



Supporting D3A2 Professional Development Through Evaluation

A Report to the Ohio Department of Education

January 16, 2007

Hezel Associates, LLC

Point of contact:
Richard T. Hezel, Ph.D.
1201 East Fayette Street
Syracuse, New York, 13210
Telephone: 315-422-3512
Fax: 315-422-3513
Email: richard@hezel.com

Report

Executive Summary

The Ohio Department of Education (ODE) is leading a comprehensive effort to design a uniform system that enables teachers and administrators statewide to access and use various types of data, as well as content resources that align with state standards and assessments. Developing the Data Driven Decisions for Academic Achievement (D3A2) system has involved a collaborative approach among multiple stakeholder groups that attend to various aspects of the system including its associated professional development. ODE and its collaborators understand the important role that professional development plays in ensuring such an initiative's success.

As D3A2's external evaluators, Hezel Associates prioritized the need to gather an accurate, comprehensive understanding of the current landscape surrounding data use and professional development across Ohio to inform D3A2's professional development. During this process, we worked closely with ODE, the LDS Evaluation Advisory Group and D3A2 Professional Development Committee to stay abreast of changes as they arose, collect feedback, and coordinate efforts while conducting two key research activities. First, we attended each of the Professional Development Committee's monthly meetings in order to maintain a real-time understanding of pertinent developments as they arose. Second, we developed and distributed professional development needs assessments and data usage surveys to administrators and teachers statewide.

Data gathered from both surveys attend to the context into which D3A2 will enter beginning in December 2006, which enabled us to prepare recommendations for D3A2 professional development that are grounded in the current issues facing practitioners statewide. These data also establish a baseline profile of administrators' and teachers' data usage practices, which will serve as the point of comparison for two subsequent years' of longitudinal inquiry. Key findings and recommendations from these activities include:

Finding: Administrators and teachers use a wide variety of systems/interfaces for accessing state assessment data.

Finding: Administrators and teachers generally lack training in the tool(s)/interface(s) used to present state assessment data.

Recommendation: Include 'product training' as part of D3A2 professional development.

Recommendation: Offer D3A2 professional development (including product training) at least quarterly.

Finding: Individuals' attitudes and organizational cultures are generally positive toward using state assessment data constructively.

Finding: Awareness of content resources to support data-based practice data differ among district administrators, school administrators and teachers. Teachers want more content resources of this kind.

Finding: A lack of time presents the greatest barrier to administrators' and teachers' use of state assessment data.

Recommendation: Use D3A2's professional development as an opportunity to convey how D3A2 can make educators' existing professional practice easier.

Strategy: Convey D3A2's future capacity to accommodate local assessment data in addition to state assessment data.

Strategy: Convey to educators that D3A2 will provide them with access to instructional resources that can extend applications of assessment data by facilitating evidence-based instruction.

Finding: School leaders occupy a unique organizational role in districts.

Finding: District administrators, school administrators and teachers differ in their frequency of and confidence in using state assessment data for various purposes.

Recommendation: Offer D3A2 professional development to three separate audiences: District-level administrators, school-level administrators and teachers.

Strategy: Focus the professional development content for *district leaders* on building a culture for using state assessment data in their districts and schools by leveraging existing features.

Strategy: Focus the professional development content for *school leaders* on developing their technical skills and working with teachers on issues related to data.

Strategy: Focus the professional development content for *teachers* on conveying the value that using state assessment data can offer for enhancing instruction and developing teachers' technical skills for analyzing data.

Recommendation: Offer D3A2 professional development in different formats for administrator and teacher audiences.

Table of Contents

Introduction 1

Methods 2

 A. Data collection: Survey development, survey distribution and sampling 2

 B. Data analysis 5

Findings..... 8

 A. Administrators’ data usage practices 8

 B. Teachers’ data usage practices 20

 C. Administrators’ professional development needs 28

 D. Teachers’ professional development needs 30

Summary of Findings and Recommendations for D3A2 Professional Development..... 33

APPENDICESA-1

 APPENDIX A: Administrator and teacher versions of professional development
 needs assessment surveysA-2

 APPENDIX B: Administrator and teacher versions of statewide data usage
 surveysA-16

 APPENDIX C: Letter to teachers asking them to complete a professional
 development needs assessment surveyA-34

 APPENDIX D: Letter to teachers asking them to complete a data usage survey .A-36

 APPENDIX E: Descriptive Statistics – Administrators.....A-38

 APPENDIX F: Survey Questions Selected for Cross Tabs (Administrators).....A-73

 APPENDIX G: Descriptive Statistics – TeachersA-75

 APPENDIX H: Survey Questions Selected for Cross Tabs (Teachers)A-95

INTRODUCTION

The Ohio Department of Education (ODE) is leading a comprehensive effort called the Data Driven Decisions for Academic Achievement (D3A2) initiative to design a uniform system that enables teachers and administrators statewide to access and use various types of data. Additionally, D3A2 provides educators with content resources that align with state standards and assessments. Developing the D3A2 system has involved a collaborative approach among multiple stakeholder groups that attend to various aspects of the system including its associated professional development. ODE and D3A2's collaborators understand the important role that professional development plays in ensuring such an initiative's success.

The primary goal of the professional development associated with D3A2 is to develop administrators' and teachers' capacities to use data and content resources in ways that are meaningful to them at the local level. The need for professional development of this kind - as well as the D3A2 system - is great because analyzing data, using data to inform instruction, and ultimate instructional delivery require separate skills, yet instructional materials and training that support educators' capacities in these areas are often limited.

As D3A2's external evaluators, Hezel Associates prioritized the need to gather an accurate, comprehensive understanding of the current landscape surrounding data use and professional development across Ohio to inform D3A2's professional development. During this process, we worked closely with ODE, the LDS Evaluation Advisory Group and D3A2 Professional Development Committee to stay abreast of changes as they arose, collect feedback, and coordinate efforts. These relationships enabled us to develop and administer surveys that gather local data usage practices and professional development needs from district administrators, school administrators and teachers statewide. The questions asked in both surveys combine to determine: users' current access to data; their attitudes, beliefs and values about data; capacities to analyze data; capacities to apply data to professional practice; and reflections on the existing culture surrounding data use. Through systematic analysis of findings in each of these focus areas, Hezel Associates recommends design features such as content and formats that enable D3A2 professional development to attend to practitioners' most pressing statewide needs.

METHODS

The Hezel team has worked closely with the D3A2 Professional Development Committee and members of the LDS Evaluation Advisory Group during the evaluation's initial months to address two key research questions that establish a baseline for subsequent evaluation activities:

1. What needs do users have that D3A2's professional development can address?
2. What data usage practices currently exist among practitioners statewide?

We have engaged in two key activities to answer these questions. First, we attended each of the Professional Development Committee's monthly meetings in order to maintain a real-time understanding of pertinent developments as they arose. Second, we developed and distributed professional development needs assessments and data usage surveys to administrators and teachers statewide. Data gathered from both surveys attend to the context into which D3A2 will enter beginning in December 2006, enabling us to prepare recommendations for D3A2 professional development that are grounded in the current issues facing practitioners statewide. These data also establish a baseline profile of administrators' and teachers' data usage practices, which will serve as the point of comparison for two subsequent years' of longitudinal inquiry.

A. DATA COLLECTION: SURVEY DEVELOPMENT, SURVEY DISTRIBUTION AND SAMPLING

Hezel Associates has acted immediately on ODE's call for a prompt and accurate assessment of professional development needs and data usage practices by building upon our proven research methods and tailoring them to address D3A2's specific needs.

1. Survey development

During September and October 2006, Hezel Associates collaborated with multiple stakeholders to develop two online versions - administrator and teacher - of both the professional development needs assessment (Appendix A) and data usage surveys (Appendix B). The professional development needs assessments enabled us to determine: (a) what knowledge, skills and learning needs currently exist among Ohio's administrators and teachers (b) the formats that would be most desirable for addressing these needs and (c) the availability and quality of existing professional development opportunities that address capacity building for data usage. The data usage surveys, which will be revised and re-administered during subsequent years of the evaluation: (a) identify the prevalence of existing data systems/interfaces and users' satisfaction with these systems, (b) determine users' current practices for analyzing, interpreting and applying data to their work and (c) ascertain the statewide culture or readiness for data usage.

All surveys asked respondents to consider state assessment data (rather than short-cycle or other assessments) because D3A2 will only contain state assessment data during the Project's first year. Some survey questions, particularly those pertaining to the culture of data usage, appear on both the professional development needs assessments and the data usage surveys. Questions that appear in the 2006 version of the data usage survey will be repeated during each year of the evaluation, with slight modifications when necessary, in order to track longitudinal changes.

2. Survey distribution

Concurrent with survey development, the Hezel team solidified an appropriate strategy for disseminating surveys to administrators and teachers across Ohio. This strategy involved personalized letters and e-mails timed over a series of weeks that informed participants about D3A2, alerted them to the study and encouraged them to complete an online survey (Table 1).

Table 1. Communication strategy and timeline for deploying professional development needs assessments and data usage surveys

	Communication strategy and timeline	
	First Communication	Reminders
Administrators	Email – 10/26/06 ¹	11/2/06, 11/13/06
Teachers	Letter – 11/3/06	-----

All administrators in our sample received an email message asking them to complete either the professional development needs assessment or the data usage survey. For a variety of reasons, 271 email messages (148 data usage surveys, 123 PD needs assessments) were returned unopened, primarily because local servers do not recognize the '@hezel.com' domain from which emails were sent. An additional 26 administrators could not access the survey URL because of local limitations such as SPAM filters. We emailed MS Word versions of the survey to these 26 administrators and entered their responses into our databases manually. Administrators were also reminded about the surveys through a weekly electronic newsletter distributed statewide.

Unlike administrators, we did not have teachers' email addresses. Coupled with the delays and expense of printing and postage, this led us to mail only one personalized letter about the professional development needs assessment (Appendix C) and one letter about the data usage survey (Appendix D) on D3A2 letterhead to each teacher with no follow-up reminder².

