



**Oyster River Cooperative School District  
Competency-Based Reporting Survey - 2024**

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The Survey Center

University of New Hampshire

February, 2024

*The University of New Hampshire*  
**Survey Center**

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## Executive Summary

The University of New Hampshire Survey Center conducted a survey for the Oyster River Cooperative School District (ORCSD) to better understand the opinions and habits of Oyster River students, parents, and staff members concerning the competency-based reporting system used at Oyster River Middle School. Survey invitations were sent to students in grades 6-10, parents of students in grades 6-10, and staff members who teach grades 6-10. Students currently in grades 9 or 10 were asked to recall their experiences at Oyster River Middle School while parents of students currently in grades 9 or 10 were asked to recall their experiences when their student attended Oyster River Middle School.

Overall, eight hundred sixty-seven (867) Oyster River community members completed the survey between January 25th and February 7, 2024. Respondents include 520 individuals who are current students, 284 who are parents of a student or students at Oyster River, and 73 who are current staff members at Oyster River. Please note that individuals who are both a parent and staff member completed sections of the survey designed for each of their roles.

The following figures display survey results including any demographic differences. Detailed tabular results may be found in Appendix A, Appendix B contains open-ended responses, and Appendix C contains the survey instrument. Due to rounding, percentages may not sum to 100%. For parsimony, the sections describing results to questions designed for parents use the singular "student" despite many respondents having more than one child enrolled in ORCSD.

### Key Findings

#### Middle School to High School Transition

Seven in ten responding students currently in 9th or 10th grade say that the transition from the middle school to the high school grading system was very or somewhat easy. However, nearly half of parents of students currently in 9th or 10th grade say that the transition was difficult for their child, and half of parents say that middle school does not prepare students well for high school or believe that the middle school should use traditional grading.

#### Understanding of Competency-Based Ratings

Most responding students say that they understand what it means when they earn a competency-based rating and understand their teachers' comments on how to improve that rating. Parents express slightly more confusion about what each competency-based rating means. Many parents and some students mention issues surrounding the precise definition of competency-based ratings, particularly the "M" designation being too broad and providing little insight into a student's proficiency. Staff members believe their students have a slightly lower comprehension of competency-based ratings than students themselves profess to have, but nearly all staff members say that they themselves understand the competency-based rating system.

#### Interactions with Student Progress

Only four in ten responding parents say they check on their student's regular progress on PowerSchool once or twice a month or more often while about the same number check less than once a month or never do so. A small majority feel this information helps them understand very or somewhat well what to expect on their student's quarterly progress report. Those who rarely or never use PowerSchool to review their student's progress most often say they rarely or never do so because it is difficult to access or use, they are satisfied with other reports, it is not informative or helpful, or they communicate with their child directly or feel it is not necessary to check on their student's progress since they usually succeed.

Seven in ten parents say that they understand their student's progress report very or somewhat well and most feel that the teacher comments on the quarterly progress report related to competency-based learning were very or somewhat helpful. However, parents are divided on whether the progress report gives them a clear idea of their student's learning and progress as well as their strengths and areas in need of improvement. Staff members largely disagree with this assessment, as clear majorities feel that the quarterly progress report gives parents a clear idea of their student's learning and progress as well as strengths and areas in need of improvement. When asked what changes they would like to see to the reporting system to make it more understandable, four in ten parents would like to see a change to traditional grading while others would like a clearer definition of competency-based grades or more communication with teachers.

### **Perceptions & Practices Related to Competency-Based Ratings**

Many students and parents believe it is much harder for students to earn an "M" or "E" from some teachers than from other teachers, and several express frustration with a perceived extreme difficulty or impossibility of earning an "E". Most students say that they usually try to earn a "M" or "E" if they earn a "B" or "P" but less than half say they usually try to earn an "E" if they earn a "M". Parents feel the same way: a majority say their student usually tries to improve a "B" or "P" to a "M" or "E" but only three in eight say their student usually tries to earn an "E" if they have an "M".

Only one-third of parents and less than half of staff members feel that the competency-based reporting system effectively increases student engagement and motivation. When asked about these topics, about one-third of students say that they ask for extra help all or most of the time if they receive a "B" or "P" but about the same number say they do not usually or never ask for extra help in this situation. Just over four in ten students say that the opportunity to redo work motivates them all or most of the time to learn and produce better work.

### **Professional Development**

Just over two-thirds of staff members feel very or somewhat satisfied with the professional development opportunities provided by the Oyster River School District. When asked what specific professional development opportunities they feel should be offered regarding the competency-based reporting system, staff members most frequently mention training around the specific grades or having more time, while others would like more system-wide development.

### **Overall Assessment of Competency-Based Ratings**

Overall, a small majority of responding staff members feel the competency-based reporting system encourages their students to learn very or somewhat well, but only about four in ten parents feel this way. Most staff members feel that the competency-based rating system effectively gives students opportunities to relearn, revise, and reassess, makes learning goals clear, and provides students with meaningful feedback. A majority of parents agree that the system effectively gives students opportunities to relearn, revise, and reassess, but only about half feel it makes learning goals clear and provides students with meaningful feedback. Less than half of staff members, and only one-third of parents, feel that the system effectively increases student engagement and motivation. Some parents and teachers believe this provides little motivation or accountability for students and does not prepare them well for the rigors of high school.

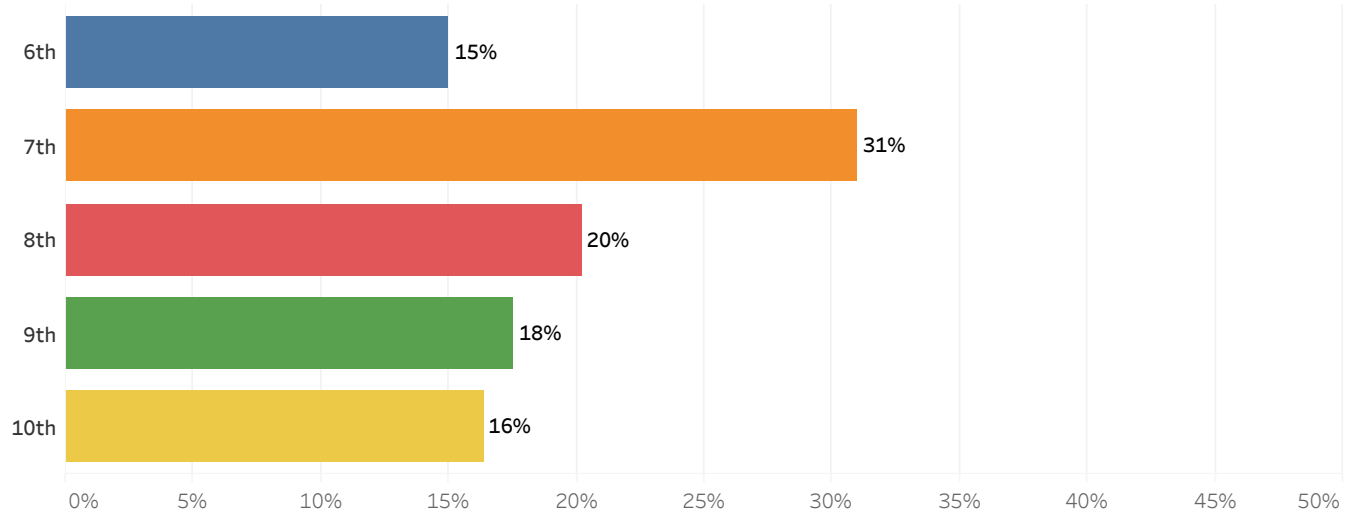
When asked for any further comments about the competency-based reporting system at Oyster River Middle School, nearly one-third of responding students say that they dislike competency-based grading or prefer traditional grading, while others mention that competency-based grades are too inconsistent or imprecise or that they are difficult to understand. Large numbers of parents similarly would prefer a change to traditional grading in middle school or a transition or combination of grading systems. Very few staff members say that they would like to change to traditional grading but many would like to reform competency-based grades, establish a clearer definition of them, or have a transition or combination of systems in middle school.

# Student Survey

## Student Demographics

Fifteen percent of responding students are currently in 6th grade, 31% are in the 7th grade, 20% are in 8th grade, 18% are in 9th grade, and 16% are currently in 10th grade.

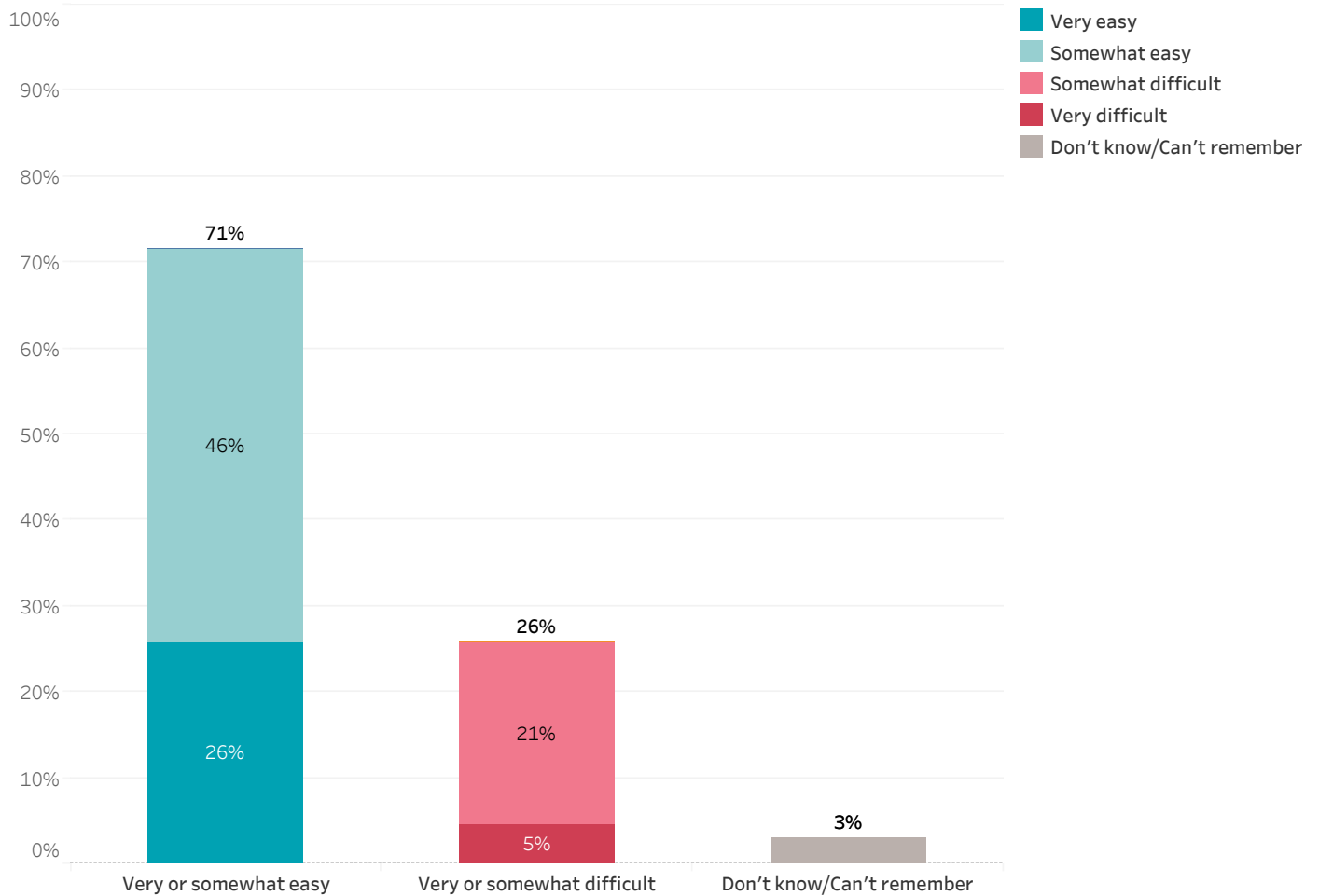
Figure 1: Which grade level are you currently in?



## High School Transition

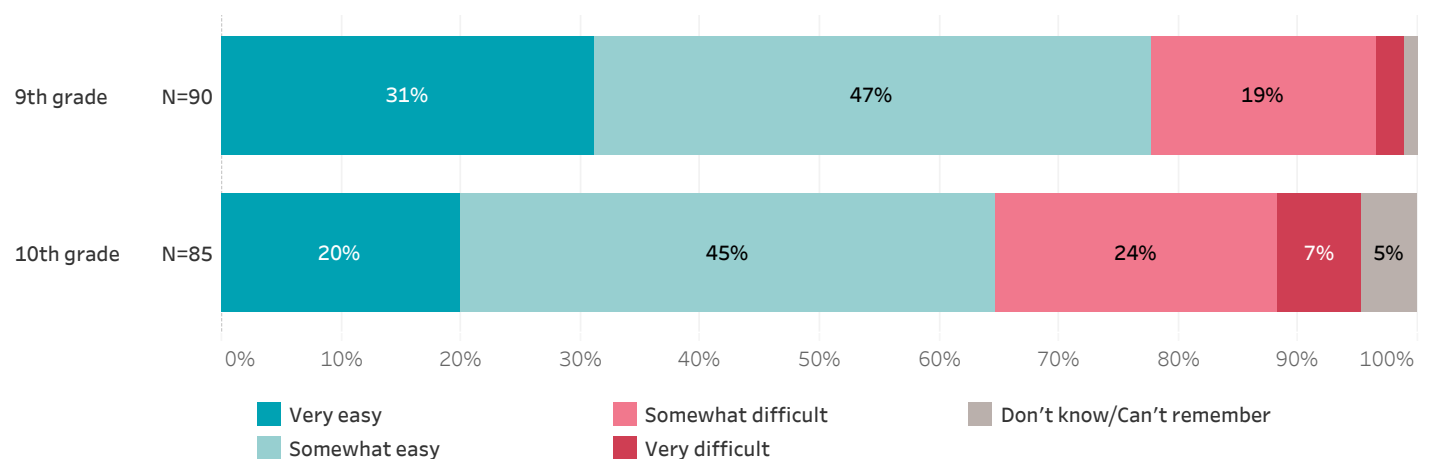
Among responding students who are currently in the 9th or 10th grade (N=175), seven in ten (71%) say that they found the transition from the middle school to the high school grading system to be very (26%) or somewhat (46%) easy, 26% found it to be somewhat difficult (21%) or very difficult (5%), and 3% don't know or can't remember.

Figure 2a: How difficult has the transition been from the middle school to the high school grading system?



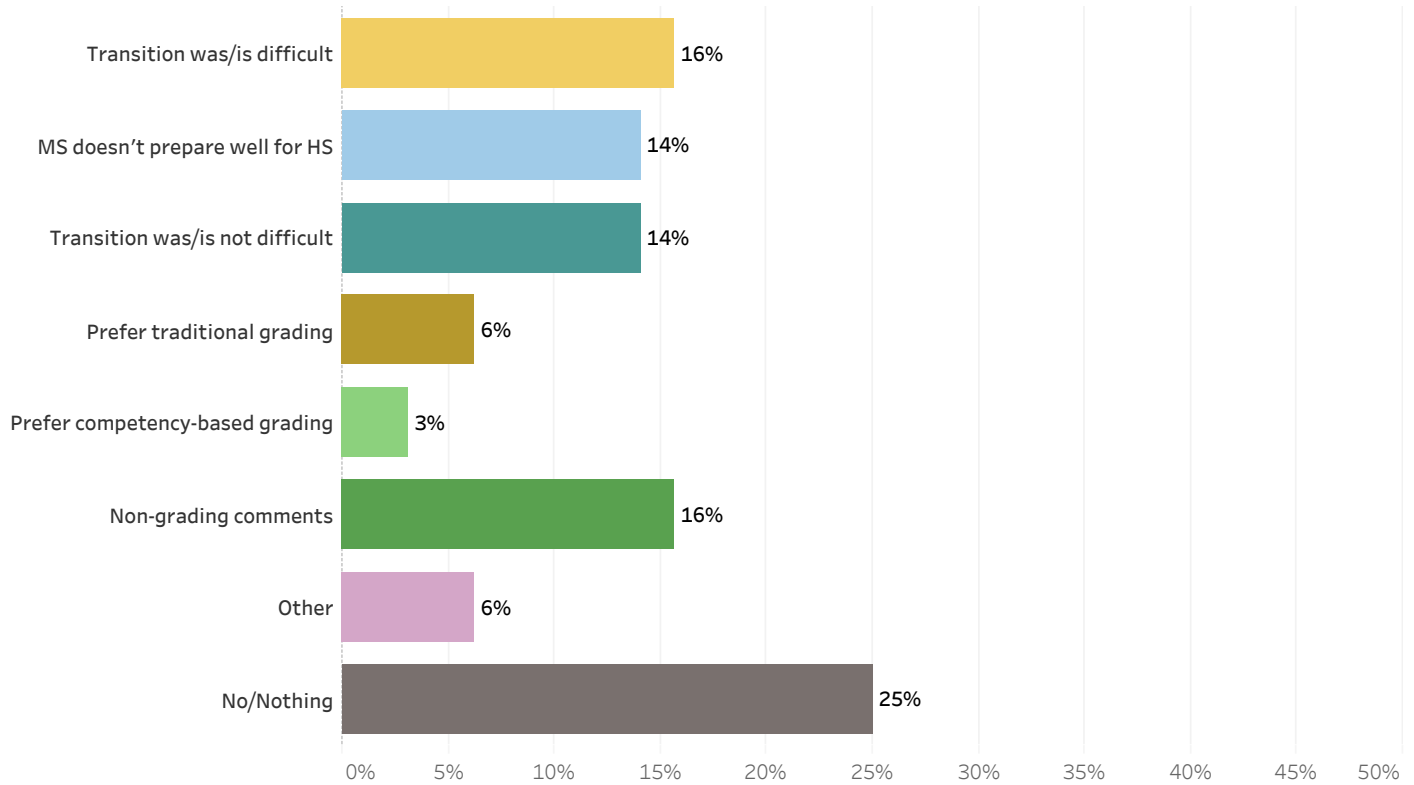
Responding students who are currently in 9th grade (78%) are slightly more likely than those in 10th grade (65%) to say that the transition from the middle school to the high school grading system was very or somewhat easy.

Figure 2b: How difficult has the transition been from the middle school to the high school grading system? - by Grade



When asked if they have any comments about their transition to high school, responding students who are currently in the 9th or 10th grade most frequently mention that the transition was or is difficult (16%), while 14% each say that middle school did not prepare them well for high school or that the transition was or is not difficult. Fewer responding students mention that they prefer traditional grading (6%) or prefer competency-based grading (3%). Sixteen percent made comments about the transition to high school unrelated to grading, 6% mention something else, and 25% have no comments.

Figure 3: Do you have any comments on your transition to high school? (coded)

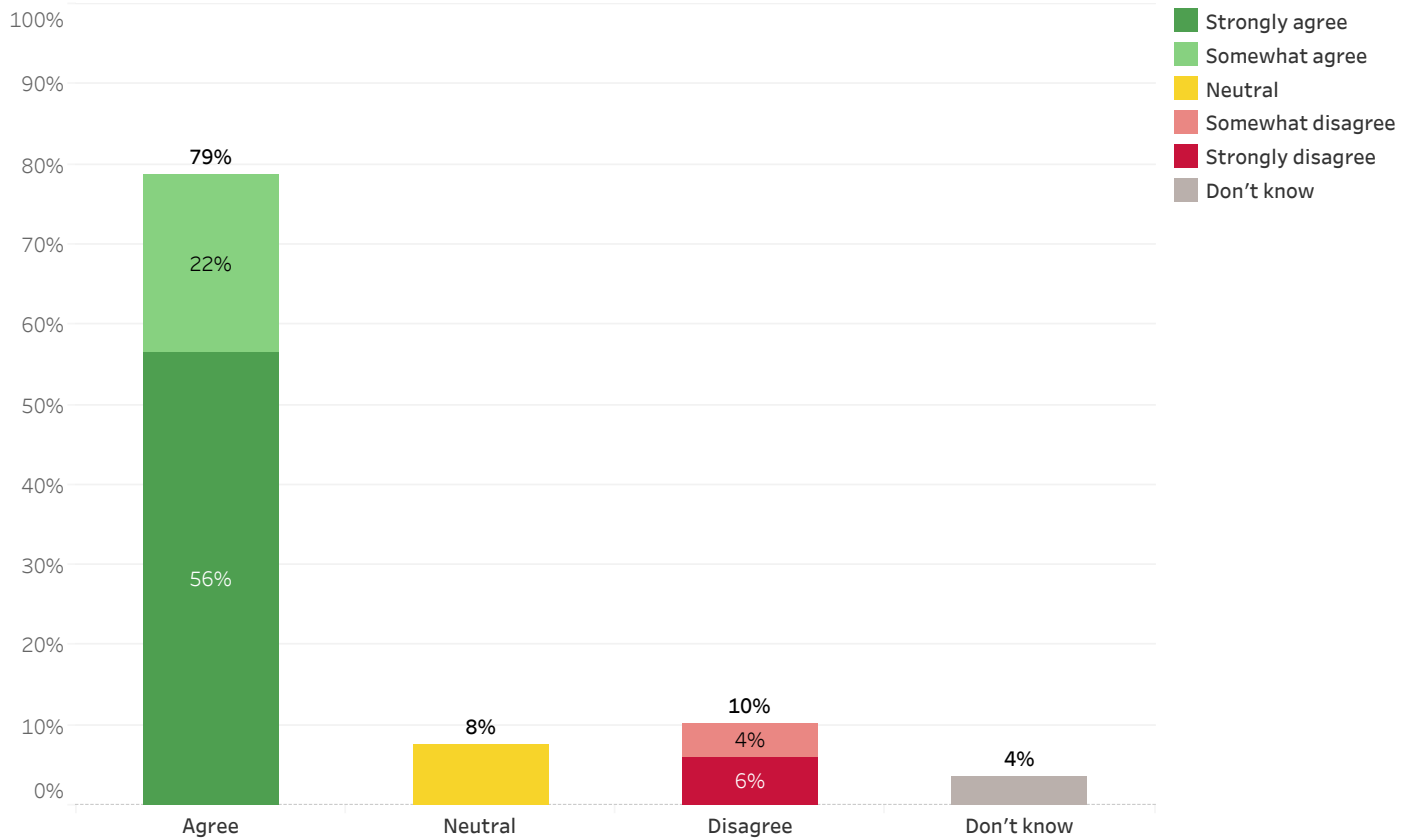




## Understanding of Competency-Based Ratings

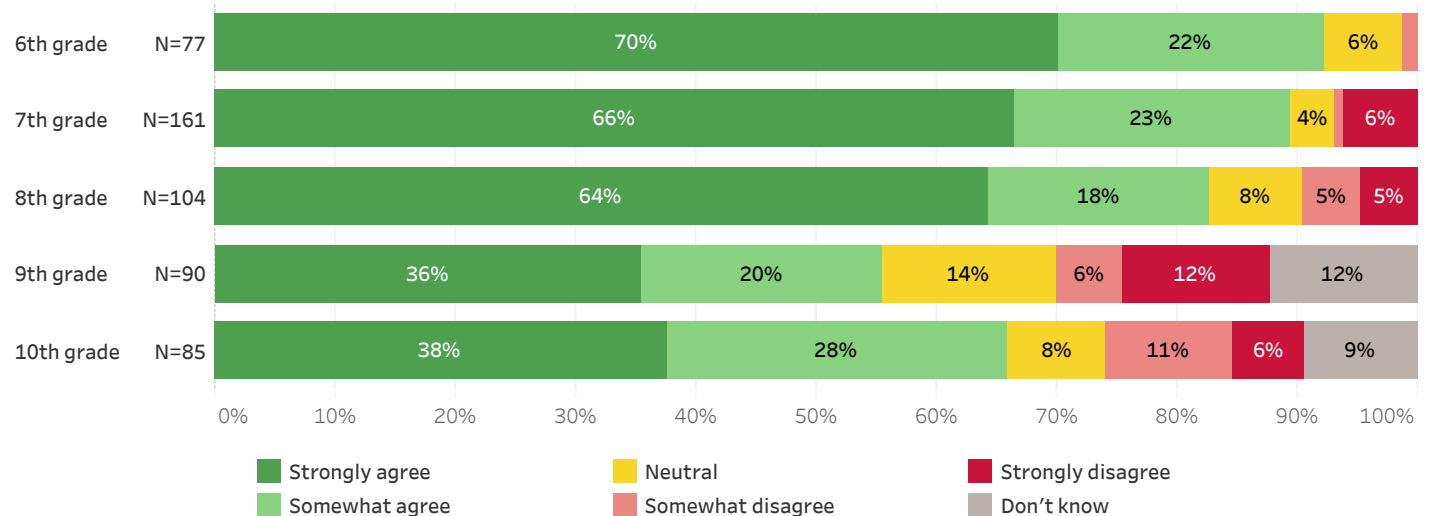
Four in five responding students (79%) strongly (56%) or somewhat (22%) agree that they understand what it means when they earn a "B", "P", "M", or "E". Ten percent somewhat (4%) or strongly (6%) disagree with this statement, 8% are neutral, and 4% don't know.

Figure 4a: Do you agree or disagree with the following statement: I understand what it means when I earn a "B", "P", "M", or "E"



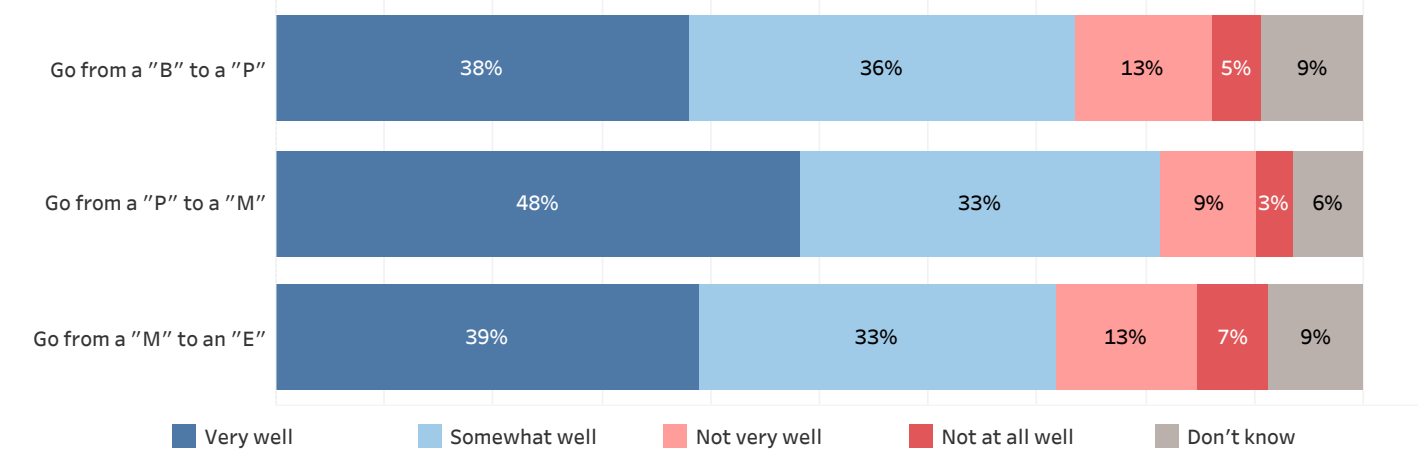
Responding 9th graders and 10th graders, who were asked to recall their experiences in middle school, are a good deal less likely than others to agree that they understand what it means when they earn a "B", "P", "M", or "E".

Figure 4b: Do you agree or disagree with the following statement: I understand what it means when I earn a "B", "P", "M", or "E" - by Grade



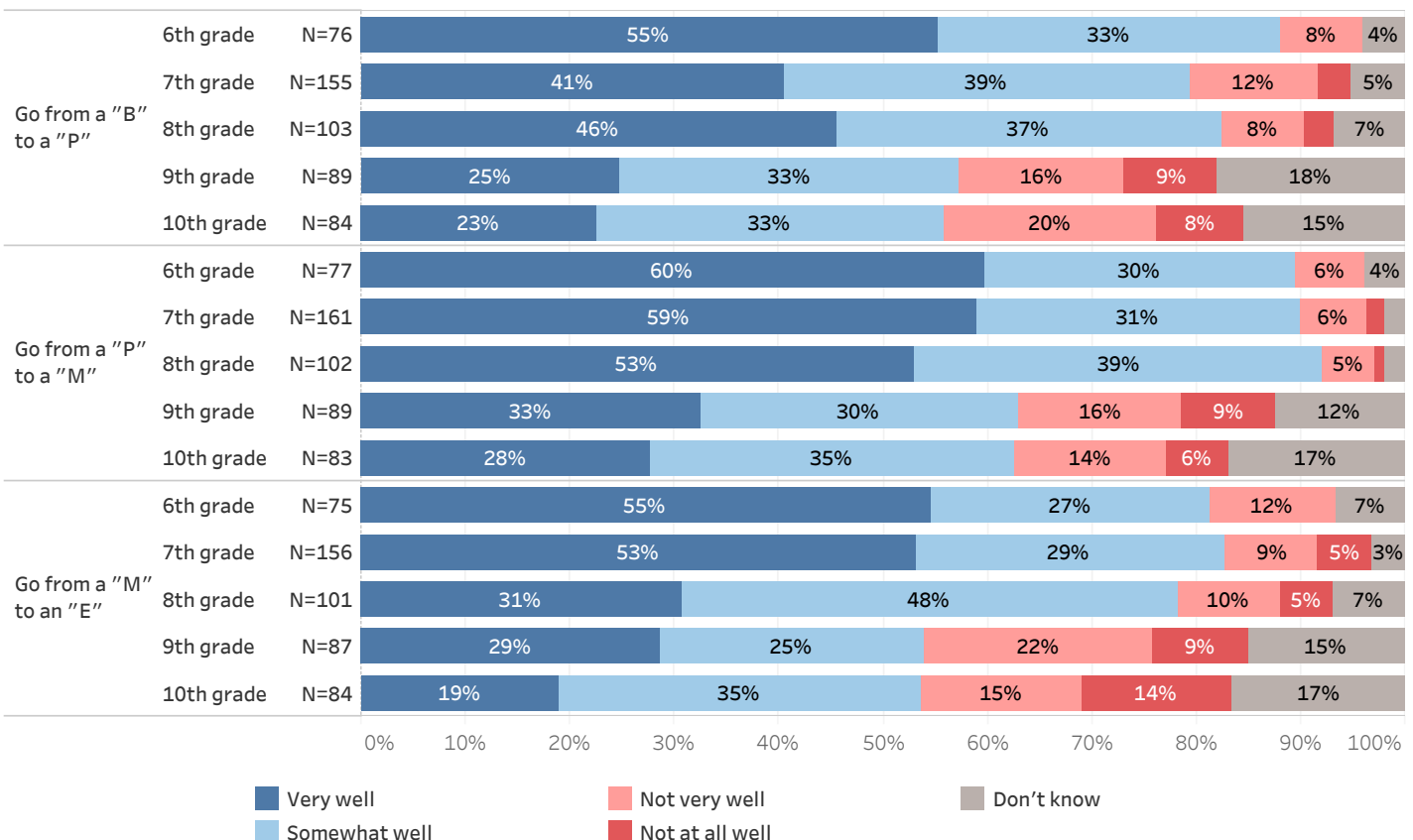
Three in four (74%) responding students say that they understand teachers' comments very well (38%) or somewhat well (36%) on how to go from a "B" to a "P", 13% say that they do not understand very well, 5% don't understand well all, and 9% don't know. Slightly more responding students (81%) say that they understand teachers' comments very (48%) or somewhat (33%) well on how to go from a "P" to a "M", while 72% say that they understand very (39%) or somewhat (33%) well how to go from a "M" to an "E".

Figure 5a: How well do you understand teachers' comments on how to...



Responding students in the 6th, 7th, and 8th grades are considerably more likely than those in the 9th and 10th grades to say they understand very or somewhat well how to improve their competency-based ratings. Those in the 9th and 10th grades were asked to recall their experiences in middle school, and a larger proportion say that they don't know how well they understood how to improve. Nevertheless, larger proportions of those in 9th or 10th grade say that they do not understand how to improve their ratings very well or not at all well, particularly on how to go from a "M" to an "E".

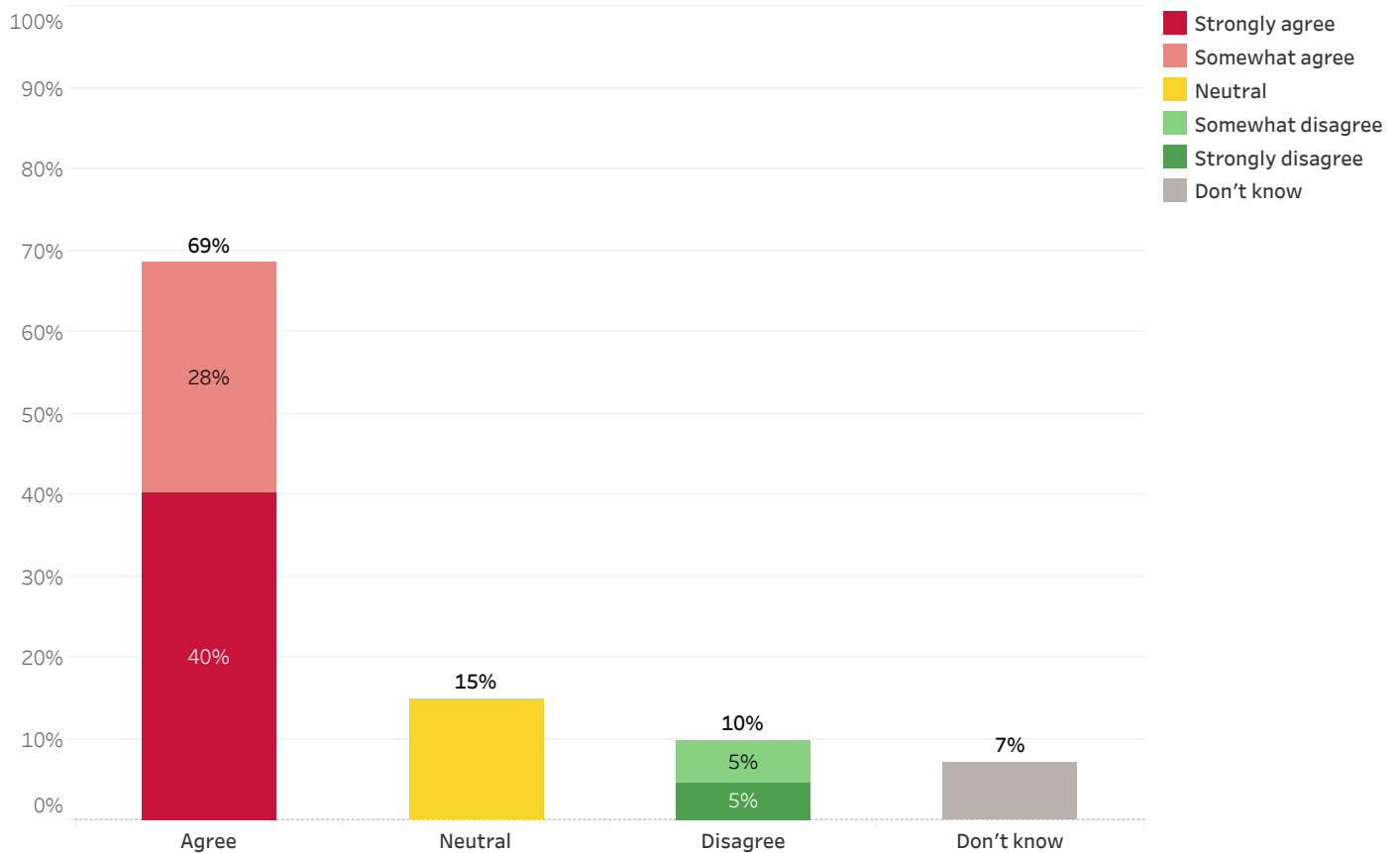
Figure 5b: How well do you understand teachers' comments on how to... - by Grade



## Perceptions & Practices Related to Competency-Based Ratings

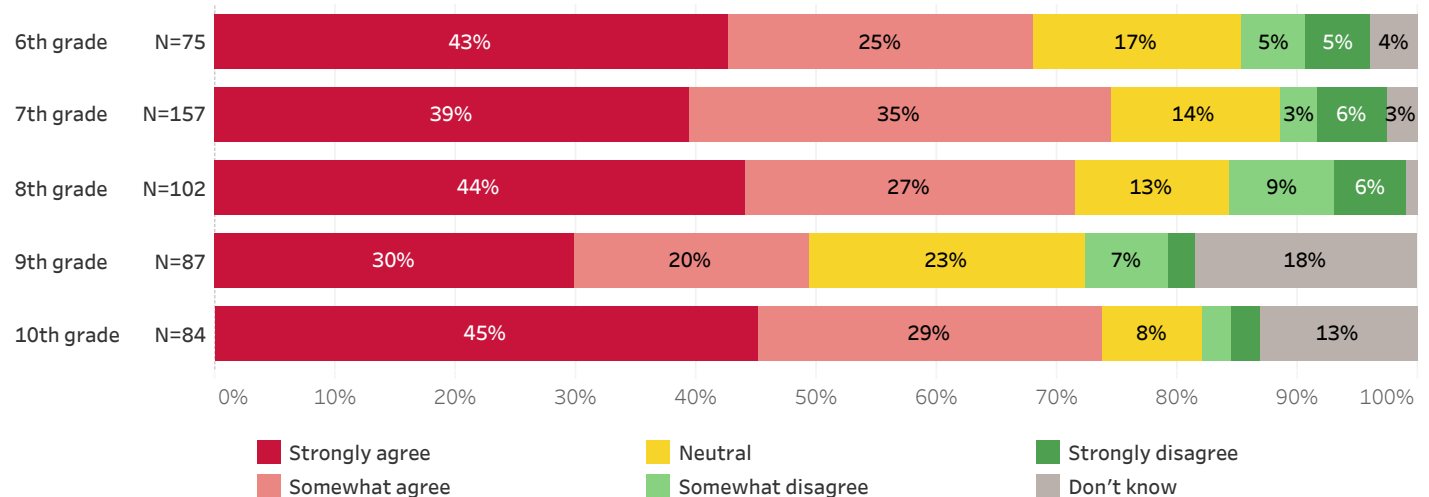
Seven in ten (69%) responding students strongly (40%) or somewhat (28%) agree that it is much harder to earn a "M" or an "E" from some teachers than from other teachers. Only 10% somewhat (5%) or strongly (5%) disagree with this statement, 15% are neutral, and 7% don't know.

Figure 6a: Do you agree or disagree with each of the statements below? It is much harder to earn a "M" or an "E" from some teachers than from other teachers



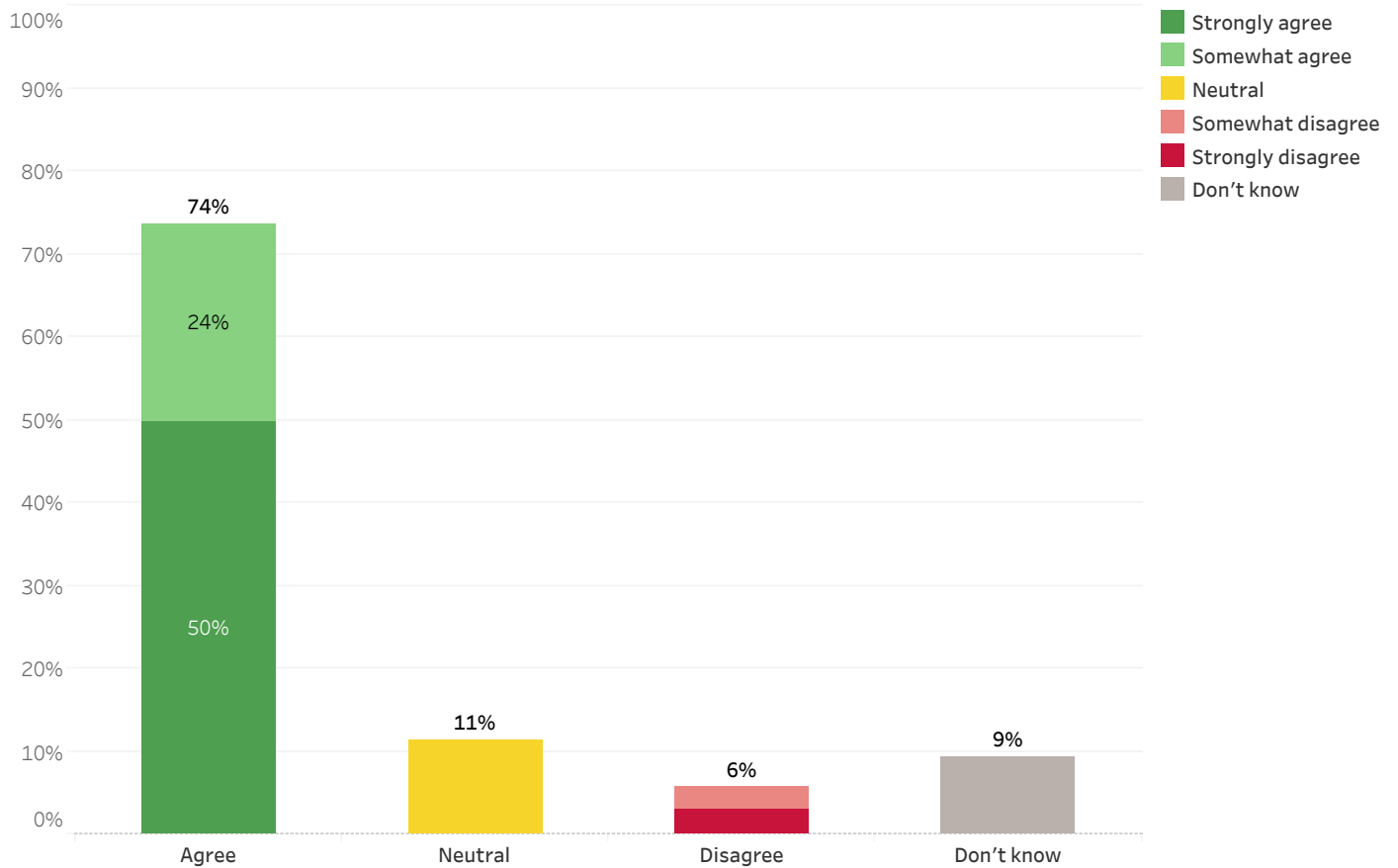
Responding 9th graders, who along with 10th graders were asked to recall their experiences in middle school, are particularly less likely to agree that it is much harder to earn a "M" or an "E" from some teachers than from other teachers.

