high scores on standardized tests	9	12	15	29	34	38	45	102	6.07	284
Student receives interesting and challenging content	43	83	94	17	9	16	13	9	3.04	284
Student's unique talents/traits are developed	40	87	78	27	18	16	8	10	3.09	284
Student becomes a life-long learner	163	45	29	13	8	9	8	9	2.16	284
<i>answered question</i>										284
<i>skipped question</i>										15



Office of the Superintendent | Community Survey

Are there other indicators of a quality education? What are they?
Please provide a simple explanation.

Answer Options	Response Count
	169
<i>answered question</i>	169
<i>skipped question</i>	130

See summary for analysis of open-ended questions

Office of the Superintendent | Community Survey

What works in Wyoming's education system?	
Answer Options	Response Count
	180
<i>answered question</i>	180
<i>skipped question</i>	119

See summary for analysis of open-ended questions

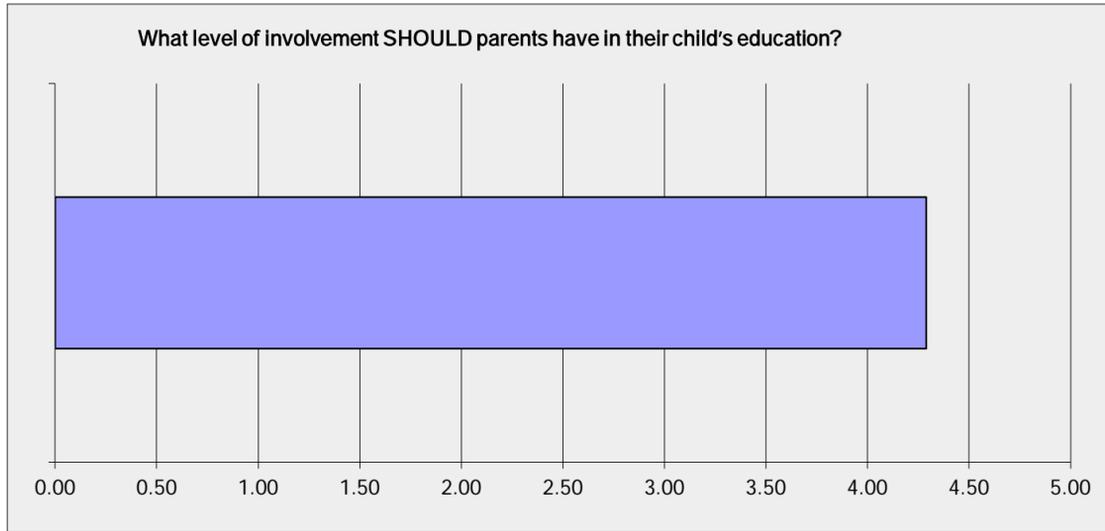
Office of the Superintendent | Community Survey

What does not work in Wyoming's education system?	
Answer Options	Response Count
	210
<i>answered question</i>	210
<i>skipped question</i>	89

See summary for analysis of open-ended questions

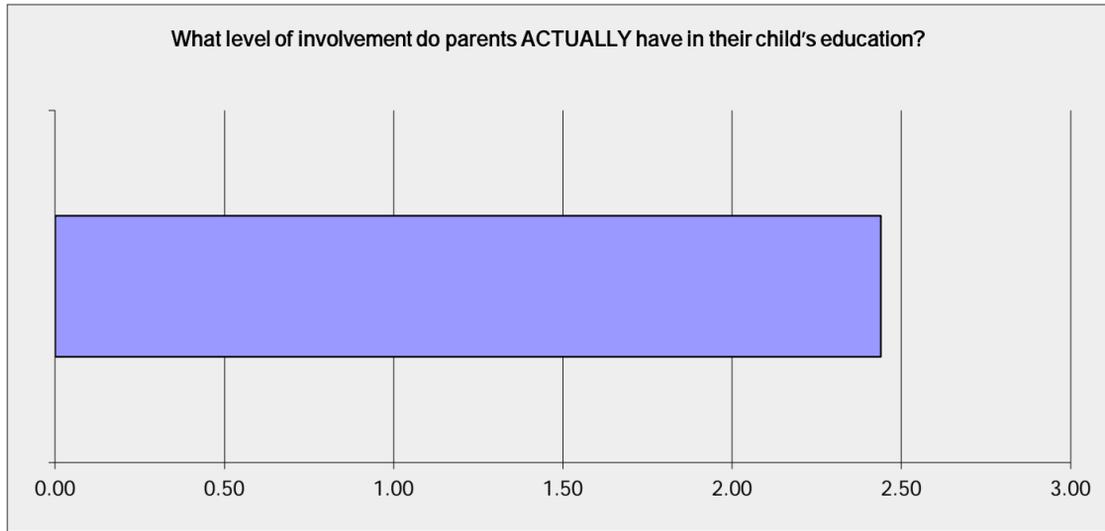
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What level of involvement SHOULD parents have in their child's education?							
Answer Options	uninvolved	slightly involved	moderately involved	very involved	extremely involved	Rating Average	Response Count
	0	2	28	146	115	4.29	291
						<i>answered question</i>	291
						<i>skipped question</i>	8



Office of the Superintendent | Community Survey

What level of involvement do parents ACTUALLY have in their child's education?							
Answer Options	uninvolved	slightly involved	moderately involved	very involved	extremely involved	Rating Average	Response Count
	22	141	105	19	2	2.44	289
						<i>answered question</i>	289
						<i>skipped question</i>	10



Office of the Superintendent | Community Survey

What steps, if any, should the state take to ensure that parents are involved in their child's education?

Answer Options	Response Count
	191
<i>answered question</i>	191
<i>skipped question</i>	108

See summary for analysis of open-ended questions

Office of the Superintendent | Community Survey

How can you, as a member of the community, best support your local schools?

Answer Options	Response Count
	201
<i>answered question</i>	201
<i>skipped question</i>	98

See summary for analysis of open-ended questions