¹ Administrators, for whom we had email addresses, were contacted before teachers, for whom a letter had to be drafted, printed and mailed.

² During subsequent years of the evaluation, Hezel Associates will work closely with ODE, the LDS Evaluation Advisory Group and others as necessary well in advance of survey deployment to develop a more robust communication strategy for reaching teachers.

Administrators who completed the data usage survey on or before November 17th and teachers who did so on or before November 22nd were included in our analysis and reports. As an incentive to early completers, administrators and teachers that submitted any survey on or before November 17th, 2006 were entered into separate drawings for one iPod Nano valued at \$150 or one of 10 USB drives.

3. Sampling

Hezel Associates distributed the professional development needs assessments and statewide data usage surveys simultaneously to separate samples that were selected using similar parameters. Sampling parameters originated at the district level³ with any administrator for which we had an email address. District administrators primarily included superintendents, though some assistant superintendents and other central office staff were included. For each of the districts represented by this group, any school-level administrator (e.g. principal, assistant principal) for which we had an email address was included in the sample. A total of two teachers were sampled from each of these schools; one received the professional development needs assessment and one received a data usage survey. (Table 2.)

Table 2. Sample sizes for the professional development needs assessments and data usage surveys

	District administrators	School administrators	Teachers
PD needs assessment	645	1400	2923
Data usage survey	645	1406	2923

Given typical response rates of 15-25 percent, we expected 300-500 respondents at the administrator (district and school combined) and teacher levels. Thanks in large part to the opportunity for multiple electronic communications with administrators, nearly 33 percent of district administrators and 26.0 percent of school administrators responded to the surveys. (Table 3.)

Table 3. Response rates for administrator surveys

	PD needs assessment	Data usage survey	Total
District administrators surveyed	588 ⁴	577 ⁵	1165
Completed	186	197	383
Percentage	31.6%	34.1%	32.9%
School administrators surveyed	1334 ⁶	1326 ⁷	2660
Completed	342	350	692
Percentage	25.6%	26.4%	26.0%

³ Public districts and charter/community schools were included at this level of the sample.

⁴ 645 sampled district administrators minus 57 returned email messages.

⁵ 645 sampled district administrators minus 68 returned email messages.

⁶ 1400 sampled school administrators minus 66 returned email messages.

⁷ 1406 sampled school administrators minus 80 returned email messages.

While motivating teachers to complete surveys is inherently a difficult task, teacher response rates in this situation were particularly low because they received only one hard-copy message about the survey. A combined total of 276 teachers (4.7%) completed the data usage and professional development needs assessment surveys. (Table 4.)

Table 4. Response rates for teacher surveys

	PD needs assessment	Data usage survey	Total
Teachers surveyed	2923	2923	5846
Completed	142	134	276
Percentage	4.8%	4.6%	4.7%

B. DATA ANALYSIS

Data analysis initially involved descriptive statistics to summarize users' (i.e. district-level administrator, school-level administrator, and teacher) most pressing professional development needs and data usage practices. We then stratified survey responses by key school characteristics as well as respondent demographics in order to see if different categories of schools (performance rating, Title I status, etc.) report different patterns.

To prepare the district and school survey response data files for analysis, the datasets were cleaned and then merged with CCD and ODE variables that correspond with each level. This resulted in a teacher response file with teacher and school level demographic variables and a single file containing both district administrators and school administrators – each containing demographic variables appropriate to its level. We regrouped each of the variables into subcategories that either represent conceptually appropriate groups or relatively equal proportions of respondents. (Table 5.)

Table 5. Common Core of Data, ODE and demographic variables used during data analysis

Respondents	Variable	Subgroups
District-level administrators and School-level administrators	District Typology	Rural/agricultural Rural/small town Major urban/urban Urban/suburban
	K-12 enrollment	0-1500 students 1501-3000 students 3001-4500 students 4501+ students
	District improvement status	OK Improvement Year 1 Improvement Year 2 Improvement Year 3 At Risk
School-level administrators	School type	Primary, Middle, High, Other
	Title I eligible	Yes, No
Teachers	School type	Primary, Middle, High, Other
	Title I eligible	Yes, No
	Content area	Math/ELA, Science/Social Studies, Elementary self-contained, Other
	Years teaching	1-10 years, 11-20 years, 21+ years

The evaluation team conducted multiple layers of analyses to identify key findings among administrators and teachers.

1. Analyzing administrator responses

The first step for analyzing administrator survey responses involved calculating descriptive statistics on each survey question answered by district-level, and then school-level administrators, and tabulating the results in figures and charts (Appendix E). District-level administrators' responses to survey questions that demonstrated sufficient variability⁸ were further broken down by the 'district typology' and 'K-12 enrollment' variables⁹, according to their subgroup categories, to see if these responses varied by district or school characteristics. After reviewing the variability represented for each variable and subgroup¹⁰, school-level administrators' responses to selected questions were disaggregated by 'Title I eligibility', 'district typology' and 'K-12 enrollment'.

⁸ Responses to survey questions analyzed in this way for district-level and school-level administrators are located in Appendix F.

⁹ There was insufficient variability among responses to disaggregate data by the 'district improvement status' variable because fifty-three percent of district administrators responding represented 'At Risk' LEAs.

¹⁰ There was insufficient variability among responses to disaggregate data by the 'school type' variable because fifty-five percent of school administrators responding represented 'primary/elementary schools'.

2. Analyzing teacher responses

After merging teacher survey responses with the school-level CCD and ODE variables, the Hezel team followed a procedure for analyzing teacher survey responses that closely resembled the procedure for analyzing administrator responses: (a) calculating descriptive statistics on all survey questions and tabulating the results in figures and charts (Appendix G) and (b) disaggregating teachers' responses to selected survey questions by demographic variables. Responses to key teacher survey questions analyzed at this level (located in Appendix H) were disaggregated by the 'Title I eligible', 'content area' and 'years teaching' variables, according to their corresponding subgroup categories¹¹.

In this document, we report findings on all survey questions analyzed from both the data usage surveys and professional development needs assessments by administrator level – district or school – and among teachers. Where appropriate, we combine responses to questions asked on both surveys by level (e.g. all school-level administrators' responses to questions about data culture).

¹¹ Each of these showed sufficient variability to include.

FINDINGS

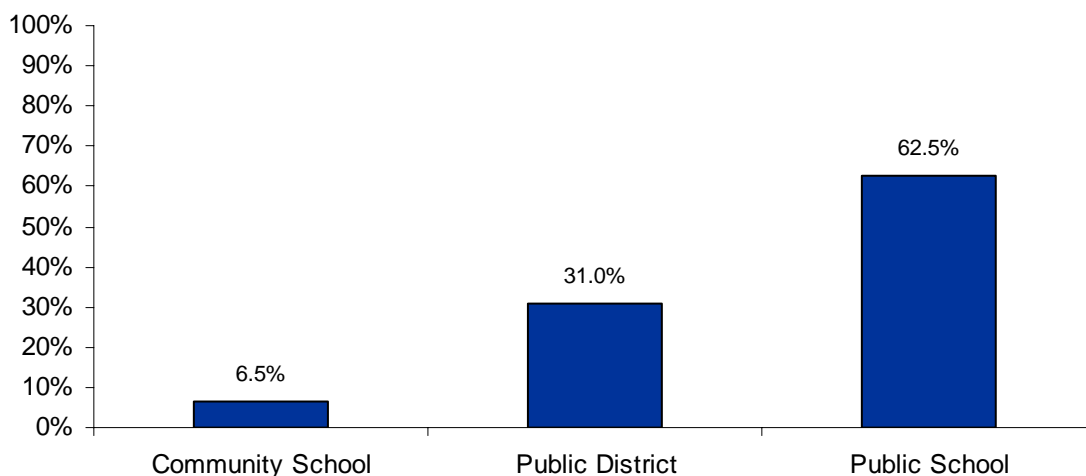
The summative evaluation activities that took place during the Project's first year provide ODE and the D3A2 Professional Development Committee with a strong platform of baseline understandings from which to launch D3A2 statewide beginning in December 2006. Consistent with the current design of D3A2 professional development that differentiates users by level, findings generated from the statewide surveys reflect professional development needs and data usage patterns by level; among district-level administrators, school-level administrators and teachers.

A. ADMINISTRATORS' DATA USAGE PRACTICES

1. Administrator demographics

Administrators who completed the professional development needs assessment and data usage survey fall into two categories: district-level and school-level administrators. District-level administrators primarily include superintendents (53.8%), curriculum directors (23.2%), assistant superintendents (5.2%) and other district-level staff such as directors of assessment or technology, whereas 99.9 percent of all school-level administrators responding were principals. Only 6.5 percent of administrators lead charter/community schools. (Figure 1.)

Figure 1. Type of School or District



Half of all administrators (52.6%) that completed either survey represent schools and districts with 'at risk' improvement status, 27.6 percent are 'OK' and the remainder are in various stages of improvement (years 1, 2 or 3). A slightly larger percentage of administrators responding to the surveys represent districts with less than 3000 students than greater than 3000 students (Figure 2) and all geographic locations are equally presented except for districts in rural/small towns (Figure 3). Half of the school administrators responding (55.0%) lead primary schools and 67.5 percent of all school-level administrators lead Title I eligible schools.