Figure 6b: Do you agree or disagree with each of the statements below? It is much harder to earn a "M" or an "E" from some teachers than from other teachers - by Grade



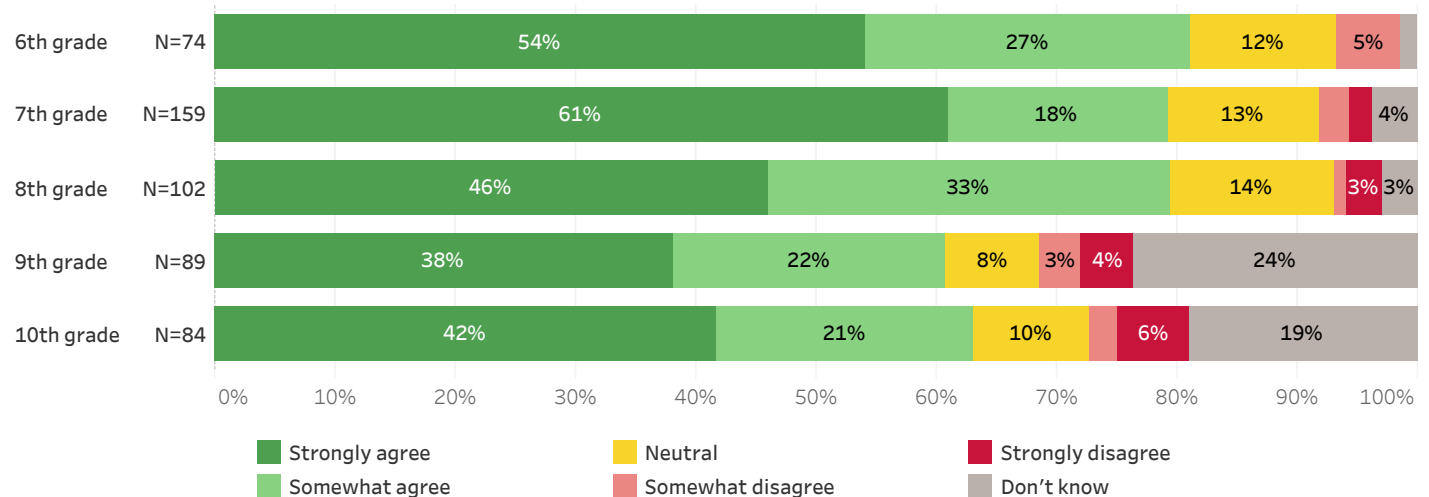
Three-quarters (74%) of responding students strongly (50%) or somewhat (24%) agree that they usually try to earn a "M" or an "E" if they earn a "B" or a "P". Only 6% somewhat (3%) or strongly (3%) disagree with this statement, 11% are neutral, and 9% don't know.

Figure 7a: Do you agree or disagree with each of the statements below? I usually try to earn a "M" or an "E" if I earn a "B" or a "P"



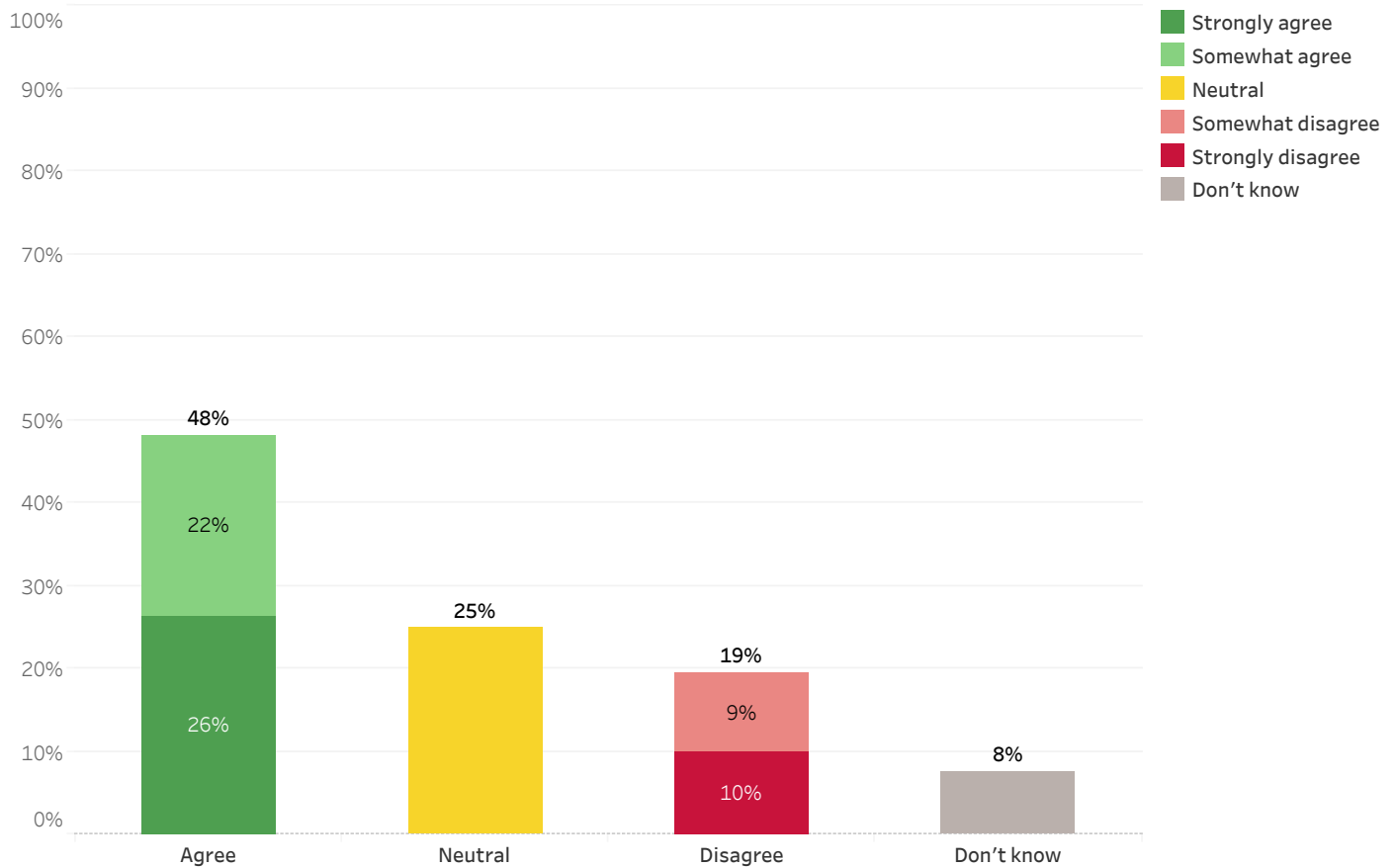
Responding students in the 9th and 10th grades, who were asked to recall their experiences in middle school, are less likely than younger students to agree that that they usually tried to earn a "M" or an "E" if they earned a "B" or "P". However, much of this difference is due to 9th and 10th graders being far more likely than younger respondents to say that they don't know.

Figure 7b: Do you agree or disagree with each of the statements below? I usually try to earn a "M" or an "E" if I earn a "B" or a "P" - by Grade



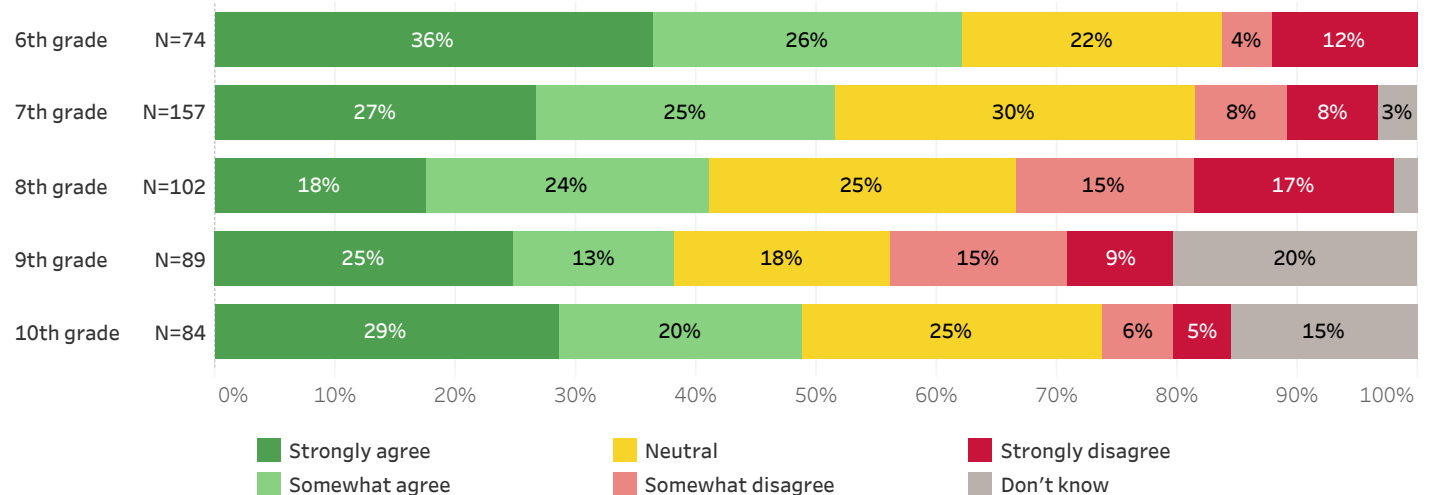
Just under half (48%) of responding students strongly (26%) or somewhat (22%) agree that they usually try to earn an "E" even if they already have a "M". Nineteen percent somewhat (9%) or strongly (10%) disagree with this statement, 25% are neutral, and 8% don't know.

**Figure 8a: Do you agree or disagree with each of the statements below? I usually try to earn an "E" even if I already have a "M"**



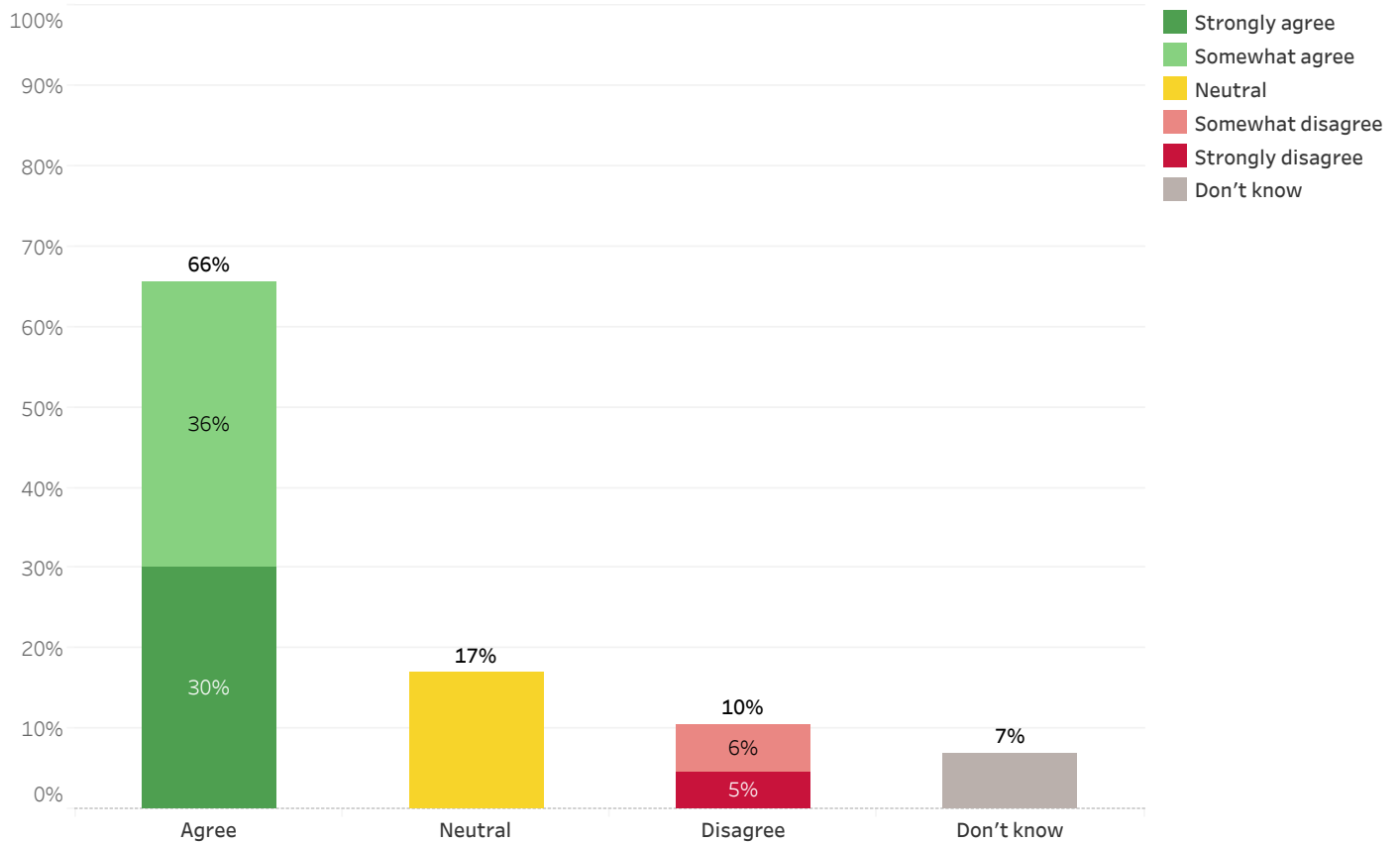
Responding students in grades 6, 7, and 10, the last of which were asked to recall their experiences in middle school, are most likely to strongly or somewhat agree that they usually try to earn an "E" even if they already have a "M". Those who are currently in 9th grade are least likely to agree with this statement, though 20% say that they don't know.

**Figure 8b: Do you agree or disagree with each of the statements below? I usually try to earn an "E" even if I already have a "M" - by Grade**



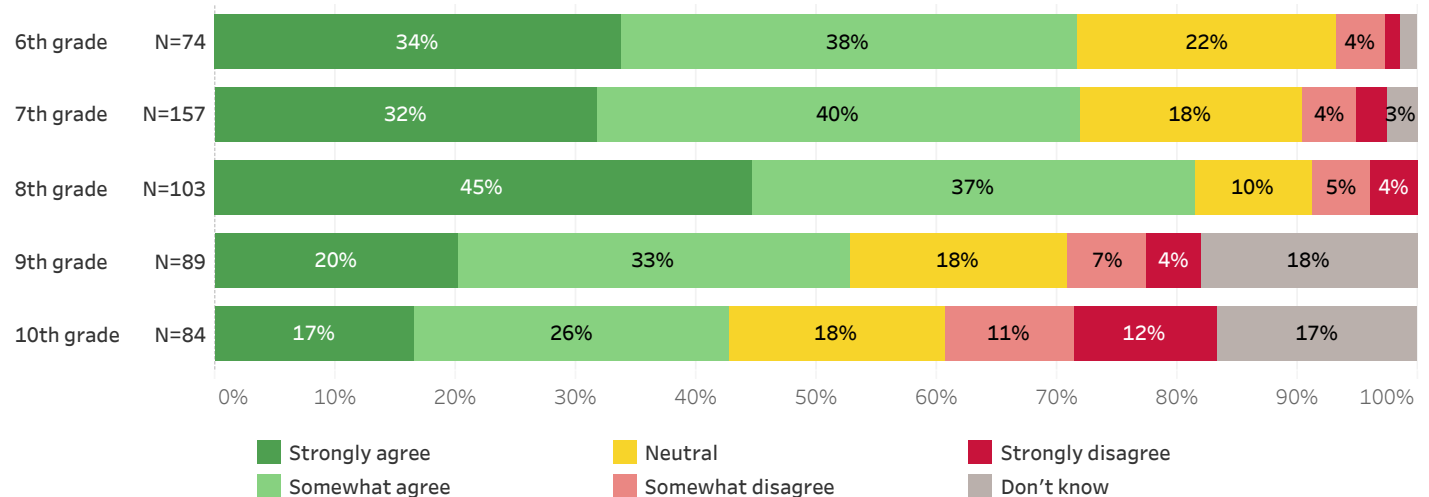
Two-thirds (66%) of responding students strongly (30%) or somewhat (36%) agree that their teachers usually help them understand what they have to do to change a "B" or "P" to a "M" or "E". Ten percent somewhat (6%) or strongly (5%) disagree with this statement, 17% are neutral, and 7% don't know.

**Figure 9a: Do you agree or disagree with each of the statements below? My teachers usually help me understand what I have to do to change a "B" or "P" to a "M" or "E"**



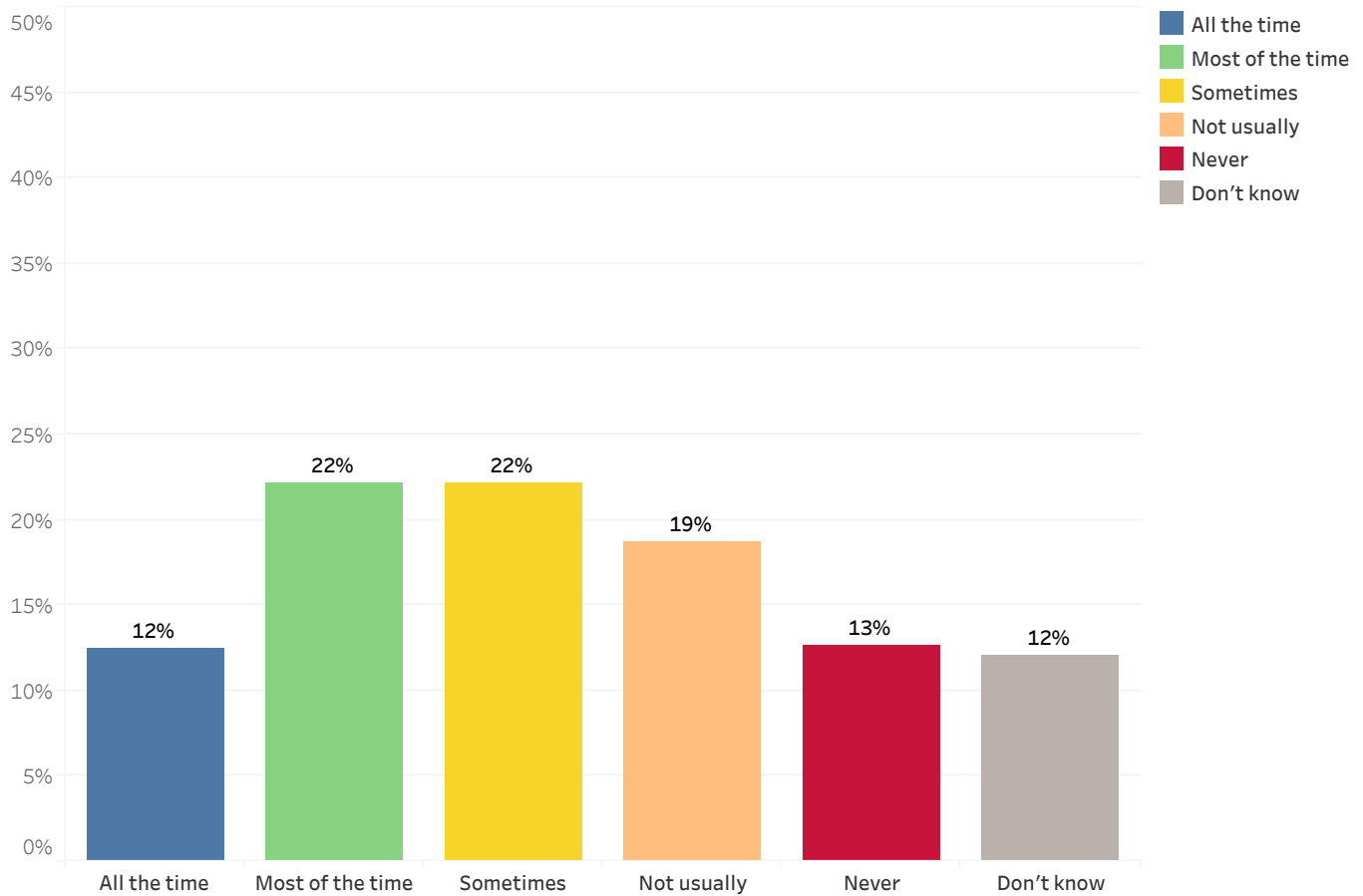
Responding students in the 8th grade are more likely than others to strongly or somewhat agree that their teachers usually help them understand what they have to do to change a "B" or "P" to a "M" or "E". Students in 9th and 10th grade, who were asked to recall their experiences in middle school, are less likely to agree with this statement, but a larger number of respondents say that they don't know.

**Figure 9b: Do you agree or disagree with each of the statements below? My teachers usually help me understand what I have to do to change a "B" or "P" to a "M" or "E" - by Grade**



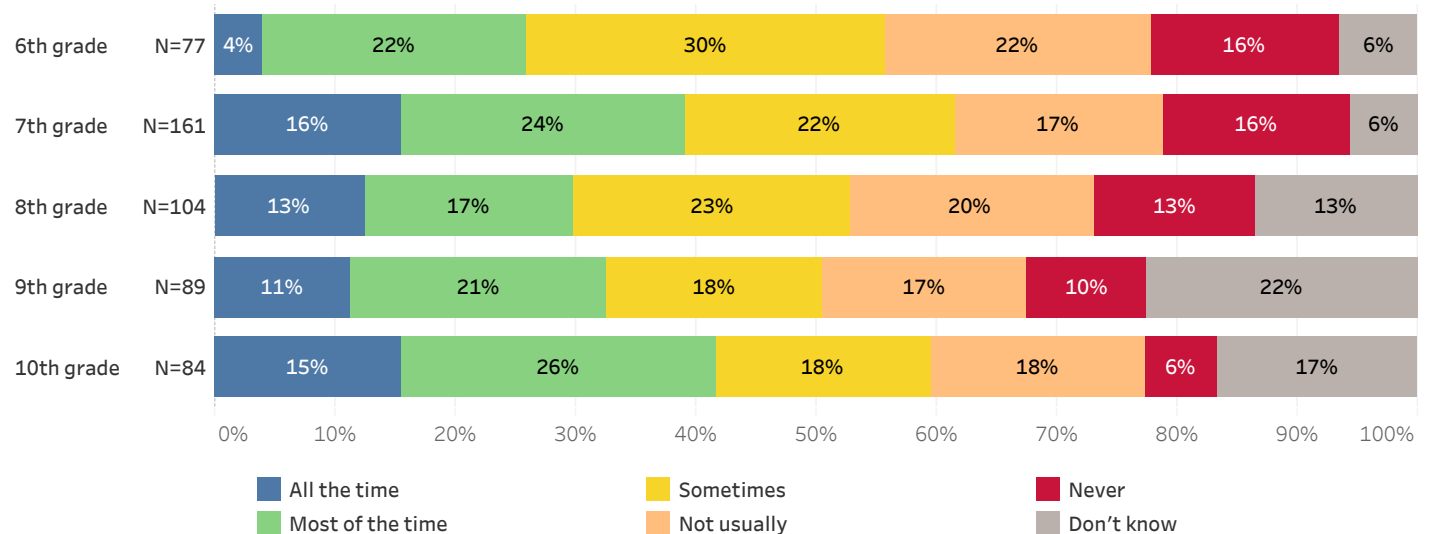
Only 12% of responding students say that they seek extra help if they earn a "B" or "P" all of the time, 22% say they do so most of the time, 22% say they sometimes ask for extra help, 19% say they do not usually ask for extra help, 13% say they never do, and 12% don't know.

Figure 10a: About how often do you ask for extra help if you earn a "B" or "P"?



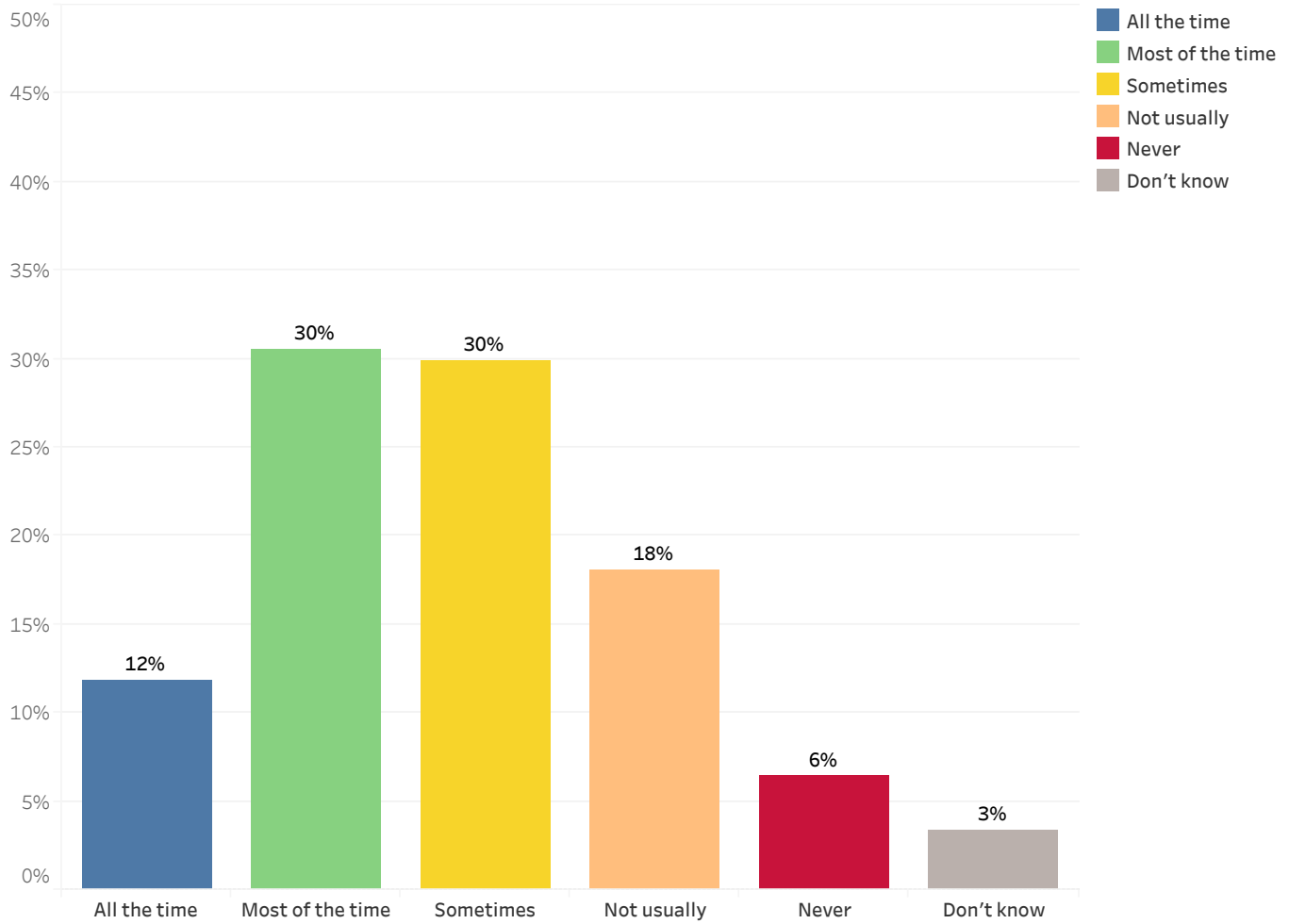
Responding students in 7th and 10th grades are more likely than others to say that they ask for extra help all or most of the time if they earn a "B" or "P". However, students in the 7th grade, along with those in the 6th grade, are also most likely to say that they never ask for extra help if they earn a "B" or "P".

Figure 10b: About how often do you ask for extra help if you earn a "B" or "P"? - by Grade



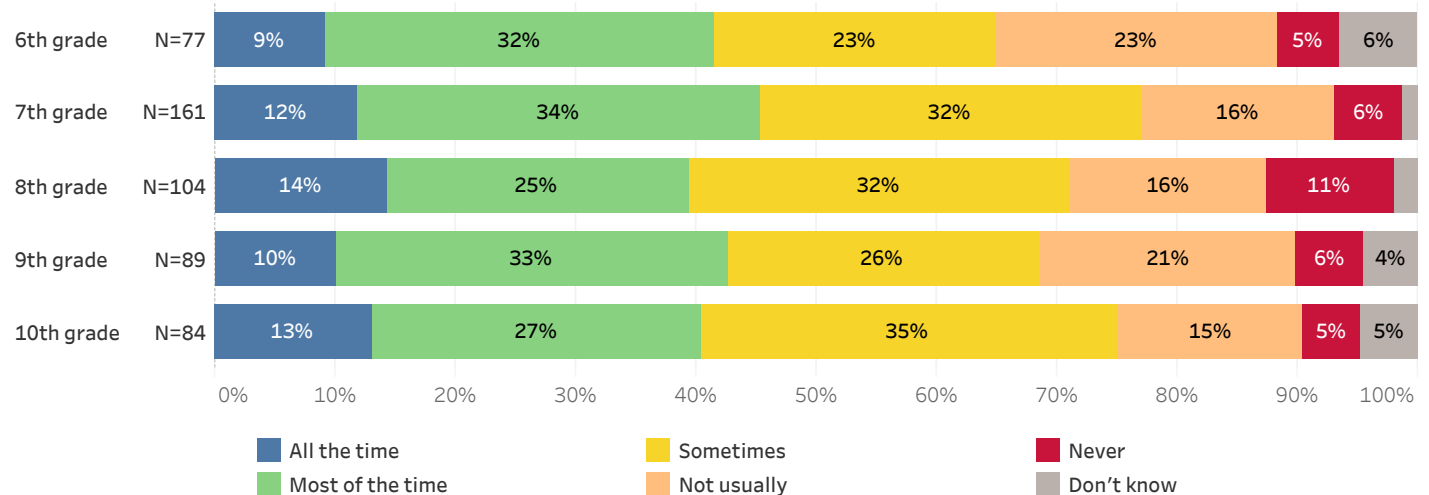
Only 12% of responding students say that the opportunity to redo work motivates them to learn and produce better work all of the time, 30% say this opportunity motivates them most of the time, 30% say this motivates them sometimes, 18% say this usually does not motivate them, 6% say this opportunity never motivates them to do better work, and 3% don't know.

Figure 11a: How often does the opportunity to redo work motivate you to learn and produce better work?



Responses to this question do not differ meaningfully based on the responding student's current grade.

Figure 11b: How often does the opportunity to redo work motivate you to learn and produce better work? - by Grade

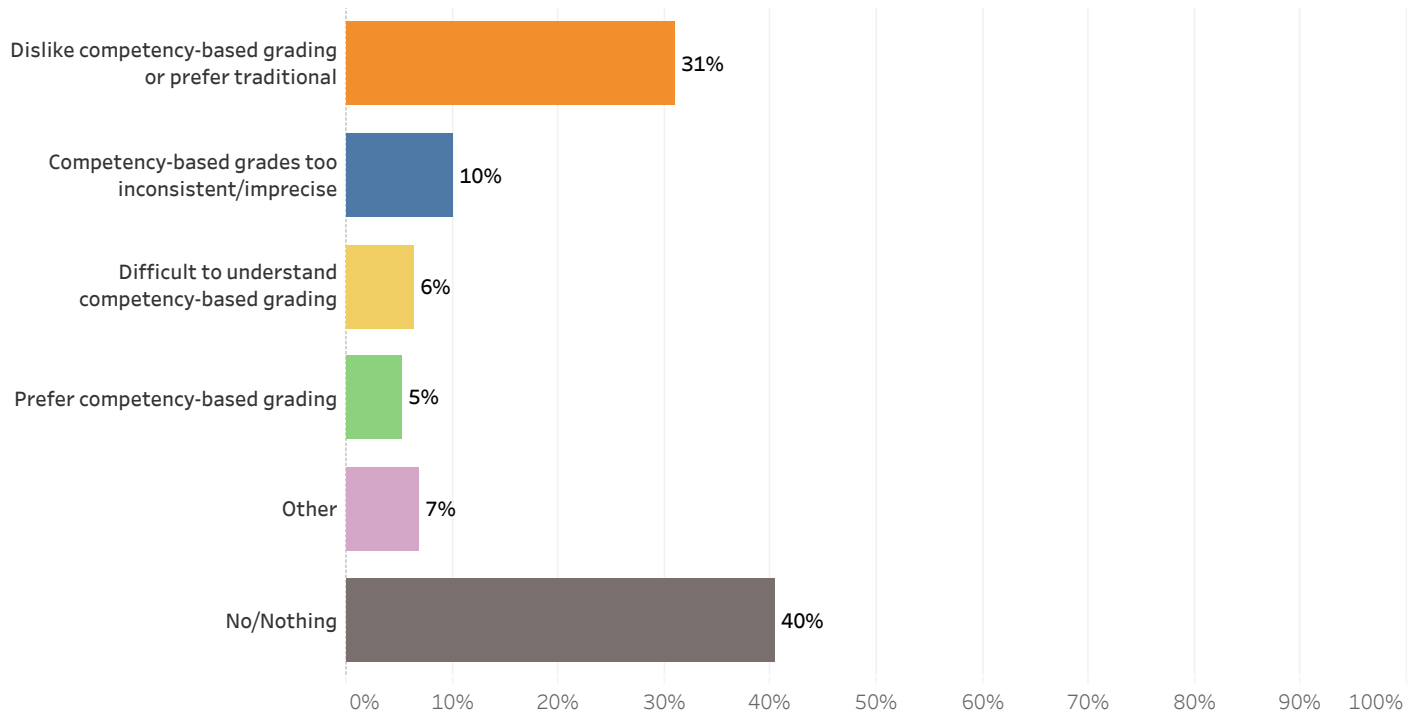




## Overall Assessment of Competency-Based Ratings

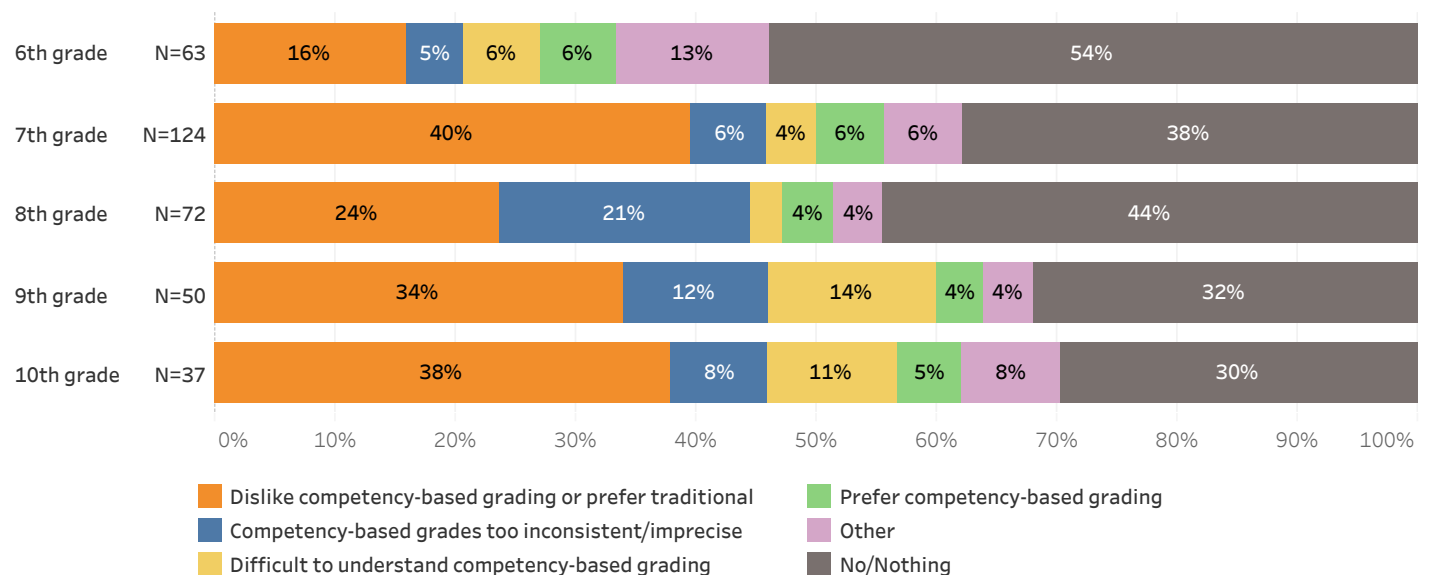
When asked if they have anything else to say about the competency-based reporting system at Oyster River Middle School, 31% say that they dislike competency-based grading or prefer traditional grading, 10% say that competency-based grades are too inconsistent or imprecise, 10% say that competency-based grades are too inconsistent or imprecise, 6% say it is difficult to understand competency-based grading, 5% say they prefer competency-based grading, 7% mention something else, and 40% have no comments.

Figure 12a: Is there anything else you would like to say about the competency-based reporting system at Oyster River Middle School? (coded)



Responding students in the 7th grade and those in the 9th and 10th grades, who were asked to recall their experiences in middle school, are more likely than 6th and 8th graders to say that they dislike competency-based grading or prefer traditional grading. Current 8th graders are more likely to say that competency-based grades are too inconsistent or imprecise.

Figure 12b: Is there anything else you would like to say about the competency-based reporting system at Oyster River Middle School? (coded) - by Grade

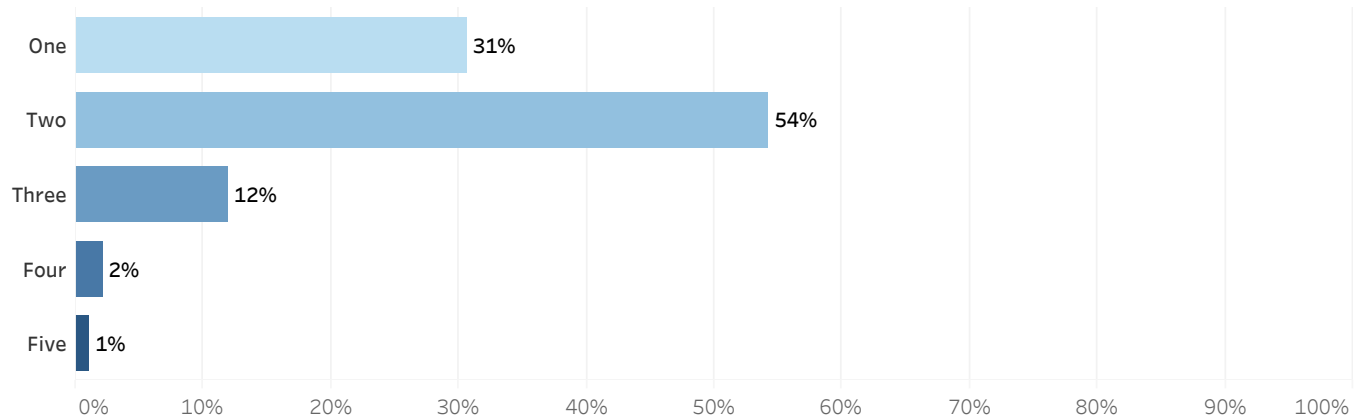


# Parent Survey

## Parent Demographics

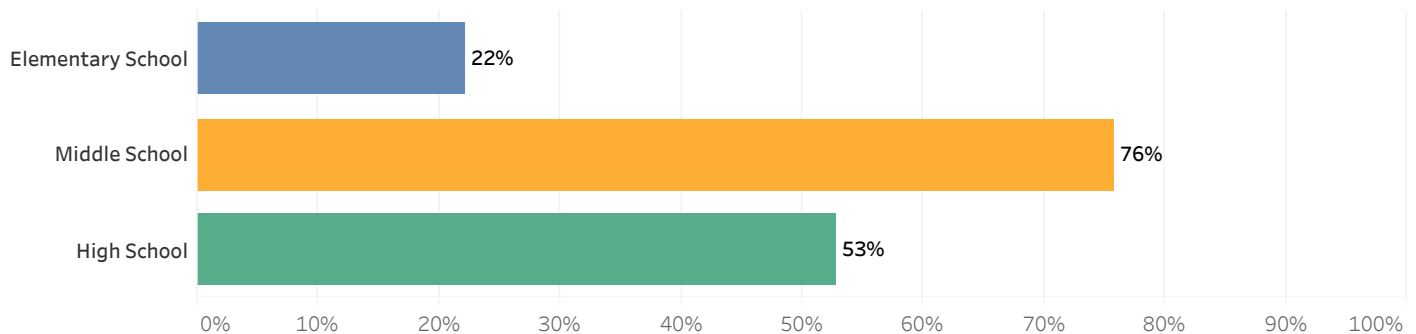
Thirty-one percent of responding parents have one student currently enrolled in the Oyster River School District, 54% have two students, 12% have three students, 2% have four students, and 1% have five students currently enrolled in the Oyster River School District.

Figure 13: How many students do you have who are currently enrolled in the Oyster River School District?



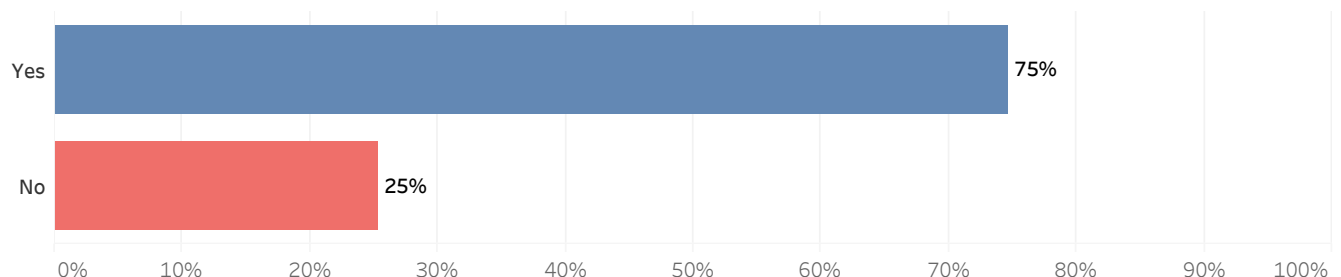
Twenty-two percent of responding parents say that they currently have one or more elementary school students enrolled in the Oyster River School District, 76% have a middle school student, and 53% have a high school student enrolled in the Oyster River School District.

Figure 14: In which of the following grade levels do you have one or more students currently enrolled? (Please select all that apply)



Among responding parents who have at least one student in high school (N=150), 75% say that one or more of their students currently enrolled in the 9th or 10th grade previously attended Oyster River Middle School while 25% say they do not have a high school student who previously attended Oyster River Middle School.

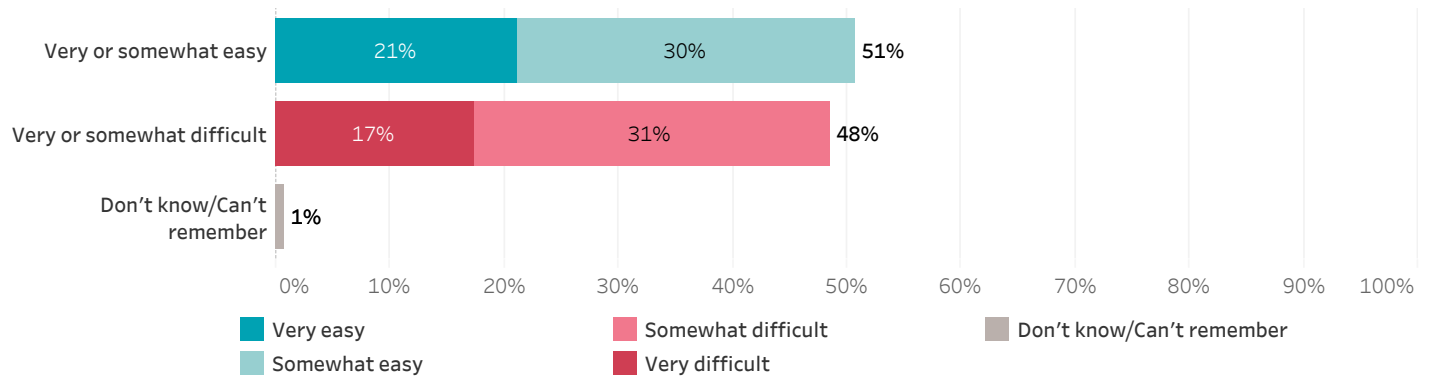
Figure 15: Do you currently have one or more students currently enrolled in 9th or 10th grade who previously attended Oyster River Middle School?



