

B-2. Draft Protocol—School Data Culture Survey

This survey will be administered to both treatment and control schools to estimate the impact of EWIMS on school level outcomes.

This attachment provides additional information on the draft protocols to measure School Data Culture. Table B-1 presents the reliability of the subscales and Key Dimensions of School Data Culture for principals and the reliability of the subscales and scales measuring principals' report of School Data Culture. Cronbach's alpha was calculated for each subscale and scale. It is generally accepted that Cronbach's alphas above 0.70 indicate adequate internal consistency among the items in a scale.

The reliability statistics of each scale and the number of survey items in each scale are shown below. The alpha statistic for all scales and subscales measuring School Data Culture (Context, Supports for Data Use, and Barriers to Data Use) is above 0.70, suggesting adequate reliability. Although ED's contractor will revise items to fit the needs of the EWIMS evaluation, these Cronbach's alphas are promising for the internal consistency of the revised School Data Culture Scale.

Table B-1. Reliability Estimates of Principals’ Key Dimensions of Data Use Scales and Subscales

Key Dimension Scale	Subscales within each Key Dimension scale	Survey item N	Cronbach’s Alpha		
			General principal responses	Reading instruction – specific	Math instruction– specific
Context		32		0.87	0.87
	Assessment/Instructional Context	23		0.82	0.81
	State, District, and School Data Culture	9	0.84		
Supports for Data Use		51	0.92		
	Data Infrastructure	8	0.82		
	Organizational Supports	31	0.90		
	Staffing/Human Resources	12	0.93		
Barriers to Data Use		13	0.76		

Sample size: N = 212 Principals.

Note: The Supports for Data Use scale and Barriers to Data Use scale did not contain survey items that were reading or mathematics specific.

School-Level Instructional Response is a subscale specific to the Principal Survey.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid Office of Management and Budget (OMB) control number. The valid OMB control number for this information collection is **XXXX-XXXX**. The time required to complete this information collection is estimated to average 60 minutes per response. This information collection is voluntary. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202–4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Christopher Boccanfuso, U.S. Department of Education, Institute of Education Sciences, Room 506D, 555 New Jersey Ave. NW, Washington, DC 20208-5500.

Per the policies and procedures required by the Education Sciences Reform Act of 2002, Title I, Part E, Section 183, responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific district or individual. Any willful disclosure of such information for nonstatistical purposes, except as required by law, is a class E felony.

Survey Items

1. How much do you agree or disagree with the following statements about your school's priorities about using data?

	Strongly disagree	Disagree	Agree	Strongly agree
a. This school has clear goals for using data to improve student outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The school's data use policies help us address student needs at our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. This school has adequate resources (e.g. time, staff, money) to facilitate teachers' use of data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. This school has adequate professional development to give teachers the skills to access, interpret, and make decisions about data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Now consider the professional climate in your school. To what extent do you agree or disagree with each of the following statements?

	Strongly disagree	Disagree	Agree	Strongly agree
a. Educators in this school are continually learning and seeking new ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Educators are engaged in systematic analysis of student data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Educators in this school work hard to match students with interventions that will meet their individual needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Assessment of student performance leads to changes in programming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Educators in this school regularly examine student data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. To what extent do you agree or disagree with the following statements about your school leadership team (e.g. principal, assistant principals, other key administrators)?

The <i>school leadership team</i> ...	Strongly disagree	Disagree	Agree	Strongly agree
a. Encourages teachers to make decisions based on data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Facilitates conversations about using student data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Commits adequate resources to help teachers interpret and use the student data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Places too much emphasis on using the student data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Please read the following response options and pick the one that best reflects the degree of support for data use provided by the school leadership team:
- **Not at all supportive:** Does not make the student data a priority. There is limited discussion of the data with staff.
 - **Not very supportive:** Occasional support for the student data use in faculty and staff discussions, but administrators do not see using the student data as central to the school’s mission.
 - **Supportive:** Administration is supportive of teacher’s efforts, speaks positively about the student data with staff, problem-solves obstacles to using the student data, uses the system themselves.
 - **Very supportive:** Administration is a “cheerleader” for the student data, effectively supports staff use of the system, and sees it as central to school mission.
5. About how often does your school have **scheduled meeting time** to review student data (e.g., in staff meetings, in data team meetings)?

	About once a week	1–2 times per month	1–2 times per quarter	Once a year	My school does provide time for this
a. Review student data (e.g., state test scores, student work, curriculum-based unit tests)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Discuss individual student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Discuss student achievement by subgroup (e.g. students with disabilities, ELL/LEP, gender, race/ethnicity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Discuss and share instructional strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Assign students to interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Discuss students’ progress in interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. In the last 12 months, how much professional development was offered to your staff that focused on using data to inform educational decisions?

	No PD provided on this topic	Minor emphasis	Moderate emphasis	Major emphasis
a. Linking student data to classroom practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Analyzing student data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Identifying strengths or weaknesses of their own teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Incorporating student data into lesson planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	No PD provided on this topic	Minor emphasis	Moderate emphasis	Major emphasis
e. Using data to target interventions for low-performing students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Using data to target interventions for high-performing students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Understanding how data can be used to guide instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. How many teachers at your school have the following characteristics?

	None	Some	About half	Most	All
a. The ability to use data from student assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The ability to analyze trends in individual student performance over time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The ability to analyze trends in classroom-level performance over time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The ability to translate data into knowledge about student strengths and weaknesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The ability to make instructional changes based on data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. This question concerns how teachers interact with each other in your school. Please indicate the extent to which your teachers do each of the following:

	Not at all	To a slight extent	To a moderate extent	To a great extent
a. Meet together to look at trends in the data (or analyze data)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Share ideas about using data to improve teaching with other teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Share and discuss student work with other teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Discuss particular lessons that were not very successful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Discuss beliefs about teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Please rate how much you agree or disagree with the following statements.

	Not at all	To a slight extent	To a moderate extent	To a great extent
a. Teachers and administrators work together to review student data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Decisions about students' enrollment in interventions and supports are made as a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers work together to identify their students strengths and weaknesses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Administrators and teachers work together to support their at-risk students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Teachers prefer to review data on their students independently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. At this school, data review is a team effort.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. To what extent do the following factors hinder your ability to use student data to inform instruction and interventions?

	Not at all	To a minor extent	To a moderate extent	To a great extent
a. Lack of time to study and think about available data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Lack of time to collaborate with others in analyzing and interpreting data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Lack of professional development or training on how to use the dashboards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Personal discomfort with data analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Lack of technology (e.g., access to computer with reliable internet connection)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Insufficient amount of data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Data provided too late for use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. The data in the system are inaccurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. The pacing guides are too rigid to really allow me to re-teach or adapt my instruction to data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Other (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Which of the following best describes your role at your school?

- Principal
- Assistant principal
- Guidance counselor
- Other school administrator (please specify) _____

12. How long have you been teaching? If this is your first year teaching please select “one.”

- Total number of years: _____ (drop down menu 1 through 25 or more)

13. What is the highest level of education you have completed?

- Bachelor's degree
- Master's degree
- Professional degree (Ed.D., Ph.D.)
- Other (please specify) _____