Figure 2. Enrollment of LEAs represented by all administrators

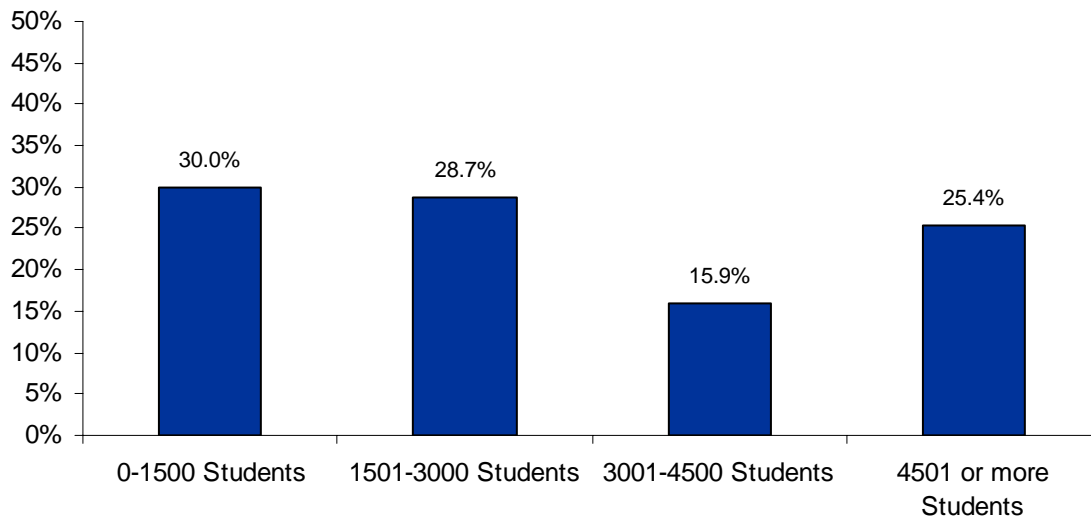
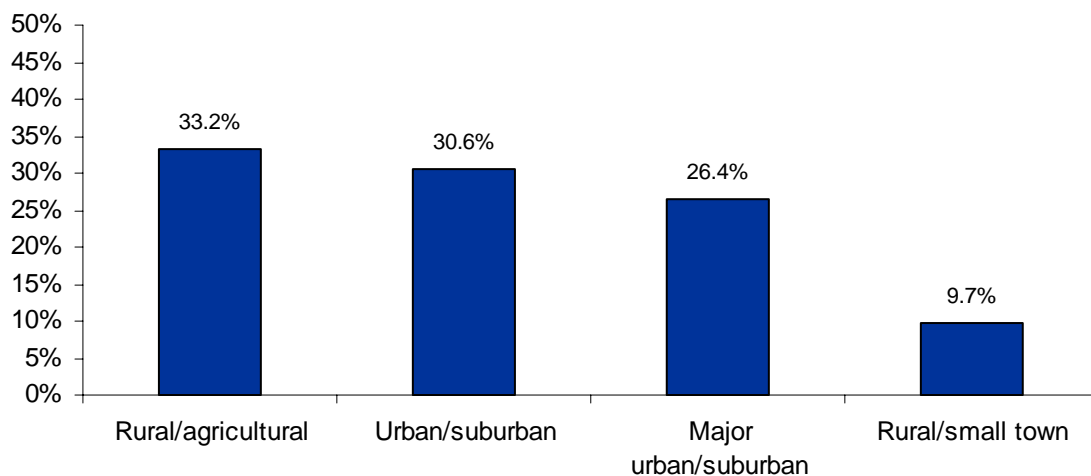
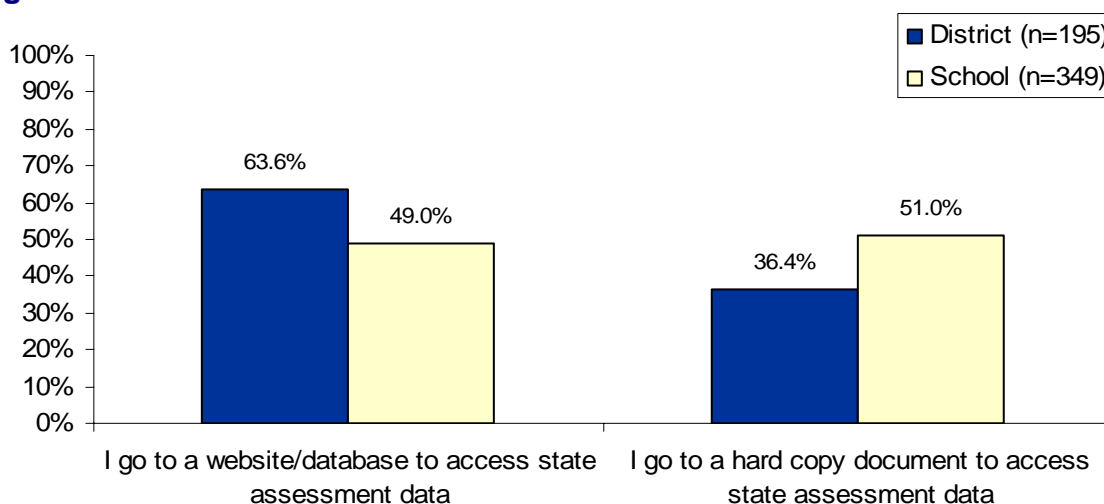


Figure 3. School or district Locale



2. Administrators’ access to state assessment data: Existing systems and applications

Understanding administrators’ use of state assessment data in Ohio begins with an assessment of the reporting formats and ease of use associated with various data management systems available statewide. Though several such systems currently exist, a greater percentage of district-level than school-level administrators reference a website or database to access state assessment data (Figure 4).

Figure 4. Formats used to access state assessment data

Administrators that access state assessment data electronically do so through several different interfaces with varying degrees of frequency. The most widely used data interfaces among all administrators are the district report card, school report card and Item Analysis (Table 6). District administrators tend to access these interfaces more often than school administrators.

Table 6. Frequency of administrators' use of various information systems/interfaces to access state assessment data

	Level	n	Daily	Weekly	Monthly	Quarterly	Annually	Never
Local district report card	District	197	1.5%	22.8%	39.1%	17.8%	17.3%	1.5%
	School	350	0.6%	9.7%	27.4%	32.6%	28.9%	0.9%
Local school report card	District	197	1.5%	22.8%	38.1%	21.3%	14.7%	1.5%
	School	350	2.3%	17.7%	34.9%	28.3%	16.3%	0.6%
Measure Up	District	197	0%	4.1%	13.2%	8.6%	8.1%	66.0%
	School	350	1.1%	6.0%	10.9%	10.6%	9.1%	62.3%
Item analysis	District	197	2.5%	17.8%	27.4%	16.8%	17.8%	17.8%
	School	350	4.9%	18.3%	30.0%	25.4%	14.3%	7.1%
DASL/DSL	District	197	18.3%	9.6%	16.8%	8.6%	4.6%	42.1%
	School	350	16.9%	12.9%	7.1%	7.1%	6.6%	49.4%
Vendor-provided data management system	District	197	8.6%	8.6%	10.2%	11.2%	7.6%	53.8%
	School	350	5.7%	12.3%	9.7%	7.1%	4.9%	60.3%
Locally-developed data management system	District	197	16.2%	17.3%	20.3%	12.2%	3.0%	31.0%
	School	350	12.3%	19.4%	14.3%	14.3%	4.9%	34.9%
eSIS	District	197	7.1%	6.6%	6.1%	7.6%	4.1%	68.5%
	School	350	9.1%	6.3%	3.4%	5.7%	4.6%	70.9%
Other system	District	197	10.2%	7.6%	7.1%	3.6%	4.6%	67.0%
	School	350	6.0%	7.1%	8.6%	6.0%	2.0%	70.3%

Administrators were asked to select and rate the key features of one data system listed above. A comparison of the three systems most commonly chosen by district administrators reveals that DASL/DSL, which incorporates local data, is rated more highly than district report cards or Item Analysis in a variety of functional areas (Table

7), even though relatively few district administrators use DASL/DSL at all. In particular, DASL/DSL receives high marks for enabling district-level administrators to manipulate variables with multiple types of data and follow trends in individual student performance over time.

Table 7. Percentage of district-level administrators that agree or strongly agree with key characteristics of district report cards, Item Analysis and DASL/DSL¹²

	District report cards	Item Analysis	DASL/DSL
I can easily access/extract the state assessment data necessary to meet my instructional needs.	84.7%	72.0%	86.6%
I am confident that 95 percent of the state assessment data captured by this information system is accurate.	80.9%	88.0%	93.4%
The district/school has taken steps (e.g. data audits) to ensure that the state assessment data captured by this information system is accurate.	94.4%	88.0%	82.8%
This information system provides the state assessment data necessary to follow trends in individual student performance over time.	47.9%	48.0%	74.2%
This information system provides the state assessment data necessary to follow trends in cohorts (e.g. subgroups, classes, grades) of student performance over time.	63.0%	44.0%	60.0%
State assessment data in this system is collated so I can easily access multiple types of data (e.g. Math, ELA) in one interface.	57.7%	58.3%	67.8%
State assessment data in this system is formatted so I can easily manipulate variables (e.g. gender, ethnicity).	48.9%	25.0%	63.3%
State assessment data in this system is organized by specific skill areas (e.g. learning standards).	49.5%	79.1%	42.9%
State assessment data in this system is so <i>outdated</i> that it's not particularly useful.	15.9%	8.4%	13.3%
This information system is currently capturing all state assessment data necessary to meet my needs.	29.7%	16.0%	38.7%
In general, I am satisfied with this information system.	54.9%	40.0%	67.8%

The greatest percentage of school-level administrators chose to rate school report cards, Item Analysis and DASL/DSL. Whereas district-level administrators generally rate district report cards less favorably than Item Analysis and DASL/DSL, school-level administrators rate each system comparably (Table 8) with two exceptions. First, a smaller percentage of school administrators rate school report cards favorably overall. Second, a smaller percentage of school than district administrators rate school report cards' presentation of state assessment data in ways that enable them to manipulate that data favorably.

¹²Teachers who responded 'N/A' or 'I don't know' have been excluded. Different numbers of people may have responded to each question.