## High School Transition

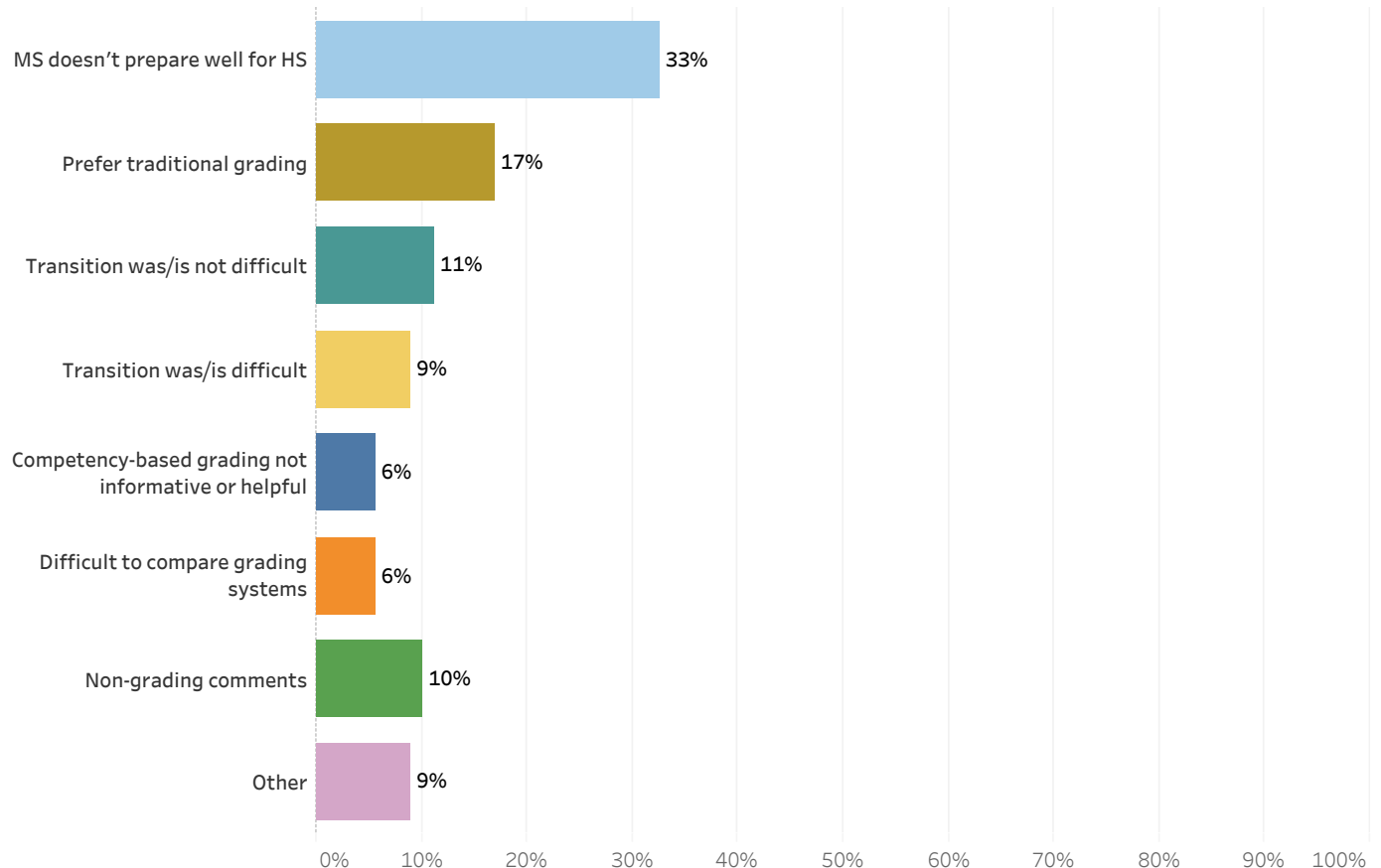
Among responding parents who have a student currently enrolled in 9th or 10th grade who previously attended Oyster River Middle School (N=132), 51% say that their student's transition from the middle school to the high school was very (21%) or somewhat (30%) easy while 48% say that their student's transition was very (17%) or somewhat (31%) difficult and 1% don't know or can't remember.

Figure 16: How has the transition been for your student/students from the middle school to the high school grading system?



When asked if they have any comments about their student's transition to high school, responding parents most frequently mention that middle school did not prepare their student well for high school (33%). Fewer responding parents say that they prefer traditional grading (17%), that the transition was or is not difficult for their student (11%), that the transition was or is difficult (9%), that competency-based grading is not informative or helpful (6%), or that it is difficult to compare grading systems (6%). Ten percent made comments unrelated to grading while 9% mention something else.

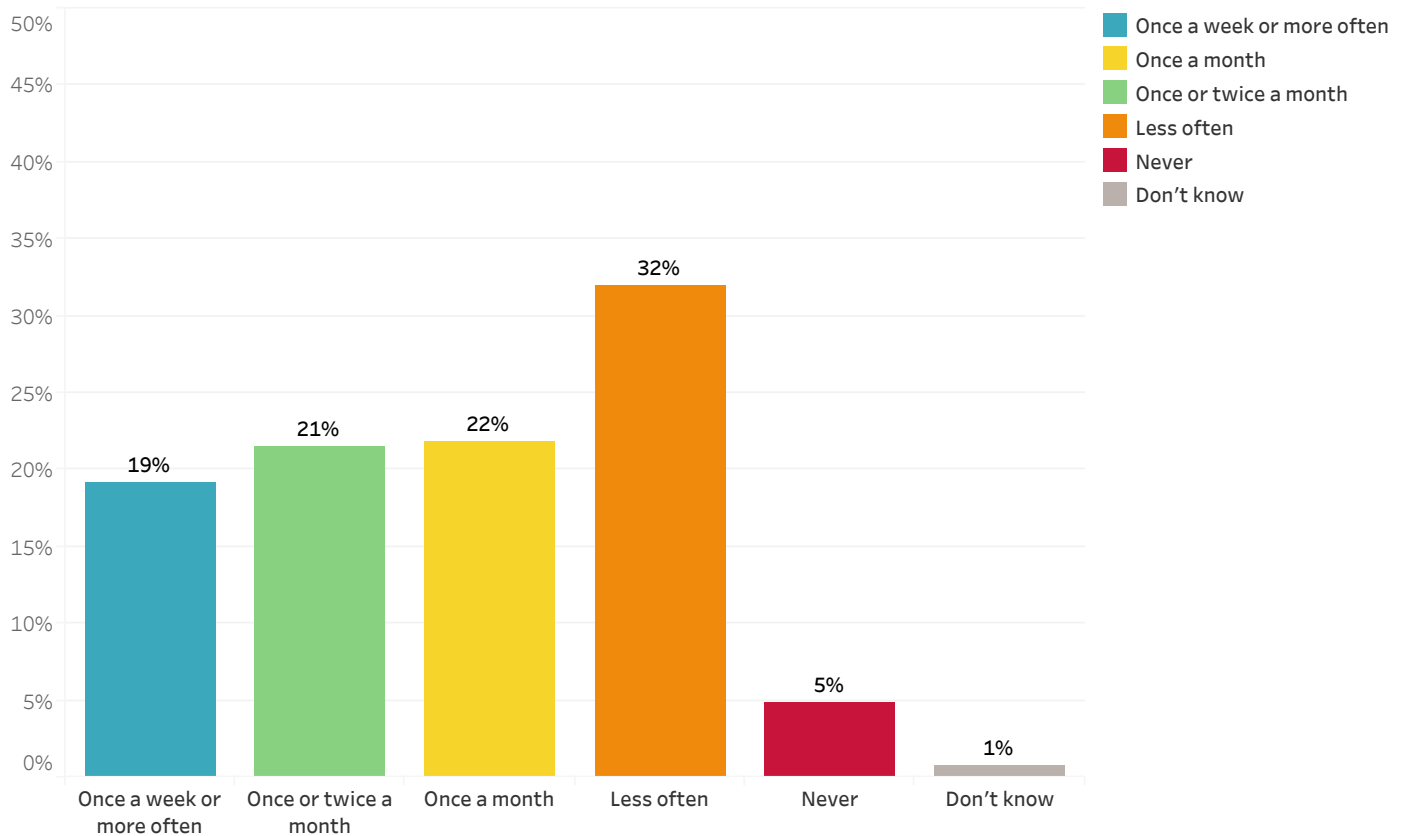
Figure 17: Do you have any comments on your student's/students' transition to high school? (coded)



## Interactions with Student Progress

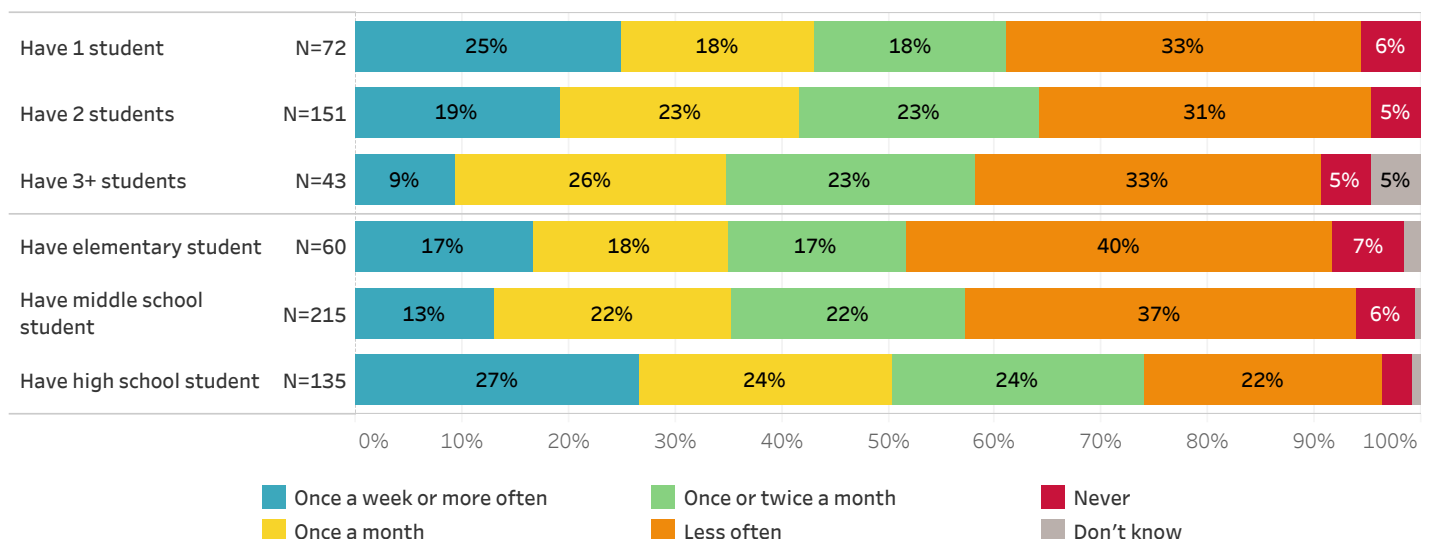
Nineteen percent of responding parents say that they review their student's progress on PowerSchool once a week or more often, 21% review it once or twice a month, 22% review it once a month, 32% review it less often than once a month, 5% never review it, and 1% don't know.

Figure 18a: How often do you review your student's/students' progress on PowerSchool?



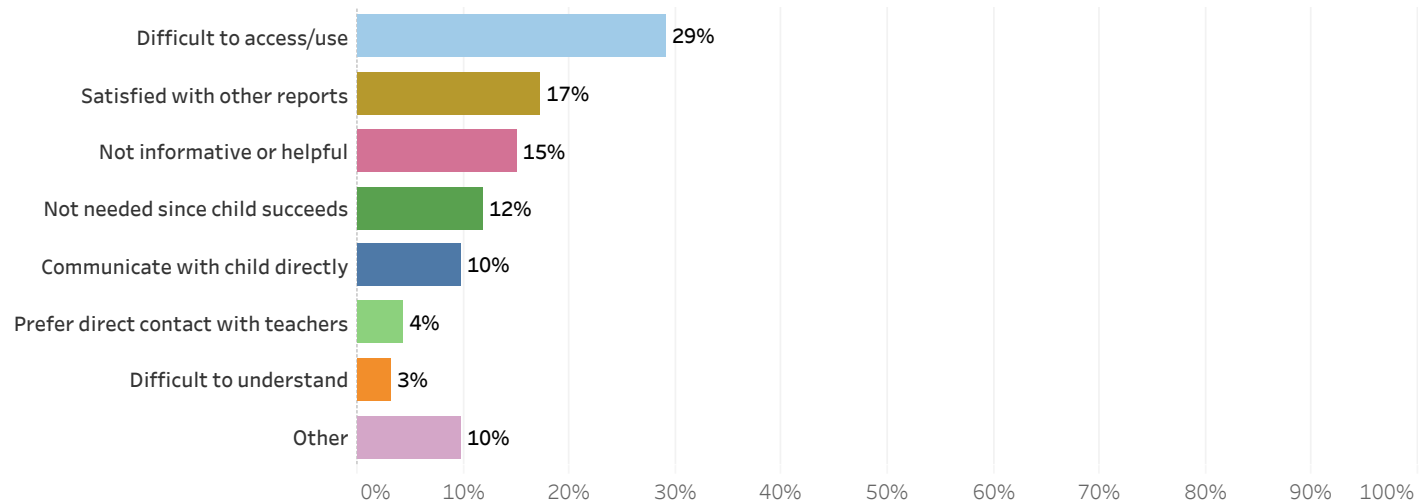
Responding parents with fewer students currently enrolled at Oyster River are more likely to say that they review their student's progress on PowerSchool once a week or more often. Those with a high school student are also more likely than those with a middle school or elementary school student to say that they view their student's progress once a week or more often.

Figure 18b: How often do you review your student's/students' progress on PowerSchool? - by Demographics



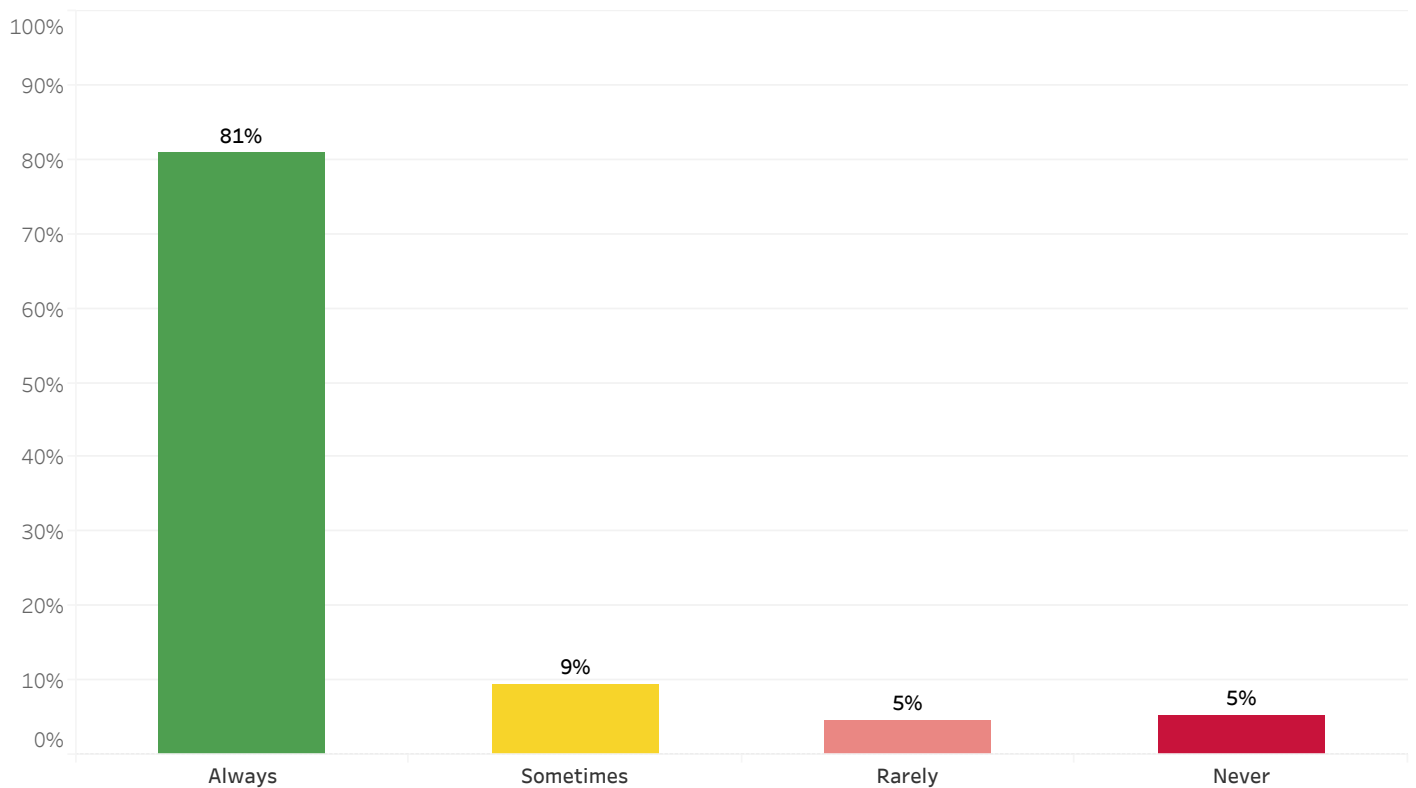
Among those who use PowerSchool to review their student's progress less than once a month or never do so (N=93), 29% say that they rarely or never use PowerSchool because it is difficult to access or use. Slightly fewer say that they rarely or never use PowerSchool because they are satisfied with other reports (17%), because they feel it is not informative or helpful (15%), because they feel it is not needed due to their child's success (12%), because they communicate with their child directly (10%), because they prefer direct contact with teachers (4%), because it is difficult to understand (3%), or for some other reason (10%).

**Figure 19: Why do you rarely or never use PowerSchool to review your student's/students' progress? (coded)**



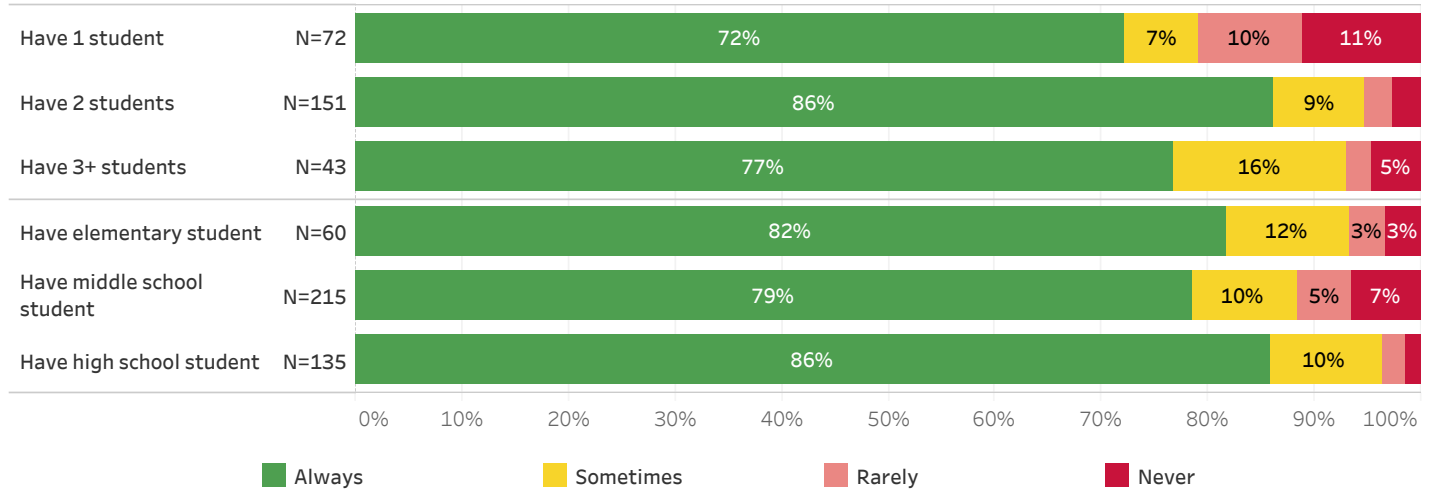
Eighty-one percent of responding parents say that they always review their student's quarterly progress report when it becomes available in PowerSchool, 9% say that they sometimes do this, 5% rarely do, and 5% never review their student's quarterly progress report on PowerSchool.

**Figure 20a: How often do you review your student's/students' quarterly progress report when it becomes available in PowerSchool?**



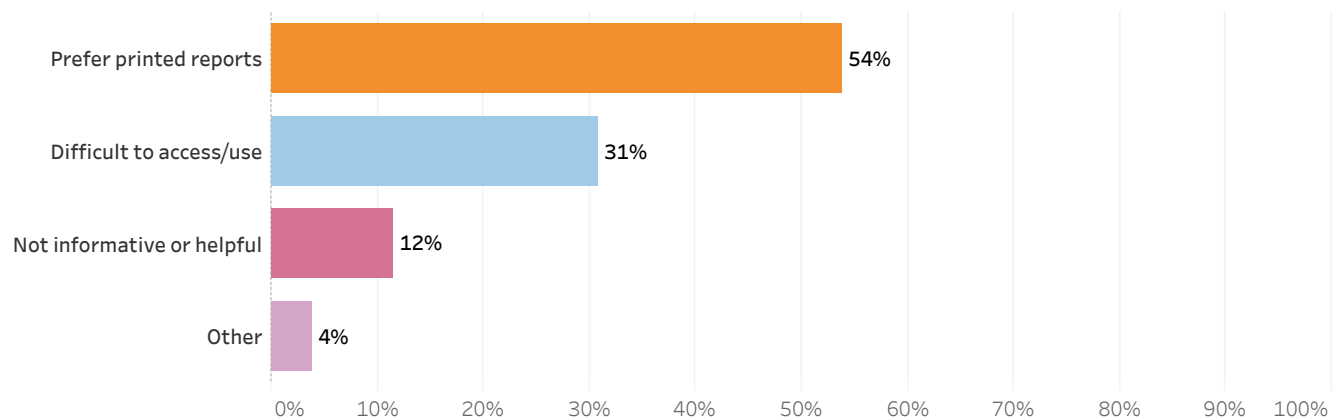
Respondents with two students currently enrolled at Oyster River are more likely to say that they always review their student's quarterly progress report when it becomes available in PowerSchool.

**Figure 20b: How often do you review your student's/students' quarterly progress report when it becomes available in PowerSchool? - by Demographics**



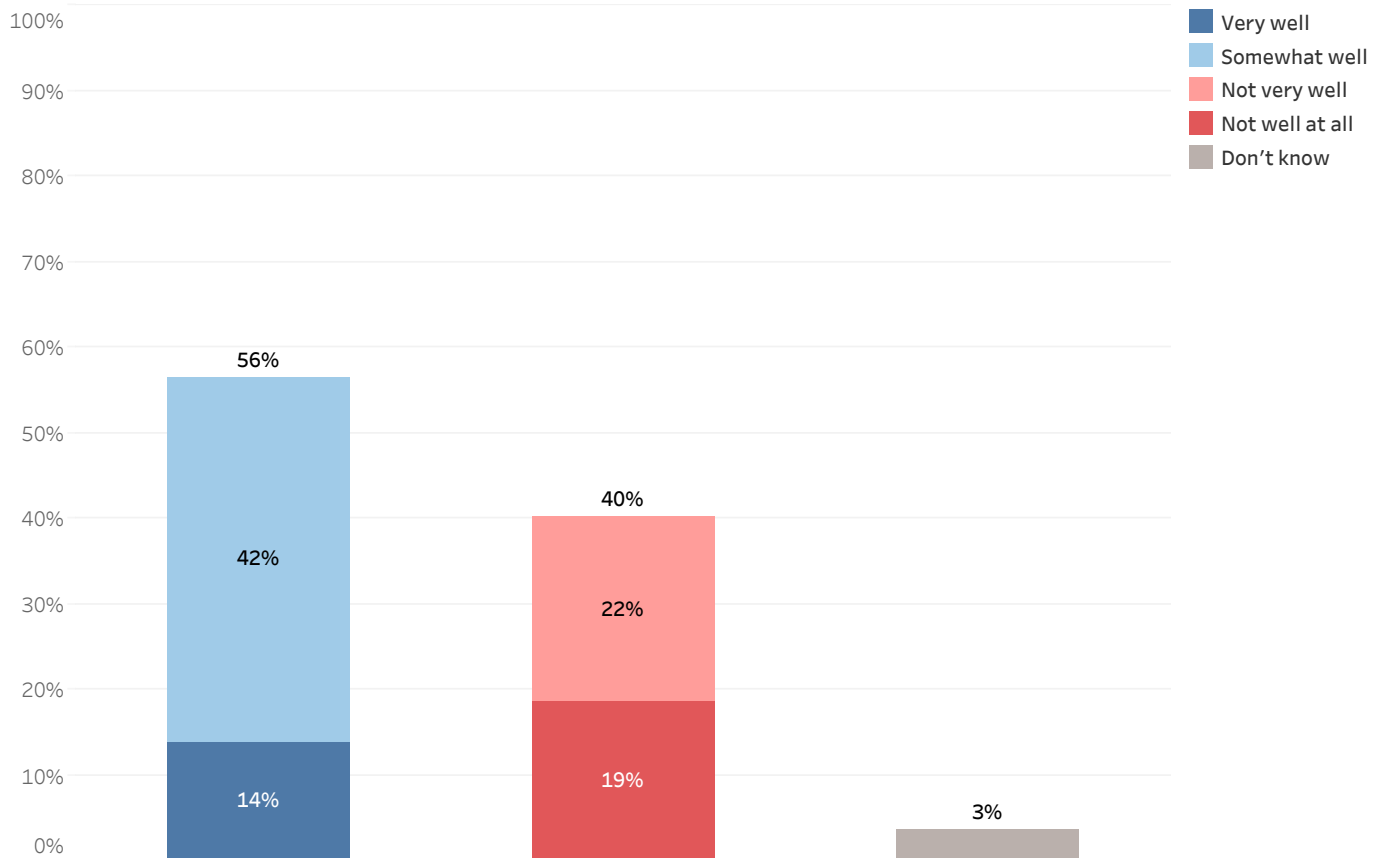
Among those who rarely or never review their student's quarterly progress report when it becomes available in PowerSchool (N=26), 54% say they rarely or never do so because prefer printed reports, 31% say PowerSchool is difficult to access or use, 12% say the report is not informative or helpful, and 4% mention something else.

**Figure 21: Why do you rarely or never review your student's/students' quarterly progress report in PowerSchool? (coded)**



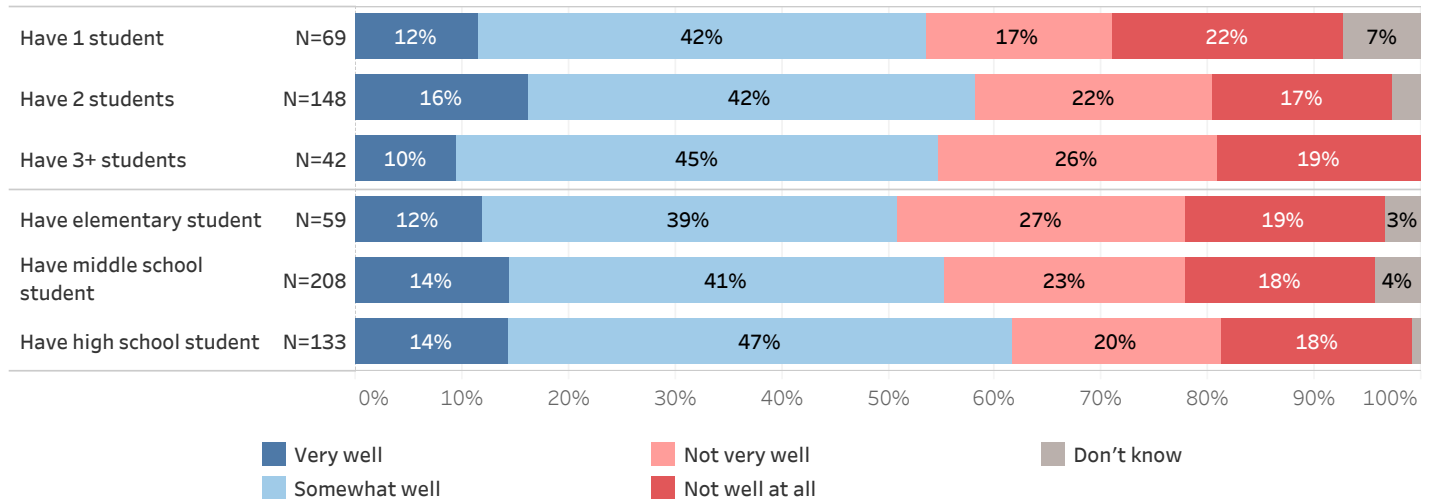
Among those who have ever used PowerSchool to view their student's progress or to view their student's quarterly progress report (N=259), more than half (56%) say that the information on PowerSchool helps them understand what to expect on their student's quarterly progress report very (14%) or somewhat (42%) well. Forty percent say that this information helps them understand what to expect not very well (22%) or not well at all (19%) while 3% don't know.

**Figure 22a: How well does the information you can view on PowerSchool help you understand what to expect on your student's/students' quarterly progress report?**



Responding parents with who have a high school student are slightly more likely than those with a middle school student or an elementary school student to say that the information they view on PowerSchool helps them understand what to expect on their student's quarterly progress report very or somewhat well.

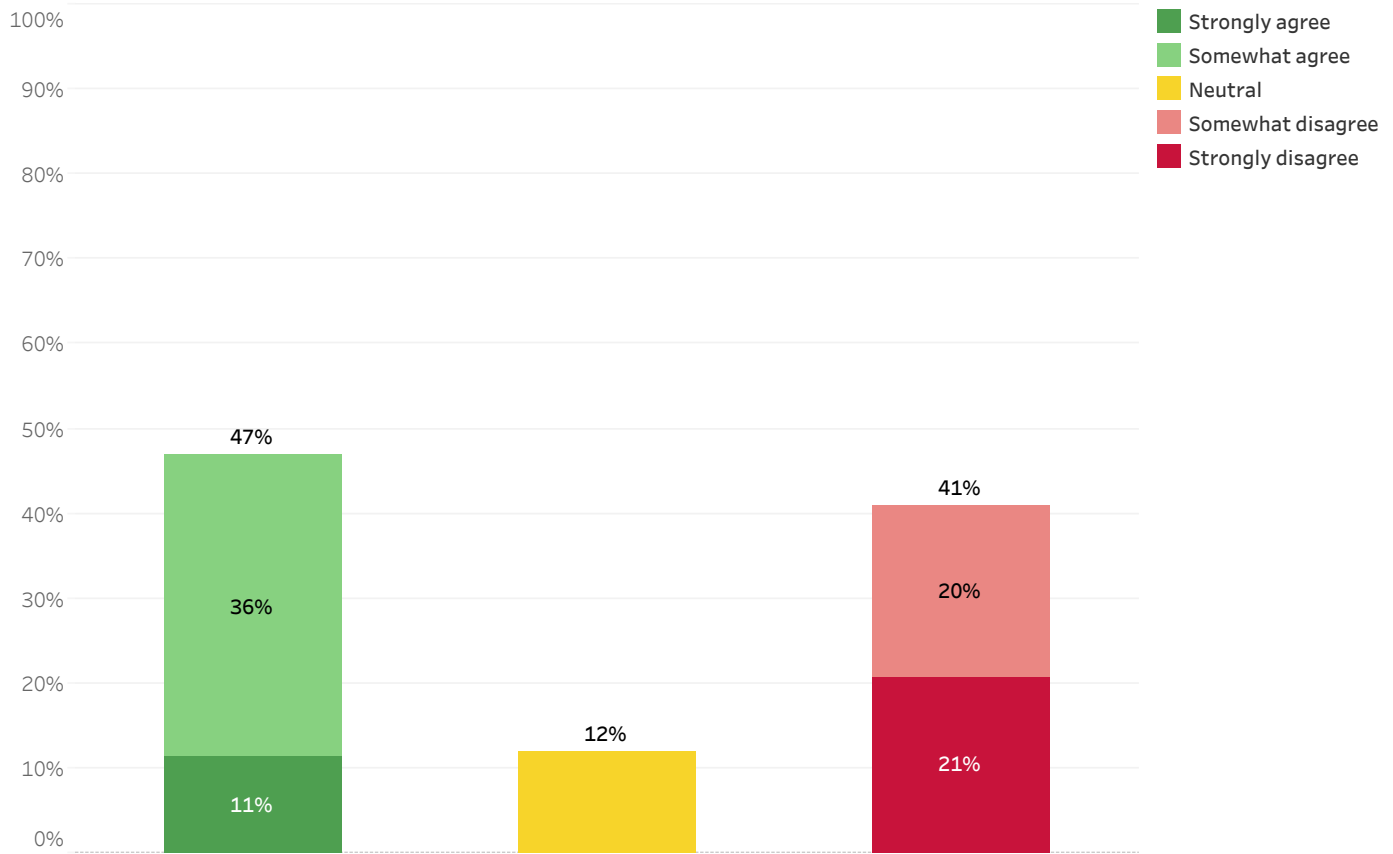
**Figure 22b: How well does the information you can view on PowerSchool help you understand what to expect on your student's/students' quarterly progress report? - by Demographics**



## Understanding of Reports on Student Progress

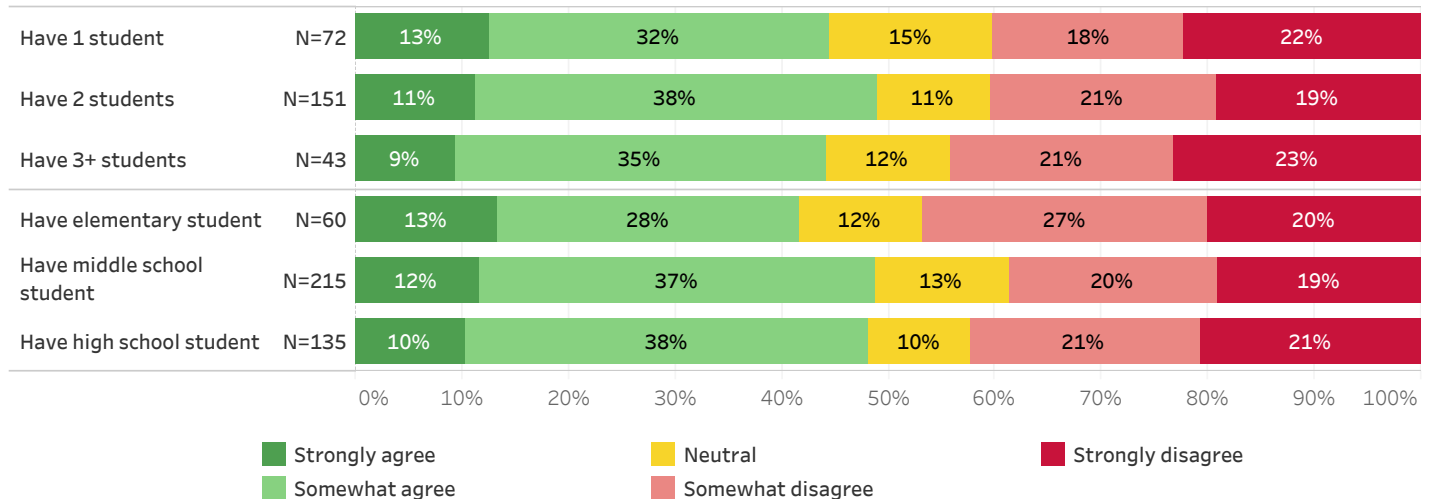
Just under half (47%) of responding parents strongly (11%) or somewhat (36%) agree that the progress report gives them a clear idea of their student's learning and progress, 41% strongly (21%) or somewhat (20%) disagree with this statement, and 12% are neutral.

Figure 23a: Please indicate whether you agree or disagree with the following statements - The progress report gives me a clear idea of my student's/students' learning and progress



Responding parents with an elementary school student are slightly less likely than others to agree that the progress report gives them a clear idea of their student's learning and progress.

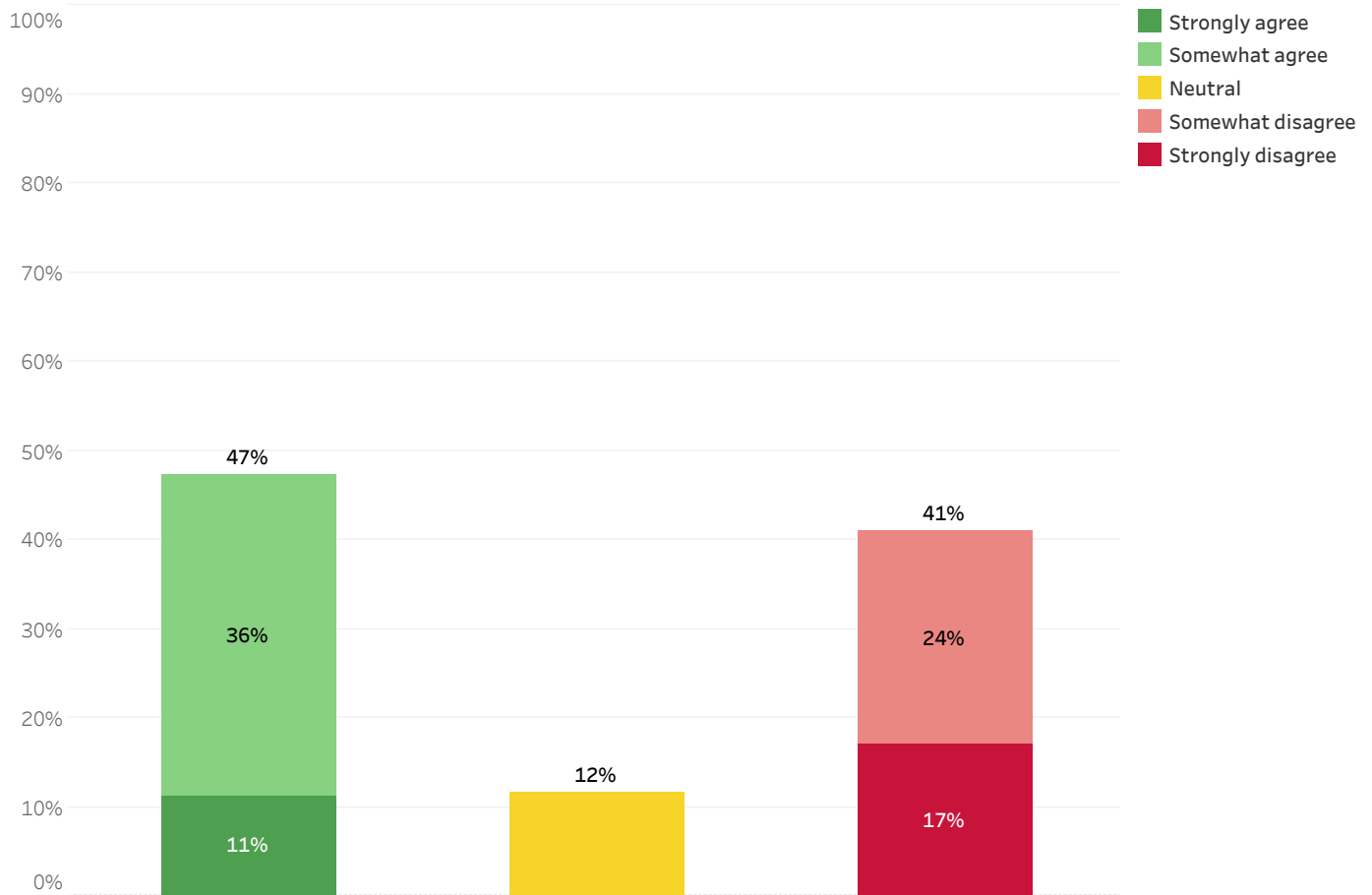
Figure 23b: Please indicate whether you agree or disagree with the following statements - The progress report gives me a clear idea of my student's/students' learning and progress - by Demographics





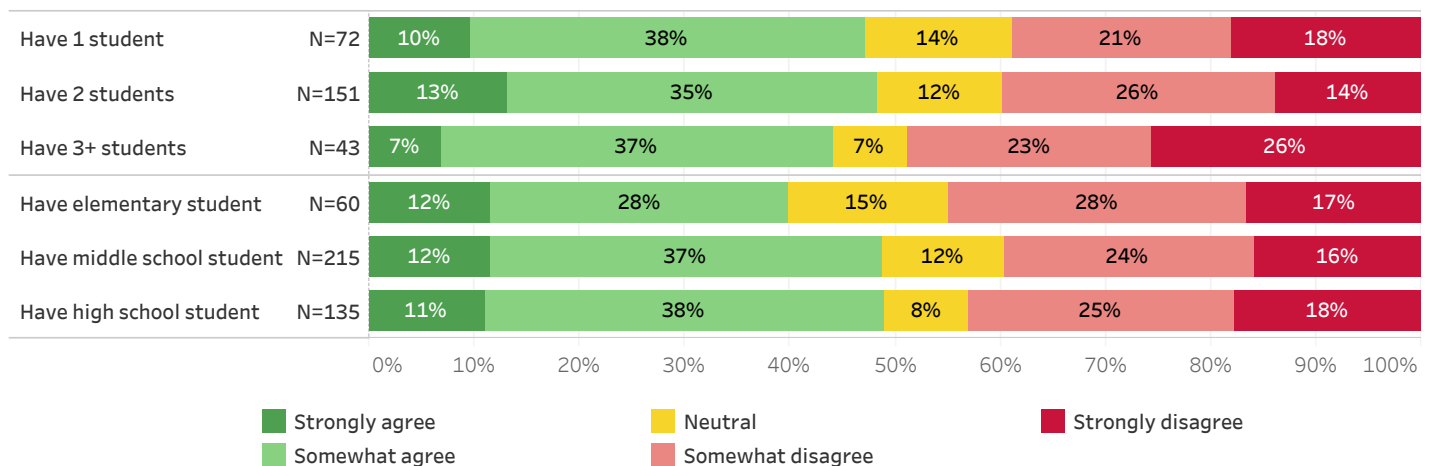
Forty-seven percent of responding parents strongly (11%) or somewhat (36%) agree that the progress report gives them a clear idea of their student's strengths and areas in need of improvement, 41% strongly (17%) or somewhat (24%) disagree with this statement, and 12% are neutral.

