

SURVEY ANALYSIS
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SURVEY ANALYSIS

There are a variety of methods that can be used to review and analyze the results of the ISACS Constituent Survey. This section of the Guide will address the primary tools that include both tabulated data and more detailed, statistical analyses - correlation and regression. It is important to focus on the primary objectives for conducting the ISACS Constituent Survey when reviewing the results. This type of focus will help to maximize use of the data and to integrate the results into the overall plan for the school.

Scale Interpretation

Begin your analysis of the tabulated data with a review of the *actual* survey. Note the rating scales and types of questions used in the survey:

- Attitude Ratings (questions 1a – q) – *strongly agree* through *strongly disagree* scale
- Performance Ratings (questions 2 – 9, 11) – *excellent* through *poor* scale
- Comparative Ratings (questions 10a & b) - *much higher/better* through *much lower/worse* scale
- Likelihood Ratings (questions 12) - *extremely likely* through *not at all likely* scale

All questions use a five-point scale with the exception of 10a, which uses a three-point scale. It will be helpful to review and become familiar with all of the survey questions in order to understand the breadth of available information.

When reviewing the results of the ISACS Constituent Survey, it is important to understand how to interpret the survey results. The scales in the survey are reviewed below with emphasis placed on improvement and enhancement. Therefore, “top two box” summaries are used in this process. For example, the focus is placed on “total agree” that includes the “strongly agree” and “agree” responses or “total positive” that includes the “excellent” and “very good” ratings.

TABLE I - General Attitudes and Perceptions about the School

<u>Attitude</u> (questions 1a – q)	<u>Values for</u>	
	<u>Mean Calculation</u>	<u>Translation</u>
Strongly agree	5	Ultimate goal (top rating)
Agree	4	Total agree (top two ratings)
Neither agree nor disagree	3	Marginal rating
Disagree	2	Significant concern
Strongly disagree	1	Unacceptable
Don't know	0	Percentage on total responses

TABLE II – Performance Ratings

<u>Performance</u> (Qs 2 – 9, 11)	<u>Relationship</u> (Question12)	<u>Values for</u> <u>Mean Calculation</u>	<u>Translation</u>
Excellent	Extremely likely	5	Ultimate goal (top rating)
Very Good	Very likely	4	Positive rating (top two ratings)
Good	Somewhat likely	3	Marginal rating
Fair	Not very likely	2	Unacceptable rating
Poor	Not at all likely	1	Significant concern
Don't Know	Don't Know	0	Increase awareness

TABLE III – Comparative Ratings

<u>Cost (Q10)</u>	<u>Translation</u>
Very expensive	Ratings of primary concern
Somewhat expensive	
Not at all expensive	

TABLE IV – Quality of Education

<u>Education Comparison (Q11)</u>	<u>Cost Comparison</u>	<u>Translation</u>
Much better	Much higher	Ratings of most interest
Somewhat better	Somewhat higher	
About the same	About the same	
Somewhat worse	Somewhat lower	
Much worse	Much lower	

Tabulated Data Reports

Two sets of tabulated data are provided with each banner of the survey results:

1. Administrative Summary
2. Detailed Tabulations

Administrative Summary

The Administrative section includes approximately twelve pages of summary tables that give an overview of the results:

- Image/Attitudes – questions 1a - g
 - percentage of constituents who agree (strongly agree and agree)
- Performance – questions 2 - 9
 - percentage of constituents who rate the item favorably (excellent/very good)
- Financial/Values Issues – questions 10a - b
 - percentage who rate the cost as “somewhat or not at all expensive”
 - percentage who rate the cost as “somewhat or much lower”
- Quality of Education – questions 11a - b
 - percentage who rate the education as “excellent or very good”
 - percentage who rate the education as “somewhat or much lower”
- Overall Relationship – questions 12a - c
 - percentage who are “extremely or very likely” to recommend
 - percentage who are “extremely or very likely” to continue
 - percentage who are “extremely or very likely” to increase support

Detailed Results – Appendix (pages 29, 30, 32, 34)

This provides more extensive information than the Administrative Summary by showing all responses to each question (including the custom questions) - question by question. Each page indicates how the constituent group answered each question in the survey. The frequency and percent for each specific answer to a particular question of the survey can be determined in this section. This section is an excellent support document when investigating a specific aspect of the survey or results.

Statistical Testing – Appendix (pages 33 and 34)

Statistical tests of significance are used to explore the apparent differences between various constituents such as parents, faculty, and staff. In addition, statistical differences between your school and comparable ISACS schools in the ISACS database are shown. The tabulated data shows a significant difference between percentages or means at the 95% confidence level.

The tabulated data uses an annotated table format to express these significant differences. The columns in these tables are labeled as a, b, and c, etc. that correspond to the opinions of various constituents. A designation of an a, b, or c next to a percentage or mean response indicates that the percentage or mean is significantly different (at the 95% confidence level) to the

corresponding number in the designated column. The absence of a letter designation next to a percentage or mean indicates no significant difference is apparent.

When interpreting the tabulated data, please remember that statistical significance should **not** replace sound judgment where slight differences in ratings exist. Although differences of one percent may cause one attribute to be ordered ahead of another, this difference is not large enough to support decision-making.

Report Legend

Table Identification – upper left-hand corner

First line – school name

Second line – banner type

Third line – name of report

Fourth line – confidentiality statement

Banner Headings

The columns listed across each page are titled with a specific constituent group (e.g., current parents, faculty, etc). Below each column heading are the results of how that specific constituent group answered the survey questions.

Note that the left half of the page is labeled **SCHOOL** and is dedicated to the constituent groups of the school. The right side of the table or banner is labeled **ISACS** and is dedicated to the comparable constituents from other ISACS schools that have used the survey and have data in the database. The results from your school are compared to those of schools that are like your school type. For example, if your school is a K-12 school, your results are compared to the results of other K-12 schools that have used the survey.

It is important to note the Heading Subscripts that describe each column heading (e.g., a,b,c,d,e, etc.). The subscripts are used to designate a statistical difference between one column and another. See **Percentage and Mean Subscripts** section below.

Percentage and Mean Subscripts

Some percentages are annotated with a subscript(s). This indicates that the percentage is significantly different at the 95% confidence level than the corresponding number or percentage in the subscript designated column(s). This annotation helps to determine significant differences in the results.

While the results may reveal that one number is higher or lower than another, this may not be a statistical difference between the two numbers from a statistical perspective. A statistical test is automatically applied (by MRT) to test the results of the survey to determine if there is a statistical difference between the designated pair of numbers. A subscript is shown if there is a difference between the percentage in one column and the percentage in the column noted by the subscript. If there is no annotated subscript, there is no statistical difference. Please note that the results of the statistical testing are applied to the columns noted at the bottom of each table.

Base Size

- The top row - “those answering”- details the number of respondents who answered the specific question (including Don’t Know responses).
- The lower row - “those rating” - is the number of respondents who answered the specific question but excludes those who responded “Don’t Know” to the question. The percentages for each of the specific answers (except “Don’t Know”) are calculated on this base size. The exception is the “Don’t Know” percentage that is based on the total number of respondents listed in the “those answering” row.

Frequency and Percent

Below the number of respondents “answering” and “rating” is the frequency and percent for each of the survey responses. In addition, a total positive (excellent and very good) is provided as well as the mean rating, standard deviation, and standard error. Note the number listed next to each response is the value used to calculate the mean rating. The mean rating is calculated by assigning points to the responses to the ratings (e.g., excellent = 5, very good = 4, etc.)