Table 8. Percentage of school-level administrators that agree or strongly agree with key characteristics of school report cards, DASL/DSL and Item Analysis¹³

	School report cards	Item Analysis	DASL/DSL
I can easily access/extract the state assessment data necessary to meet my instructional needs.	76.9%	77.4%	77.8%
I am confident that 95 percent of the state assessment data captured by this information system is accurate.	84.3%	85.9%	80.0%
The district/school has taken steps (e.g. data audits) to ensure that the state assessment data captured by this information system is accurate.	86.2%	81.3%	81.3%
This information system provides the state assessment data necessary to follow trends in individual student performance over time.	60.5%	73.6%	70.6%
This information system provides the state assessment data necessary to follow trends in cohorts (e.g. subgroups, classes, grades) of student performance over time.	70.1%	73.9%	72.8%
State assessment data in this system is collated so I can easily access multiple types of data (e.g. Math, ELA) in one interface.	55.4%	60.9%	70.0%
State assessment data in this system is formatted so I can easily manipulate variables (e.g. gender, ethnicity).	38.5%	53.2%	62.6%
State assessment data in this system is organized by specific skill areas (e.g. learning standards).	59.8%	78.6%	62.1%
State assessment data in this system is so <i>outdated</i> that it's not particularly useful.	11.8%	11.9%	9.4%
This information system is currently capturing all state assessment data necessary to meet my needs.	39.5%	40.6%	54.6%
In general, I am satisfied with this information system.	49.0%	60.0%	71.5%

While administrators presently use a variety of systems to access data, approximately sixty percent of all district and school administrators want more student-level and teacher/class-level state assessment data (Figure 5), as well as better access to data at these levels (Figure 6). D3A2's current design will meet part of this need by providing administrators with teacher/class level data and the capacity to re-roster students into class groups.

¹³ Teachers who responded 'N/A' or 'I don't know' have been excluded. Different numbers of people may have responded to each question.

Figure 5. Percentage of administrators that need more state assessment data (check all that apply)

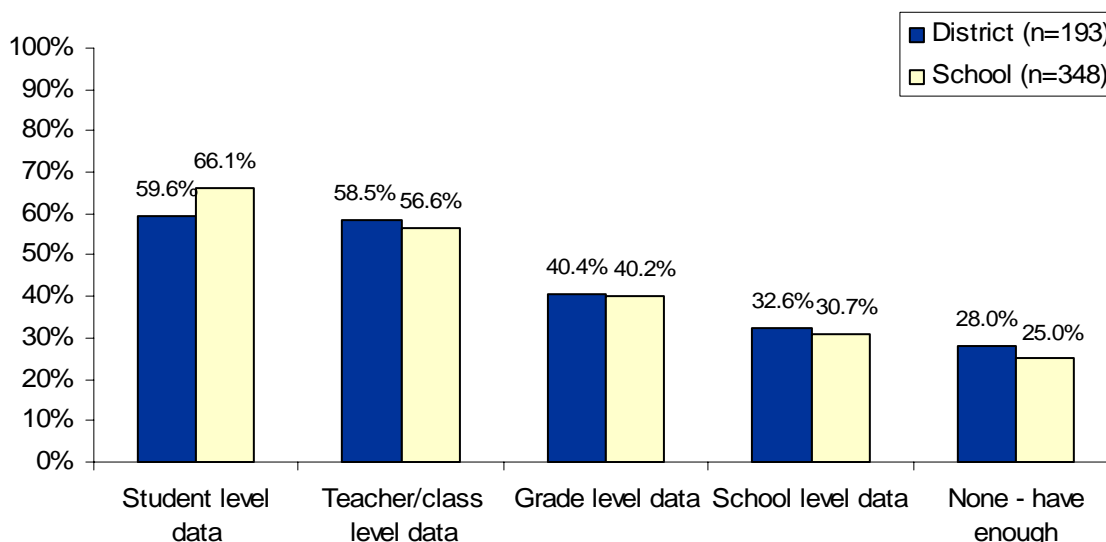
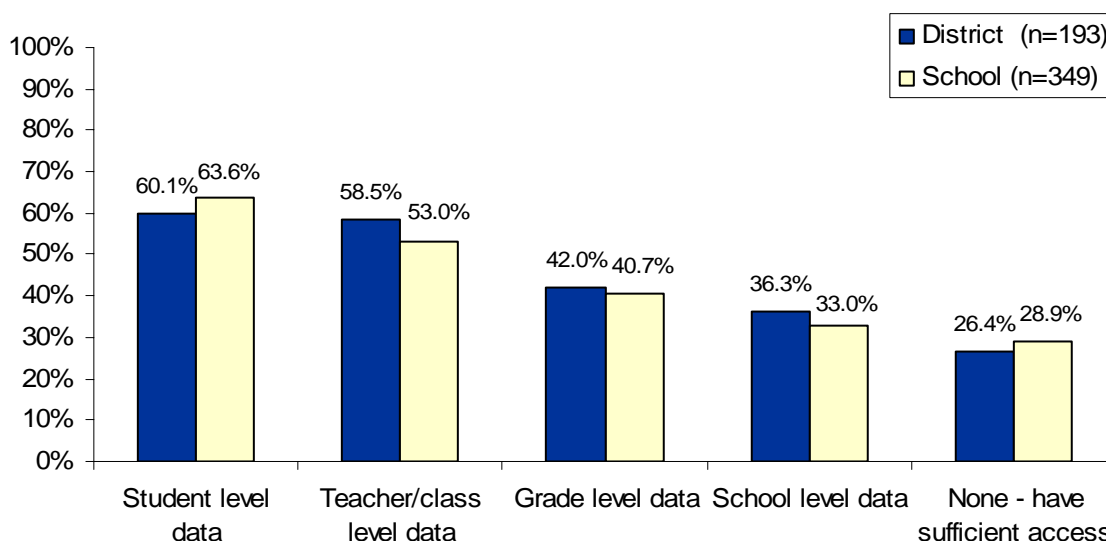


Figure 6. Percentage of administrators that need better access to state assessment data (check all that apply)



3. Administrators' attitudes about using state assessment data to inform decision making

Administrators that use state assessment data have more than just convenient access to data that are presented coherently through a data management system that meets their needs. These professionals believe that state assessment data add value to their professional practice, which motivates them toward data-based action. Many of Ohio's district and school leaders currently hold such beliefs. Of the administrators who

completed the data usage survey, 90.2 percent of district-level and 93.9 percent of school-level administrators either agree or strongly agree that it is important to use state assessment data to focus their programmatic and curricular decisions around student learning needs. The majority of all administrators— about 83 percent – agrees or strongly agrees that using state assessment data helps meet the needs of an entire class or grade, and about 80 percent believe that state assessment data helps improve learning by illuminating the learning needs of individual students. Two in three administrators find that state assessment data can make their jobs easier and about 75 percent *disagree* or *strongly disagree* that using state assessment data is too time-consuming to be worthwhile.

4. Administrators' knowledge, skills and abilities surrounding analysis and application of state assessment data

Administrators' widely-held beliefs that state assessment data can be important for informing sound professional decisions suggest that administrators may be open to using state assessment data in their practice. Using state assessment data involves three key components: analyzing state assessment data, applying interpretations of state assessment data to instructional programs, and seeking content resources that facilitate standards-based (and assessment-based) instruction.

Analyzing state assessment data

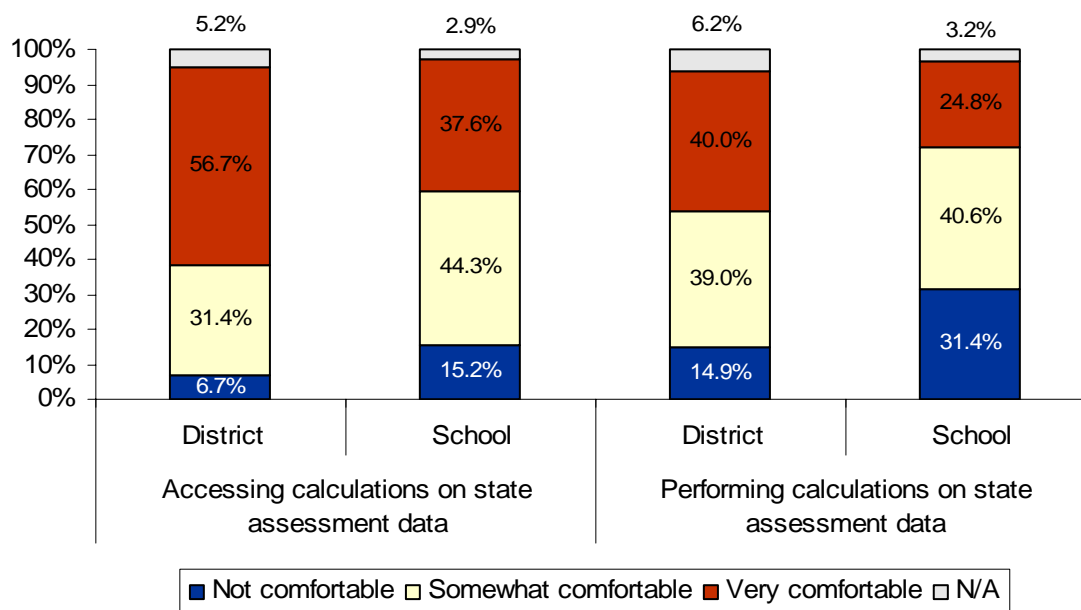
Consistent with the annual state assessment schedule in Ohio, administrators typically analyze state assessment data quarterly or annually; less often than they might analyze shorter-cycle assessment data. However, some administrators report monthly analyses of state assessment data to identify individual student performance levels, compare individual performance levels with the performance of a larger group of students and explore the underlying reason(s) for student performance on state assessments. (Table 9.)