**Figure 24a: Please indicate whether you agree or disagree with the following statements - The progress report gives me a clear idea of my student's/students' strengths and areas in need of improvement**



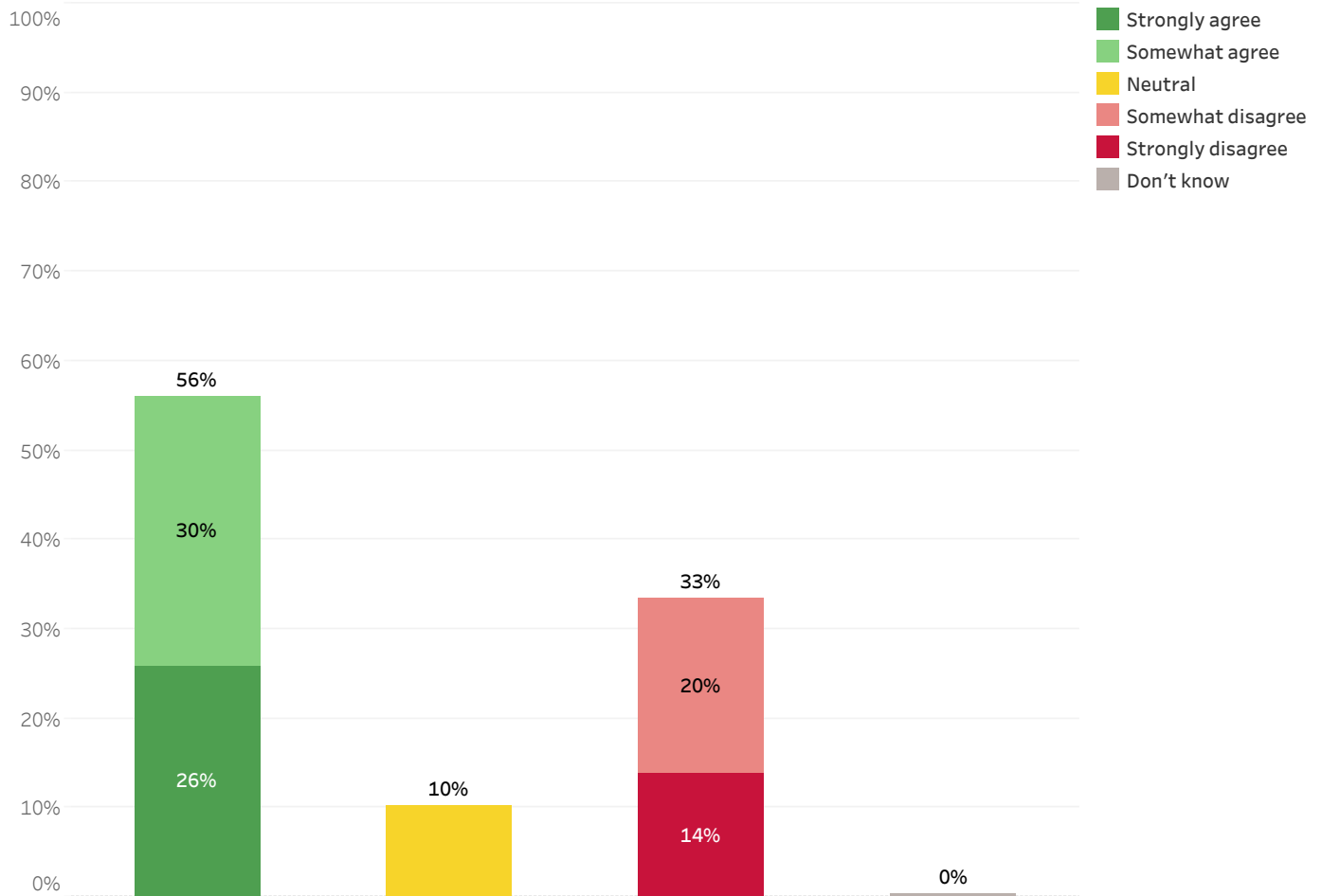
Responding parents with an elementary school student are slightly less likely than others to agree that the progress report gives them a clear idea of their student's strengths and areas in need of improvement.

**Figure 24b: Please indicate whether you agree or disagree with the following statements - The progress report gives me a clear idea of my student's/students' strengths and areas in need of improvement - by Demographics**



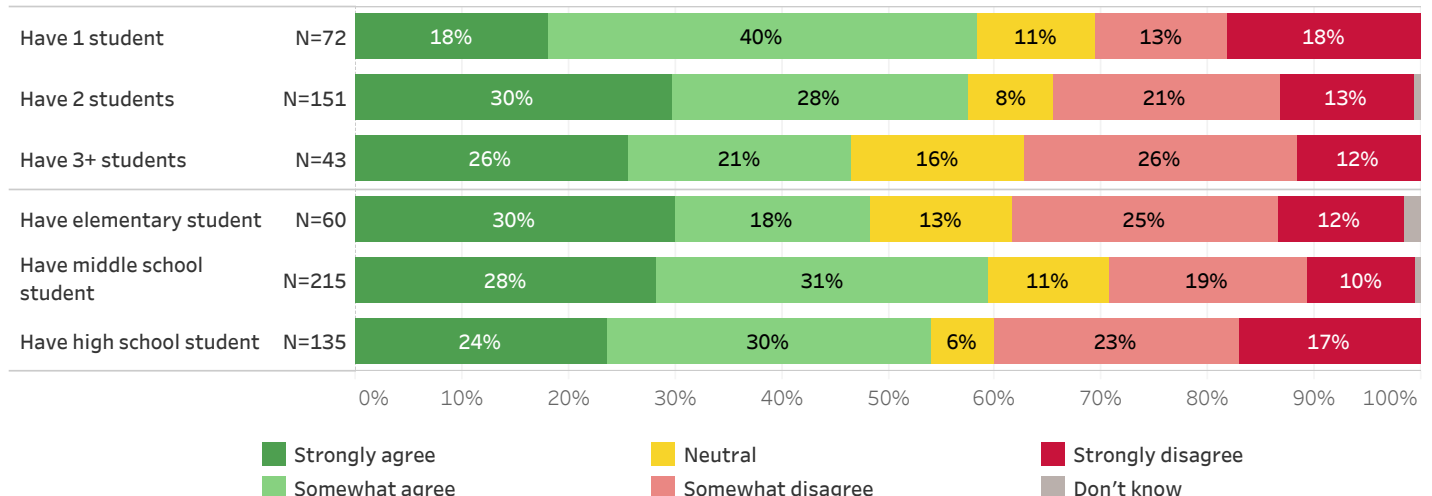
Fifty-six percent strongly (26%) or somewhat (30%) agree that they understand what it means when their student gets a "B", "P", "M", or "E" on their report, 33% strongly (14%) or somewhat (20%) disagree with this statement, and 10% are neutral.

Figure 25a: Please indicate whether you agree or disagree with the following statements - I understand what it means when my student/students get a B, P, M, or E on their report



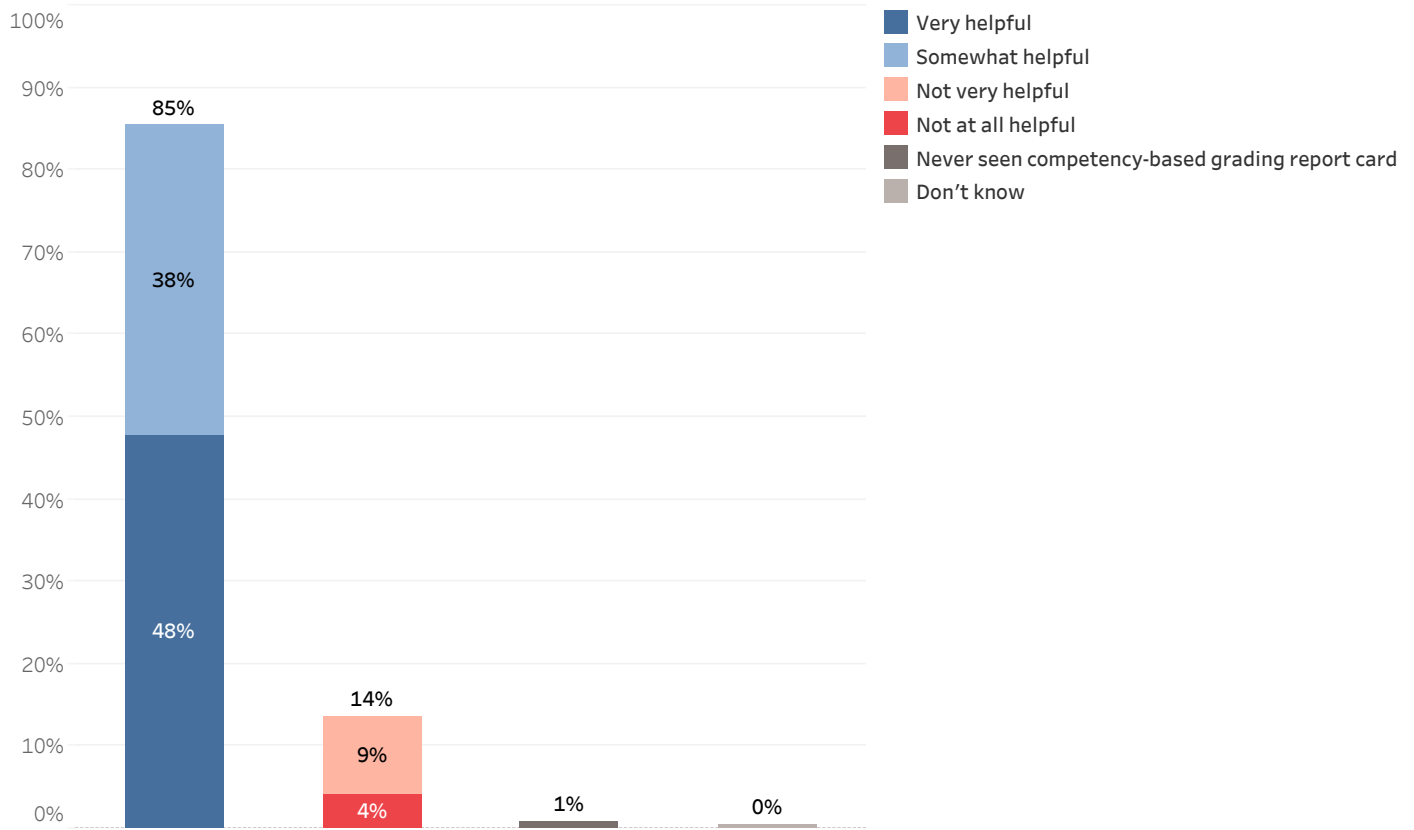
Responding parents who have an elementary school student and those with three or more students are slightly less likely than others to agree that they understand what it means when their student gets a "B", "P", "M", or "E" on their report.

Figure 25b: Please indicate whether you agree or disagree with the following statements - I understand what it means when my student/students get a B, P, M, or E on their report - by Demographics



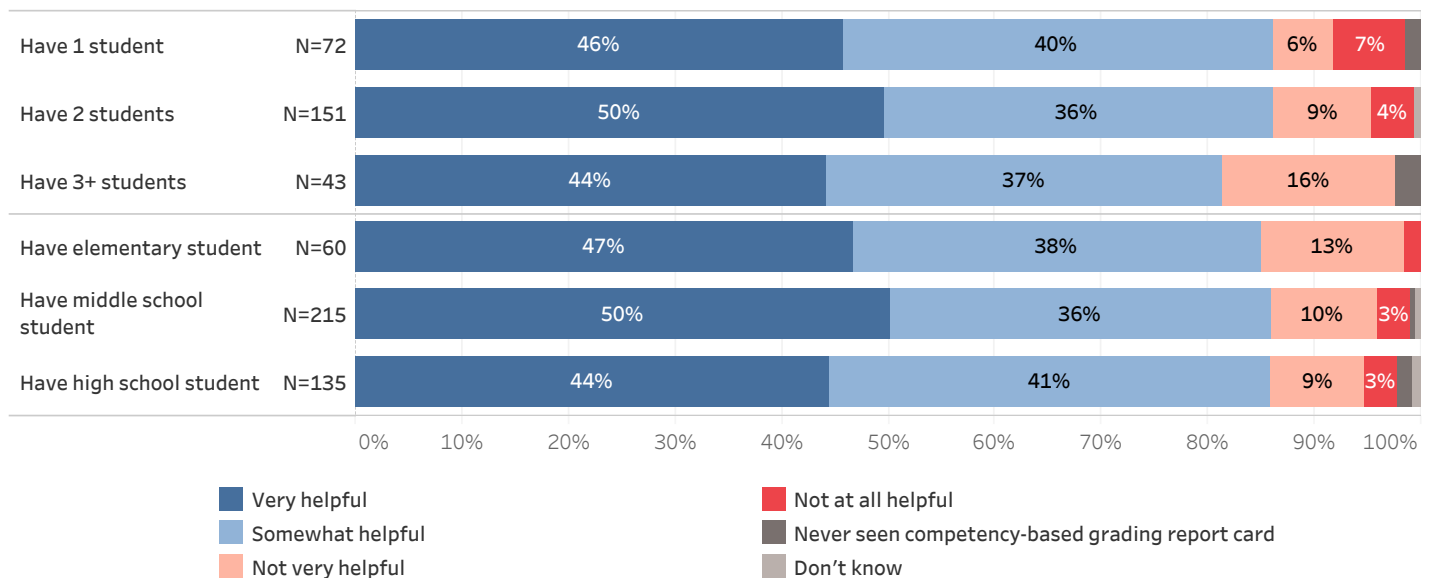
Eighty-five percent of responding parents say that they find the teacher comments on the quarterly progress reports related to competency-based learning to be very (48%) or somewhat (38%) helpful, only 14% say that they are not very (9%) or not at all (4%) helpful, and 1% have never seen a competency-based grading report card.

**Figure 26a: How helpful do you find the teacher comments on the quarterly progress report as related to competency-based learning?**



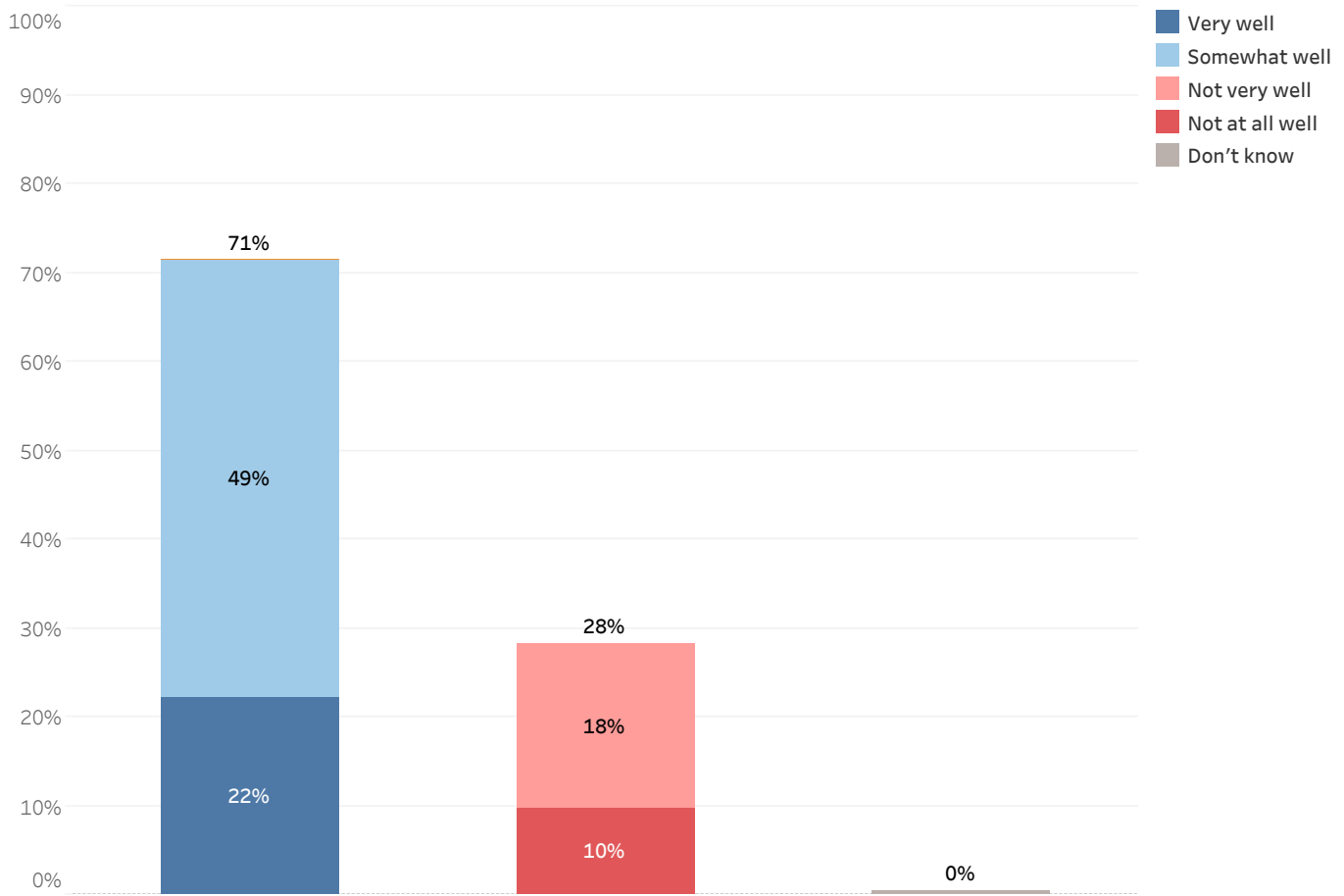
Responding parents with three or more students are very slightly less likely than others to say that the teacher comments on the quarterly progress reports related to competency-based learning are very or somewhat helpful.

**Figure 26b: How helpful do you find the teacher comments on the quarterly progress report as related to competency-based learning? - by Demographics**



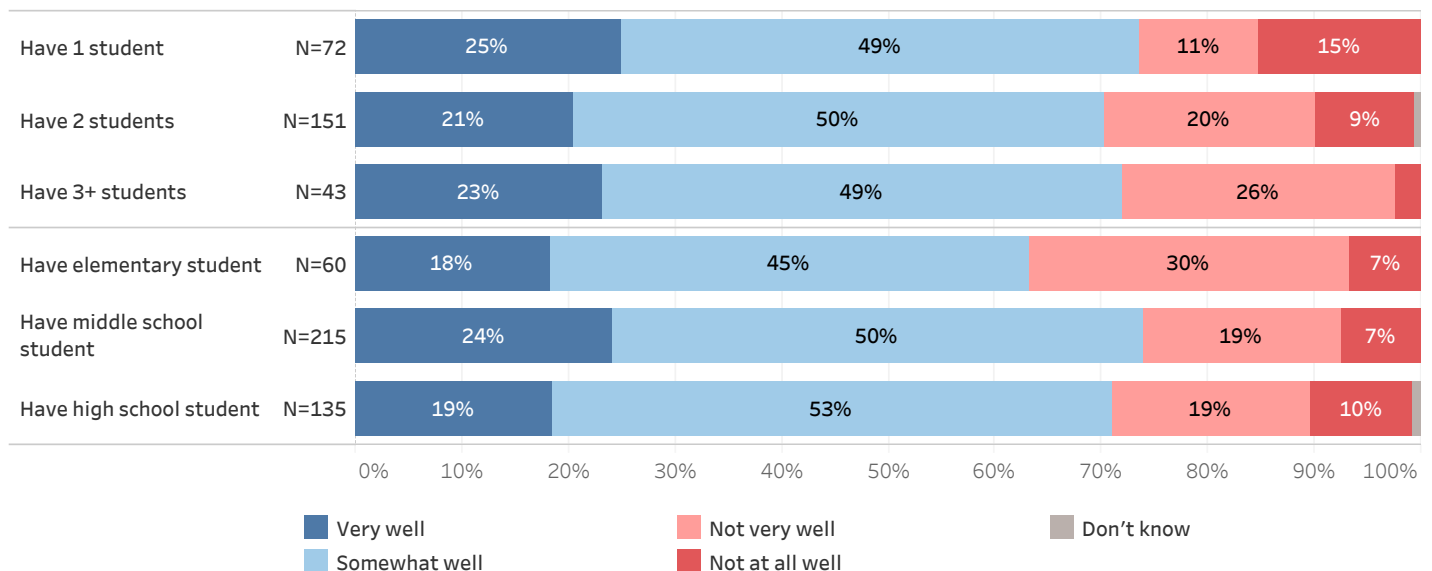
Seventy-one percent of responding parents say that they understand their student's progress reports very (22%) or somewhat (49%) well, 28% understand the progress reports not very well (18%) or not at all well (10%), and less than 1% don't know.

Figure 27a: Overall, how well do you feel you understand your student's/students' progress reports?



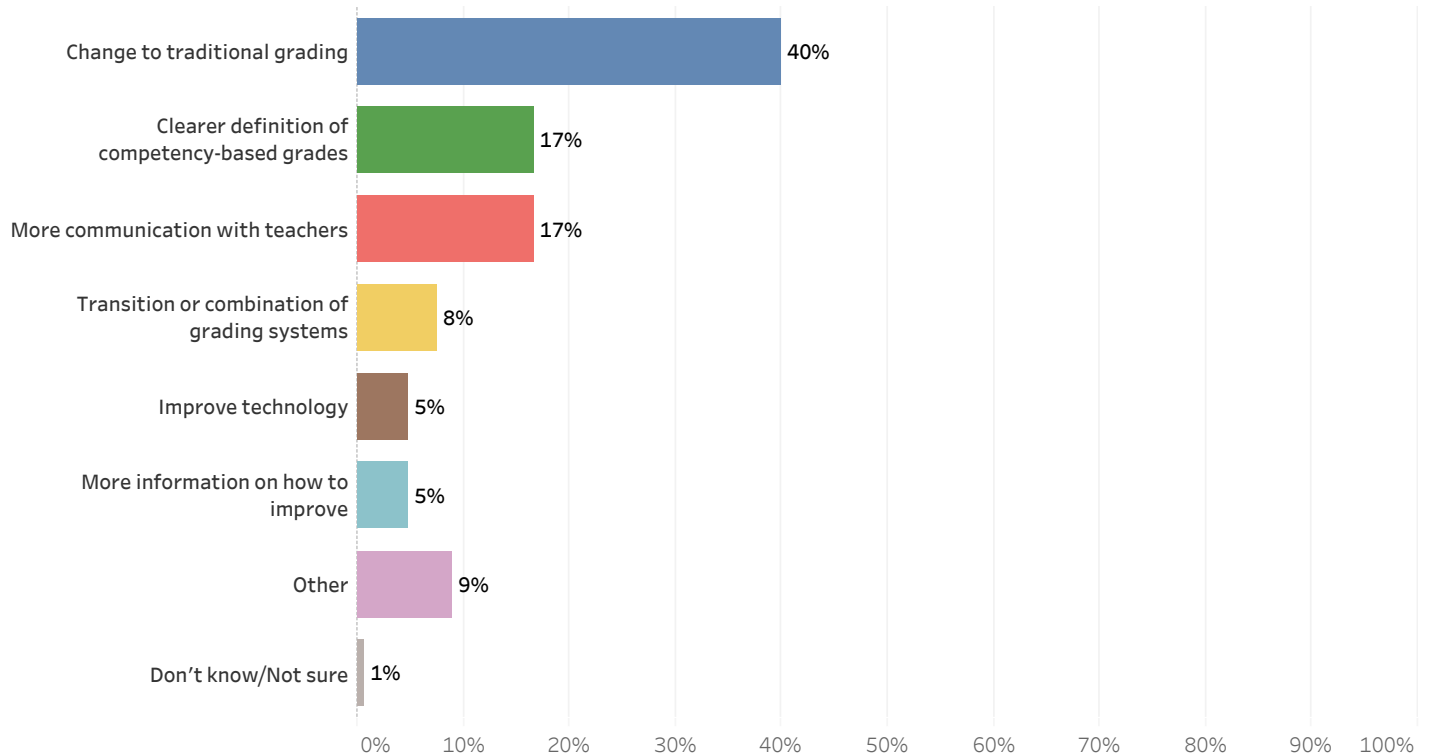
Responding parents with an elementary school student are slightly less likely than others to say that they understand their student's progress reports very or somewhat well.

Figure 27b: Overall, how well do you feel you understand your student's/students' progress reports? - by Demographics



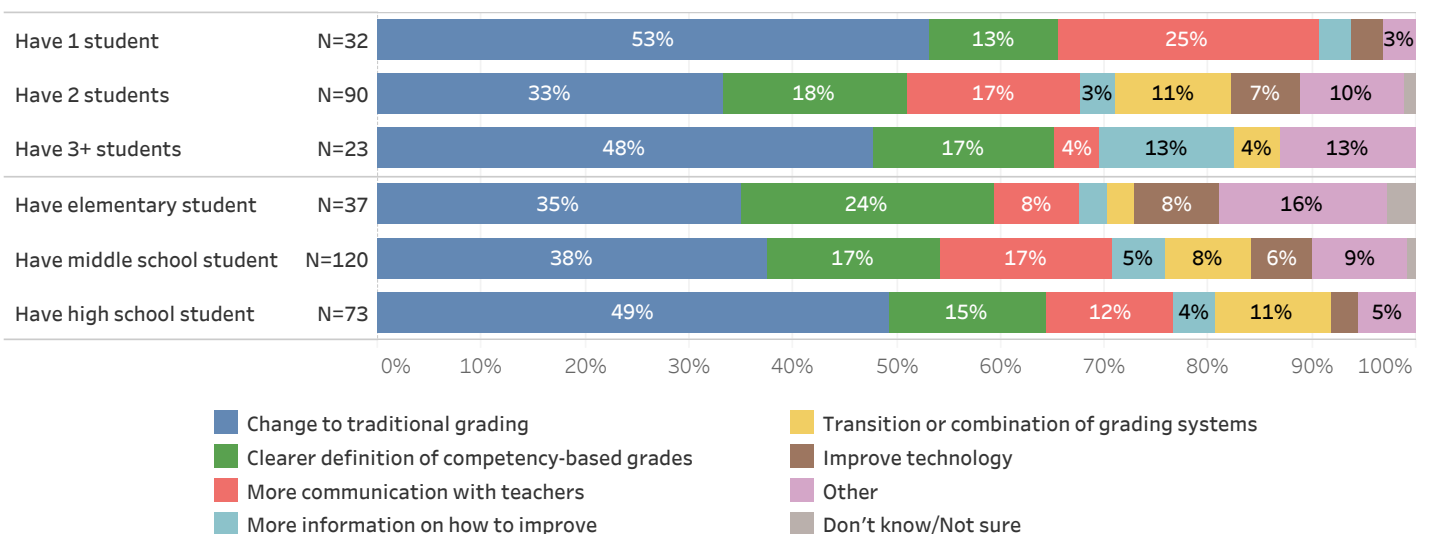
When asked what changes, if any, they believe should be made to the reporting system to make it more understandable, four in ten (40%) responding parents mention changing to traditional grading. Fewer responding parents mention a clearer definition of competency-based grades (17%), more communication with teachers (17%), a transition or combination of grading systems (8%), improved technology (5%), more information on how their student can improve (5%), or something else (9%).

**Figure 28a: What changes, if any, do you believe should be made to the reporting system to make it more understandable? (coded)**



Responding parents with one student are particularly likely to mention changing to traditional grading or more communication with teachers, while those with three or more students are most likely to mention wanting more information on how their student can improve. Those with an elementary school student are more likely than others to mention having a clearer definition of competency-based grades while those with a high school student are more likely to mention changing to traditional grading.

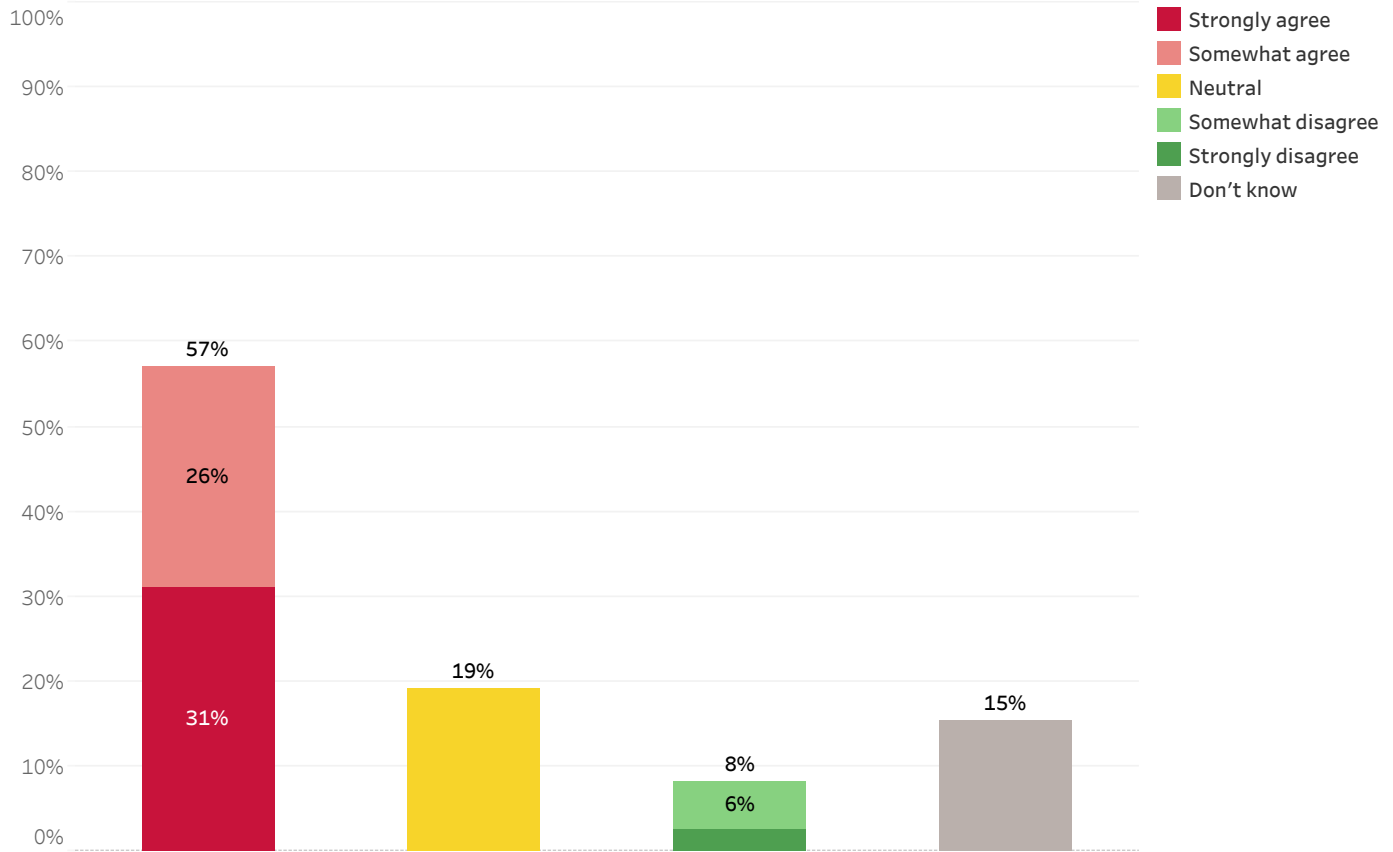
**Figure 28b: What changes, if any, do you believe should be made to the reporting system to make it more understandable? (coded) - by Demographics**



## Perceptions & Practices Related to Competency-Based Ratings

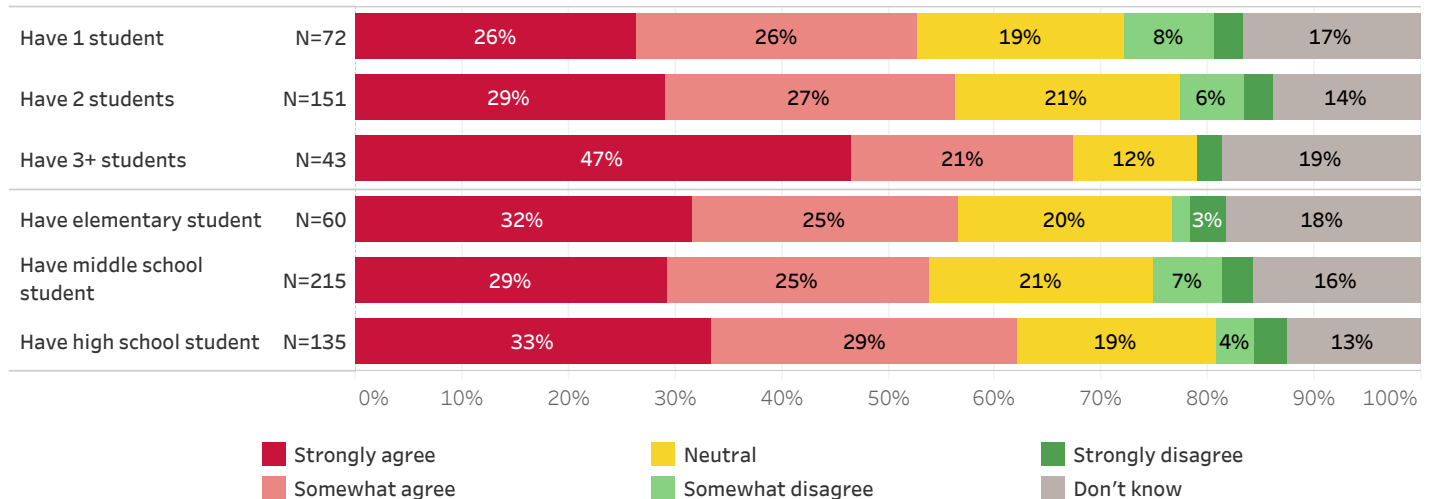
More than half (57%) of responding parents strongly (31%) or somewhat (26%) agree that it is much harder for their student to earn a "M" or an "E" from some teachers than from other teachers, only 8% strongly (3%) or somewhat (6%) disagree, 19% are neutral, and 15% don't know.

Figure 29a: Do you agree or disagree with each of the statements below? It's much harder for my student/students to earn a "M" or an "E" from some teachers than from other teachers



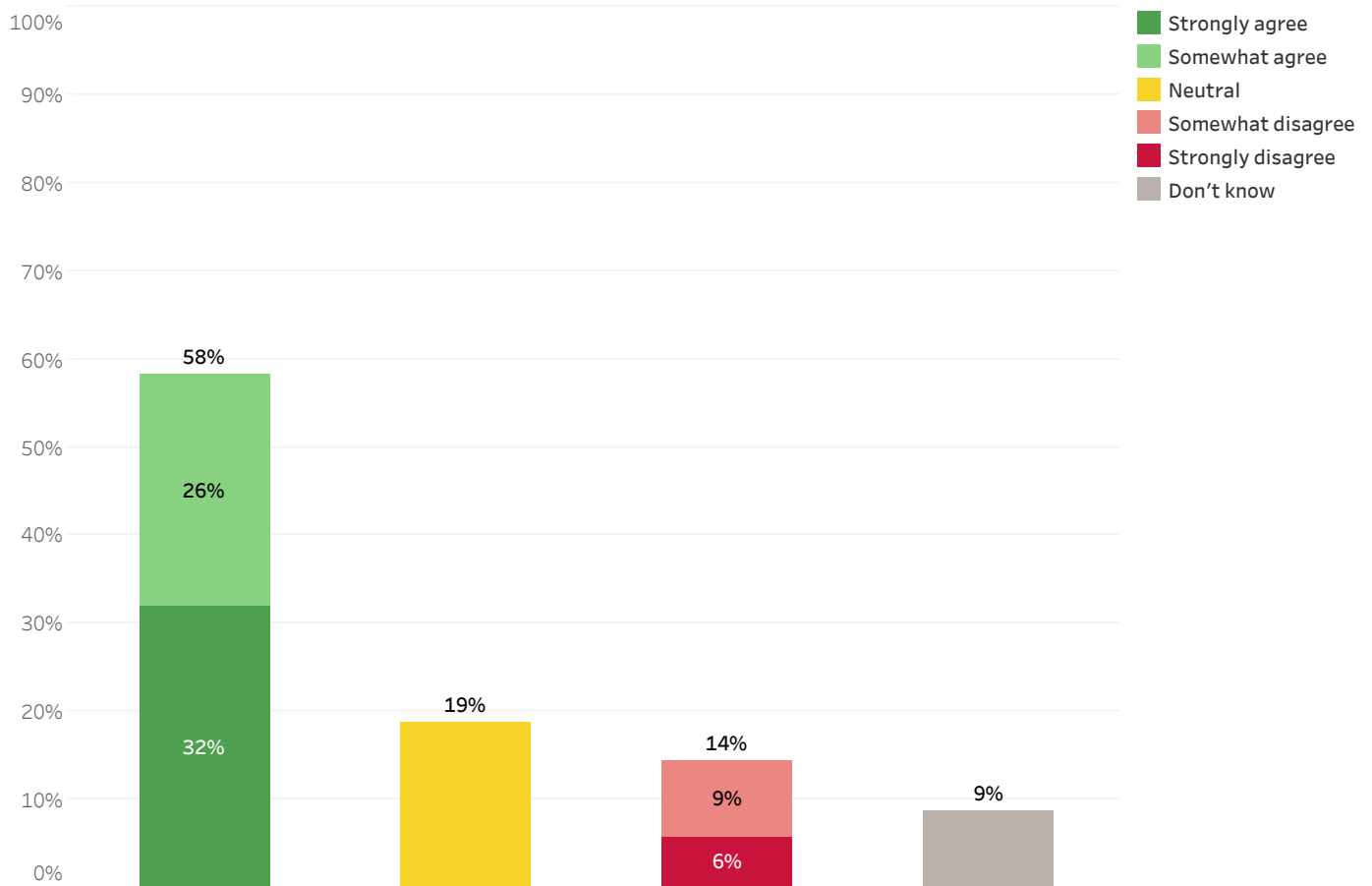
Responding parents with three or more students and those with a high school student are more likely to agree that it is much harder for their student to earn a "M" or an "E" from some teachers than from other teachers.

Figure 29b: Do you agree or disagree with each of the statements below? It's much harder for my student/students to earn a "M" or an "E" from some teachers than from other teachers - by Demographics



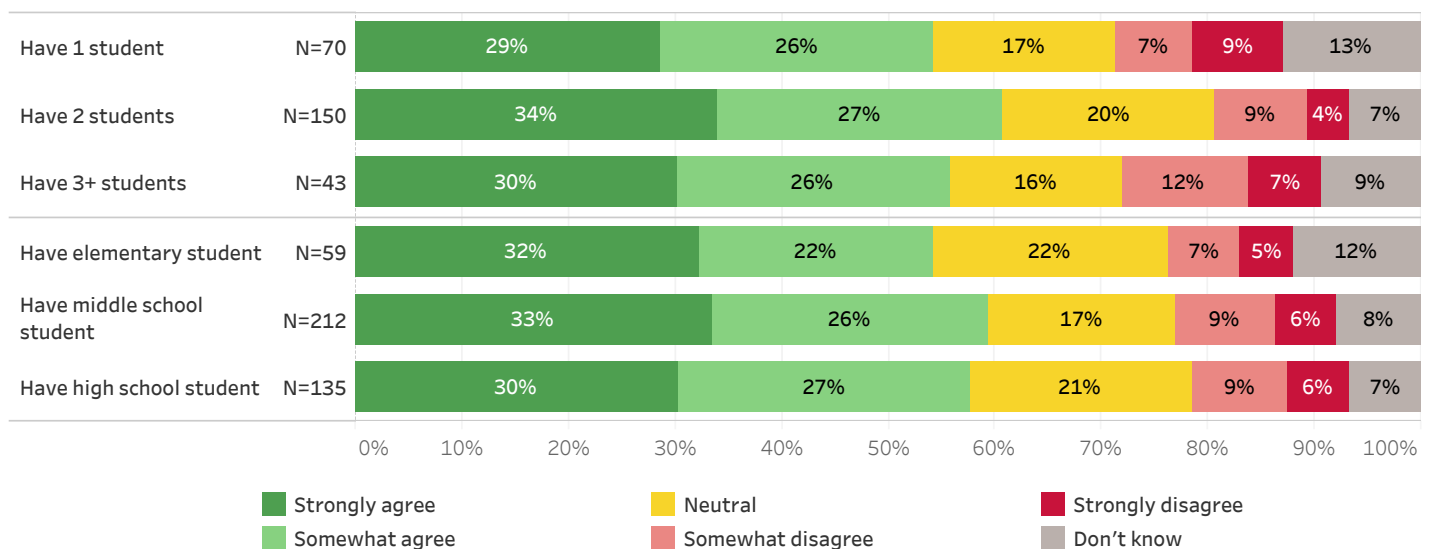
More than half (58%) of responding parents strongly (32%) or somewhat (26%) agree that their student usually tries to earn a "M" or an "E" if they receive a "B" or a "P", 14% strongly (6%) or somewhat (9%) disagree, 19% are neutral, and 9% don't know.

**Figure 30a: Do you agree or disagree with each of the statements below? My student/students usually try to earn a "M" or an "E" if they receive a "B" or a "P"**



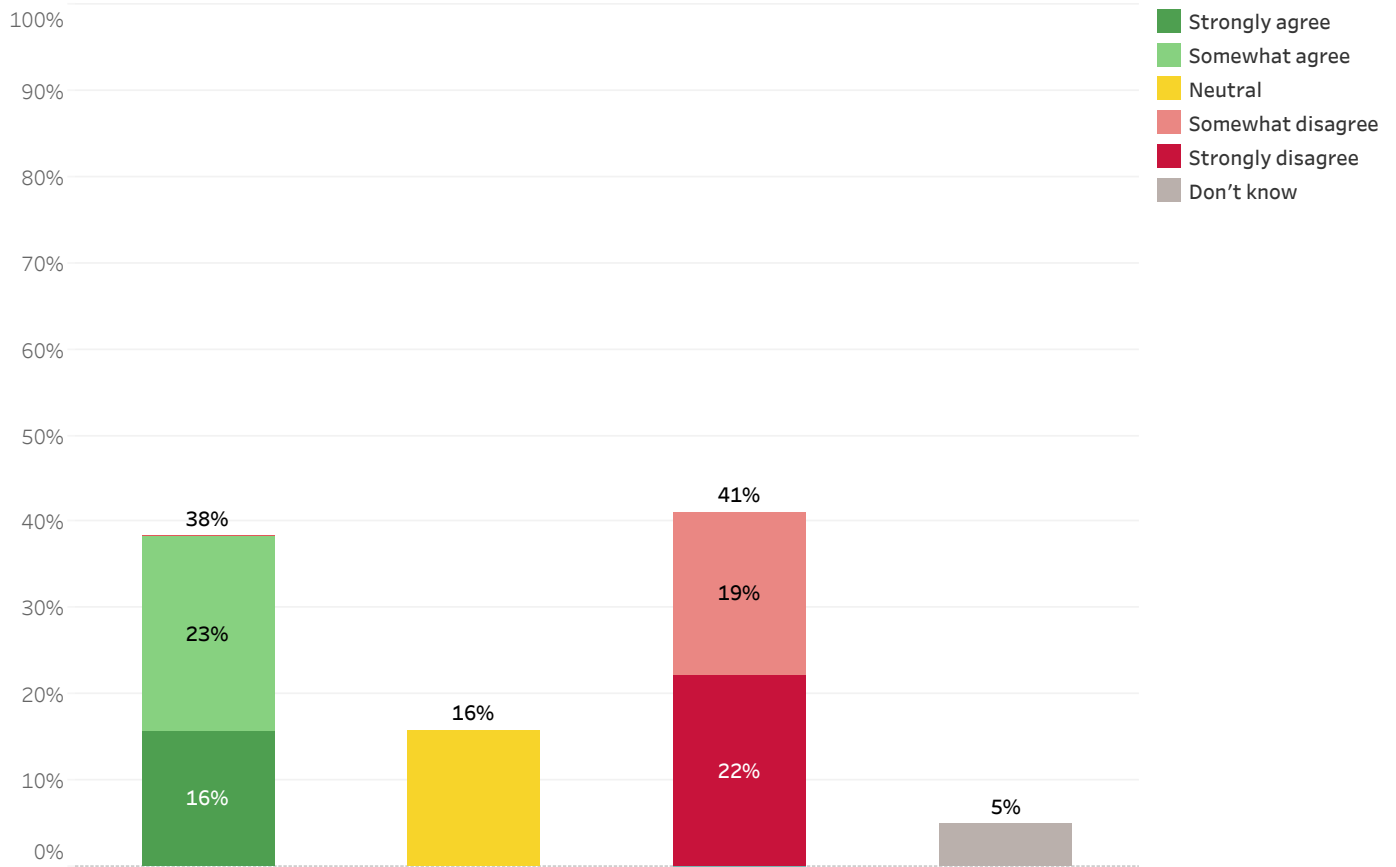
Responding parents with two or more students are slightly more likely than others to agree that their student usually tries to earn a "M" or an "E" if they receive a "B" or a "P".

