

## STNA Study Research Results

In spring of 2006, SERVE conducted a reliability and validity study of STNA 2.0 using existing data from over 2000 respondents from over 60 schools across the United States. The research questions for the study included the following:

1. To what extent does STNA demonstrate internal consistency reliability both across constructs and within each of the subtest constructs? Internal consistency reliability is the extent to which different items within the instrument measure similar constructs or characteristics (Linn & Miller, 2005).
2. To what extent does STNA demonstrate construct validity? Do the items in STNA cluster together into factors? If so, to what extent do those factors support the validity of the existing constructs identified in STNA?

Results from the STNA study revealed the following:

1. Data analyses showed each of STNA constructs and subconstructs to have high internal consistency reliability (alpha ranged from .807 to .967). This indicates that STNA is a high quality survey instrument that provides schools and districts with information that can be used to make decisions about each of the constructs and subconstructs.
2. Due to careful attention to relevant literature while developing STNA, an exploratory factor analysis provided strong support for the validity of the constructs identified within STNA, and also pointed us in the desired direction for measure refinement.

The results of this study were used to make the following adjustments and improvements to STNA 3.0:

- All items were confirmed, revised, or removed.
- A few additional items were added.
- Some constructs were renamed and reorganized.
- Three new constructs were identified.
- Items within Professional Development Opportunities, Participation, and Classroom Practices were aligned to provide cross-construct comparisons.