Table 9. Frequency of conducting various analyses of state assessment data

	Level	n	Daily	Weekly	Monthly	Quarterly	Annually	Never
Identify individual student performance levels	District	196	3.1%	11.7%	26.5%	19.4%	29.1%	10.2%
	School	348	2.9%	19.5%	30.2%	30.2%	16.1%	1.1%
Compare individual student performance levels with the performance of a larger group (e.g. class, grade level) of students	District	195	1.5%	9.2%	24.6%	21.0%	30.8%	12.8%
	School	349	1.4%	12.9%	28.1%	30.9%	23.8%	2.9%
Graph (or view graphs of) state assessment data	District	196	0.5%	7.1%	21.4%	23.5%	35.2%	12.2%
	School	348	1.1%	5.5%	17.5%	33.9%	31.9%	10.1%
Interpret patterns in program strengths and/or weaknesses from state assessment data	District	195	1.5%	7.7%	17.9%	26.7%	32.8%	13.3%
	School	349	1.7%	8.6%	20.9%	32.4%	31.2%	5.2%
Explore the underlying reason(s) for student performance on state assessments	District	194	4.6%	14.9%	20.1%	26.8%	20.1%	13.4%
	School	348	3.4%	14.7%	26.4%	28.2%	24.7%	2.6%
Assess whether enough state assessment data exist to make a decision	District	194	1.5%	4.1%	14.9%	21.6%	33.5%	24.2%
	School	348	1.7%	5.5%	14.9%	22.4%	35.3%	20.1%
Use a computer or software program to perform calculations on state assessment data	District	195	2.6%	5.1%	13.3%	15.4%	25.6%	37.9%
	School	347	1.4%	1.2%	8.4%	19.0%	16.7%	53.3%

By accessing state assessment data electronically and analyzing state assessment data more than once a year, administrators have relatively frequent opportunities to use computers and/or software programs in conjunction with data analysis. Although district and school administrators analyze state assessment data with similar frequencies, most district-level administrators describe themselves as either *somewhat* or *very comfortable* using technology to access or perform calculations on state assessment data, whereas school-level administrators report feeling less comfortable using a computer or software program for either application. (Figure 7.)

Figure 7. Comfort level with accessing and performing calculations on state assessment data



Applying interpretations of state assessment data to instructional programs

Whereas administrators typically *analyze* state assessment data monthly, quarterly or annually, they tend to *apply* those analyses to programmatic decisions less often – annually or, in some cases, never. (Table 10.) Interestingly, all administrators use state assessment data to target interventions for low performing students more frequently – daily or weekly – than any other application¹⁴. This finding represents an opportunity for D3A2’s professional development to provide administrators at both the district and school levels with strategies for applying trends in state assessment data to their instructional programming throughout the school year.

¹⁴ Hezel Associates does not have data to indicate the specific activities that take place when targeting interventions for low performing students.

Table 10. Frequency of applying analyses of state assessment data to various types of programmatic decisions

	Level	n	Daily	Weekly	Monthly	Quarterly	Annually	Never
Develop and/or modify curricular/instructional programs based on state assessment data	District	197	3.6%	11.7%	11.7%	20.8%	36.5%	15.7%
	School	349	3.7%	11.5%	19.2%	26.9%	36.7%	2.0%
Implement data-based curricular/instructional programs (e.g. using student proficiency levels to adopt a new reading program or modify an existing one)	District	197	2.5%	7.6%	9.6%	14.2%	46.7%	19.3%
	School	347	2.0%	6.1%	13.3%	17.6%	48.7%	12.4%
Target interventions for low-performing students	District	196	12.8%	16.8%	17.9%	18.9%	17.9%	15.8%
	School	350	14.9%	25.4%	26.0%	21.1%	11.7%	0.9%
Use state assessment data to provide students with access to educational opportunities (such as gifted and talented or remedial programs)	District	196	2.0%	4.1%	12.8%	16.3%	44.9%	19.9%
	School	348	1.7%	7.2%	12.9%	19.5%	44.3%	14.4%
Use state assessment data to assess your own professional development needs	District	195	0%	3.1%	10.3%	24.1%	38.5%	24.1%
	School	348	1.1%	2.3%	13.5%	22.1%	50.9%	10.1%
Use state assessment data to inform students of their progress	District	196	1.0%	5.6%	7.1%	18.9%	49.0%	18.4%
	School	349	1.1%	3.4%	8.6%	24.1%	56.2%	6.6%
Use state assessment data to reflect on the effectiveness of your past decisions	District	196	1.5%	4.1%	9.7%	16.3%	51.0%	17.3%
	School	348	2.0%	2.0%	10.3%	23.6%	58.3%	3.7%

Awareness and current use of content resources

While analyzing state assessment data and applying those analyses to a variety of programmatic decisions are important aspects of working with state assessment data, a key component of D3A2 provides educators with access to instructional resources that can extend these applications by facilitating their evidence-based practice. At present, at least three content repositories are available to Ohio's teachers – Ohio Department of Education's Instructional Management System, the ORC and INFOhio – and administrators' awareness of these repositories is substantial. For example, greater than 86 percent of district-level administrators and 82.3 percent of school-level administrators have heard of ODE's IMS. The implications of this finding for D3A2 are significant because, in many cases, teachers either learn about content resources from their administrators, or administrators must approve teachers' use of such resources. Despite widespread awareness, only about one in five administrators at the combined district and school levels recommend the IMS to teachers monthly (18.1%), quarterly (19.2%) or annually (20.3%). Greater than one in four (27.4%) district administrators and 38.9 percent of school administrators never recommend the IMS to teachers. By

making D3A2 known to administrators and encouraging them to promote D3A2 within their districts and schools, teachers are more likely to also be aware of – and use – the system.

5. Administrators' reports of the local culture for using state assessment data

With administrators' convenient access to state assessment data, beliefs that using these data is important and relatively frequent applications of data to practice, administrators are well-positioned to lead a data-based culture in their districts and schools. Building such a culture involves: (a) valuing accurate data collection, (b) talking about state assessment data frequently with personnel at different levels, (c) establishing procedures for interacting with state assessment data and (d) dedicating resources/supports that facilitate data use to staff at all levels.

District and school leaders set the local pace for emphasizing the importance of gathering accurate state assessment data and applying these data to professional practice. Nearly every administrator surveyed reports a somewhat or strong emphasis on strategies for completing multiple choice and extended response questions on state assessments in their districts and schools.

Eighty-five percent of Ohio's district leaders extend the importance of gathering accurate state assessment data beyond an emphasis on test-taking strategies by including conversations about these data in at least one in four of the curricular and instructional meetings (e.g. team/grade level meetings, department meetings, faculty meetings, staff development days) they lead. Further, all administrators discuss state assessment data with in-house staff such as other administrators, guidance counselors and teachers more frequently than with parents or students (Table 11). These conversations contribute to an evidence-based culture that utilizes state assessment data.

Table 11. Frequency of discussions about state assessment data with various people (e.g. through email, face-to-face communication, in a letter, etc.)

	Level	n	Daily	A few times a week	A few times a month	A few times a year	Never
Other Administrator(s)	District	377	10.1%	26.3%	42.7%	17.5%	3.4%
	School	667	4.6%	24.7%	48.0%	21.0%	1.6%
Guidance Counselor(s)	District	373	3.2%	12.6%	36.2%	35.4%	12.6%
	School	646	3.9%	23.8%	37.5%	21.1%	13.8%
Teachers	District	376	11.4%	20.7%	37.5%	22.9%	7.4%
	School	682	13.3%	39.3%	38.1%	8.2%	1.0%
Parents	District	376	2.1%	6.6%	24.2%	55.1%	12.0%
	School	680	2.8%	11.3%	31.6%	52.4%	1.9%
Students	District	372	7.8%	12.6%	21.0%	29.0%	29.6%
	School	677	12.0%	22.7%	29.2%	27.2%	8.9%

In addition to holding frequent meetings and conversations about state assessment data with various constituents, greater than 75 percent of administrators at both the school and district levels have formalized procedures in place for documenting analyses of state assessment data, applying interpretations of these data to instructional programming and providing teachers with supports that enable their interaction with state assessment data.

The types of supports available to administrators for facilitating the analysis, use and application of state assessment data include: people, time, technology and professional development. Administrators tend to utilize other people - administrators and teachers - weekly or monthly, whereas they utilize release time, professional development and technology quarterly or annually. (Table 12.)

Table 12. Availability of supports for facilitating state assessment data analysis, use and application

	Level	n	At least weekly	Monthly	Quarterly	Annually	Never	N/A
Other Administrator(s)	District	378	29.6%	39.7%	18.8%	6.3%	2.6%	2.9%
	School	687	17.5%	46.0%	21.0%	11.2%	2.9%	1.5%
Regional Educational Service Center staff/specialists	District	377	7.4%	27.1%	28.4%	15.1%	16.7%	5.3%
	School	683	4.0%	21.2%	29.4%	20.2%	20.4%	4.8%
Mentor	District	376	4.0%	11.7%	11.2%	8.5%	31.1%	33.5%
	School	677	5.6%	13.3%	9.9%	8.4%	29.2%	33.5%
Teacher(s)	District	372	16.1%	27.4%	22.3%	11.8%	13.4%	8.9%
	School	681	28.5%	38.8%	17.3%	7.8%	6.0%	1.6%
Release time to work with state assessment data (including working with other people around issues related to state assessment data)	District	376	6.4%	20.7%	35.6%	15.2%	12.5%	9.6%
	School	685	2.6%	19.0%	33.6%	23.8%	16.6%	4.4%
Professional development to understand state assessment data	District	379	3.4%	24.3%	38.5%	26.9%	3.2%	3.7%
	School	687	2.3%	17.6%	41.0%	33.5%	3.9%	1.6%
Technology tools/applications to support the analysis of state assessment data	District	379	13.5%	24.8%	29.0%	20.1%	8.4%	4.2%
	School	685	8.6%	21.2%	28.0%	24.1%	13.6%	4.5%

6. Barriers to using state assessment data

A clear understanding of potential barriers to using state assessment data and building a data-based culture can strengthen the effectiveness of D3A2's professional development. About half of all administrators agree or strongly agree that they need more time, knowledge and/or technology in order to better utilize state assessment

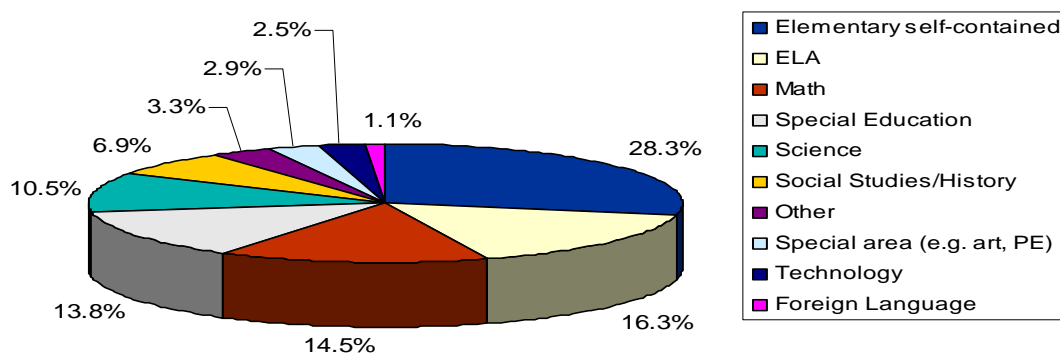
data. D3A2 professional development intends to address each of these barriers, either directly, or indirectly, through its current design.