**Figure 30b: Do you agree or disagree with each of the statements below? My student/students usually try to earn a "M" or an "E" if they receive a "B" or a "P" - by Demographics**



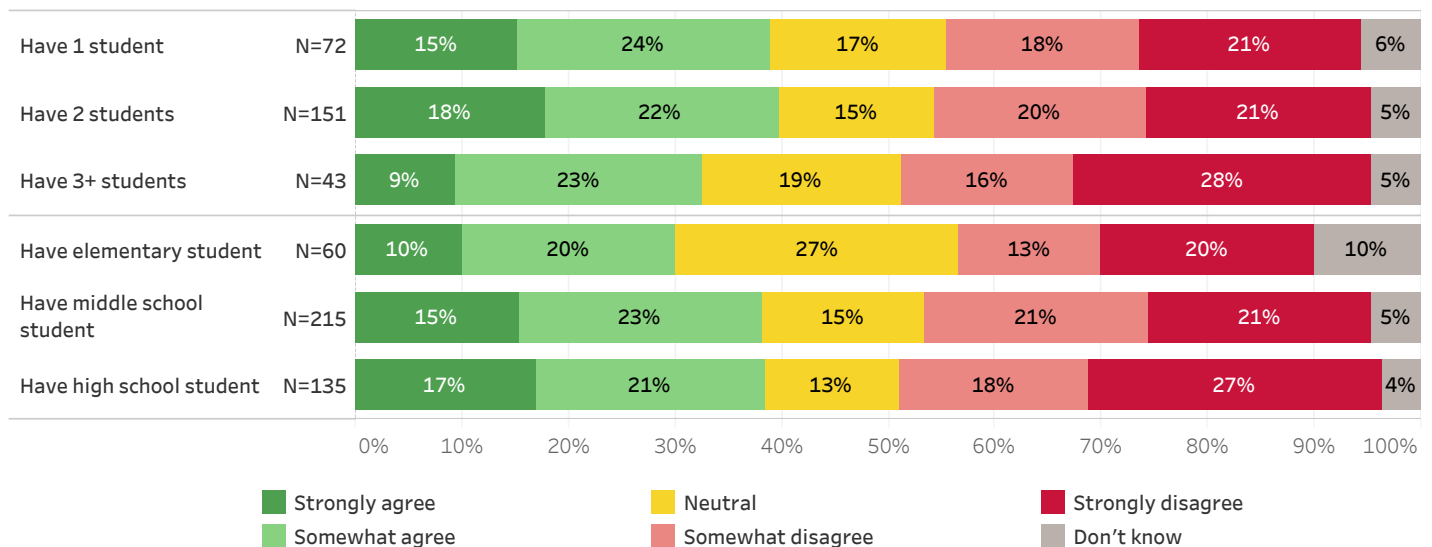
Responding parents are about evenly split on whether their student usually tries to earn an "E" even if they already have a "M". Thirty-eight percent strongly (16%) or somewhat (23%) agree that their student usually tries to earn an "E" even if they already have a "M", 41% strongly (22%) or somewhat (19%) disagree, 16% are neutral, and 5% don't know.

**Figure 31a: Do you agree or disagree with each of the statements below? My student/students usually try to earn an "E" reporting even if they already have a "M"**



Responding parents with three or more students and those with an elementary school student are less likely than others to agree that their student usually tries to earn an "E" even if they already have a "M".

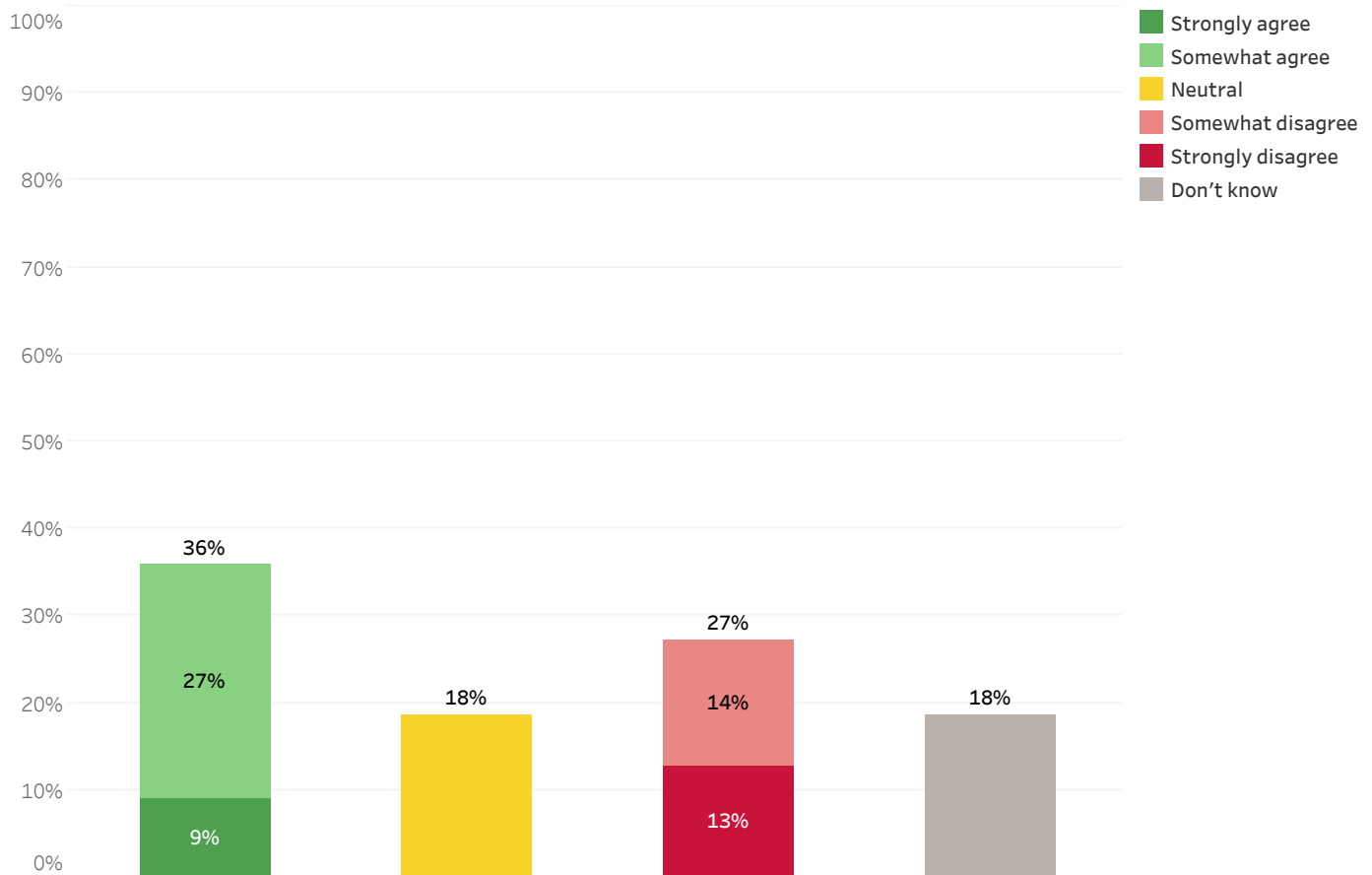
**Figure 31b: Do you agree or disagree with each of the statements below? My student/students usually try to earn an "E" reporting even if they already have a "M" - by Demographics**





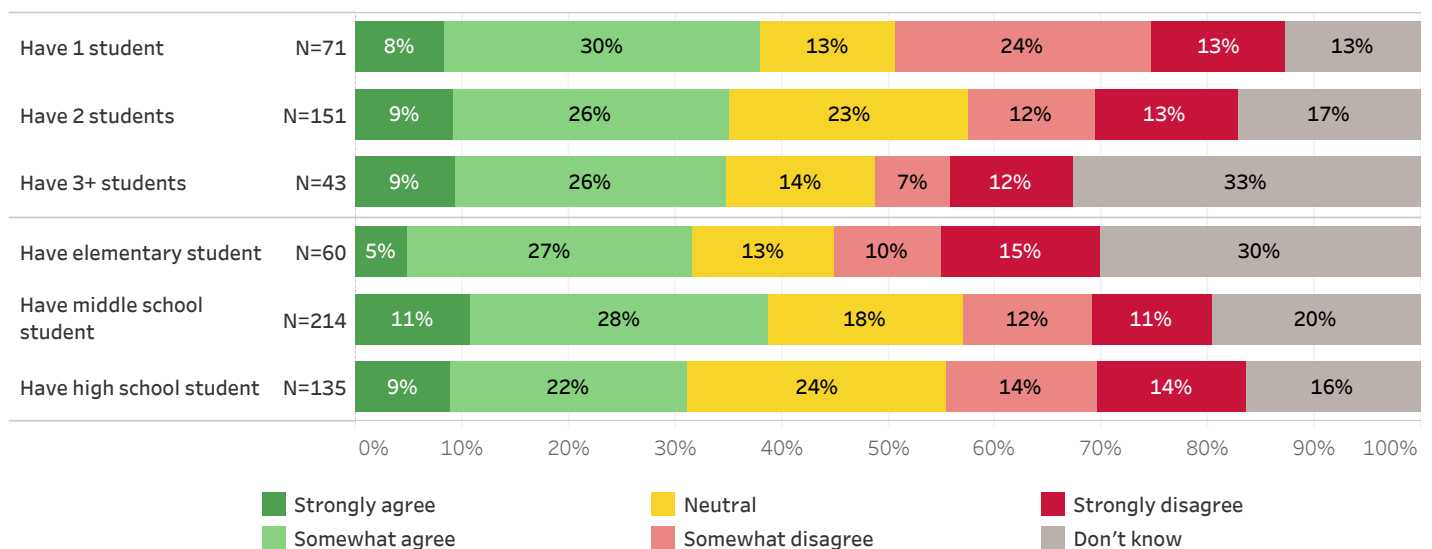
Thirty-six percent of responding parents strongly (9%) or somewhat (27%) agree that their student's teachers usually help them understand what they have to do to change a "B" or a "P" to a "M" or "E", 27% strongly (13%) or somewhat (14%) disagree, 18% are neutral, and 18% don't know.

**Figure 32a: Do you agree or disagree with each of the statements below? My student's/students' teachers usually help them understand what they have to do to change a "B" or "P" to a "M" or "E"**



Responding parents with a middle school student are slightly more likely than others to agree that their student's teachers usually help them understand what they have to do to change a "B" or a "P" to a "M" or "E".

**Figure 32b: Do you agree or disagree with each of the statements below? My student's/students' teachers usually help them understand what they have to do to change a "B" or "P" to a "M" or "E" - by Demographics**



## Overall Assessment of Competency-Based Ratings

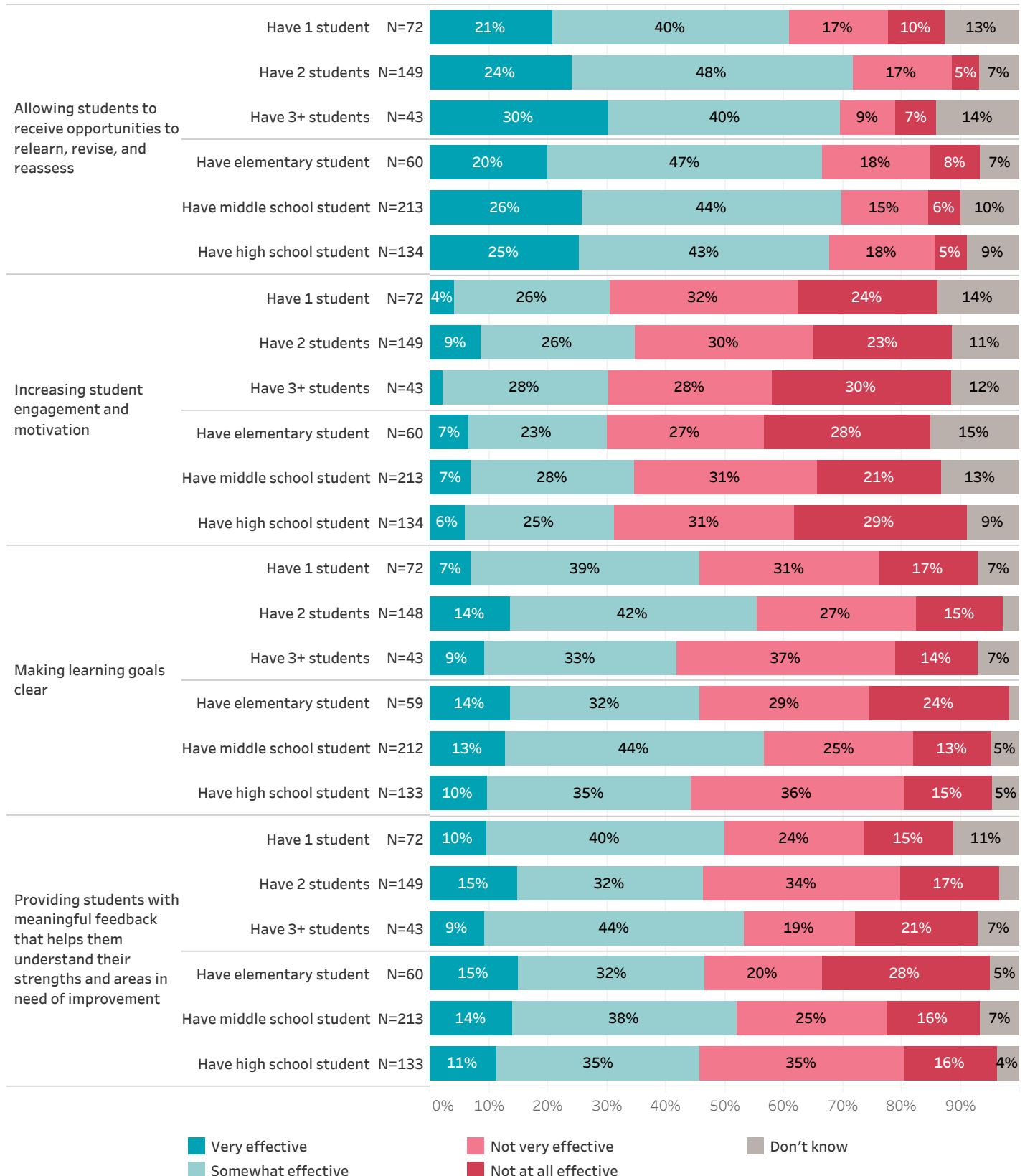
More than two-thirds (69%) of responding parents believe that Oyster River's competency-based reporting system is very (22%) or somewhat (44%) effective at allowing students opportunities to relearn, revise, and reassess, while about half feel the reporting system is very or somewhat effective at making learning goals clear (51%) and providing students with meaningful feedback that helps them understand their strengths and areas in need of improvement (48%). Only about one-third (33%) agree that Oyster River's competency-based reporting system is very (6%) or somewhat (27%) effective at increasing student engagement and motivation.

Figure 33a: In your opinion, how effective is Oyster River's competency-based reporting system at meeting the following goals?



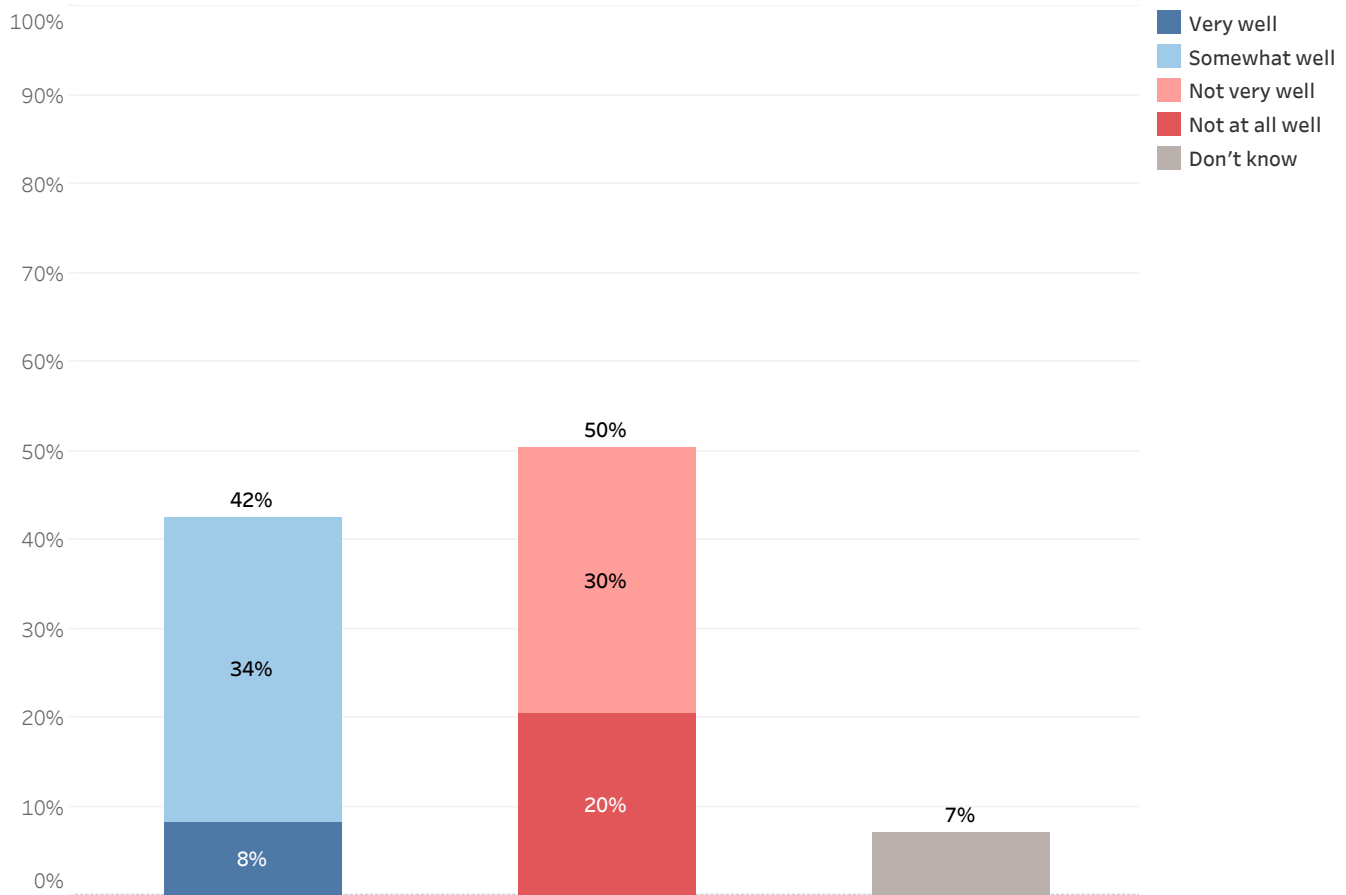
Responding parents with a middle school student are generally slightly more positive when asked how effective the Oyster River competency-based learning system is at meeting these goals.

**Figure 33b: In your opinion, how effective is Oyster River’s competency-based reporting system at meeting the following goals? - by Demographics**



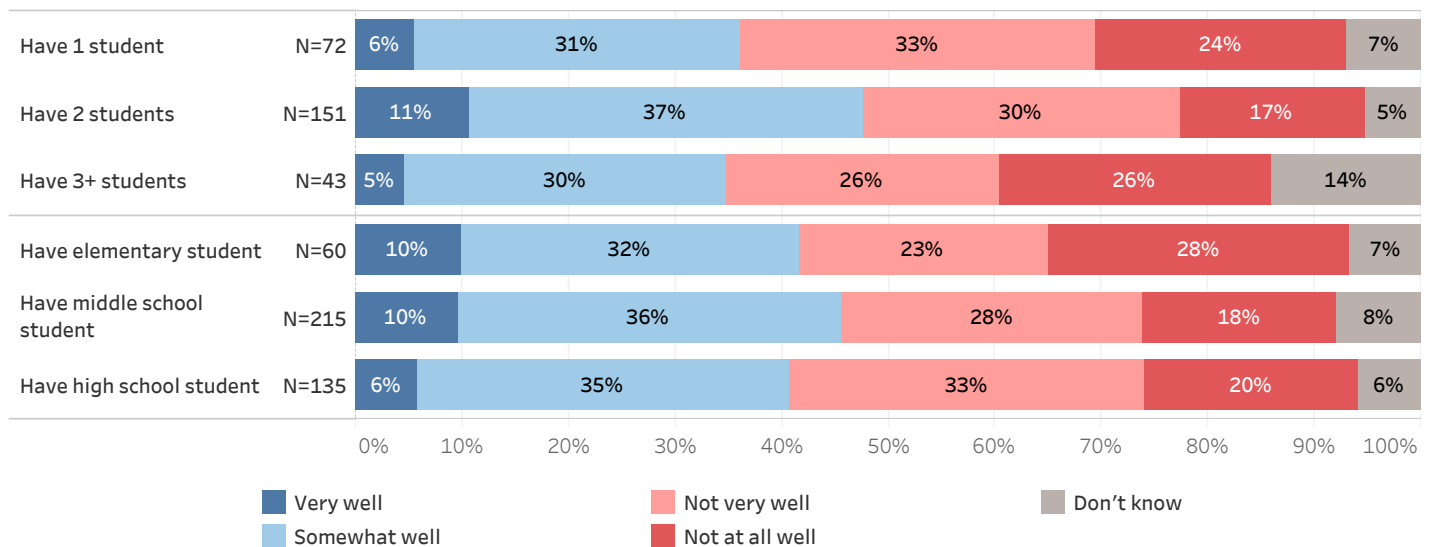
Only 42% of responding parents feel that Oyster River's competency-based reporting system encourages their student to learn very (8%) or somewhat (34%) well while 50% feel that the reporting system does this not very well (20%) or not at all well (30%) and 7% don't know.

**Figure 34a: Overall, how well does the competency-based reporting system encourage your student/students to learn?**



Responding parents with two students are more likely than others to feel that Oyster River's competency-based reporting system encourages their student to learn very or somewhat well.

**Figure 34b: Overall, how well does the competency-based reporting system encourage your student/students to learn? - by Demographics**

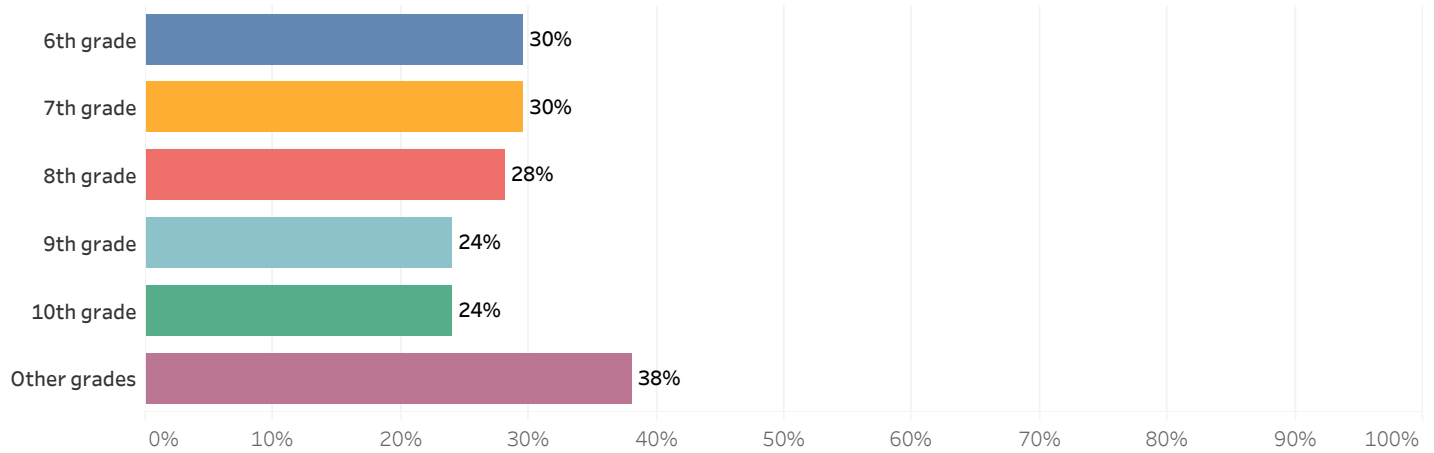


# Staff Survey

## Staff Demographics

Thirty percent of responding staff members currently teach the 6th grade, 30% teach 7th grade, 28% teach 8th grade, 24% each teach 9th or 10th grade, and 38% teach other grades.

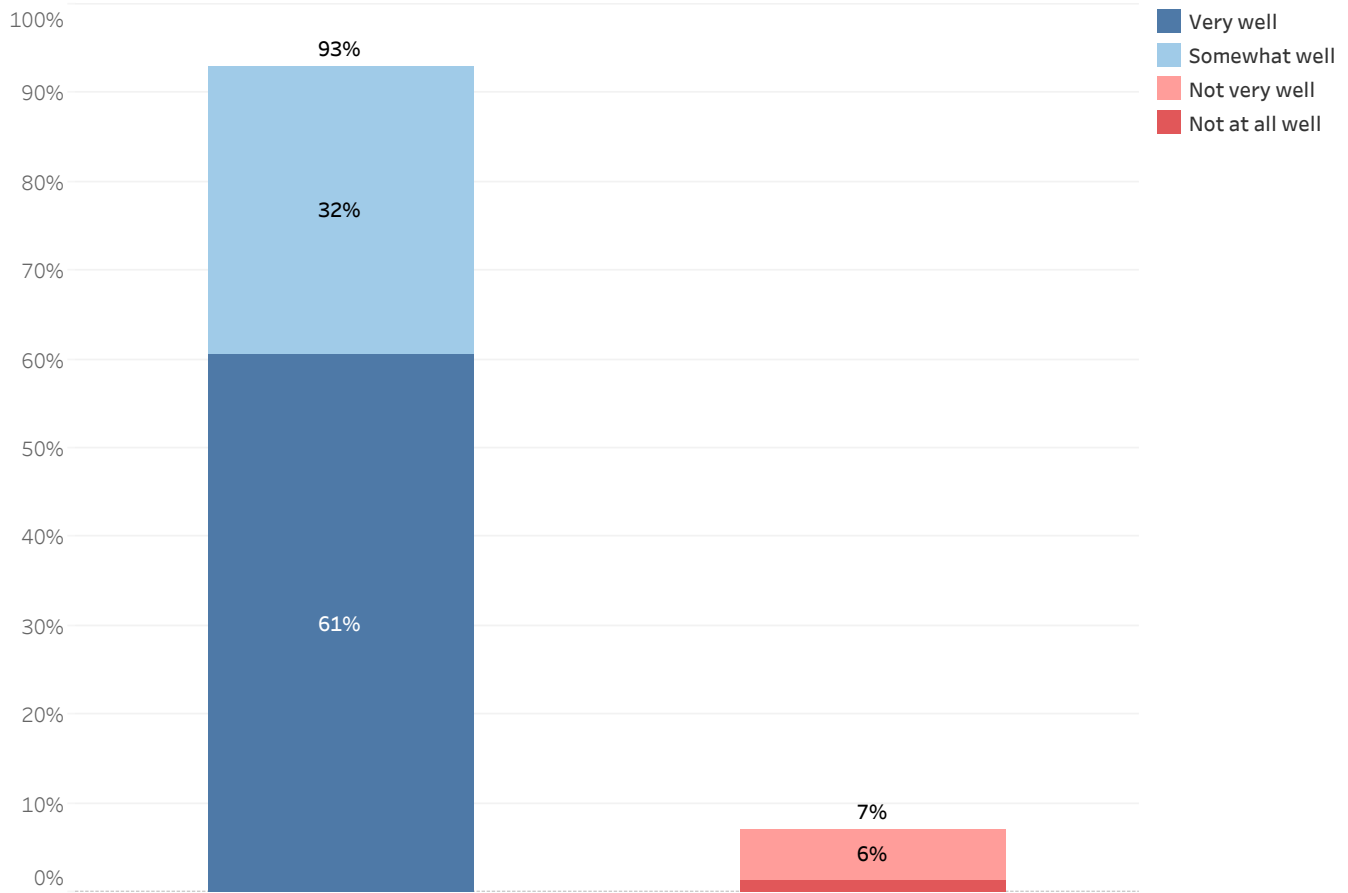
Figure 35: Which grades do you currently teach? (Please select all that apply)



## Understanding of Competency-Based Ratings

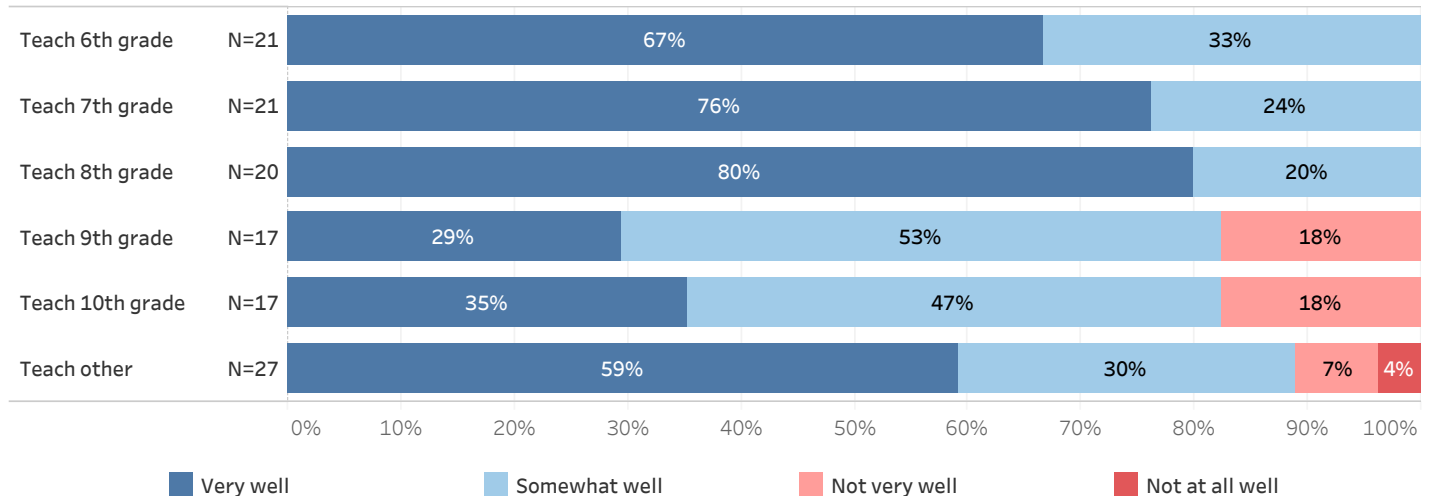
Ninety-three percent of responding staff members say that they understand the competency-based reporting system at Oyster River very (61%) or somewhat (32%) well while 7% say that they understand it not very well (6%) or not at all well (1%).

Figure 36a: Overall, how well do you feel you understand the competency-based reporting system at Oyster River?



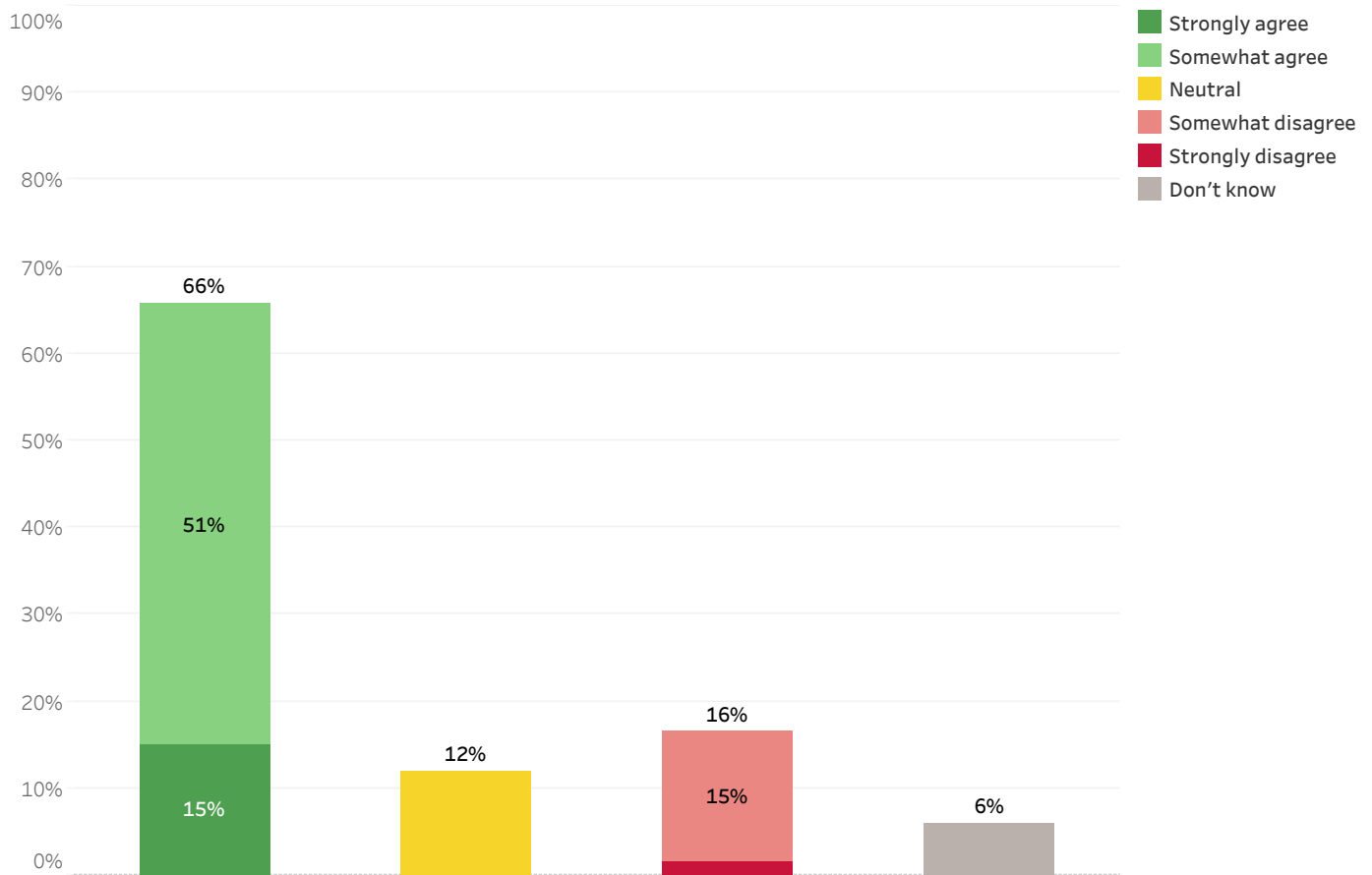
Responding staff members who teach 9th and 10th grade are less likely to say that they understand the competency-based reporting system at Oyster River very well than those who teach the 6th, 7th, and 8th grades.

Figure 36b: Overall, how well do you feel you understand the competency-based reporting system at Oyster River? - by Grades Currently Teaching



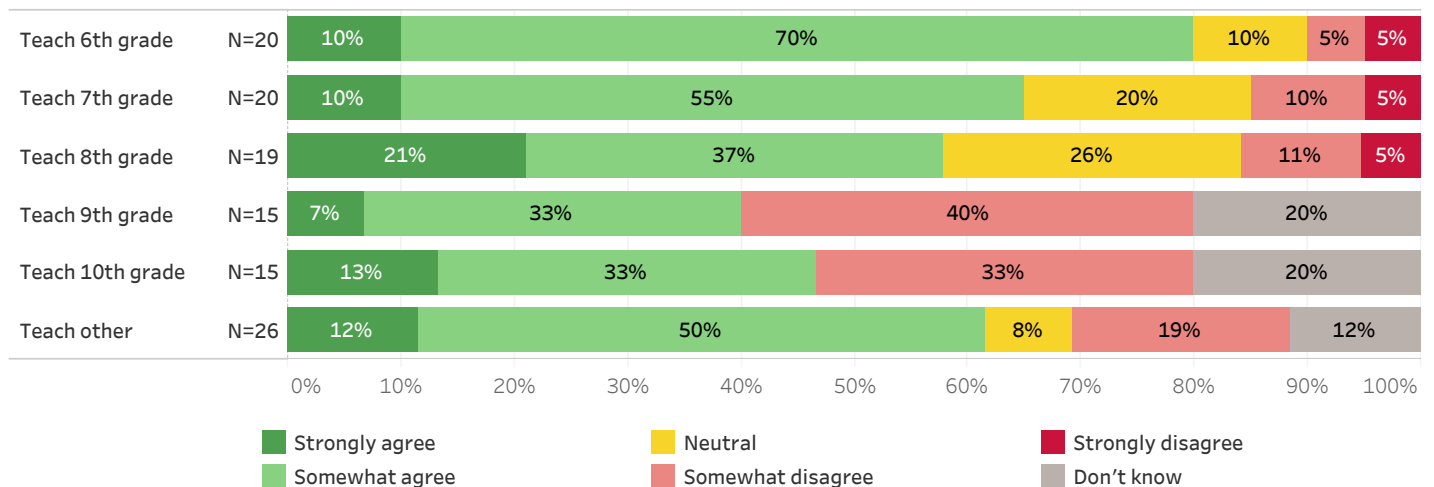
Two-thirds (66%) of responding staff members strongly (15%) or somewhat (51%) agree that the quarterly progress report gives parents a clear idea of their student's learning and progress, 16% somewhat (15%) or strongly (1%) disagree, 12% are neutral, and 6% don't know.

**Figure 37a: Please indicate whether you agree or disagree with the following statements - The quarterly progress report gives parents a clear idea of their student's/students' learning and progress**



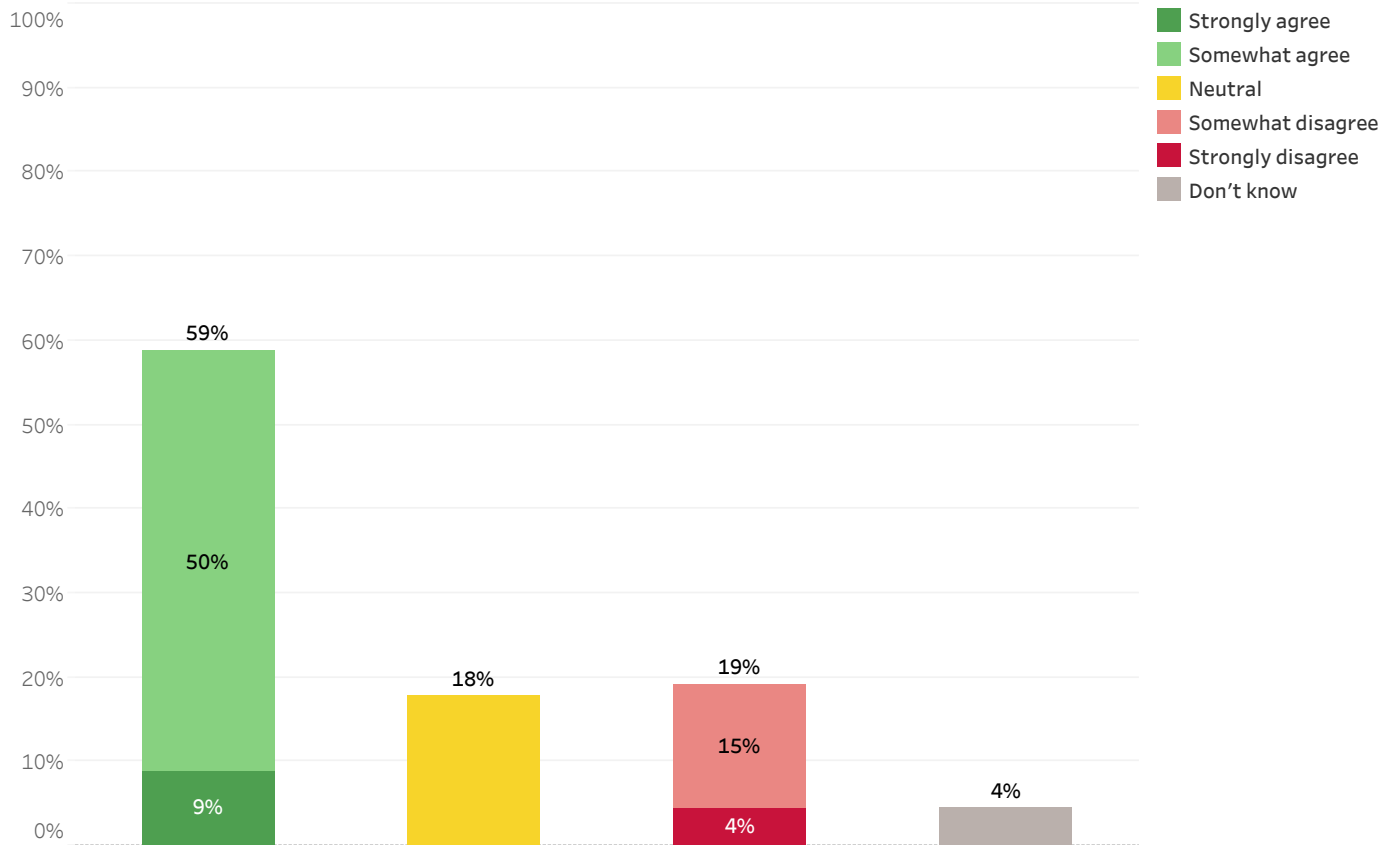
Responding staff members who teach 9th and 10th grade are considerably less likely than others to agree that the quarterly progress report gives parents a clear idea of their student's learning and progress.

**Figure 37b: Please indicate whether you agree or disagree with the following statements - The quarterly progress report gives parents a clear idea of their student's/students' learning and progress - by Grades Currently Teaching**



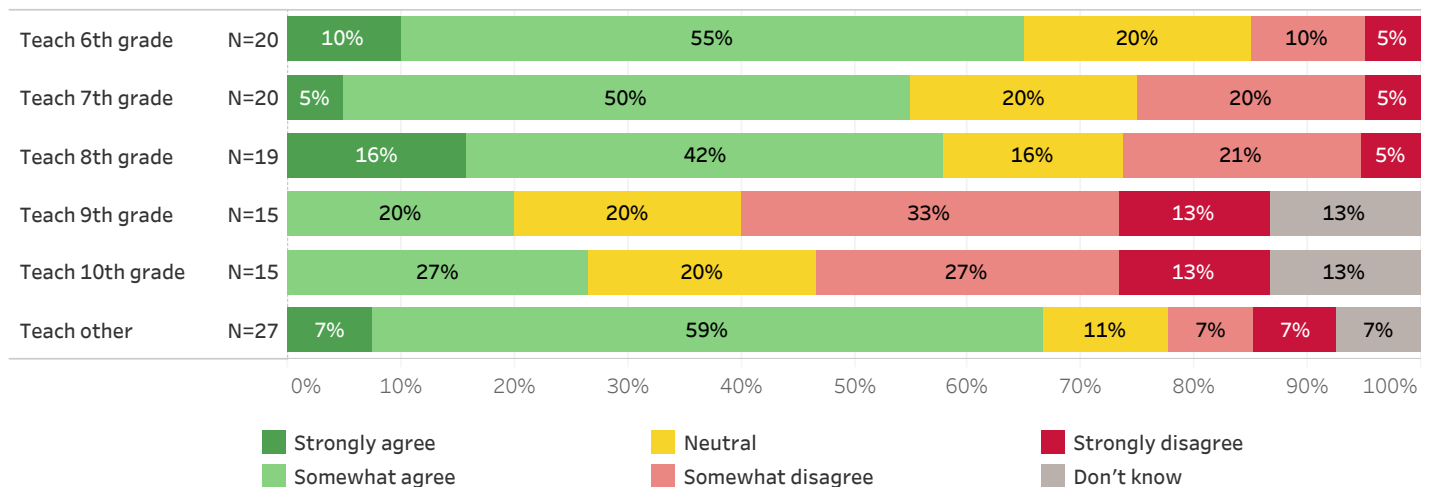
Fifty-nine percent of responding staff members strongly (9%) or somewhat (50%) agree that the quarterly progress report gives parents a clear idea of their student's strengths and areas in need of improvement, 19% strongly (4%) or somewhat (15%) disagree, 18% are neutral, and 4% don't know.