B. TEACHERS' DATA USAGE PRACTICES

Administrators and teachers completed similar survey questions to enable comparisons between levels. Because approximately 30 percent of surveyed administrators responded, findings gathered from this group can be more confidently generalized to the statewide population of Ohio's administrators than findings from the five percent ($n = 276$) of teachers who completed surveys. We report teachers' data usage practices and professional development needs with caution because of the small number of teachers whose responses comprise our findings.

All of the 276 teachers who responded to the professional development needs assessment ($n = 142$) and data usage ($n = 134$) surveys are currently certified to teach in the state of Ohio. Sixty percent of these teachers have completed a master's degree plus additional courses, while 25.4 percent have completed a bachelor's and additional courses. On average, a teacher who completed either survey has 15.0 years of teaching experience with 10.0 years at his/her current school. The most common survey respondent was a White (94.2%) female (77.9%) that teaches in an elementary self-contained classroom (28.3%). (Figure 8.)

Figure 8. Primary content area taught by teachers who completed the professional development needs assessment or data usage survey ($n=276$)



1. Access to state assessment data: Existing systems and applications

Nearly two-thirds (57.1%) of the 134 teachers responding to the data usage survey access state assessment data via hard copy, whereas 42.9 percent access these data through websites or databases. (Table 13.)

Table 13. Access to state assessment data

Mode of access	District-level administrators	School-level administrators	Teachers
Website or database	63.6%	49.0%	42.9%
Hard copy	36.4%	51.0%	57.1%

Like administrators, teachers typically access state assessment data through either the district (56.0%) or school (47.0%) report card. Unlike administrators, who tend to access these interfaces monthly or quarterly, teachers typically report annual access to district report cards. (Table 14.) Of the teachers that commonly use school report cards, 54.8 percent of teachers in primary schools use them quarterly. Teachers with 1-10 years of experience also tend to use school report cards quarterly (48.4%), whereas teachers with 11-20 years of experience use them monthly (40.0%).

Table 14. Most commonly used data interfaces

	District-level administrators	School-level administrators	Teachers
District report card	Monthly (39%)	Quarterly (33%)	Annually (56%)
School report card	Monthly (38%)	Monthly (35%)	Annually (47%)
Item Analysis	Monthly (27%)	Monthly (30%)	Never (28%)

Greater than half of all teachers never access state assessment data through a locally-developed data interface (53.0%), DASL/DSL (61.9%), a vendor-developed interface (66.4%), Measure Up (68.7%) or eSIS (79.1%). Approximately equal percentages of teachers access Item Analysis monthly (17.9%), quarterly (20.9%), annually (17.9%) or never (28.4%). Of the teachers that use Item Analysis, those in Title I (Figure 9) and primary schools (Figure 10) represent the largest group of frequent - daily, weekly and monthly - users.

Figure 9. Percentage of daily, weekly and monthly users of Item Analysis by Title I/Non Title I status

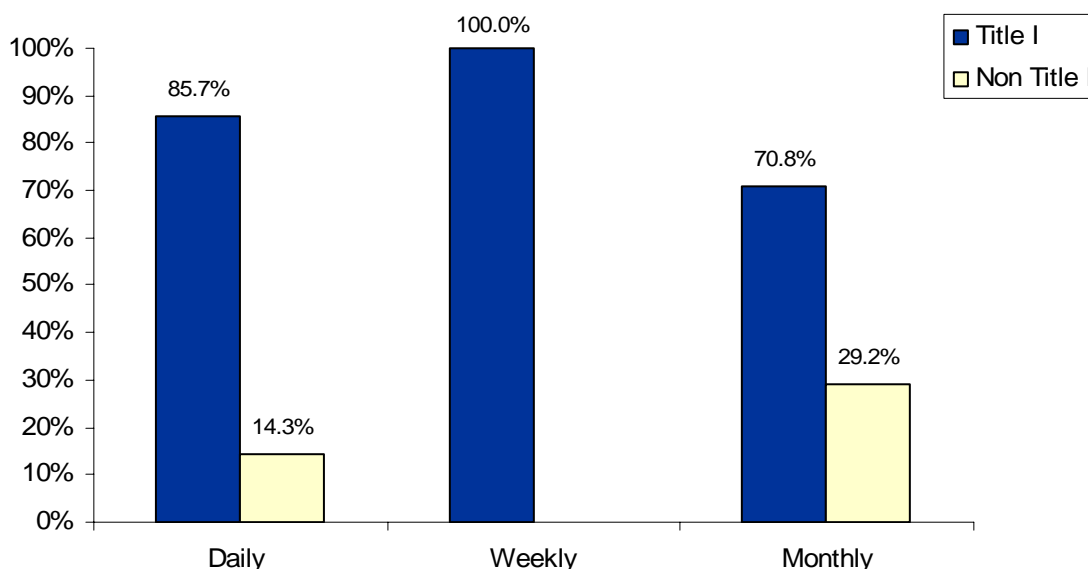
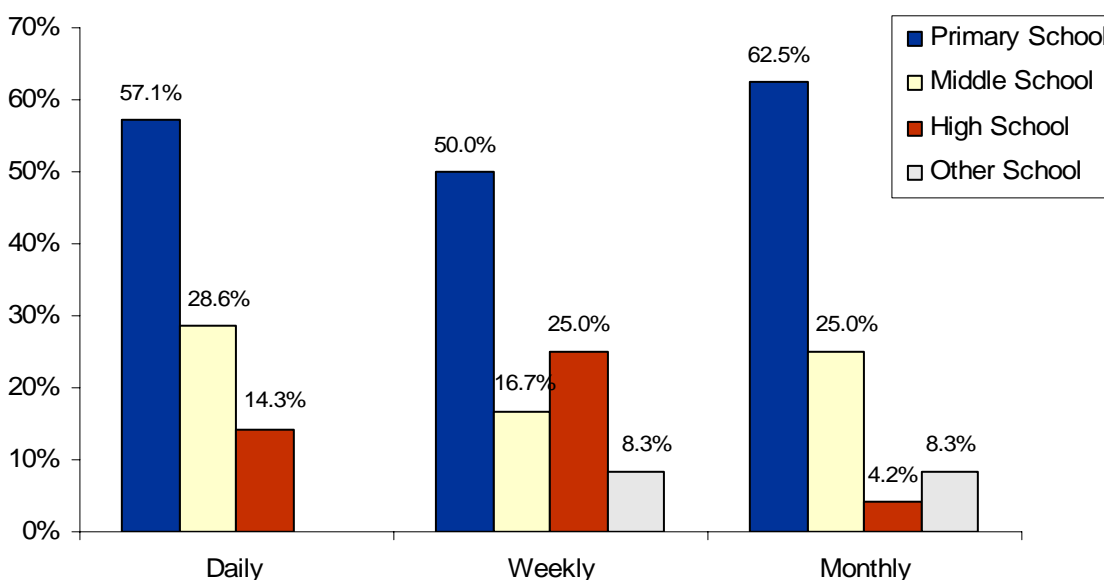


Figure 10. Percentage of daily, weekly and monthly users of Item Analysis by school type



Like administrators, teachers selected and rated the key features of a data system of their choice. A comparison of the most commonly selected systems (district report cards, school report cards and Item Analysis) reveals that teachers rate the characteristics of district report cards less favorably than school report cards and Item Analysis, which they rate comparably (Table 15).

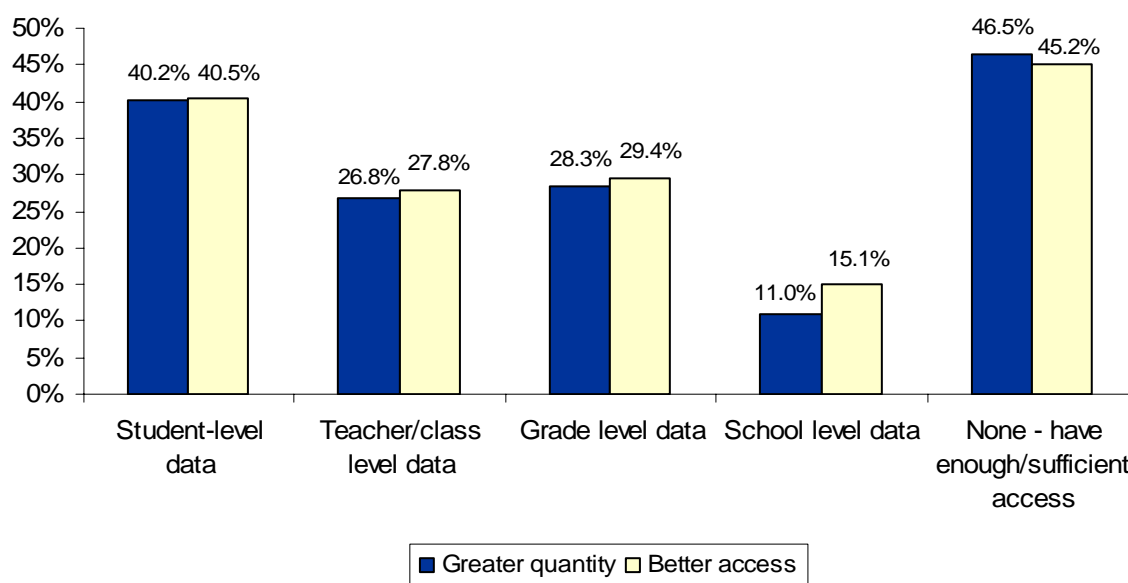
Table 15. Percentage of teachers that agree or strongly agree with key characteristics of district report cards, school report cards and Item Analysis¹⁵

	District report cards	School report cards	Item Analysis
I can easily access/extract the state assessment data necessary to meet my instructional needs.	65.2 %	86.6 %	77.8 %
I am confident that 95 percent of the state assessment data captured by this information system is accurate.	62.5 %	56.6%	76.5 %
The district/school has taken steps (e.g. data audits) to ensure that the state assessment data captured by this information system is accurate.	79.0 %	72.5 %	76.9 %
This information system provides the state assessment data necessary to follow trends in individual student performance over time.	57.1 %	67.4 %	64.7 %
This information system provides the state assessment data necessary to follow trends in cohorts (e.g. subgroups, classes, grades) of student performance over time.	63.1 %	73.9 %	70.6 %
State assessment data in this system is collated so I can easily access multiple types of data (e.g. Math, ELA) in one interface.	72.3 %	71.7 %	68.8 %
State assessment data in this system is formatted so I can easily manipulate variables (e.g. gender, ethnicity).	45.0 %	70.4 %	26.7 %
State assessment data in this system is organized by specific skill areas (e.g. Standards, Benchmarks, Indicators).	76.2 %	76.6 %	88.2 %
State assessment data in this system is so <i>outdated</i> that it's not particularly useful.	5.0 %	25.0 %	11.8 %
This information system is currently capturing all state assessment data necessary to meet my needs.	33.3 %	44.5 %	61.1 %
In general, I am satisfied with this information system.	5.4 %	53.0 %	66.7 %

Whereas 46.5 percent and 45.2 percent of teachers have a sufficient quantity of and access to state assessment data respectively, nearly as many teachers would like to have more or better access to data on individual student performance (Figure 11). Teachers are otherwise generally satisfied with the amount of and their access to state assessment data at the teacher/class, grade and school levels.

¹⁵ Teachers who responded 'N/A' or 'I don't know' have been excluded. Different numbers of people may have responded to each question.

Figure 11. Percentage of teachers that agree or strongly agree that they need more or better access to state assessment data (check all that apply)



2. Attitudes about using state assessment data to inform instruction

Overall, a smaller proportion of teachers than administrators believe in the value of using state assessment data to inform instruction. Nearly 74 percent of all teachers who completed either the professional development needs assessment or data usage survey ($n = 276$) agree or strongly agree that it is important to use state assessment data to focus their instruction around student learning needs, whereas greater than 90 percent of administrators report the same. About 60 percent of teachers feel that state assessment data can be used to improve learning experiences for individual students (58.0%) or an entire class (59.1%). Only 43.2 percent of all teachers agree or strongly agree that learning outcomes are achieved more efficiently when they use state assessment data to inform instructional decisions and even fewer (36.2%) report that using state assessment data can make their jobs easier.

3. Teachers' knowledge, skills and abilities surrounding data use and application

Analyzing state assessment data

Consistent with the annual nature of state assessments, administrators and teachers typically analyze data quarterly or annually. Greater than half of school administrators and nearly three in four teachers never use technology to analyze state assessment data. (Table 16.) Further, 45.5 percent never assess whether enough data exist to make a decision. These findings beg the question of how some calculations of state assessment data (e.g. graphing) take place, and whether teachers are critically examining data sources or findings from the data.

Table 16. Frequency of conducting various analyses of state assessment data

	n	Daily	Weekly	Monthly	Quarterly	Annually	Never
Identify individual student performance levels	276	15.8%	21.8%	13.5%	20.3%	24.1%	4.5%
Compare individual student performance levels with the performance of a larger group (e.g. class, grade level) of students	276	4.5%	13.4%	15.7%	26.1%	27.6%	12.7%
Graph (or view graphs of) state assessment data	276	0.7%	3.7%	8.2%	22.4%	39.6%	25.4%
Interpret patterns in instructional strengths and/or weaknesses from state assessment data	276	2.2%	4.5%	11.9%	22.4%	41.0%	17.9%
Explore the underlying reason(s) for student performance on state assessments	276	3.8%	9.0%	13.5%	26.3%	34.6%	12.8%
Use a computer or software program to perform calculations on state assessment data	276	1.5%	3.0%	6.7%	10.4%	6.0%	72.4%
Assess whether enough state assessment data exist to make a decision	276	2.3%	9.8%	6.1%	15.2%	21.2%	45.5%

Applying interpretations of state assessment data to instruction

Teachers apply interpretations of state assessment data to their instruction annually - about as often as administrators apply these interpretations to their decision making - with one exception. Whereas administrators report implementing data-based curricular/instructional programs annually, teachers report daily and weekly implementation of data-based instructional strategies. Teachers in Title I schools, in particular, report implementing data-based instructional strategies daily and weekly, whereas those in non-Title I schools implement data-based instructional strategies annually or never.

Like administrators, the most frequent application of state assessment data among teachers is targeting interventions for low-performing students, which takes place daily (37.3%) or weekly (20.9%). Teachers also tend to use state assessment data annually or never to provide students with access to educational opportunities, assess their own professional development needs, inform students of their progress or reflect on the effectiveness of past instruction. (Table 17.)

Table 17. Frequency of applying analyses of state assessment data to various instructional purposes

	n	Daily	Weekly	Monthly	Quarterly	Annually	Never
Develop and/or modify instructional strategies based on state assessment data	276	17.9%	11.9%	14.2%	19.4%	26.1%	10.4%
Implement data-based instructional strategies (e.g. using student proficiency levels to differentiate instruction)	276	20.1%	19.4%	12.7%	14.2%	19.4%	14.2%
Use state assessment data to shape local assessment practices	276	12.8%	14.3%	17.3%	11.3%	21.8%	22.6%
Target instructional interventions for low-performing students	276	37.3%	20.9%	11.2%	9.7%	11.9%	9.0%
Use state assessment data to provide students with access to educational opportunities (such as gifted and talented or remedial programs)	276	6.1%	4.5%	12.9%	12.1%	33.3%	31.1%
Use state assessment data to assess your own professional development needs	276	6.0%	6.0%	6.8%	14.3%	33.8%	33.1%
Use state assessment data to inform students of their progress	276	4.5%	7.6%	6.8%	15.2%	36.4%	29.5%
Use state assessment data to reflect on the effectiveness of past instruction	276	5.3%	11.5%	7.6%	15.3%	45.0%	15.3%

Awareness and current use of content resources

Analyzing state assessment data and applying those analyses to a variety of instructional practices are important aspects of teacher-level interactions with state assessment data. A key component of D3A2 extends these interactions by providing teachers with instructional resources that can facilitate data-based instruction. Teachers want more instructional resources that are designed specifically to meet learning needs identified by state assessments, with 84.4 percent agreeing or strongly agreeing that they could better address student learning needs if they had access to such instructional resources.

Teachers are generally less aware of Ohio's existing repositories of standards-based content than administrators. (Table 18.) About half of surveyed teachers are aware of the three content repositories currently available to Ohio's teachers that were cited in the statewide surveys – Ohio Department of Education's Instructional Management System, the ORC and INFOhio – but 76.0 percent of teachers have *never* recommended the IMS to their colleagues. Further, greater than half of teachers never use the IMS to access instructional standards (59.0%) or to access instructional resources (59.2%).

Table 18. Awareness of Ohio’s existing content repositories among administrators and teachers

	District-level administrators	School-level administrators	Teachers
I am aware of the IMS	86.2%	82.3%	56.0%
I am aware of the ORC	85.4%	69.5%	47.3%
I am aware of INFOhio	92.2%	84.8%	78.0%
I recommend the IMS to other teachers	72.6%	61.1%	24.0%

4. District/school culture for data usage

The district- and school-wide culture for using state assessment data conveyed by teachers’ survey responses mirror administrators’ reports. Ohio’s districts and schools tend to place high importance on preparing students to take state assessments, evidenced by teachers’ reports of a somewhat or strong emphasis on strategies for completing multiple choice (93.8%) and extended-response (97.8%) questions on state assessments. However, only 36.6 percent of teachers’ administrators ask them to use state assessment data more often and 34.1 percent of teachers’ administrators ask them to deepen their use of state assessment data.

Like administrators, teachers have available to them various supports that facilitate their analysis, use and application of state assessment data (Table 19). The frequency with which teachers utilize these supports varies, but about one third (31.1%) of all teachers utilize the most common resource – other teachers – at least weekly. Nearly half of teachers (48.4%) utilize professional development for understanding state assessment data annually and one in four (25.5%) utilize technology tools/applications as often.

Table 19. Availability of supports for facilitating state assessment data analysis, use and application

	n	At least weekly	Monthly	Quarterly	Annually	Never
Administrator	276	12.0%	29.3%	23.6%	25.7%	8.7%
Regional Educational Service Center staff/specialists	276	1.1%	10.5%	19.9%	25.4%	31.9%
Mentor	276	4.8%	8.1%	4.8%	4.0%	34.4%
Other teachers	276	31.1%	31.5%	15.0%	14.3%	7.0%
Release time to work with state assessment data (including working with other people around issues related to state assessment data)	276	1.5%	14.2%	25.5%	25.9%	25.9%
Professional development to understand state assessment data	276	1.8%	10.9%	21.8%	48.4%	14.2%
Technology tools/applications to support the analysis of state assessment data	276	7.3%	13.1%	17.5%	25.5%	28.4%

Teachers in Title I districts tend to utilize administrators as supports at least weekly (17.2%) or monthly (32.0%), whereas teachers in non-Title I schools tend to use them annually (37.3%). In addition to providing supports to teachers, about half of surveyed teachers are aware of their school or district's formalized procedures for analyzing, interpreting and/or applying state test data to instruction.

5. Barriers to using state assessment data

Nearly thirty percent (29.3%) of responding teachers believe it is too time consuming to use state assessment data effectively, while 40.2 percent agree or strongly agree that it is too difficult to individualize instruction for all of the student needs identified by state assessment data. Three in four (75.3%) teachers need more time, while 48.0 percent need more knowledge and 51.5 percent need more technology in order to better utilize state assessment data.