**Figure 38a: Please indicate whether you agree or disagree with the following statements - The quarterly progress report gives parents a clear idea of their student's/students' strengths and areas in need of improvement**



Responding staff members who teach 9th and 10th grade are considerably less likely than others to agree that the quarterly progress report gives parents a clear idea of their student's strengths and areas in need of improvement.

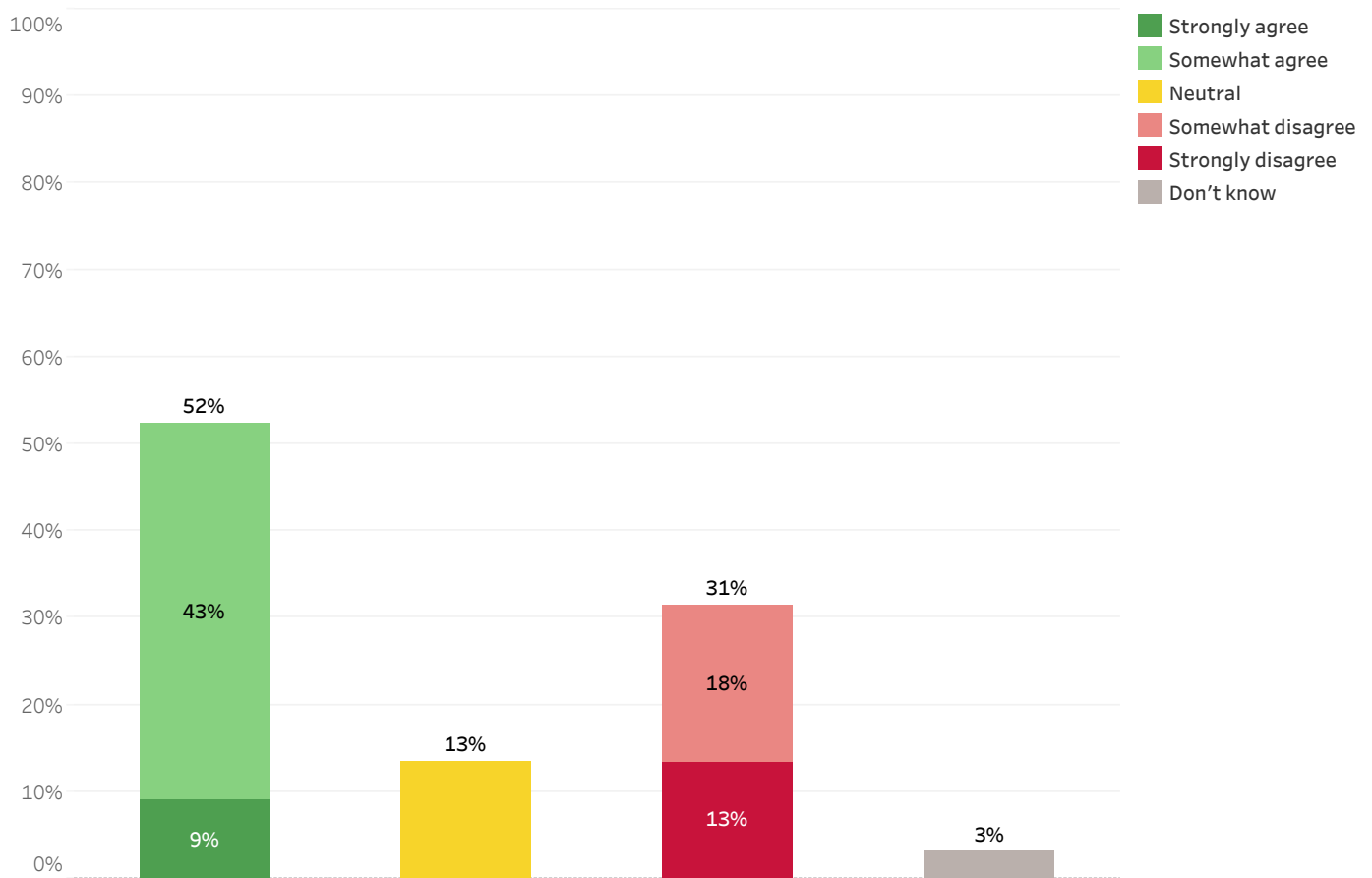
**Figure 38b: Please indicate whether you agree or disagree with the following statements - The quarterly progress report gives parents a clear idea of their student's/students' strengths and areas in need of improvement - by Grades Currently Teaching**





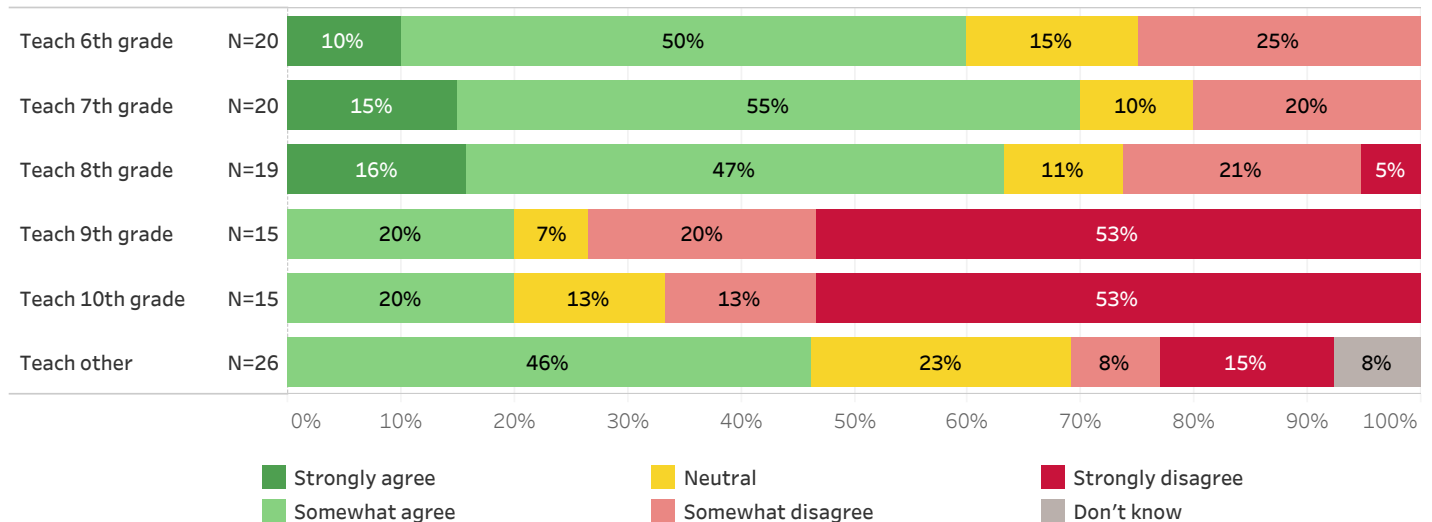
Fifty-two percent of responding staff members strongly (9%) or somewhat (43%) agree that most students understand how to interpret the competency-based reporting, 31% strongly (13%) or somewhat (18%) disagree, 13% are neutral, and 3% don't know.

**Figure 39a: Please indicate whether you agree or disagree with the following statements - Most students understand how to interpret the competency-based reporting**



Responding staff members who teach 9th and 10th grade are considerably less likely than others to agree that most students understand how to interpret the competency-based reporting.

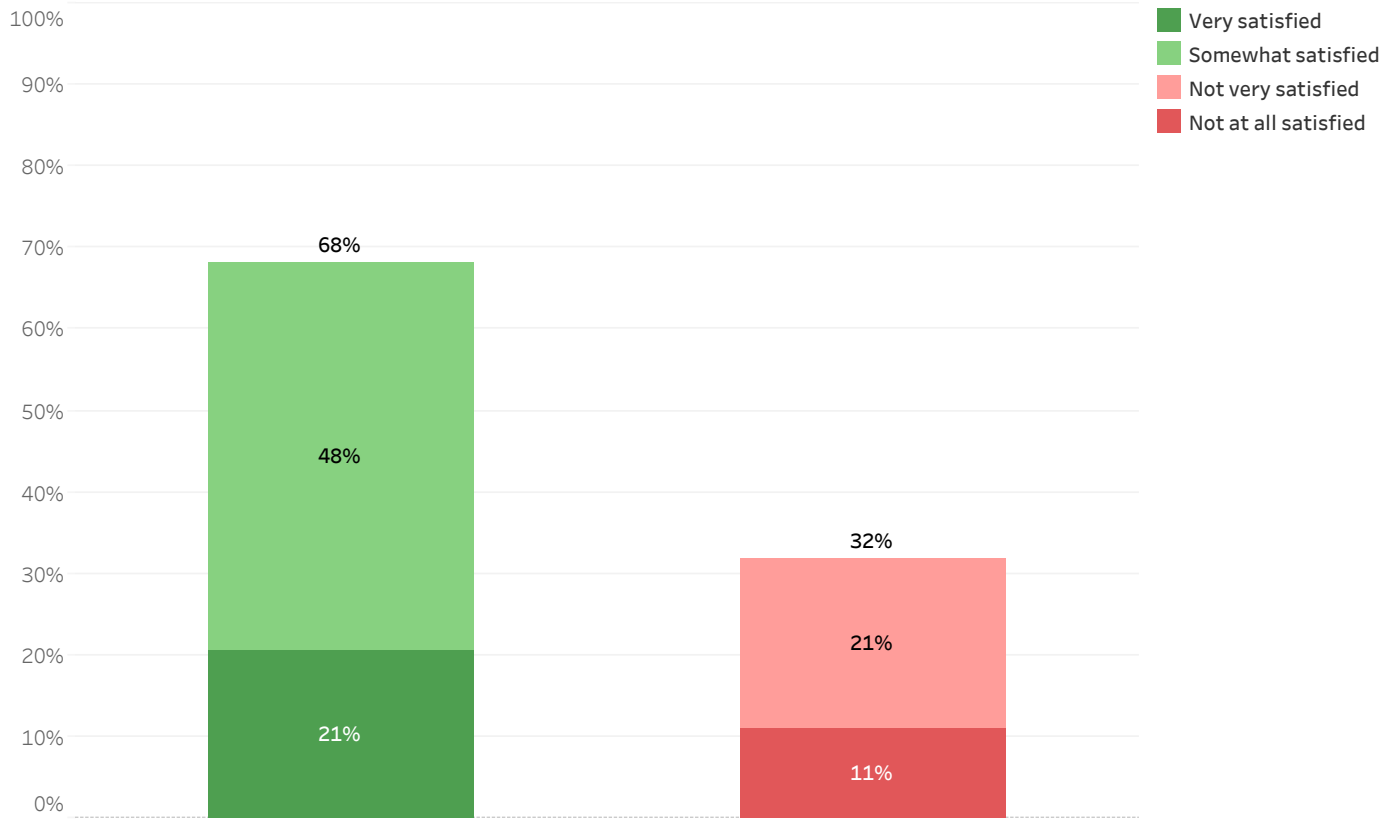
**Figure 39b: Please indicate whether you agree or disagree with the following statements - Most students understand how to interpret the competency-based reporting - by Grades Currently Teaching**



## Professional Development

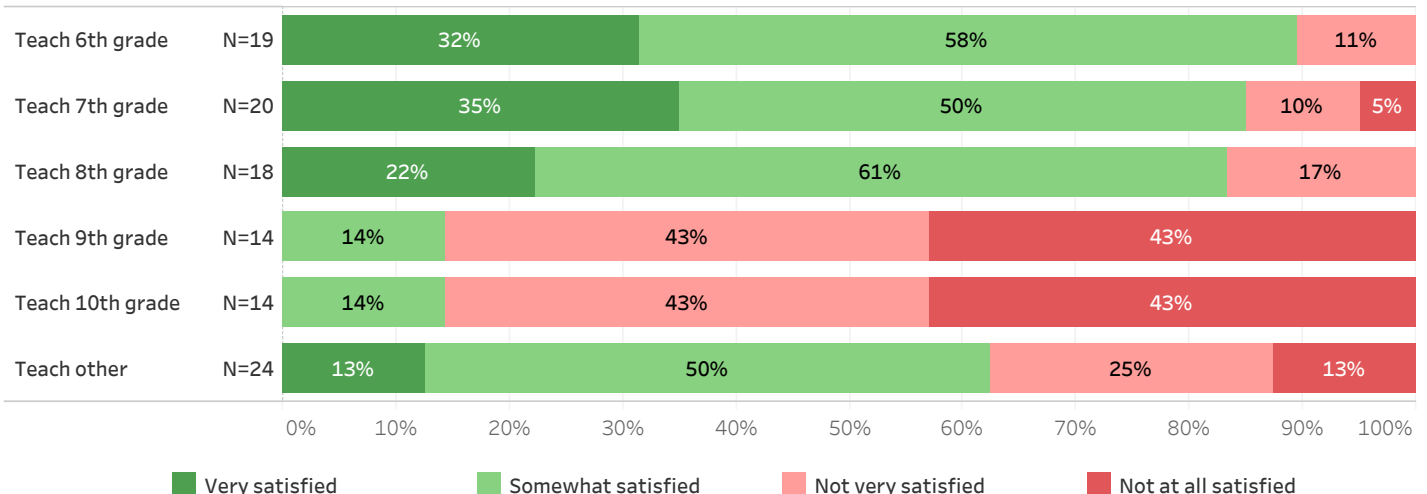
Sixty-eight percent of responding staff members say that they are very (21%) or somewhat (48%) satisfied with the professional development opportunities provided by the Oyster River School District regarding the competency-based reporting system. Thirty-two percent say that they are not very satisfied (21%) or not at all satisfied (11%) with the professional development opportunities related to competency-based learning.

Figure 40a: How satisfied are you with the professional development opportunities provided by the Oyster River School District regarding the competency-based reporting system?



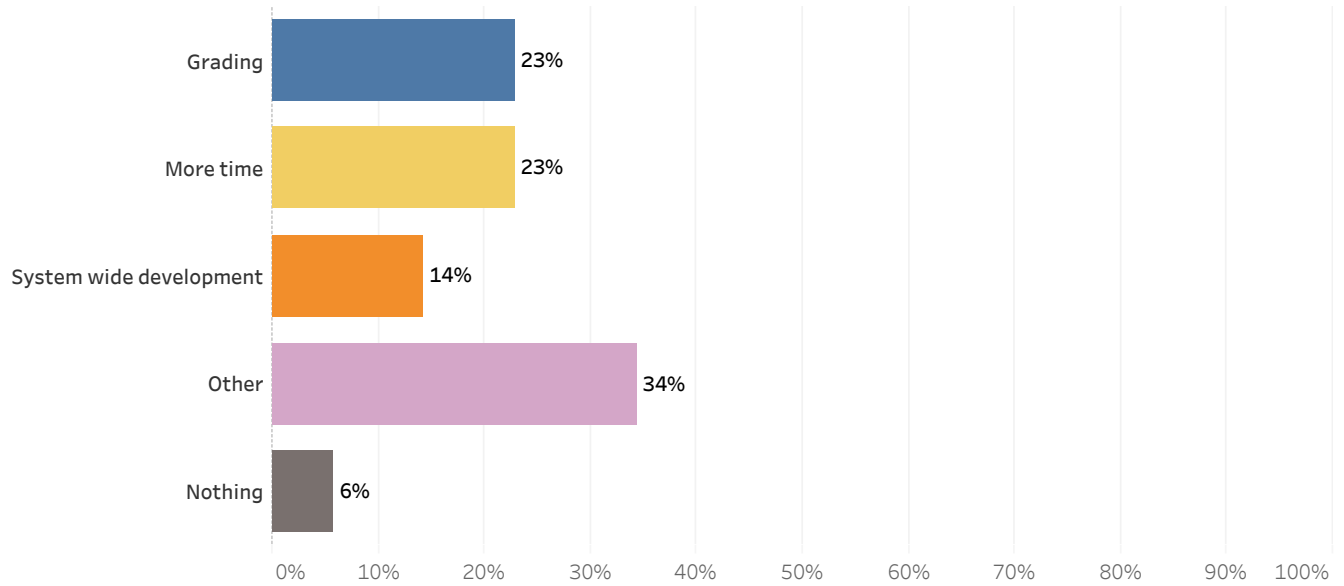
Responding staff members who teach 9th and 10th grade are considerably less likely than others to say that they are satisfied with the professional development opportunities related to competency-based learning.

Figure 40b: How satisfied are you with the professional development opportunities provided by the Oyster River School District regarding the competency-based reporting system? - by Grades Currently Teaching



When asked what additional professional development opportunities, if any, they believe should be offered related to the competency-based grading system, 23% each mention that they would more training regarding the grading process itself or would like more time. Fourteen percent would like system-wide development training, 34% mention something else, and 6% have no suggestions.

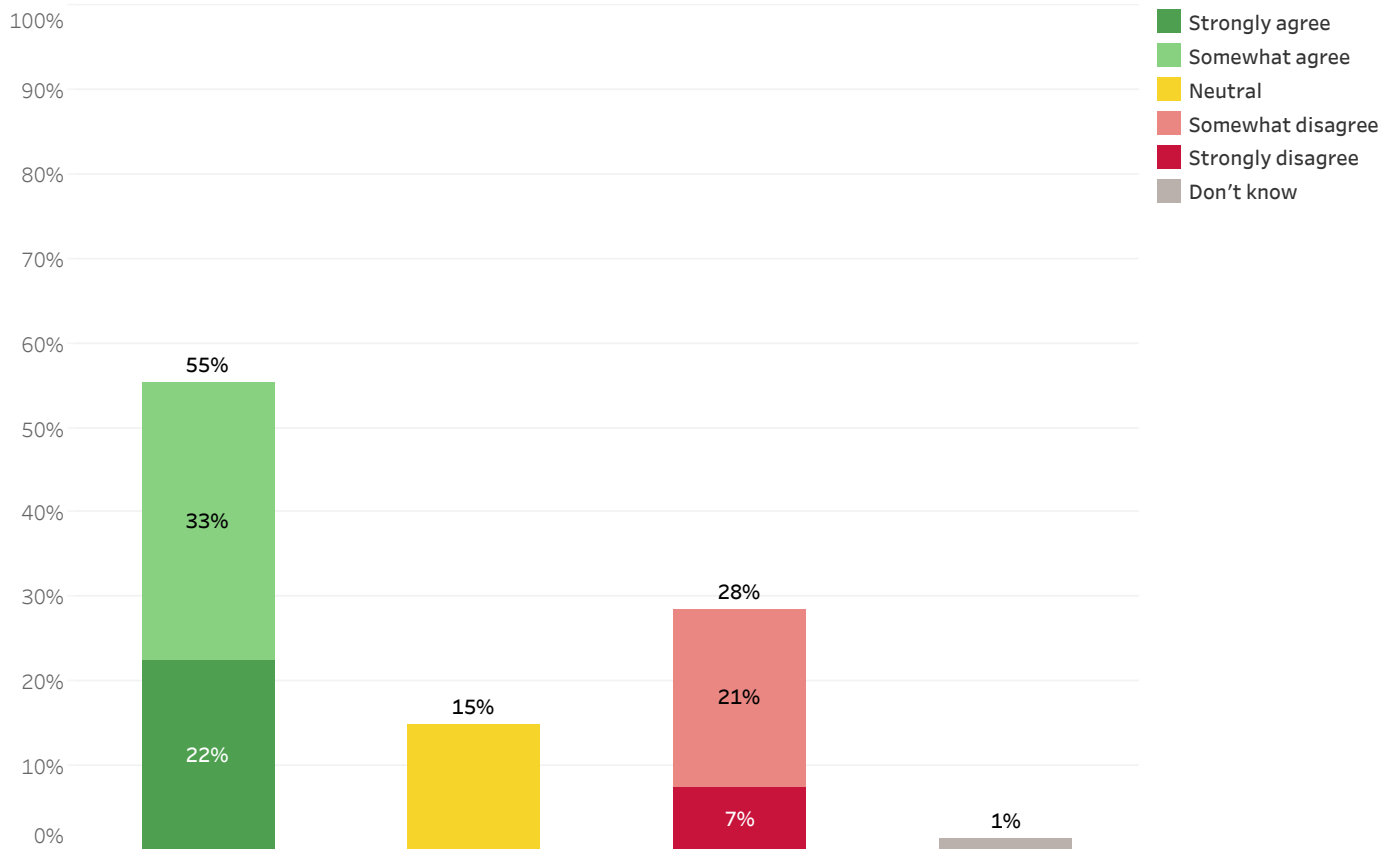
**Figure 41: What additional professional development opportunities, if any, do you believe should be offered regarding the competency-based reporting system? (coded)**



### Overall Assessment of Competency-Based Ratings

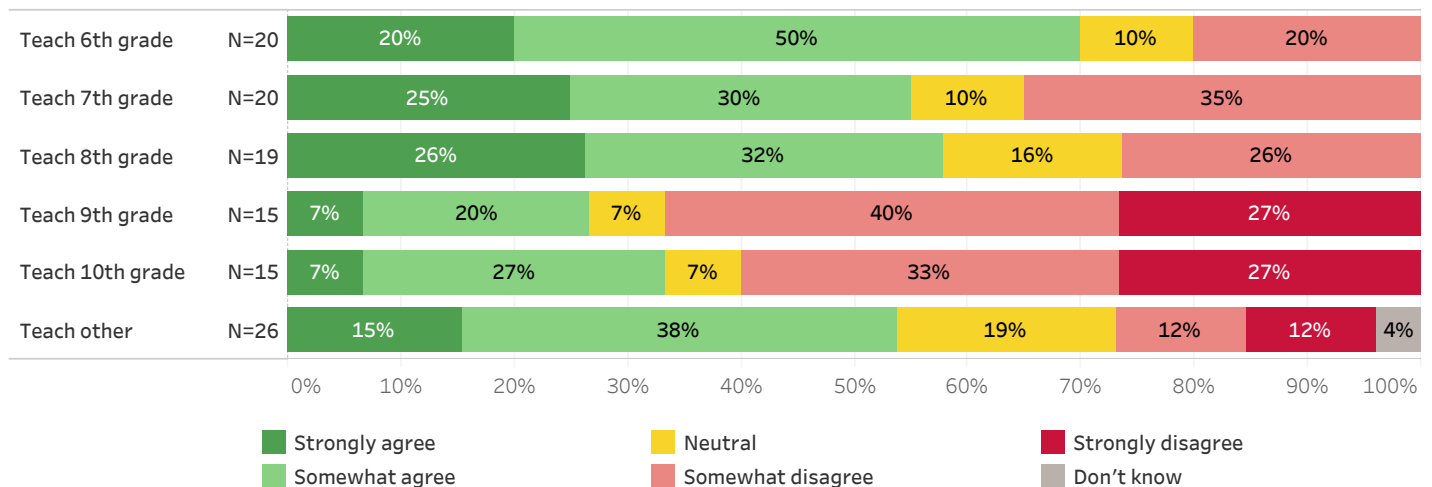
Just over half (55%) of responding staff members strongly (22%) or somewhat (33%) agree that the competency-based reporting system allows for accurate assessments of their students, 28% strongly (7%) or somewhat (21%) disagree, 15% are neutral, and 1% don't know.

Figure 42a: Please indicate whether you agree or disagree with the following statements - The competency-based reporting system allows for accurate assessments of my students



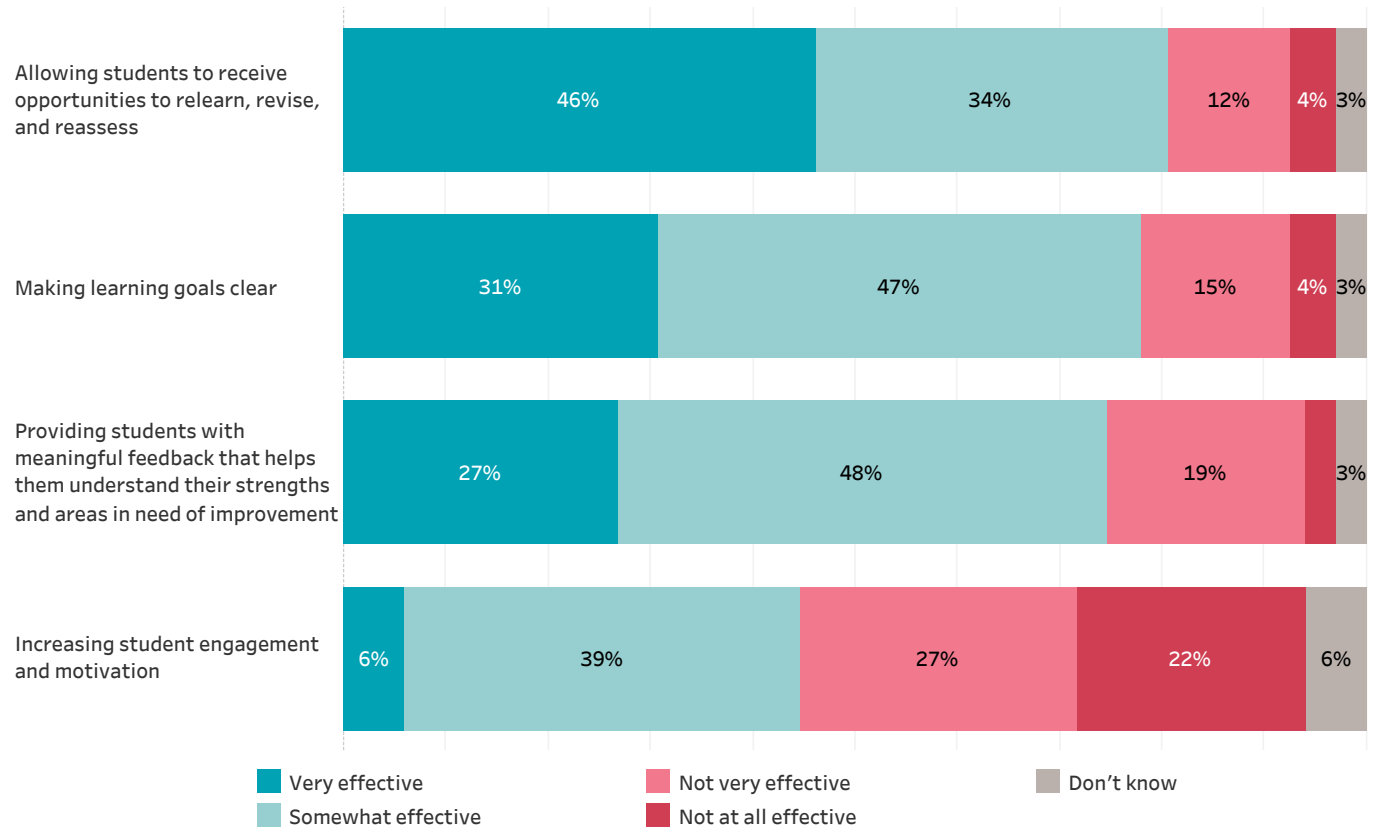
Responding staff members who teach 9th and 10th grade are considerably less likely than others to agree that the competency-based reporting system allows for accurate assessments of their students.

Figure 42b: Please indicate whether you agree or disagree with the following statements - The competency-based reporting system allows for accurate assessments of my students - by Grades Currently Teaching



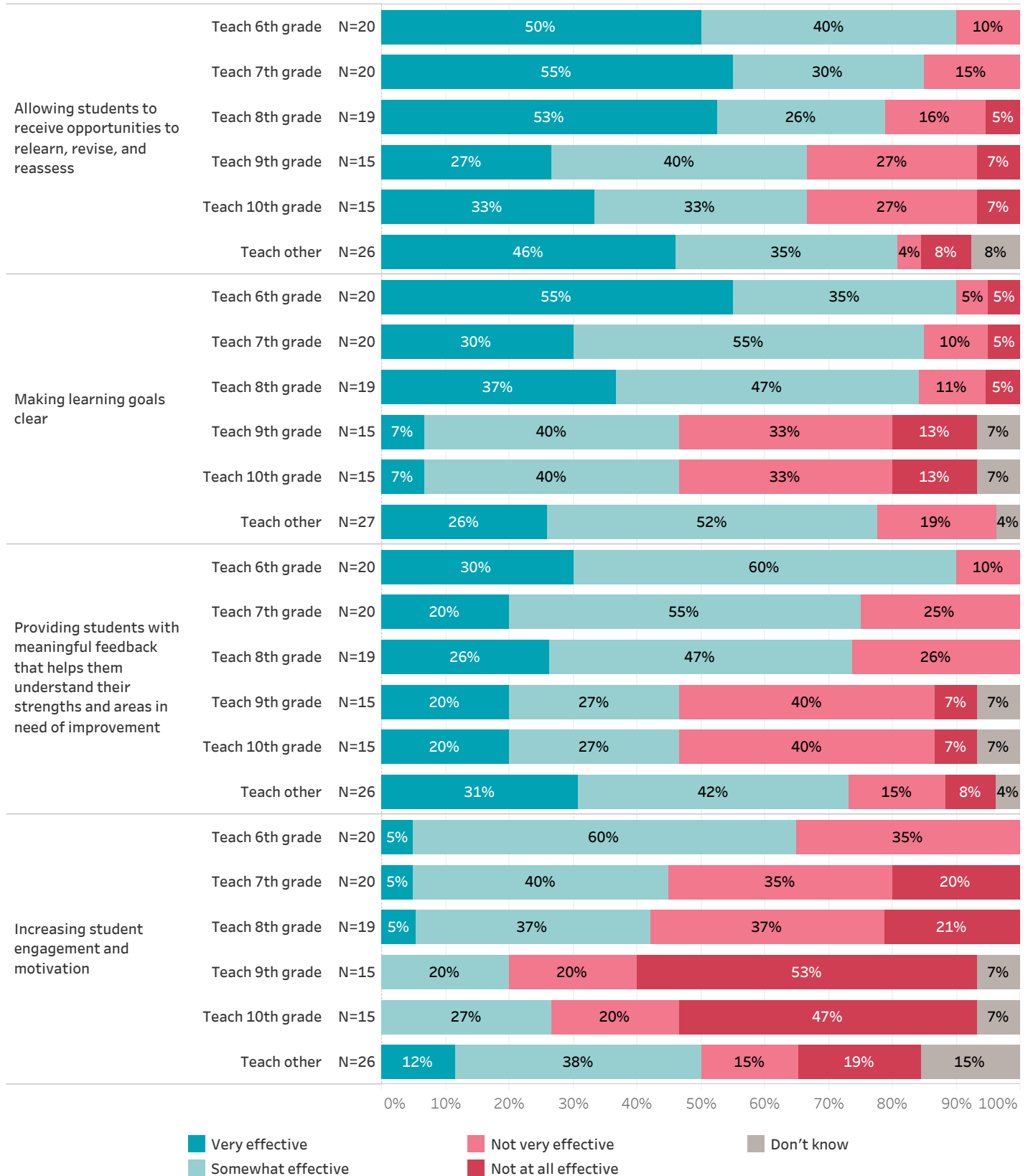
Four in five (81%) responding staff members believe that Oyster River's competency-based reporting system is very (46%) or somewhat (34%) effective at allowing students opportunities to relearn, revise, and reassess, while a similar proportion believe the system is very or somewhat effective at making learning goals clear (78%) and providing students with meaningful feedback that helps them understand their strengths and areas in need of improvement (75%). However, less than half (45%) feel that Oyster River's competency-based reporting system is very (6%) or somewhat (39%) effective at increasing student engagement and motivation.

**Figure 43a: In your opinion, how effective is Oyster River's competency-based reporting system at meeting the following goals?**



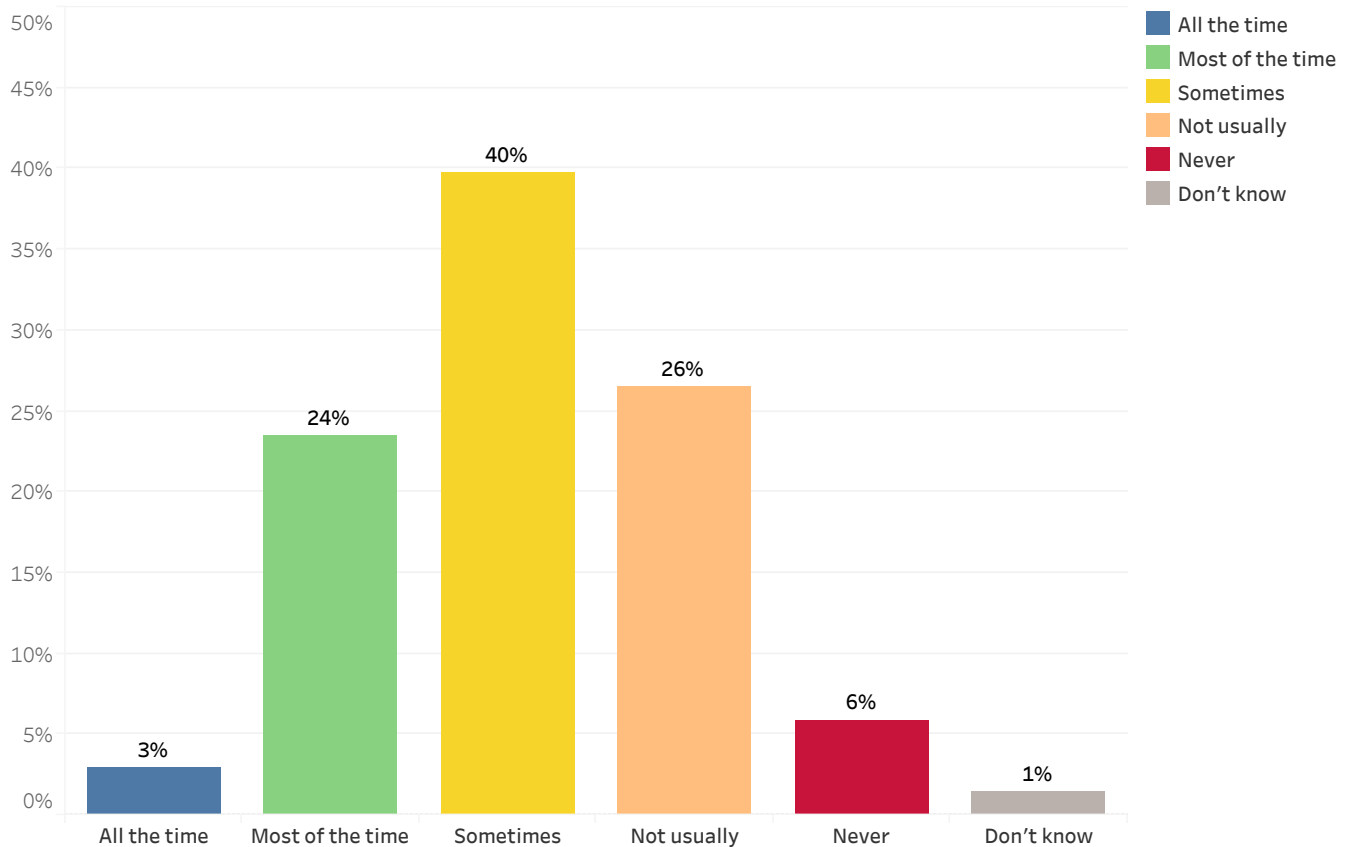
Responding staff members who teach 9th and 10th grade are less likely than others to believe Oyster River's competency-based reporting system is effective at each of these goals, particularly making learning goals clear.

**Figure 43b: In your opinion, how effective is Oyster River's competency-based reporting system at meeting the following goals? - by Grades Currently Teaching**



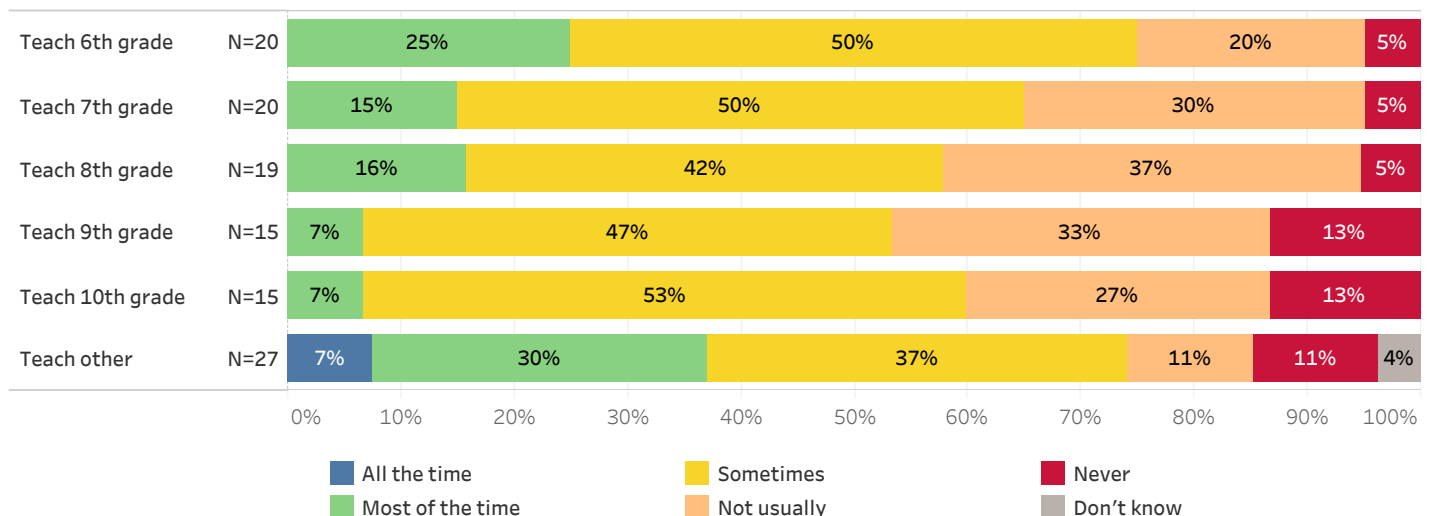
Only 3% of responding staff members say that the opportunity to redo work motivates their students to learn and produce better work all of the time. Twenty-four percent say that the opportunity motivates their students to learn and produce better work most of the time, 40% say it sometimes does, 26% say it does not usually, 6% say that it never motivates their students, and 1% don't know.

**Figure 44a: How often does the opportunity to redo work motivate your students to learn and produce better work?**



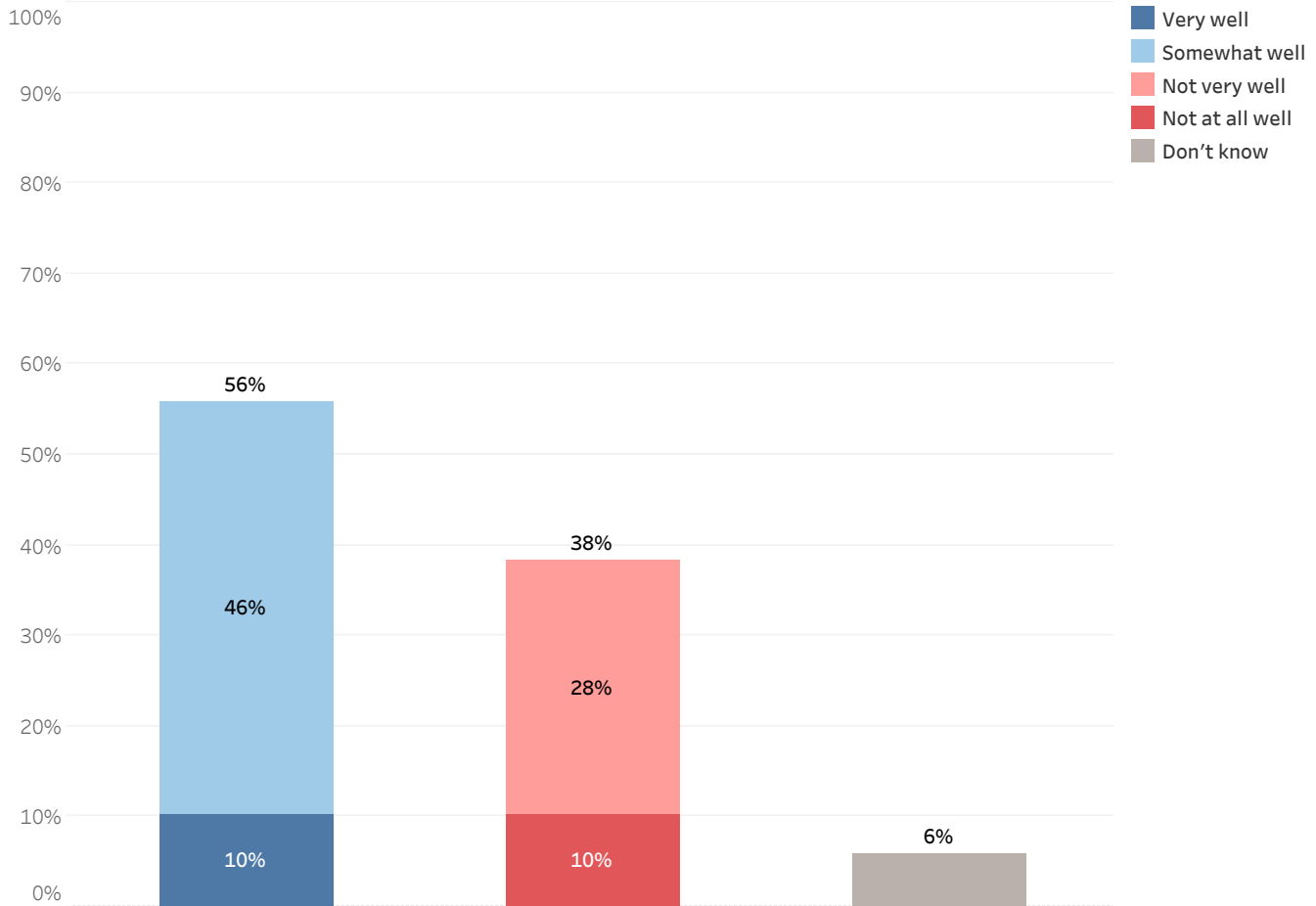
Responding staff members who teach grades other than grades 6-10 are more likely than others to say that the opportunity to redo work motivates their students to learn and produce better work all or most of the time.

**Figure 44b: How often does the opportunity to redo work motivate your students to learn and produce better work? - by Grades Currently Teaching**



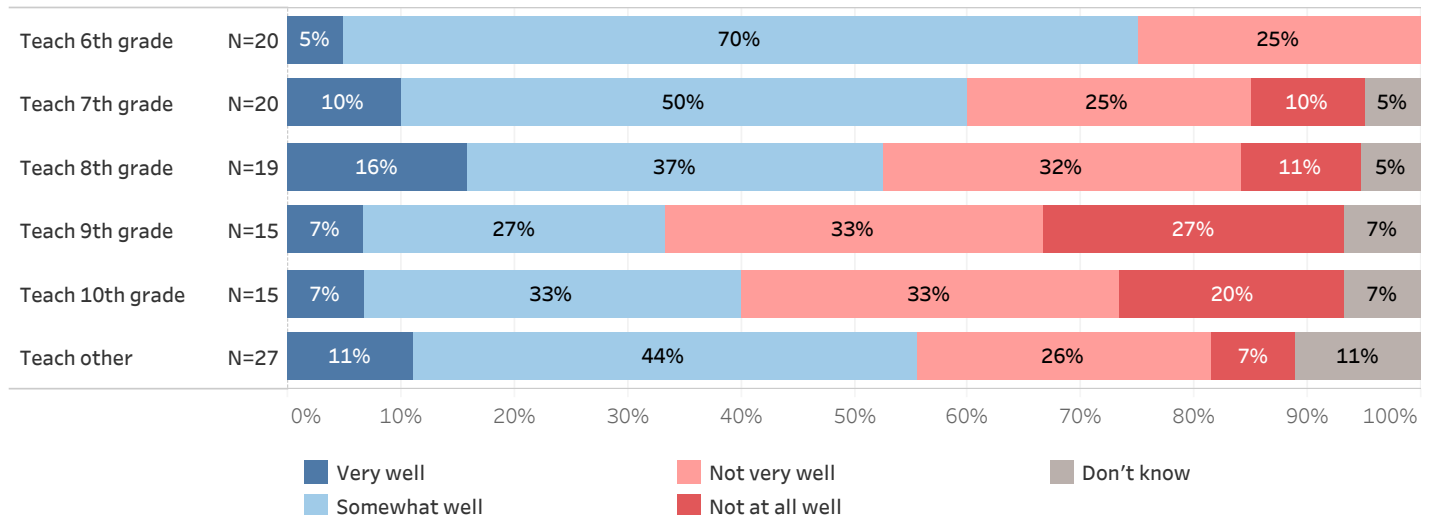
More than half (56%) of responding staff members say that overall, the competency-based reporting system encourages their students to learn very (10%) or somewhat (46%) well, while 38% say it encourages their students to learn not very well (28%) or not at all well (10%).

**Figure 45a: Overall, how well does the competency-based reporting system encourage your students to learn?**



Responding staff members who teach grades 9 and 10 are considerably less likely than others to say that the competency-based reporting system encourages their students to learn very or somewhat well.

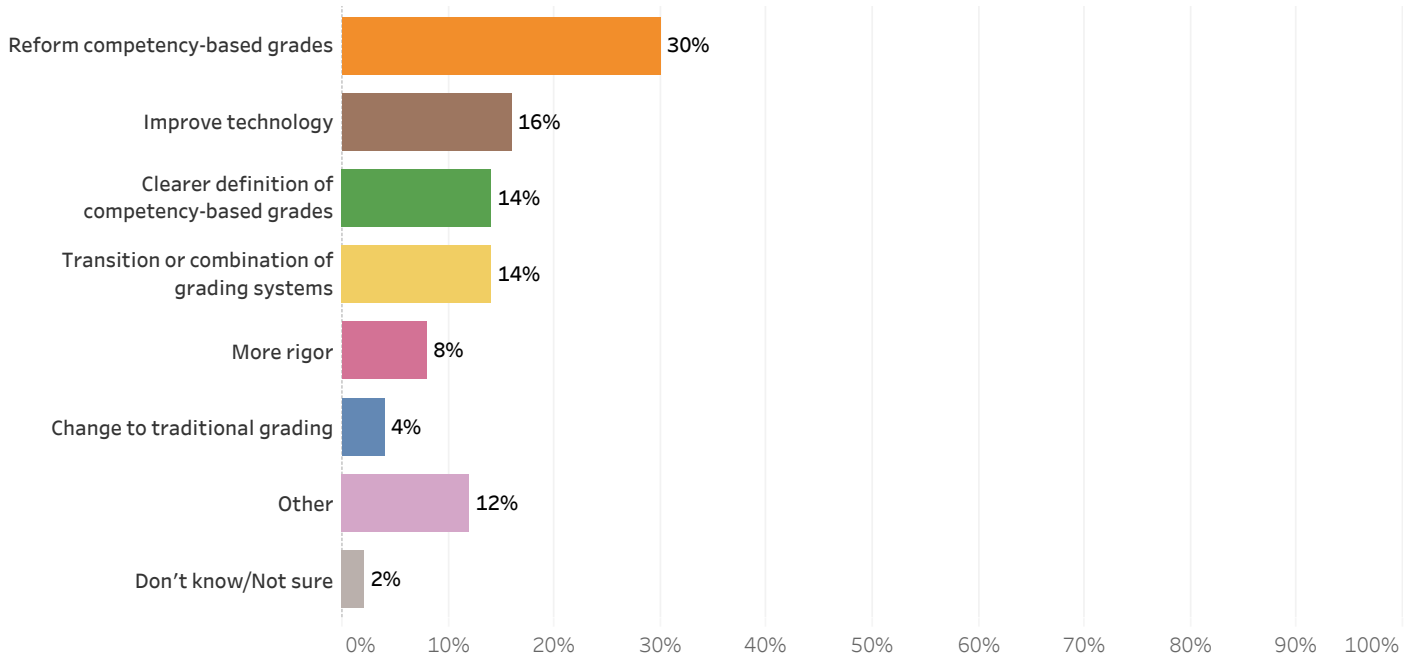
**Figure 45b: Overall, how well does the competency-based reporting system encourage your students to learn? - by Grades Currently Teaching**





When asked what changes, if any, they believe the Oyster River Middle School should make to the competency-based reporting system, 30% suggest reforming the competency-based grades, 16% would like improved technology, 14% each would like a clearer definition of competency-based grades or a transition or combination of grading systems, 8% would like more rigor, 4% would like to change to traditional grading, and 12% mention something else.

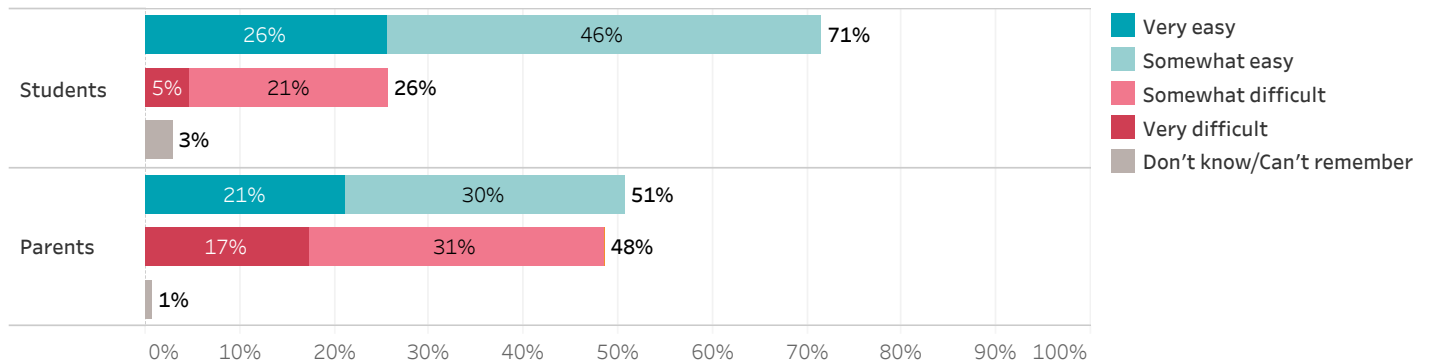
Figure 46: What changes, if any, do you believe the Oyster River Middle School should make to the competency-based reporting system? (coded)



## Comparisons

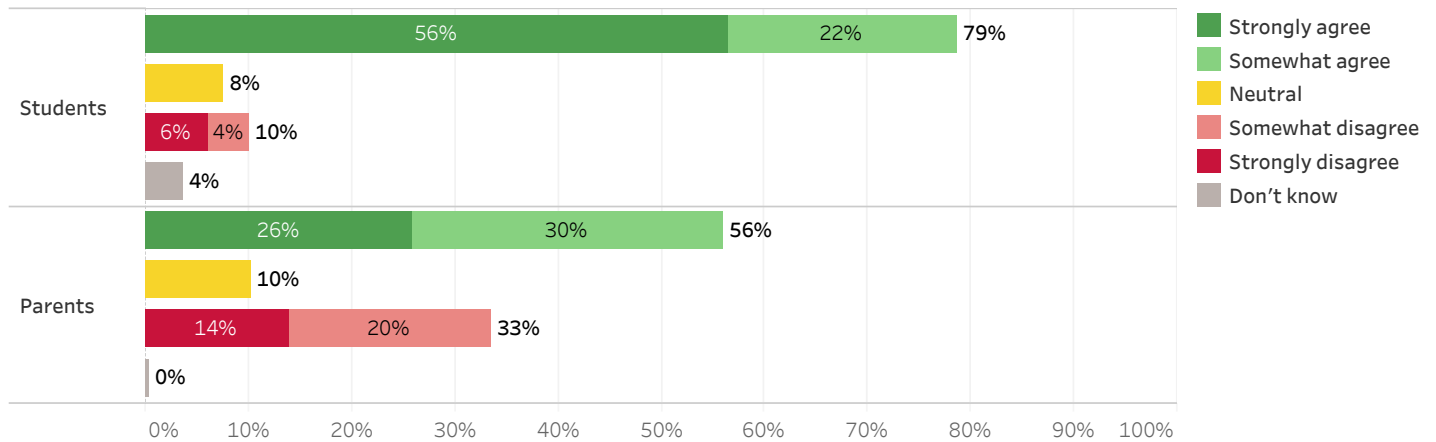
Seven in ten (71%) responding students say that their transition from the middle school to the high school grading system was very or somewhat easy but only 51% of responding parents say that this was true for their student.

**Figure 47: Ease of transition from middle school to high school grading system - Comparison between students and parents**



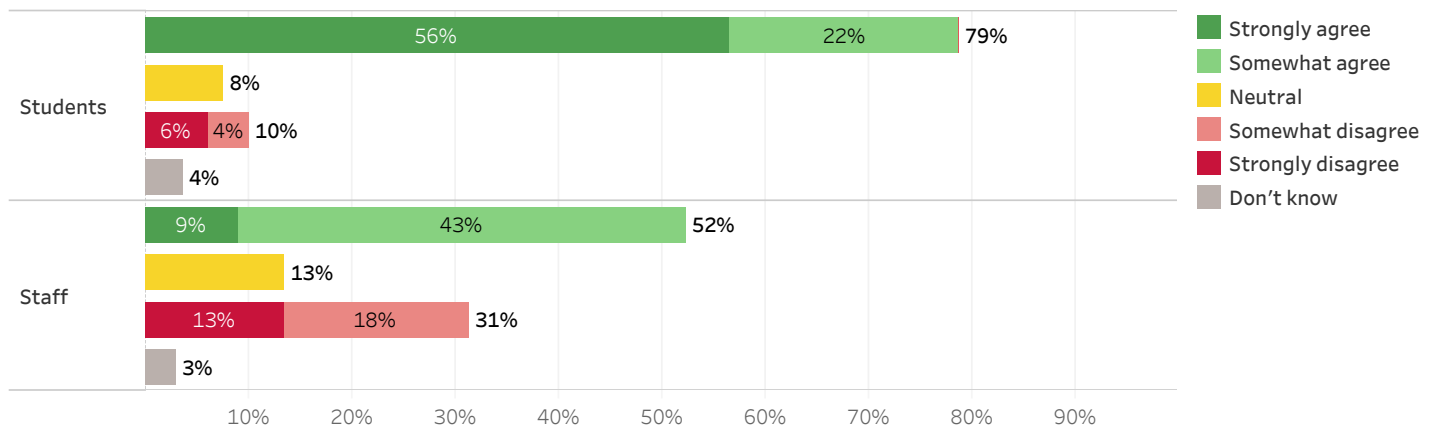
Four in five (79%) responding students agree that they understand what the competency-based learning grades mean while 56% of responding parents feel that way.

**Figure 48: Understanding of what competency-based learning grades mean - Comparison between students and parents**



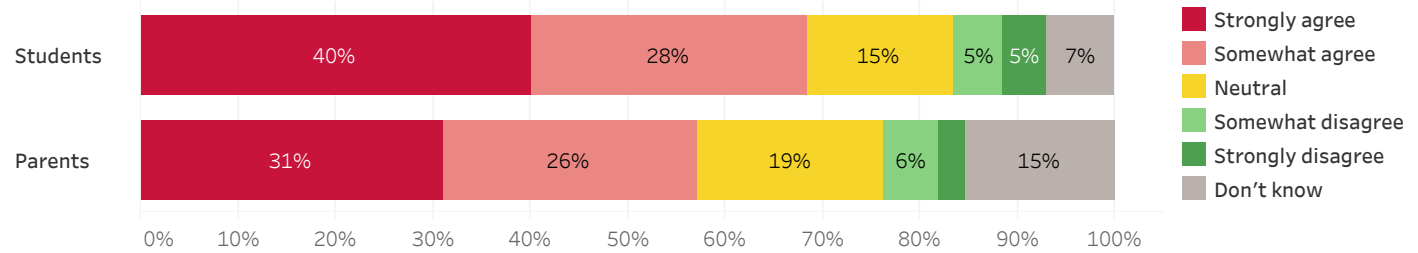
Four in five (79%) responding students agree that they understand what the competency-based learning grades mean while 52% of responding staff members agree that their students understand what competency-based learning grades mean.

**Figure 49: Student understanding of what competency-based learning grades mean - Comparison between students and staff**



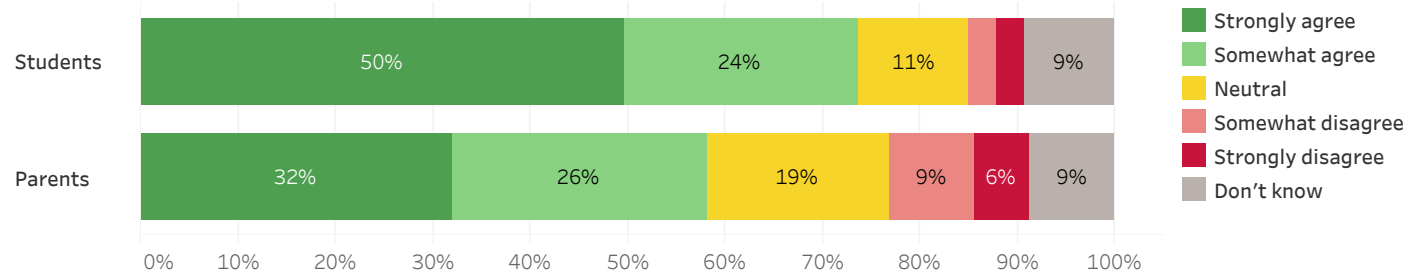
Seven in ten (69%) responding students say that it is harder to earn a "M" or an "E" from some teachers than from others while 57% of responding parents feel that way.

**Figure 50: Harder to earn a "M" or an "E" from some teachers than from others - Comparison between students and parents**



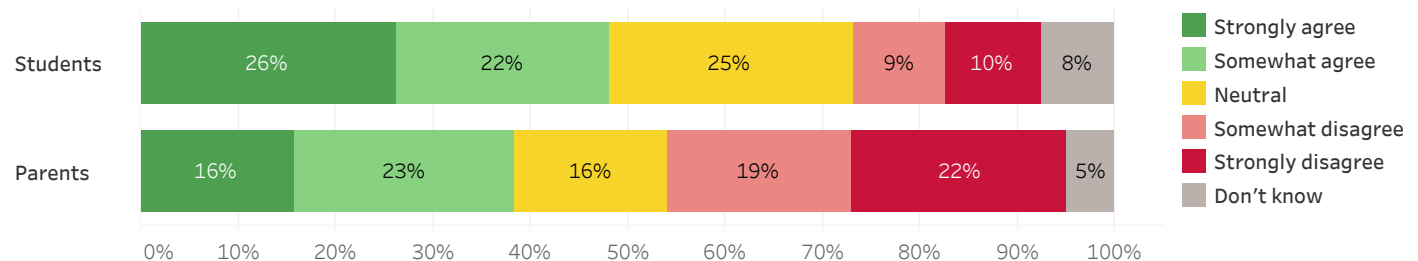
Three-quarters (74%) of responding students agree that they usually try to earn a "M" or an "E" if they earn a "B" or a "P". Fifty-eight percent of responding parents agree that their student usually tries to do this.

**Figure 51: Student usually tries to earn a "M" or an "E" if earn a "B" or a "P" - Comparison between students and parents**



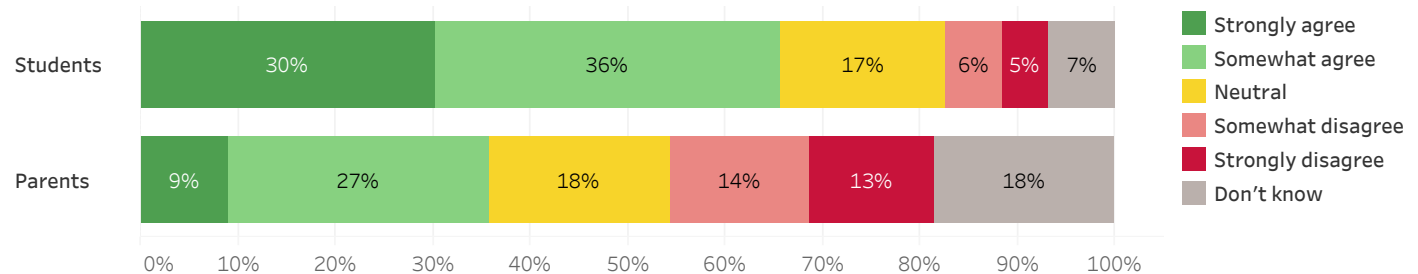
Just under half (48%) of responding students agree that they usually try to earn an "E" if they already have a "M". Thirty-eight percent of responding parents agree that their student usually tries to do this.

**Figure 52: Student usually tries to earn an "E" if already have a "M" - Comparison between students and parents**



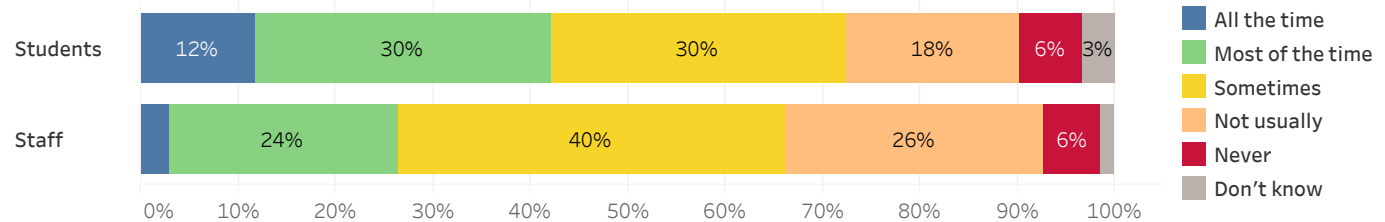
Two-thirds (66%) of responding students agree that their teachers usually help them understand what to do to change a "B" or "P" to a "M" or "E". Only 36% of responding parents agree that their student's teachers usually help them understand what to do.

**Figure 53: Student's teachers usually help understand what to do to change a "B" or "P" to a "M" or "E" - Comparison between students and parents**



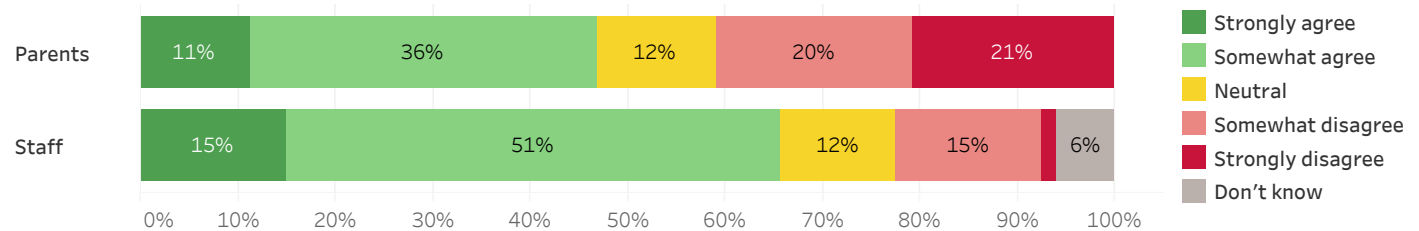
Forty-two percent of responding students say that the opportunity to redo work motivates them to learn and produce better work all or most of the time, while 24% say this does not usually or never motivates them to learn and produce better work. Among staff members, only 26% say that the opportunity to redo work motivates their students to learn and produce better work all or most of the time, while 32% say this does not usually or never motivates their students to learn and produce better work.

Figure 54: Frequency opportunity to redo work motivates students to learn and produce better work - Comparison between students and staff



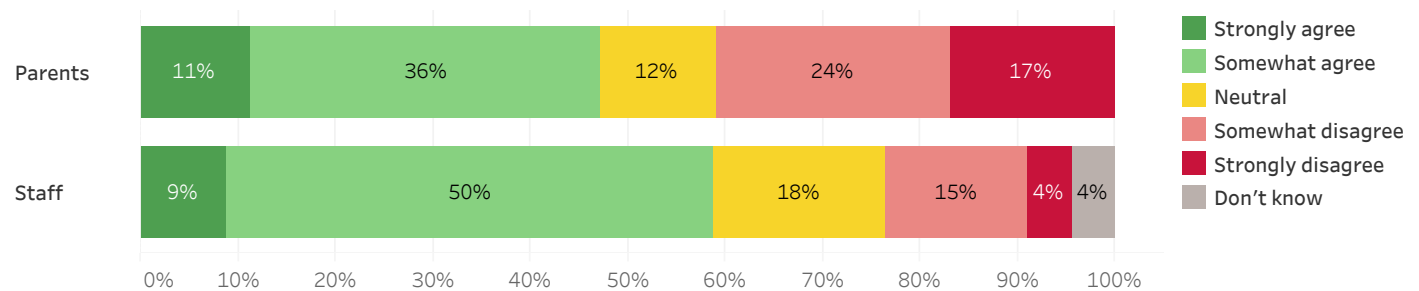
Less than half (47%) of responding parents agree that the progress report gives them a clear idea of students' learning and progress, while two-thirds (66%) of staff members feel the report provides this for parents.

Figure 55: Progress report gives parents a clear idea of students' learning and progress - Comparison between parents and staff



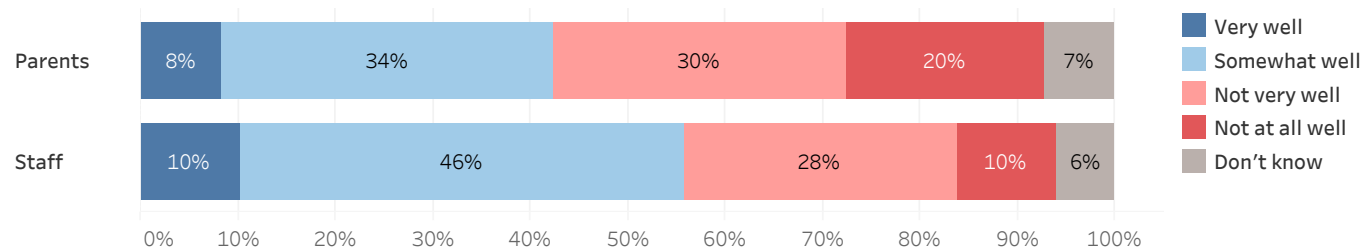
Less than half (47%) of responding parents agree that the progress report gives them a clear idea of students' strengths and areas in need of improvement, while 59% of staff members feel the report provides this for parents.

Figure 56: Progress report gives parents a clear idea of students' strengths and areas in need of improvement - Comparison between parents and staff



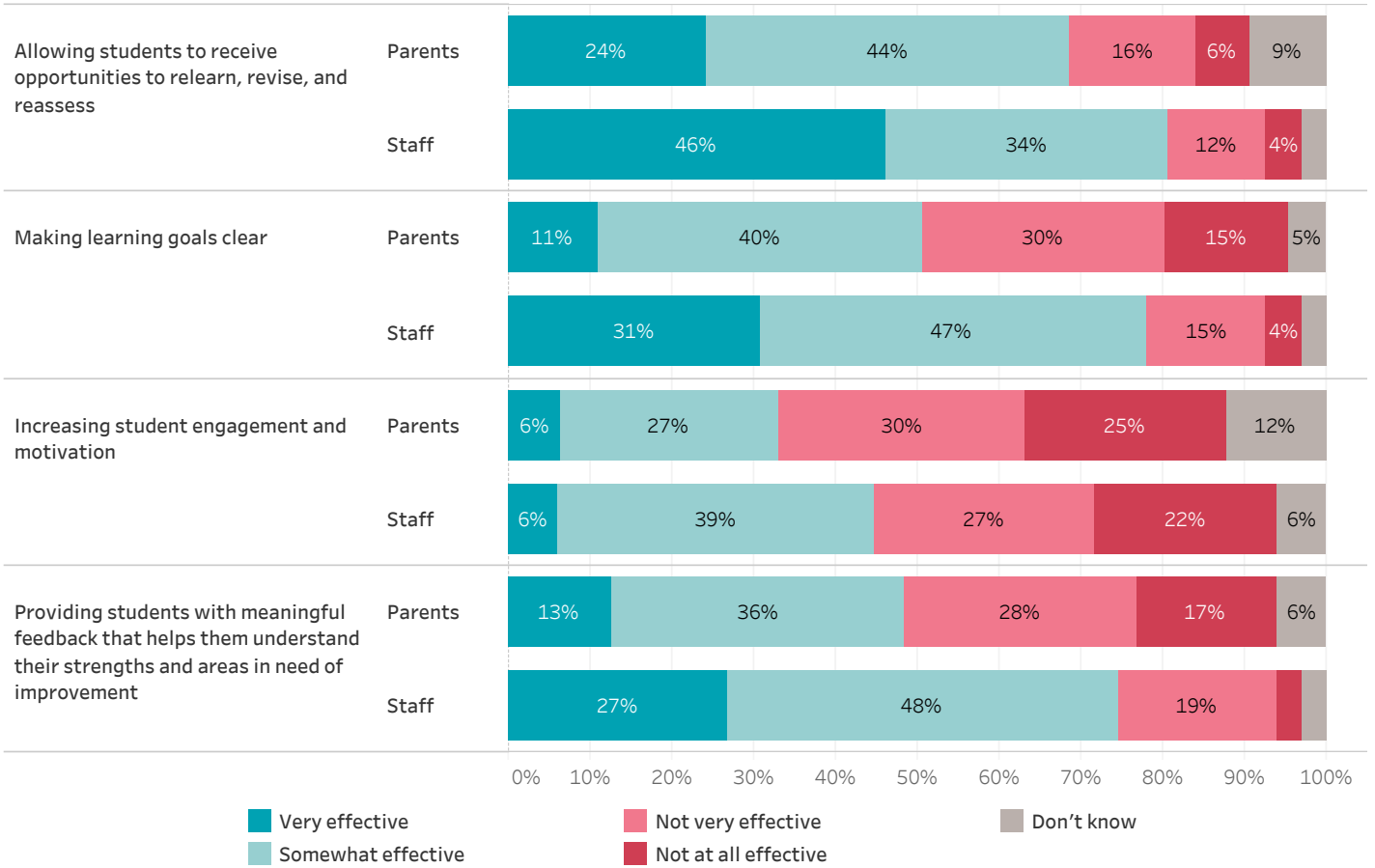
Forty-two percent of responding parents feel that the competency-based reporting system encourages their student to learn very or somewhat well while (56%) of staff members feel this is true of their students.

Figure 57: How well does the competency-based reporting system encourage students to learn - Comparison between parents and staff



Staff members are generally more likely than parents to feel that Oyster River's competency-based reporting system is very or somewhat effective at each of the following things. Staff members are particularly more likely than parents to say the reporting system is very or somewhat effective at making learning goals clear and providing students with meaningful feedback that helps them understand their strengths and areas in need of improvement.

**Figure 58: Effectiveness of Oyster River's competency-based reporting system at meeting the following goals - Comparison between parents and staff**



## Appendix A

S1: Which grade level are you currently in?

		<u>6th</u>	<u>7th</u>	<u>8th</u>	<u>9th</u>	<u>10th</u>	<u>N</u>
<b>Overall</b>	February 2024	15%	31%	20%	18%	16%	520

S2: How difficult has the transition been from the middle school to the high school grading system?

		<u>Very easy</u>	<u>Somewhat easy</u>	<u>Somewhat difficult</u>	<u>Very difficult</u>	<u>Don't know/Can't remember</u>	<u>N</u>
<b>Overall</b>	February 2024	26%	46%	21%	5%	3%	175
<b>Current Grade Level</b>	9th grade	31%	47%	19%	2%	1%	90
	10th grade	20%	45%	24%	7%	5%	85

S3#: Do you have any comments on your transition to high school? (coded)

		<u>MS doesn't prepare well for HS</u>	<u>Non-grading comments</u>	<u>Prefer competency-based grading</u>	<u>Prefer traditional grading</u>
<b>Overall</b>	February 2024	14%	16%	3%	6%
<b>Current Grade Level</b>	9th grade	12%	18%	3%	9%
	10th grade	17%	13%	3%	3%



S3#: Do you have any comments on your transition to high school? (coded)

		<u>Transition was/is difficult</u>	<u>Transition was/is not difficult</u>	<u>Other</u>	<u>No/Nothing</u>	<u>N</u>
<b>Overall</b>	February 2024	16%	14%	6%	25%	64
<b>Current Grade Level</b>	9th grade	15%	18%	6%	21%	34
	10th grade	17%	10%	7%	30%	30

S5: Do you agree or disagree with the following statement: I understand what it means when I earn a "B", "P", "M", or "E".

		<u>Strongly agree</u>	<u>Somewhat agree</u>	<u>Neutral</u>	<u>Somewhat disagree</u>	<u>Strongly disagree</u>	<u>Don't know</u>	<u>N</u>
<b>Overall</b>	February 2024	56%	22%	8%	4%	6%	4%	517
<b>Current Grade Level</b>	6th grade	70%	22%	6%	1%			77
	7th grade	66%	23%	4%	1%	6%		161
	8th grade	64%	18%	8%	5%	5%		104
	9th grade	36%	20%	14%	6%	12%	12%	90
	10th grade	38%	28%	8%	11%	6%	9%	85

S6a: How well do you understand teachers' comments on how to go from a "B" to a "P"

		<u>Very well</u>	<u>Somewhat well</u>	<u>Not very well</u>	<u>Not at all well</u>	<u>Don't know</u>	<u>N</u>
<b>Overall</b>	February 2024	38%	36%	13%	5%	9%	507
<b>Current Grade Level</b>	6th grade	55%	33%	8%		4%	76
	7th grade	41%	39%	12%	3%	5%	155
	8th grade	46%	37%	8%	3%	7%	103
	9th grade	25%	33%	16%	9%	18%	89
	10th grade	23%	33%	20%	8%	15%	84

S6b: How well do you understand teachers' comments on how to go from a "P" to a "M"

		<u>Very well</u>	<u>Somewhat well</u>	<u>Not very well</u>	<u>Not at all well</u>	<u>Don't know</u>	<u>N</u>
<b>Overall</b>	February 2024	48%	33%	9%	3%	6%	512
<b>Current Grade Level</b>	6th grade	60%	30%	6%		4%	77
	7th grade	59%	31%	6%	2%	2%	161
	8th grade	53%	39%	5%	1%	2%	102
	9th grade	33%	30%	16%	9%	12%	89
	10th grade	28%	35%	14%	6%	17%	83

S6c: How well do you understand teachers' comments on how to go from a "M" to an "E"

		<u>Very well</u>	<u>Somewhat well</u>	<u>Not very well</u>	<u>Not at all well</u>	<u>Don't know</u>	<u>N</u>
<b>Overall</b>	February 2024	39%	33%	13%	7%	9%	503
<b>Current Grade Level</b>	6th grade	55%	27%	12%		7%	75
	7th grade	53%	29%	9%	5%	3%	156
	8th grade	31%	48%	10%	5%	7%	101
	9th grade	29%	25%	22%	9%	15%	87
	10th grade	19%	35%	15%	14%	17%	84

S7a: Do you agree or disagree with each of the statements below? It is much harder to earn a "M" or an "E" from some teachers than from other teachers

		<u>Strongly agree</u>	<u>Somewhat agree</u>	<u>Neutral</u>	<u>Somewhat disagree</u>	<u>Strongly disagree</u>	<u>Don't know</u>	<u>N</u>
<b>Overall</b>	February 2024	40%	28%	15%	5%	5%	7%	505
<b>Current Grade Level</b>	6th grade	43%	25%	17%	5%	5%	4%	75
	7th grade	39%	35%	14%	3%	6%	3%	157
	8th grade	44%	27%	13%	9%	6%	1%	102
	9th grade	30%	20%	23%	7%	2%	18%	87
	10th grade	45%	29%	8%	2%	2%	13%	84

S7b: Do you agree or disagree with each of the statements below? I usually try to earn a "M" or an "E" if I earn a "B" or a "P"

		<u>Strongly agree</u>	<u>Somewhat agree</u>	<u>Neutral</u>	<u>Somewhat disagree</u>	<u>Strongly disagree</u>	<u>Don't know</u>	<u>N</u>
<b>Overall</b>	February 2024	50%	24%	11%	3%	3%	9%	508
<b>Current Grade Level</b>	6th grade	54%	27%	12%	5%		1%	74
	7th grade	61%	18%	13%	3%	2%	4%	159
	8th grade	46%	33%	14%	1%	3%	3%	102
	9th grade	38%	22%	8%	3%	4%	24%	89
	10th grade	42%	21%	10%	2%	6%	19%	84

S7c: Do you agree or disagree with each of the statements below? I usually try to earn an "E" even if I already have a "M"

		<u>Strongly agree</u>	<u>Somewhat agree</u>	<u>Neutral</u>	<u>Somewhat disagree</u>	<u>Strongly disagree</u>	<u>Don't know</u>	<u>N</u>
<b>Overall</b>	February 2024	26%	22%	25%	9%	10%	8%	506
<b>Current Grade Level</b>	6th grade	36%	26%	22%	4%	12%		74
	7th grade	27%	25%	30%	8%	8%	3%	157
	8th grade	18%	24%	25%	15%	17%	2%	102
	9th grade	25%	13%	18%	15%	9%	20%	89
	10th grade	29%	20%	25%	6%	5%	15%	84



S7d: Do you agree or disagree with each of the statements below? My teachers usually help me understand what I have to do to change a "B" or "P" to a "M" or "E"

		<u>Strongly agree</u>	<u>Somewhat agree</u>	<u>Neutral</u>	<u>Somewhat disagree</u>	<u>Strongly disagree</u>	<u>Don't know</u>	<u>N</u>
<b>Overall</b>	February 2024	30%	36%	17%	6%	5%	7%	507
<b>Current Grade Level</b>	6th grade	34%	38%	22%	4%	1%	1%	74
	7th grade	32%	40%	18%	4%	3%	3%	157
	8th grade	45%	37%	10%	5%	4%		103
	9th grade	20%	33%	18%	7%	4%	18%	89
	10th grade	17%	26%	18%	11%	12%	17%	84

S8: About how often do you ask for extra help if you earn a "B" or "P"?

		<u>All the time</u>	<u>Most of the time</u>	<u>Sometimes</u>	<u>Not usually</u>	<u>Never</u>	<u>Don't know</u>	<u>N</u>
<b>Overall</b>	February 2024	12%	22%	22%	19%	13%	12%	515
<b>Current Grade Level</b>	6th grade	4%	22%	30%	22%	16%	6%	77
	7th grade	16%	24%	22%	17%	16%	6%	161
	8th grade	13%	17%	23%	20%	13%	13%	104
	9th grade	11%	21%	18%	17%	10%	22%	89
	10th grade	15%	26%	18%	18%	6%	17%	84

S9: How often does the opportunity to redo work motivate you to learn and produce better work?

		<u>All the time</u>	<u>Most of the time</u>	<u>Sometimes</u>	<u>Not usually</u>	<u>Never</u>	<u>Don't know</u>	<u>N</u>
<b>Overall</b>	February 2024	12%	30%	30%	18%	6%	3%	515
<b>Current Grade Level</b>	6th grade	9%	32%	23%	23%	5%	6%	77
	7th grade	12%	34%	32%	16%	6%	1%	161
	8th grade	14%	25%	32%	16%	11%	2%	104
	9th grade	10%	33%	26%	21%	6%	4%	89
	10th grade	13%	27%	35%	15%	5%	5%	84

S10#: Is there anything else you would like to say about the competency-based reporting system at Oyster River Middle School? (coded)

		<u>Competency-based grades too inconsistent/ imprecise</u>	<u>Difficult to understand competency-based grading</u>	<u>Dislike competency-based grading or prefer traditional</u>	<u>Prefer competency-based grading</u>	<u>Other</u>	<u>No/Nothing</u>	<u>N</u>
<b>Overall</b>	February 2024	10%	6%	31%	5%	7%	40%	346
<b>Current Grade Level</b>	6th grade	5%	6%	16%	6%	13%	54%	63
	7th grade	6%	4%	40%	6%	6%	38%	124
	8th grade	21%	3%	24%	4%	4%	44%	72
	9th grade	12%	14%	34%	4%	4%	32%	50
	10th grade	8%	11%	38%	5%	8%	30%	37

R2: How many students do you have who are currently enrolled in the Oyster River School District?

		<u>One</u>	<u>Two</u>	<u>Three</u>	<u>Four</u>	<u>Five</u>	<u>N</u>
<b>Overall</b>	February 2024	31%	54%	12%	2%	1%	284
<b>Type of Student(s) at ORSD</b>	Have elementary student	3%	67%	21%	6%	3%	63
	Have middle school student	23%	58%	15%	2%	1%	215
	Have high school student	23%	57%	15%	4%	1%	150
<b>Student Used to Attend OR Mid</b>	Used to attend OR Mid	20%	59%	17%	4%	1%	112
	Didn't attend OR Mid	34%	50%	11%	5%		38

R3: In which of the following grade levels do you have one or more students currently enrolled? (Please select all that apply)

		<u>Elementary School</u>	<u>Middle School</u>	<u>High School</u>	<u>N</u>
<b>Overall</b>	February 2024	22%	76%	53%	284
<b>Number of Student at ORSD</b>	1 student	2%	57%	40%	87
	2 students	27%	81%	55%	154
	3+ students	44%	93%	70%	43
<b>Type of Student(s) at ORSD</b>	Have elementary student	100%	86%	19%	63
	Have middle school student	25%	100%	39%	215
	Have high school student	8%	56%	100%	150
<b>Student Used to Attend OR Mid</b>	Used to attend OR Mid	9%	54%	100%	112
	Didn't attend OR Mid	5%	61%	100%	38

R4: Do you currently have one or more students currently enrolled in 9th or 10th grade who previously attended Oyster River Middle School?

		<u>Yes</u>	<u>No</u>	<u>N</u>
<b>Overall</b>	February 2024	75%	25%	150
<b>Number of Student at ORSD</b>	1 student	63%	37%	35
	2 students	78%	22%	85
	3+ students	80%	20%	30
<b>Type of Student(s) at ORSD</b>	Have elementary student	83%	17%	12
	Have middle school student	73%	27%	84
	Have high school student	75%	25%	150

P8: How has the transition been for your student/students from the middle school to the high school grading system?

		<u>Very easy</u>	<u>Somewhat easy</u>	<u>Somewhat difficult</u>	<u>Very difficult</u>	<u>Don't know/Can't remember</u>	<u>N</u>
<b>Overall</b>	February 2024	21%	30%	31%	17%	1%	132
<b>Number of Student at ORSD</b>	1 student	18%	41%	18%	23%		22
	2 students	23%	28%	30%	19%	1%	80
	3+ students	20%	27%	43%	10%		30
<b>Type of Student(s) at ORSD</b>	Have elementary student	42%	8%	42%	8%		12
	Have middle school student	22%	28%	32%	16%	1%	81
	Have high school student	21%	30%	31%	17%	1%	132
<b>Student Used to Attend OR Mid</b>	Used to attend OR Mid	21%	31%	33%	14%	1%	112
	Didn't attend OR Mid	25%	20%	20%	35%		20



P9#: Do you have any comments on your student's/students' transition to high school? (coded)

		<u>Competency-based grading not informative or helpful</u>	<u>Difficult to compare grading systems</u>	<u>MS doesn't prepare well for HS</u>	<u>Non-grading comments</u>
<b>Overall</b>	February 2024	6%	6%	33%	10%
<b>Number of Student at ORSD</b>	1 student			23%	15%
	2 students	6%	7%	33%	7%
	3+ students	9%	5%	36%	14%
<b>Type of Student(s) at ORS</b>	Have elementary student			20%	10%
	Have middle school student	7%	6%	35%	11%
	Have high school student	6%	6%	33%	10%
<b>Student Used to Attend OR Mid</b>	Used to attend OR Mid	5%	5%	30%	11%
	Didn't attend OR Mid	8%	8%	46%	8%

P9#: Do you have any comments on your student's/students' transition to high school? (coded)

		<u>Prefer traditional grading</u>	<u>Transition was/is difficult</u>	<u>Transition was/is not difficult</u>	<u>Other</u>	<u>N</u>
<b>Overall</b>	February 2024	17%	9%	11%	9%	89
<b>Number of Student at ORSD</b>	1 student	23%	15%	15%	8%	13
	2 students	19%	7%	11%	9%	54
	3+ students	9%	9%	9%	9%	22
<b>Type of Student(s) at ORSD</b>	Have elementary student	30%	20%	10%	10%	10
	Have middle school student	11%	7%	11%	11%	54
	Have high school student	17%	9%	11%	9%	89
<b>Student Used to Attend OR Mid</b>	Used to attend OR Mid	17%	9%	13%	9%	76
	Didn't attend OR Mid	15%	8%		8%	13

P3: How often do you review your student's/students' progress on PowerSchool?

		<u>Once a week or more often</u>	<u>Once or twice a month</u>	<u>Once a month</u>	<u>Less often</u>	<u>Never</u>	<u>Don't know</u>	<u>N</u>
<b>Overall</b>	February 2024	19%	21%	22%	32%	5%	1%	266
<b>Number of Student at ORSD</b>	1 student	25%	18%	18%	33%	6%		72
	2 students	19%	23%	23%	31%	5%		151
	3+ students	9%	23%	26%	33%	5%	5%	43
<b>Type of Student(s) at ORSD</b>	Have elementary student	17%	17%	18%	40%	7%	2%	60
	Have middle school student	13%	22%	22%	37%	6%	0%	215
	Have high school student	27%	24%	24%	22%	3%	1%	135
<b>Student Used to Attend OR Mid</b>	Used to attend OR Mid	29%	22%	25%	21%	2%	1%	112
	Didn't attend OR Mid	17%	30%	17%	26%	9%		23

P4#: Why do you rarely or never use PowerSchool to review your student's/students' progress? (coded)

		<u>Communicate with child directly</u>	<u>Difficult to access/use</u>	<u>Difficult to understand</u>	<u>Not informative or helpful</u>
<b>Overall</b>	February 2024	10%	29%	3%	15%
<b>Number of Student at ORSD</b>	1 student	8%	35%	4%	15%
	2 students	10%	33%	2%	14%
	3+ students	13%	6%	6%	19%
<b>Type of Student(s) at ORS</b>	Have elementary student	11%	26%		11%
	Have middle school student	9%	29%	3%	15%
	Have high school student	16%	25%	6%	16%
<b>Student Used to Attend OR Mid</b>	Used to attend OR Mid	20%	20%	4%	20%
	Didn't attend OR Mid		43%	14%	

P4#: Why do you rarely or never use PowerSchool to review your student's/students' progress? (coded)

		<u>Not needed since child succeeds</u>	<u>Prefer direct contact with teachers</u>	<u>Satisfied with other reports</u>	<u>Other</u>	<u>N</u>
<b>Overall</b>	February 2024	12%	4%	17%	10%	93
<b>Number of Student at ORSD</b>	1 student	12%	8%	12%	8%	26
	2 students	14%	2%	20%	6%	51
	3+ students	6%	6%	19%	25%	16
<b>Type of Student(s) at ORS</b>	Have elementary student		7%	26%	19%	27
	Have middle school student	10%	5%	19%	9%	86
	Have high school student	25%		6%	6%	32
<b>Student Used to Attend OR Mid</b>	Used to attend OR Mid	20%		8%	8%	25
	Didn't attend OR Mid	43%				7

P5: How often do you review your student's/students' quarterly progress report when it becomes available in PowerSchool?

		<u>Always</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Never</u>	<u>N</u>
<b>Overall</b>	February 2024	81%	9%	5%	5%	266
<b>Number of Student at ORSD</b>	1 student	72%	7%	10%	11%	72
	2 students	86%	9%	3%	3%	151
	3+ students	77%	16%	2%	5%	43
<b>Type of Student(s) at ORSD</b>	Have elementary student	82%	12%	3%	3%	60
	Have middle school student	79%	10%	5%	7%	215
	Have high school student	86%	10%	2%	1%	135
<b>Student Used to Attend OR Mid</b>	Used to attend OR Mid	88%	10%	2%	1%	112
	Didn't attend OR Mid	78%	13%	4%	4%	23

P6#: Why do you rarely or never review your student's/students' quarterly progress report in PowerSchool? (coded)

		<u>Difficult to access/use</u>	<u>Not informative or helpful</u>	<u>Prefer printed reports</u>	<u>Other</u>	<u>N</u>
<b>Overall</b>	February 2024	31%	12%	54%	4%	26
<b>Number of Student at ORSD</b>	1 student	33%	13%	47%	7%	15
	2 students	38%		63%		8
	3+ students		33%	67%		3
<b>Type of Student(s) at ORSD</b>	Have elementary student			100%		4
	Have middle school student	28%	12%	56%	4%	25
	Have high school student	40%	20%	40%		5
<b>Student Used to Attend OR Mid</b>	Used to attend OR Mid	67%	33%			3
	Didn't attend OR Mid			100%		2

P7: How well does the information you can view on PowerSchool help you understand what to expect on your student's/students' quarterly progress report?

		<u>Very well</u>	<u>Somewhat well</u>	<u>Not very well</u>	<u>Not well at all</u>	<u>Don't know</u>	<u>N</u>
<b>Overall</b>	February 2024	14%	42%	22%	19%	3%	259
<b>Number of Student at ORSD</b>	1 student	12%	42%	17%	22%	7%	69
	2 students	16%	42%	22%	17%	3%	148
	3+ students	10%	45%	26%	19%		42
<b>Type of Student(s) at ORSD</b>	Have elementary student	12%	39%	27%	19%	3%	59
	Have middle school student	14%	41%	23%	18%	4%	208
	Have high school student	14%	47%	20%	18%	1%	133
<b>Student Used to Attend OR Mid</b>	Used to attend OR Mid	13%	46%	21%	20%		110
	Didn't attend OR Mid	22%	52%	13%	9%	4%	23



P10a: Please indicate whether you agree or disagree with the following statements - The progress report gives me a clear idea of my student's/students' learning and progress

		<u>Strongly agree</u>	<u>Somewhat agree</u>	<u>Neutral</u>	<u>Somewhat disagree</u>	<u>Strongly disagree</u>	<u>N</u>
<b>Overall</b>	February 2024	11%	36%	12%	20%	21%	266
<b>Number of Student at ORSD</b>	1 student	13%	32%	15%	18%	22%	72
	2 students	11%	38%	11%	21%	19%	151
	3+ students	9%	35%	12%	21%	23%	43
<b>Type of Student(s) at ORSD</b>	Have elementary student	13%	28%	12%	27%	20%	60
	Have middle school student	12%	37%	13%	20%	19%	215
	Have high school student	10%	38%	10%	21%	21%	135
<b>Student Used to Attend OR Mid</b>	Used to attend OR Mid	10%	34%	11%	23%	22%	112
	Didn't attend OR Mid	13%	57%	4%	13%	13%	23

P10b: Please indicate whether you agree or disagree with the following statements - The progress report gives me a clear idea of my student's/students' strengths and areas in need of improvement

		<u>Strongly agree</u>	<u>Somewhat agree</u>	<u>Neutral</u>	<u>Somewhat disagree</u>	<u>Strongly disagree</u>	<u>N</u>
<b>Overall</b>	February 2024	11%	36%	12%	24%	17%	266
<b>Number of Student at ORSD</b>	1 student	10%	38%	14%	21%	18%	72
	2 students	13%	35%	12%	26%	14%	151
	3+ students	7%	37%	7%	23%	26%	43
<b>Type of Student(s) at ORSD</b>	Have elementary student	12%	28%	15%	28%	17%	60
	Have middle school student	12%	37%	12%	24%	16%	215
	Have high school student	11%	38%	8%	25%	18%	135
<b>Student Used to Attend OR Mid</b>	Used to attend OR Mid	11%	35%	8%	29%	18%	112
	Didn't attend OR Mid	13%	52%	9%	9%	17%	23

P10c: Please indicate whether you agree or disagree with the following statements - I understand what it means when my student/students get a B, P, M, or E on their report

		<u>Strongly agree</u>	<u>Somewhat agree</u>	<u>Neutral</u>	<u>Somewhat disagree</u>	<u>Strongly disagree</u>	<u>Don't know</u>	<u>N</u>
<b>Overall</b>	February 2024	26%	30%	10%	20%	14%	0%	266
<b>Number of Student at ORSD</b>	1 student	18%	40%	11%	13%	18%		72
	2 students	30%	28%	8%	21%	13%	1%	151
	3+ students	26%	21%	16%	26%	12%		43
<b>Type of Student(s) at ORSD</b>	Have elementary student	30%	18%	13%	25%	12%	2%	60
	Have middle school student	28%	31%	11%	19%	10%	0%	215
	Have high school student	24%	30%	6%	23%	17%		135
<b>Student Used to Attend OR Mid</b>	Used to attend OR Mid	19%	32%	5%	25%	19%		112
	Didn't attend OR Mid	48%	22%	9%	13%	9%		23

P11: How helpful do you find the teacher comments on the quarterly progress report as related to competency-based learning?

		<u>Very helpful</u>	<u>Somewhat helpful</u>	<u>Not very helpful</u>	<u>Not at all helpful</u>	<u>Never seen competency-based grading report card</u>	<u>Don't know</u>	<u>N</u>
<b>Overall</b>	February 2024	48%	38%	9%	4%	1%	0%	266
<b>Number of Student at ORSD</b>	1 student	46%	40%	6%	7%	1%		72
	2 students	50%	36%	9%	4%		1%	151
	3+ students	44%	37%	16%		2%		43
<b>Type of Student(s) at ORSD</b>	Have elementary student	47%	38%	13%	2%			60
	Have middle school student	50%	36%	10%	3%	0%	0%	215
	Have high school student	44%	41%	9%	3%	1%	1%	135
<b>Student Used to Attend OR Mid</b>	Used to attend OR Mid	41%	45%	9%	4%	2%		112
	Didn't attend OR Mid	61%	26%	9%			4%	23

P12: Overall, how well do you feel you understand your student's/students' progress reports?

		<u>Very well</u>	<u>Somewhat well</u>	<u>Not very well</u>	<u>Not at all well</u>	<u>Don't know</u>	<u>N</u>
<b>Overall</b>	February 2024	22%	49%	18%	10%	0%	266
<b>Number of Student at ORSD</b>	1 student	25%	49%	11%	15%		72
	2 students	21%	50%	20%	9%	1%	151
	3+ students	23%	49%	26%	2%		43
<b>Type of Student(s) at ORSD</b>	Have elementary student	18%	45%	30%	7%		60
	Have middle school student	24%	50%	19%	7%		215
	Have high school student	19%	53%	19%	10%	1%	135
<b>Student Used to Attend OR Mid</b>	Used to attend OR Mid	17%	52%	21%	10%	1%	112
	Didn't attend OR Mid	26%	57%	9%	9%		23

P13#: What changes, if any, do you believe should be made to the reporting system to make it more understandable? (coded)

		<u>Change to traditional grading</u>	<u>Clearer definition of competency-based grades</u>	<u>Improve technology</u>	<u>More communication with teachers</u>
<b>Overall</b>	February 2024	40%	17%	5%	17%
<b>Number of Student at ORSD</b>	1 student	53%	13%	3%	25%
	2 students	33%	18%	7%	17%
	3+ students	48%	17%		4%
<b>Type of Student(s) at ORSD</b>	Have elementary student	35%	24%	8%	8%
	Have middle school student	38%	17%	6%	17%
	Have high school student	49%	15%	3%	12%
<b>Student Used to Attend OR Mid</b>	Used to attend OR Mid	46%	15%	2%	15%
	Didn't attend OR Mid	67%	17%	8%	

P13#: What changes, if any, do you believe should be made to the reporting system to make it more understandable? (coded)

		<u>More information on how to improve</u>	<u>Transition or combination of grading systems</u>	<u>Other</u>	<u>Don't know/Not sure</u>	<u>N</u>
<b>Overall</b>	February 2024	5%	8%	9%	1%	145
<b>Number of Student at ORSD</b>	1 student	3%		3%		32
	2 students	3%	11%	10%	1%	90
	3+ students	13%	4%	13%		23
<b>Type of Student(s) at ORSD</b>	Have elementary student	3%	3%	16%	3%	37
	Have middle school student	5%	8%	9%	1%	120
	Have high school student	4%	11%	5%		73
<b>Student Used to Attend OR Mid</b>	Used to attend OR Mid	5%	11%	7%		61
	Didn't attend OR Mid		8%			12

P14a: Do you agree or disagree with each of the statements below? It's much harder for my student/students to earn a "M" or an "E" from some teachers than from other teachers

		<u>Strongly agree</u>	<u>Somewhat agree</u>	<u>Neutral</u>	<u>Somewhat disagree</u>	<u>Strongly disagree</u>	<u>Don't know</u>	<u>N</u>
<b>Overall</b>	February 2024	31%	26%	19%	6%	3%	15%	266
<b>Number of Student at ORSD</b>	1 student	26%	26%	19%	8%	3%	17%	72
	2 students	29%	27%	21%	6%	3%	14%	151
	3+ students	47%	21%	12%		2%	19%	43
<b>Type of Student(s) at ORSD</b>	Have elementary student	32%	25%	20%	2%	3%	18%	60
	Have middle school student	29%	25%	21%	7%	3%	16%	215
	Have high school student	33%	29%	19%	4%	3%	13%	135
<b>Student Used to Attend OR Mid</b>	Used to attend OR Mid	36%	32%	17%	2%	2%	12%	112
	Didn't attend OR Mid	22%	13%	26%	13%	9%	17%	23



P14b: Do you agree or disagree with each of the statements below? My student/students usually try to earn a "M" or an "E" if they receive a "B" or a "P"

		<u>Strongly agree</u>	<u>Somewhat agree</u>	<u>Neutral</u>	<u>Somewhat disagree</u>	<u>Strongly disagree</u>	<u>Don't know</u>	<u>N</u>
<b>Overall</b>	February 2024	32%	26%	19%	9%	6%	9%	263
<b>Number of Student at ORSD</b>	1 student	29%	26%	17%	7%	9%	13%	70
	2 students	34%	27%	20%	9%	4%	7%	150
	3+ students	30%	26%	16%	12%	7%	9%	43
<b>Type of Student(s) at ORSD</b>	Have elementary student	32%	22%	22%	7%	5%	12%	59
	Have middle school student	33%	26%	17%	9%	6%	8%	212
	Have high school student	30%	27%	21%	9%	6%	7%	135
<b>Student Used to Attend OR Mid</b>	Used to attend OR Mid	30%	29%	22%	9%	4%	6%	112
	Didn't attend OR Mid	30%	22%	13%	9%	17%	9%	23

P14c: Do you agree or disagree with each of the statements below? My student/students usually try to earn an "E" reporting even if they already have a "M"

		<u>Strongly agree</u>	<u>Somewhat agree</u>	<u>Neutral</u>	<u>Somewhat disagree</u>	<u>Strongly disagree</u>	<u>Don't know</u>	<u>N</u>
<b>Overall</b>	February 2024	16%	23%	16%	19%	22%	5%	266
<b>Number of Student at ORSD</b>	1 student	15%	24%	17%	18%	21%	6%	72
	2 students	18%	22%	15%	20%	21%	5%	151
	3+ students	9%	23%	19%	16%	28%	5%	43
<b>Type of Student(s) at ORSD</b>	Have elementary student	10%	20%	27%	13%	20%	10%	60
	Have middle school student	15%	23%	15%	21%	21%	5%	215
	Have high school student	17%	21%	13%	18%	27%	4%	135
<b>Student Used to Attend OR Mid</b>	Used to attend OR Mid	17%	22%	14%	17%	27%	3%	112
	Didn't attend OR Mid	17%	17%	4%	22%	30%	9%	23

P14d: Do you agree or disagree with each of the statements below? My student's/students' teachers usually help them understand what they have to do to change a "B" or "P" to a "M" or "E"

		<u>Strongly agree</u>	<u>Somewhat agree</u>	<u>Neutral</u>	<u>Somewhat disagree</u>	<u>Strongly disagree</u>	<u>Don't know</u>	<u>N</u>
<b>Overall</b>	February 2024	9%	27%	18%	14%	13%	18%	265
<b>Number of Student at ORSD</b>	1 student	8%	30%	13%	24%	13%	13%	71
	2 students	9%	26%	23%	12%	13%	17%	151
	3+ students	9%	26%	14%	7%	12%	33%	43
<b>Type of Student(s) at ORSD</b>	Have elementary student	5%	27%	13%	10%	15%	30%	60
	Have middle school student	11%	28%	18%	12%	11%	20%	214
	Have high school student	9%	22%	24%	14%	14%	16%	135
<b>Student Used to Attend OR Mid</b>	Used to attend OR Mid	8%	22%	22%	17%	14%	16%	112
	Didn't attend OR Mid	13%	22%	35%		13%	17%	23

P15a: In your opinion, how effective is Oyster River’s competency-based reporting system at meeting the following goals? Making learning goals clear

		<u>Very effective</u>	<u>Somewhat effective</u>	<u>Not very effective</u>	<u>Not at all effective</u>	<u>Don’t know</u>	<u>N</u>
<b>Overall</b>	February 2024	11%	40%	30%	15%	5%	263
<b>Number of Student at ORSD</b>	1 student	7%	39%	31%	17%	7%	72
	2 students	14%	42%	27%	15%	3%	148
	3+ students	9%	33%	37%	14%	7%	43
<b>Type of Student(s) at ORSD</b>	Have elementary student	14%	32%	29%	24%	2%	59
	Have middle school student	13%	44%	25%	13%	5%	212
	Have high school student	10%	35%	36%	15%	5%	133
<b>Student Used to Attend OR Mid</b>	Used to attend OR Mid	9%	32%	39%	14%	5%	112
	Didn’t attend OR Mid	14%	48%	19%	19%		21

P15b: In your opinion, how effective is Oyster River’s competency-based reporting system at meeting the following goals? Increasing student engagement and motivation

		<u>Very effective</u>	<u>Somewhat effective</u>	<u>Not very effective</u>	<u>Not at all effective</u>	<u>Don't know</u>	<u>N</u>
<b>Overall</b>	February 2024	6%	27%	30%	25%	12%	264
<b>Number of Student at ORSD</b>	1 student	4%	26%	32%	24%	14%	72
	2 students	9%	26%	30%	23%	11%	149
	3+ students	2%	28%	28%	30%	12%	43
<b>Type of Student(s) at ORSD</b>	Have elementary student	7%	23%	27%	28%	15%	60
	Have middle school student	7%	28%	31%	21%	13%	213
	Have high school student	6%	25%	31%	29%	9%	134
<b>Student Used to Attend OR Mid</b>	Used to attend OR Mid	5%	28%	30%	29%	8%	112
	Didn't attend OR Mid	9%	14%	32%	32%	14%	22

P15c: In your opinion, how effective is Oyster River’s competency-based reporting system at meeting the following goals? Allowing students to receive opportunities to relearn, revise, and reassess

		<u>Very effective</u>	<u>Somewhat effective</u>	<u>Not very effective</u>	<u>Not at all effective</u>	<u>Don't know</u>	<u>N</u>
<b>Overall</b>	February 2024	24%	44%	16%	6%	9%	264
<b>Number of Student at ORSD</b>	1 student	21%	40%	17%	10%	13%	72
	2 students	24%	48%	17%	5%	7%	149
	3+ students	30%	40%	9%	7%	14%	43
<b>Type of Student(s) at ORSD</b>	Have elementary student	20%	47%	18%	8%	7%	60
	Have middle school student	26%	44%	15%	6%	10%	213
	Have high school student	25%	43%	18%	5%	9%	134
<b>Student Used to Attend OR Mid</b>	Used to attend OR Mid	27%	41%	18%	5%	9%	112
	Didn't attend OR Mid	18%	50%	18%	5%	9%	22

P15d: In your opinion, how effective is Oyster River’s competency-based reporting system at meeting the following goals? Providing students with meaningful feedback that helps them understand their strengths and areas in need of improvement

		<u>Very effective</u>	<u>Somewhat effective</u>	<u>Not very effective</u>	<u>Not at all effective</u>	<u>Don't know</u>	<u>N</u>
<b>Overall</b>	February 2024	13%	36%	28%	17%	6%	264
<b>Number of Student at ORSD</b>	1 student	10%	40%	24%	15%	11%	72
	2 students	15%	32%	34%	17%	3%	149
	3+ students	9%	44%	19%	21%	7%	43
<b>Type of Student(s) at ORSD</b>	Have elementary student	15%	32%	20%	28%	5%	60
	Have middle school student	14%	38%	25%	16%	7%	213
	Have high school student	11%	35%	35%	16%	4%	133
<b>Student Used to Attend OR Mid</b>	Used to attend OR Mid	11%	33%	35%	17%	4%	112
	Didn't attend OR Mid	14%	43%	33%	10%		21

P16: Overall, how well does the competency-based reporting system encourage your student/students to learn?

		<u>Very well</u>	<u>Somewhat well</u>	<u>Not very well</u>	<u>Not at all well</u>	<u>Don't know</u>	<u>N</u>
<b>Overall</b>	February 2024	8%	34%	30%	20%	7%	266
<b>Number of Student at ORSD</b>	1 student	6%	31%	33%	24%	7%	72
	2 students	11%	37%	30%	17%	5%	151
	3+ students	5%	30%	26%	26%	14%	43
<b>Type of Student(s) at ORSD</b>	Have elementary student	10%	32%	23%	28%	7%	60
	Have middle school student	10%	36%	28%	18%	8%	215
	Have high school student	6%	35%	33%	20%	6%	135
<b>Student Used to Attend OR Mid</b>	Used to attend OR Mid	5%	34%	35%	21%	5%	112
	Didn't attend OR Mid	9%	39%	26%	17%	9%	23



T1: Which grades do you currently teach? (Please select all that apply)

		<u>6th grade</u>	<u>7th grade</u>	<u>8th grade</u>	<u>9th grade</u>	<u>10th grade</u>	<u>Other grades</u>	<u>N</u>
<b>Overall</b>	February 2024	30%	30%	28%	24%	24%	38%	71
<b>Grades Currently Teach</b>	Teach 6th grade	100%	43%	43%	5%	5%	19%	21
	Teach 7th grade	43%	100%	67%	5%	5%	10%	21
	Teach 8th grade	45%	70%	100%	5%	5%	10%	20
	Teach 9th grade	6%	6%	6%	100%	94%	47%	17
	Teach 10th grade	6%	6%	6%	94%	100%	53%	17
	Teach other	15%	7%	7%	30%	33%	100%	27

T2: Overall, how well do you feel you understand the competency-based reporting system at Oyster River?

		<u>Very well</u>	<u>Somewhat well</u>	<u>Not very well</u>	<u>Not at all well</u>	<u>N</u>
<b>Overall</b>	February 2024	61%	32%	6%	1%	71
<b>Grades Currently Teach</b>	Teach 6th grade	67%	33%			21
	Teach 7th grade	76%	24%			21
	Teach 8th grade	80%	20%			20
	Teach 9th grade	29%	53%	18%		17
	Teach 10th grade	35%	47%	18%		17
	Teach other	59%	30%	7%	4%	27

T3a: Please indicate whether you agree or disagree with the following statements - The quarterly progress report gives parents a clear idea of their student's/students' learning and progress

		<u>Strongly agree</u>	<u>Somewhat agree</u>	<u>Neutral</u>	<u>Somewhat disagree</u>	<u>Strongly disagree</u>	<u>Don't know</u>	<u>N</u>
<b>Overall</b>	February 2024	15%	51%	12%	15%	1%	6%	67
<b>Grades Currently Teach</b>	Teach 6th grade	10%	70%	10%	5%	5%		20
	Teach 7th grade	10%	55%	20%	10%	5%		20
	Teach 8th grade	21%	37%	26%	11%	5%		19
	Teach 9th grade	7%	33%		40%		20%	15
	Teach 10th grade	13%	33%		33%		20%	15
	Teach other	12%	50%	8%	19%		12%	26

T3b: Please indicate whether you agree or disagree with the following statements - The quarterly progress report gives parents a clear idea of their student's/students' strengths and areas in need of improvement

		<u>Strongly agree</u>	<u>Somewhat agree</u>	<u>Neutral</u>	<u>Somewhat disagree</u>	<u>Strongly disagree</u>	<u>Don't know</u>	<u>N</u>
<b>Overall</b>	February 2024	9%	50%	18%	15%	4%	4%	68
<b>Grades Currently Teach</b>	Teach 6th grade	10%	55%	20%	10%	5%		20
	Teach 7th grade	5%	50%	20%	20%	5%		20
	Teach 8th grade	16%	42%	16%	21%	5%		19
	Teach 9th grade		20%	20%	33%	13%	13%	15
	Teach 10th grade		27%	20%	27%	13%	13%	15
	Teach other	7%	59%	11%	7%	7%	7%	27

T3d: Please indicate whether you agree or disagree with the following statements - Most students understand how to interpret the competency-based reporting

		<u>Strongly agree</u>	<u>Somewhat agree</u>	<u>Neutral</u>	<u>Somewhat disagree</u>	<u>Strongly disagree</u>	<u>Don't know</u>	<u>N</u>
<b>Overall</b>	February 2024	9%	43%	13%	18%	13%	3%	67
<b>Grades Currently Teach</b>	Teach 6th grade	10%	50%	15%	25%			20
	Teach 7th grade	15%	55%	10%	20%			20
	Teach 8th grade	16%	47%	11%	21%	5%		19
	Teach 9th grade		20%	7%	20%	53%		15
	Teach 10th grade		20%	13%	13%	53%		15
	Teach other		46%	23%	8%	15%	8%	26

T4: How satisfied are you with the professional development opportunities provided by the Oyster River School District regarding the competency-based reporting system?

		<u>Very satisfied</u>	<u>Somewhat satisfied</u>	<u>Not very satisfied</u>	<u>Not at all satisfied</u>	<u>N</u>
<b>Overall</b>	February 2024	21%	48%	21%	11%	63
<b>Grades Currently Teach</b>	Teach 6th grade	32%	58%	11%		19
	Teach 7th grade	35%	50%	10%	5%	20
	Teach 8th grade	22%	61%	17%		18
	Teach 9th grade		14%	43%	43%	14
	Teach 10th grade		14%	43%	43%	14
	Teach other	13%	50%	25%	13%	24

T5#: What additional professional development opportunities, if any, do you believe should be offered regarding the competency-based reporting system? (coded)

		<u>Grading</u>	<u>More time</u>	<u>System wide development</u>	<u>Other</u>	<u>Nothing</u>	<u>N</u>
<b>Overall</b>	February 2024	23%	23%	14%	34%	6%	35
<b>Number of Student at ORSD</b>	1 student	25%	25%		38%	13%	8
	2 students			50%	50%		2
	3+ students			100%			2
	No students	26%	26%	9%	35%	4%	23
<b>Type of Student(s) at ORSD</b>	Have elementary student			67%	33%		3
	Have middle school student	14%		29%	57%		7
	Have high school student	17%	33%	33%		17%	6
<b>Student Used to Attend OR Mid</b>	Used to attend OR Mid			67%		33%	3
	Didn't attend OR Mid	33%	67%				3

T3c: Please indicate whether you agree or disagree with the following statements - The competency-based reporting system allows for accurate assessments of my students

		<u>Strongly agree</u>	<u>Somewhat agree</u>	<u>Neutral</u>	<u>Somewhat disagree</u>	<u>Strongly disagree</u>	<u>Don't know</u>	<u>N</u>
<b>Overall</b>	February 2024	22%	33%	15%	21%	7%	1%	67
<b>Grades Currently Teach</b>	Teach 6th grade	20%	50%	10%	20%			20
	Teach 7th grade	25%	30%	10%	35%			20
	Teach 8th grade	26%	32%	16%	26%			19
	Teach 9th grade	7%	20%	7%	40%	27%		15
	Teach 10th grade	7%	27%	7%	33%	27%		15
	Teach other	15%	38%	19%	12%	12%	4%	26



T6a: In your opinion, how effective is Oyster River’s competency-based reporting system at meeting the following goals? Making learning goals clear

		<u>Very effective</u>	<u>Somewhat effective</u>	<u>Not very effective</u>	<u>Not at all effective</u>	<u>Don't know</u>	<u>N</u>
<b>Overall</b>	February 2024	31%	47%	15%	4%	3%	68
<b>Grades Currently Teach</b>	Teach 6th grade	55%	35%	5%	5%		20
	Teach 7th grade	30%	55%	10%	5%		20
	Teach 8th grade	37%	47%	11%	5%		19
	Teach 9th grade	7%	40%	33%	13%	7%	15
	Teach 10th grade	7%	40%	33%	13%	7%	15
	Teach other	26%	52%	19%		4%	27

T6b: In your opinion, how effective is Oyster River’s competency-based reporting system at meeting the following goals? Increasing student engagement and motivation

		<u>Very effective</u>	<u>Somewhat effective</u>	<u>Not very effective</u>	<u>Not at all effective</u>	<u>Don’t know</u>	<u>N</u>
<b>Overall</b>	February 2024	6%	39%	27%	22%	6%	67
<b>Grades Currently Teach</b>	Teach 6th grade	5%	60%	35%			20
	Teach 7th grade	5%	40%	35%	20%		20
	Teach 8th grade	5%	37%	37%	21%		19
	Teach 9th grade		20%	20%	53%	7%	15
	Teach 10th grade		27%	20%	47%	7%	15
	Teach other	12%	38%	15%	19%	15%	26

T6c: In your opinion, how effective is Oyster River’s competency-based reporting system at meeting the following goals? Allowing students to receive opportunities to relearn, revise, and reassess

		<u>Very effective</u>	<u>Somewhat effective</u>	<u>Not very effective</u>	<u>Not at all effective</u>	<u>Don’t know</u>	<u>N</u>
<b>Overall</b>	February 2024	46%	34%	12%	4%	3%	67
<b>Grades Currently Teach</b>	Teach 6th grade	50%	40%	10%			20
	Teach 7th grade	55%	30%	15%			20
	Teach 8th grade	53%	26%	16%	5%		19
	Teach 9th grade	27%	40%	27%	7%		15
	Teach 10th grade	33%	33%	27%	7%		15
	Teach other	46%	35%	4%	8%	8%	26

T6d: In your opinion, how effective is Oyster River’s competency-based reporting system at meeting the following goals? Providing students with meaningful feedback that helps them understand their strengths and areas in need of improvement

		<u>Very effective</u>	<u>Somewhat effective</u>	<u>Not very effective</u>	<u>Not at all effective</u>	<u>Don't know</u>	<u>N</u>
<b>Overall</b>	February 2024	27%	48%	19%	3%	3%	67
<b>Grades Currently Teach</b>	Teach 6th grade	30%	60%	10%			20
	Teach 7th grade	20%	55%	25%			20
	Teach 8th grade	26%	47%	26%			19
	Teach 9th grade	20%	27%	40%	7%	7%	15
	Teach 10th grade	20%	27%	40%	7%	7%	15
	Teach other	31%	42%	15%	8%	4%	26

T7: How often does the opportunity to redo work motivate your students to learn and produce better work?

		<u>All the time</u>	<u>Most of the time</u>	<u>Sometimes</u>	<u>Not usually</u>	<u>Never</u>	<u>Don't know</u>	<u>N</u>
<b>Overall</b>	February 2024	3%	24%	40%	26%	6%	1%	68
<b>Grades Currently Teach</b>	Teach 6th grade		25%	50%	20%	5%		20
	Teach 7th grade		15%	50%	30%	5%		20
	Teach 8th grade		16%	42%	37%	5%		19
	Teach 9th grade		7%	47%	33%	13%		15
	Teach 10th grade			7%	53%	27%	13%	15
	Teach other	7%	30%	37%	11%	11%	4%	27

T8: Overall, how well does the competency-based reporting system encourage your students to learn?

		<u>Very well</u>	<u>Somewhat well</u>	<u>Not very well</u>	<u>Not at all well</u>	<u>Don't know</u>	<u>N</u>
<b>Overall</b>	February 2024	10%	46%	28%	10%	6%	68
<b>Grades Currently Teach</b>	Teach 6th grade	5%	70%	25%			20
	Teach 7th grade	10%	50%	25%	10%	5%	20
	Teach 8th grade	16%	37%	32%	11%	5%	19
	Teach 9th grade	7%	27%	33%	27%	7%	15
	Teach 10th grade	7%	33%	33%	20%	7%	15
	Teach other	11%	44%	26%	7%	11%	27

T9#: What changes, if any, do you believe the Oyster River Middle School should make to the competency-based reporting system? (coded)

		<u>Change to traditional grading</u>	<u>Clearer definition of competency-based grades</u>	<u>Improve technology</u>	<u>More rigor</u>
<b>Overall</b>	February 2024	4%	14%	16%	8%
<b>Grades Currently Teach</b>	Teach 6th grade		25%	17%	8%
	Teach 7th grade		8%	15%	
	Teach 8th grade		8%	31%	
	Teach 9th grade	18%	9%		18%
	Teach 10th grade	9%	9%		18%
	Teach other	5%	19%	10%	5%

T9#: What changes, if any, do you believe the Oyster River Middle School should make to the competency-based reporting system? (coded)

		<u>Reform competency-based grades</u>	<u>Transition or combination of grading systems</u>	<u>Other</u>	<u>Don't know/Not sure</u>	<u>N</u>
<b>Overall</b>	February 2024	30%	14%	12%	2%	50
<b>Grades Currently Teach</b>	Teach 6th grade	25%		25%		12
	Teach 7th grade	38%	23%	15%		13
	Teach 8th grade	31%	8%	23%		13
	Teach 9th grade	18%	27%	9%		11
	Teach 10th grade	27%	27%	9%		11
	Teach other	38%	10%	10%	5%	21



## Appendix B

# Oyster River Competency Based Reporting Survey - 2024 - Students

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### Start of Block: Intro Block

#### INTRO

The Oyster River School District wants to know how well the competency-based reporting system is working at Oyster River Middle School.

This survey is being conducted in conjunction with the University of New Hampshire Survey Center. The Survey Center will receive and compile responses to this survey to ensure confidentiality. All questions are voluntary and you may skip any question or stop taking the survey at any time. Your responses will be reported to the Oyster River School District without any identifying information. If you have any technical issues with this survey, please contact Sean McKinley (sean.mckinley@unh.edu) at the UNH Survey Center. If you have any other questions or concerns about the survey, please contact Dr. Jim Morse (jmorse@orcisd.org).

This survey should take about 5 minutes to complete.

Please select "begin" below to start the survey.

### End of Block: Intro Block

---

### Start of Block: Student Block



S1 Which grade level are you currently in?

- 6th (1)
- 7th (2)
- 8th (3)
- 9th (4)
- 10th (5)

---

Page Break

*Display This Question:*

*If S1 = 4*

*Or S1 = 5*



S2 How difficult has the transition been from the middle school to the high school grading system?

- Very easy (1)
- Somewhat easy (2)
- Somewhat difficult (3)
- Very difficult (4)
- Don't know/Can't remember (98)

*Display This Question:*

*If S1 = 4*

*Or S1 = 5*

S3 Do you have any comments on your transition to high school?

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Page Break

*Display This Question:*

*If S1 = 4*

*Or S1 = 5*

S4 For the following questions, please answer by thinking back to your experiences in middle school.



S5

Do you agree or disagree with the following statement:

I understand what it means when I earn a "B", "P", "M", or "E".

- Strongly agree (1)
- Somewhat agree (2)
- Neutral (3)
- Somewhat disagree (4)
- Strongly disagree (5)
- Don't know (98)

Page Break



S6 How well do you understand teachers' comments on how to...

	Very well (1)	Somewhat well (2)	Not very well (3)	Not at all well (4)	Don't know (98)
Go from a "B" to a "P" (S6a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Go from a "P" to a "M" (S6b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Go from a "M" to an "E" (S6c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Page Break



S7

Do you agree or disagree with each of the statements below?

	Strongly agree (1)	Somewhat agree (2)	Neutral (3)	Somewhat disagree (4)	Strongly disagree (5)	Don't know (98)
It is much harder to earn a "M" or an "E" from some teachers than from other teachers (S7a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually try to earn a "M" or an "E" if I earn a "B" or a "P" (S7b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually try to earn an "E" even if I already have a "M" (S7c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers usually help me understand what I have to do to change a "B" or "P" to a "M" or "E" (S7d)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break



S8 About how often do you ask for extra help if you earn a "B" or "P?"

- All the time (1)
- Most of the time (2)
- Sometimes (3)
- Not usually (4)
- Never (5)
- Don't know (98)

---

Page Break



S9 How often does the opportunity to redo work motivate you to learn and produce better work?

- All the time (1)
- Most of the time (2)
- Sometimes (3)
- Not usually (4)
- Never (5)
- Don't know (98)

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Page Break

S10 Is there anything else you would like to say about the competency-based reporting system at Oyster River Middle School?

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End of Block: Student Block

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Start of Block: END Block

END

**Thank you for completing the survey. Please click "submit" below to submit your responses.**

End of Block: END Block

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# Oyster River Competency Based Reporting Survey - 2024 - Parents & Teachers

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Start of Block: Intro Block

INTRO

The Oyster River School District wants to know how well the competency-based reporting system is working at Oyster River Middle School.

This survey is being conducted in conjunction with the University of New Hampshire Survey Center. The Survey Center will receive and compile responses to this survey to ensure confidentiality. All questions are voluntary and you may skip any question or stop taking the survey at any time. Your responses will be reported to the Oyster River School District without

any identifying information. If you have any technical issues with this survey, please contact Sean McKinley (sean.mckinley@unh.edu) at the UNH Survey Center. If you have any other questions or concerns about the survey, please contact Dr. Jim Morse (jmorse@orcsc.org).

This survey should take 10-15 minutes to complete.

Please select "begin" below to start the survey.

End of Block: Intro Block

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Start of Block: Role Block



R1 Do you have one or more students currently enrolled in the Oyster River School District?

Yes (1)

No (2)

---

Page Break

*Display This Question:*

*If R1 = 1*





R2 How many students do you have who are currently enrolled in the Oyster River School District?

- One (1)
- Two (2)
- Three (3)
- Four (4)
- Five (5)
- Six or more (6)

---

*Display This Question:*

*If R1 = 1*



R3

In which of the following grade levels do you have one or more students currently enrolled?  
(Please select all that apply)

- Elementary School (1)
- Middle School (2)
- High School (3)

---

Page Break

*Display This Question:*

*If R3 = 3*



R4 Do you currently have one or more students currently enrolled in 9th or 10th grade who previously attended Oyster River Middle School?

Yes (1)

No (2)

---

Page Break



R5 Are you currently employed as a teacher by the Oyster River School District?

Yes (1)

No (2)

End of Block: Role Block

---

Start of Block: Parents Block

*Display This Question:*

*If R4 = 1*

P1

For the following questions, please answer by thinking back to your experiences when your student/students were in middle school.

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P2

As you may know, Oyster River Middle School currently employs a competency-based reporting system for assessing a student's mastery of subject material. The reporting being used are as follows:

**B** - Beginning

**P** - Progressing

**M** - Meets Expectations

**E** - Exemplary

---



P3 How often do you review your student's/students' progress on PowerSchool?

- Once a week or more often (1)
- Once or twice a month (2)
- Once a month (3)
- Less often (4)
- Never (5)
- Don't know (98)

---

Page Break

*Display This Question:*

*If P3 = 4*

*Or P3 = 5*

P4 Why do you rarely or never use PowerSchool to review your student's/students' progress?

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Page Break



P5 How often do you review your student's/students' quarterly progress report when it becomes available in PowerSchool?

- Always (1)
- Sometimes (2)
- Rarely (3)
- Never (4)
- Don't know (98)

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Page Break

*Display This Question:*

*If P5 = 3*

*Or P5 = 4*

P6 Why do you rarely or never review your student's/students' quarterly progress report in PowerSchool?

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Page Break

*Display This Question:*

*If P3 = 1*

*Or P3 = 2*

*Or P3 = 3*

*Or P3 = 4*

*Or If*

*P5 = 1*

*Or P5 = 2*

*Or P5 = 3*



P7 How well does the information you can view on PowerSchool help you understand what to expect on your student's/students' quarterly progress report?

- Very well (1)
- Somewhat well (2)
- Not very well (3)
- Not well at all (4)
- Don't know (98)

---

Page Break

*Display This Question:*

*If R3 = 3*



P8 How has the transition been for your student/students from the middle school to the high school grading system?

- Very easy (1)
- Somewhat easy (2)
- Somewhat difficult (3)
- Very difficult (4)
- Don't know/Can't remember (98)
- Not applicable (99)

---

*Display This Question:*  
If R3 = 3

P9 Do you have any comments on your student/student's transition to high school?

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Page Break



P10 Please indicate whether you agree or disagree with the following statements.

	Strongly agree (1)	Somewhat agree (2)	Neutral (3)	Somewhat disagree (4)	Strongly disagree (5)	Don't know (98)
The progress report gives me a clear idea of my student's/students' learning and progress (P10a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The progress report gives me a clear idea of my student's/students' strengths and areas in need of improvement (P10b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand what it means when my student/students get a B, P, M, or E on their report (P10c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break



P11 How helpful do you find the teacher comments on the quarterly progress report as related to competency-based learning?

- Very helpful (1)
- Somewhat helpful (2)
- Not very helpful (3)
- Not at all helpful (4)
- Don't know (98)
- Never seen competency-based grading report card (96)



P12 Overall, how well do you feel you understand your student's/students' progress reports?

- Very well (1)
- Somewhat well (2)
- Not very well (3)
- Not at all well (4)
- Don't know (98)

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Page Break

*Display This Question:*

*If P12 != 1*

P13 What changes, if any, do you believe should be made to the reporting system to make it more understandable?

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P14

Do you agree or disagree with each of the statements below?

	Strongly agree (1)	Somewhat agree (2)	Neutral (3)	Somewhat disagree (4)	Strongly disagree (5)	Don't know (98)
It's much harder for my student/students to earn a "M" or an "E" from some teachers than from other teachers (P14a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My student/students usually try to earn a "M" or an "E" if they receive a "B" or a "P" (P14b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My student/students usually try to earn an "E" reporting even if they already have a "M" (P14c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My student's/students' teachers usually help them understand what they have to do to change a "B" or "P" to a "M" or "E" (P14d)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Key

**B - Beginning**

**P - Progressing**

**M - Meets Expectations**

**E - Exemplary**

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Page Break



P15 In your opinion, how effective is Oyster River's competency-based reporting system at meeting the following goals?

	Very effective (1)	Somewhat effective (2)	Not very effective (3)	Not at all effective (4)	Don't know (98)
Making learning goals clear (P15a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing student engagement and motivation (P15b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allowing students to receive opportunities to relearn, revise, and reassess (P15c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing students with meaningful feedback that helps them understand their strengths and areas in need of improvement (P15d)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break



P16 Overall, how well does the competency-based reporting system encourage your students/students to learn?

- Very well (1)
- Somewhat well (2)
- Not very well (3)
- Not at all well (4)
- Don't know (98)

End of Block: Parents Block

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Start of Block: Teachers



T1

Which grades do you currently teach?

(Please select all that apply)

- 6th grade (2)
- 7th grade (3)
- 8th grade (4)
- 9th grade (98)
- 10th grade (99)
- Other grades (97)



T2 Overall, how well do you feel you understand the competency-based reporting system at Oyster River?

- Very well (1)
- Somewhat well (2)
- Not very well (3)
- Not at all well (4)
- Don't know (98)

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Page Break



T3 Please indicate whether you agree or disagree with the following statements.

	Strongly agree (1)	Somewhat agree (2)	Neutral (3)	Somewhat disagree (4)	Strongly disagree (5)	Don't know (98)
The quarterly progress report gives parents a clear idea of their student's/students' learning and progress (T3a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quarterly progress report gives parents a clear idea of their student's/students' strengths and areas in need of improvement (T3b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The competency-based reporting system allows for accurate assessments of my students (T3c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most students understand how to interpret the competency-based reporting (T3d)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break



T4 How satisfied are you with the professional development opportunities provided by the Oyster River School District regarding the competency-based reporting system?

- Very satisfied (1)
  - Somewhat satisfied (2)
  - Not very satisfied (3)
  - Not at all satisfied (4)
  - Don't know (98)
- 

T5 What additional professional development opportunities, if any, do you believe should be offered regarding the competency-based reporting system?

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Page Break

*Display This Question:*  
*If P15 , 1 [ 1 ] Is Not Displayed*



T6 In your opinion, how effective is Oyster River's competency-based reporting system at meeting the following goals?

	Very effective (1)	Somewhat effective (2)	Not very effective (3)	Not at all effective (4)	Don't know (98)
Making learning goals clear (T6a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing student engagement and motivation (T6b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allowing students to receive opportunities to relearn, revise, and reassess (T6c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing students with meaningful feedback that helps them understand their strengths and areas in need of improvement (T6d)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break





T7 How often does the opportunity to redo work motivate your students to learn and produce better work?

- All the time (1)
- Most of the time (2)
- Sometimes (3)
- Not usually (4)
- Never (5)
- Don't know (98)

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Page Break



T8 Overall, how well does the competency-based reporting system encourage your students to learn?

- Very well (1)
- Somewhat well (2)
- Not very well (3)
- Not at all well (4)
- Don't know (98)

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Page Break

T9 What changes, if any, do you believe the Oyster River Middle School should make to competency-based reporting system?

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End of Block: Teachers

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Start of Block: C Block

*Display This Question:*

*If P3 , 1 Is Displayed*

*Or T2 , 1 Is Displayed*

C1

Do you have any additional comments?

(Please do not mention specific teacher names in your comments. The purpose of this survey is to gather feedback on how to improve progress reports rather than assess teachers)

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*Skip To: End of Block If Condition: Do you have any additional ... Is Displayed. Skip To: End of Block.*

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*Display This Question:*  
*If P3 , 1 Is Not Displayed*  
*And T2 , 1 Is Not Displayed*

C2

Do you have any comments on the competency-based reporting system at Oyster River Middle School?

(Please do not mention specific teacher names in your comments. The purpose of this survey is to gather feedback on how to improve progress reports rather than assess teachers)

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E1

**Thank you for your time and participation. Your input has been very valuable. Please click "submit" below to submit your responses.**

End of Block: END Block

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