C. ADMINISTRATORS' PROFESSIONAL DEVELOPMENT NEEDS

1. Existing opportunities for administrators

Consistent with the availability of supports reported on the data usage survey, administrators have quarterly or annual opportunities to engage in professional development specifically designed to develop their capacity to analyze, use and apply state assessment data to their professional practice. One exception rests with opportunities to engage in professional development that deepens administrators' capacity to target interventions for low-performing students, which are more commonly available weekly or monthly.

2. Content for administrators

Suggesting a need for D3A2's professional development, more school-level than district-level administrators rate themselves as novices at interpreting patterns in program strengths and/or weaknesses from state assessment data, exploring the underlying reason(s) for student performance on state assessments, developing curricular/instructional programs based on state assessment data, and implementing data-based curricular/instructional programs. (Table 20.)

Table 20. Administrators' ratings of their proficiency at analyzing, using and applying state assessment data

	Level	n	No experience	Novice	Intermediate	Expert
Comparing individual student performance levels with the performance of a larger group of students	District	185	3.8%	11.9%	65.4%	18.9%
	School	340	0.9%	13.2%	73.8%	12.1%
Interpreting patterns in program strengths and/or weaknesses from state assessment data	District	185	4.3%	16.2%	60.0%	19.5%
	School	338	1.2%	23.4%	65.1%	10.4%
Exploring the underlying reason(s) for student performance on state assessments	District	184	5.4%	25.5%	58.7%	10.3%
	School	337	1.5%	31.5%	62.0%	5.0%
Developing curricular/instructional programs based on state assessment data	District	184	7.1%	19.0%	60.9%	13.0%
	School	339	3.5%	33.9%	58.7%	3.8%
Implementing data-based curricular/instructional programs	District	185	5.9%	19.5%	61.6%	13.0%
	School	340	2.6%	33.2%	58.2%	5.9%
Targeting interventions for low performing students	District	185	5.4%	17.8%	61.6%	15.1%
	School	338	0.3%	19.2%	69.2%	11.2%

3. Administrators' desired characteristics

District and school leaders agree that professional development should use participants' data, include differentiated content to address existing skill levels, take place on-site (rather than regionally) and include training in the tool(s)/interface(s) used to present the data. (Table 21.) Less important to district and school leaders is professional development that is participant-directed (e.g. online tutorial) and offered regionally.

Table 21. Importance of various professional development characteristics for facilitating administrators' understanding and use of state assessment data

	Level	n	Not Important	Somewhat Important	Very Important
Differentiated for existing skill levels	District	185	3.2%	27.0%	69.7%
	School	340	1.5%	29.1%	69.4%
Offered in multiple formats (e.g. study guide, workshop)	District	184	4.3%	40.8%	54.9%
	School	341	2.1%	44.6%	53.4%
Participant-directed (e.g. online tutorial)	District	185	18.4%	51.4%	30.3%
	School	339	21.5%	56.6%	21.8%
Offered on-site (e.g. at schools or districts rather than regionally)	District	185	9.2%	28.6%	62.2%
	School	340	5.0%	30.6%	64.4%
Offered regionally	District	184	16.3%	60.9%	22.8%
	School	336	17.6%	61.6%	20.8%
Delivered by local staff (e.g. 'train the trainer' approach)	District	186	10.2%	38.2%	51.6%
	School	340	11.8%	45.0%	43.2%
Uses participants' data (rather than general or 'sample' data) to convey concepts and skills	District	185	2.2%	22.2%	75.7%
	School	341	1.5%	24.3%	74.2%
Question-focused/inquiry-oriented	District	184	2.2%	37.0%	60.9%
	School	340	2.6%	40.0%	57.4%
Provides models (e.g. 'success stories' from other teachers)	District	182	7.1%	34.4%	49.5%
	School	340	6.5%	40.9%	52.6%
Conveys the 'big picture' of why using state assessment data is important	District	184	6.0%	31.5%	62.5%
	School	339	7.4%	40.7%	51.9%
Addresses barriers to using state assessment data	District	184	2.7%	42.9%	54.3%
	School	341	4.7%	43.4%	51.9%
Provides training in the tools/interfaces used to analyze and use state assessment data	District	185	2.2%	20.5%	77.3%
	School	338	1.2%	29.6%	69.2%

District and school administrators generally agreed that using participants' data is *most* important in professional development of this kind and offering regional or participant-directed (e.g. online tutorial) professional development are *least* important.

D. TEACHERS' PROFESSIONAL DEVELOPMENT NEEDS

1. Existing opportunities

Teachers currently have quarterly or, more commonly, annual opportunities to participate in professional development that enhances their capacity to analyze, interpret and apply state assessment data. (Table 22.) What teachers lack is professional development that familiarizes teachers with data tools and interfaces such as D3A2.

Table 22. Availability of professional development specifically designed to develop teachers' capacity to analyze, use and apply state assessment data

	n	At least weekly	Monthly	Quarterly	Annually	Never
Comparing individual student performance levels with the performance of a larger group of students	142	4.9%	12.7%	26.1%	40.1%	16.2%
Interpreting patterns in instructional strengths and/or weaknesses from state assessment data	142	1.4%	13.4%	25.4%	41.5%	18.3%
Exploring the underlying reason(s) for student performance on state assessments	142	4.2%	13.4%	22.5%	38.0%	21.8%
Developing and/or modifying instructional strategies based on state assessment data	142	9.2%	21.1%	21.8%	28.9%	19.0%
Using state assessment data to shape local assessment practices	142	5.6%	19.0%	22.5%	31.0%	21.8%
Implementing data-based instructional strategies (e.g. using student proficiency levels to differentiate instruction)	142	13.4%	17.6%	22.5%	26.1%	20.4%
Targeting interventions for low performing students	142	26.8%	19.0%	21.1%	21.8%	11.3%
Training in how to use specific state assessment data tools/interfaces	142	2.8%	5.6%	13.4%	40.1%	38.0%

2. Content

Teachers generally rate themselves as 'novices' or, more commonly, 'intermediates' (but not 'experts') in various types of data analysis, interpretation and use such as: (a) comparing individual student performance levels with the performance of a larger group of students, (b) interpreting patterns in instructional strengths and/or weaknesses from state assessment data, (c) exploring the underlying reason(s) for student performance on state assessments, (d) developing and/or modifying instructional strategies based on state assessment data, and (e) implementing data-based instructional strategies (e.g. using student proficiency levels to differentiate instruction).

3. Desired characteristics

Like administrators, teachers revealed the most and least important characteristics for professional development designed to develop teachers' capacity for analyzing and using state assessment data. Professional development of this kind should use participants' data, include differentiated content to address participants' existing skill levels and take place on-site (rather than regionally). Less important to teachers is delivery by a local staff member (e.g. 'train the trainer approach) and regional location. (Table 23.)

Table 23. Importance of various professional development characteristics for facilitating teachers' understanding and use of state assessment data

PD Feature	District-level administrators	School-level administrators	Teachers
Uses participants' data	Most important	Most important	Most important
Includes differentiated content to address participants' existing skill levels	Most important	Most important	Most important
Takes place on-site (rather than regionally)	Most important	Most important	Most important
Delivered by local staff (train the trainer approach)	Most important	Most important	Least important
Includes training in the tools/interfaces used to deliver the data	Most important	Most important	Neutral
Participant-directed (e.g. online tutorial)	Least important	Least important	Neutral

SUMMARY OF FINDINGS AND RECOMMENDATIONS FOR D3A2 PROFESSIONAL DEVELOPMENT

Finding: Administrators and teachers use a wide variety of systems/interfaces for accessing state assessment data. About two-thirds of district administrators, half of school administrators and one-third of teachers use a website or database to access state assessment data, while the others tends to access these data via hard copy documents. Of all administrators whose regular access to state test data involves technology, the most widely used data interfaces are the district report card, school report card and Item Analysis. Of the teachers that access state test data electronically, greater than half never use a locally-developed data interface, DASL/DSL, a vendor-developed interface, Measure Up or eSIS.

Finding: Administrators and teachers generally lack training in the tool(s)/interface(s) used to present state assessment data. What little available training does exist is infrequent and un-sustained.

Recommendation: Include ‘product training’ as part of D3A2 professional development. Because D3A2 will join a vast array of existing data systems/interfaces used across the State, it is important for D3A2 to differentiate itself in order to ensure users’ familiarity with navigating the product and utilizing its key features.

Recommendation: Offer D3A2 professional development (including product training) at least quarterly. Professional development that is specifically designed to enhance users’ capacities to analyze, interpret and apply state assessment data is presently available quarterly. If D3A2 is intended to be used often by administrators and teachers, professional development and product training should take place every few months to support users’ skill development and learning needs.

Finding: Individuals’ attitudes and organizational cultures are generally positive toward using state assessment data constructively. Not only do administrators and teachers hold positive attitudes toward using state test data to inform their instruction, many districts and schools have formalized procedures in place for documenting analyses of state assessment data and applying interpretations of state assessment data to practice. Districts and schools also strongly emphasize the importance of developing students’ state test-taking strategies (e.g. how to complete multiple choice and extended response questions). Dedicated resources for interacting with state assessment data such as people, release time, targeted professional development and technology are readily accessible to administrators and teachers, who tend to rely on other people (e.g. administrators, teachers) most often when interacting with state assessment data.

Finding: Awareness of content resources to support data-based practice data differ among district administrators, school administrators and teachers. Teachers want

more content resources of this kind. Administrators are widely aware of existing content resources, but few recommend them to teachers. Teachers want more instructional resources that are designed specifically to meet learning needs identified by state assessments, and report that they could better address student learning needs if they had access to such instructional resources. About half of surveyed teachers are aware of the three content repositories currently available to Ohio's teachers that were cited in the statewide surveys – Ohio Department of Education's Instructional Management System, the ORC and INFOhio – but three in four of these teachers have *never* recommended the IMS to their colleagues.

Finding: A lack of time presents the greatest barrier to administrators' and teachers' use of state assessment data. About half of all administrators agree or strongly agree that they need more time, knowledge and/or technology in order to better utilize state assessment data. Three in four teachers need more time, while half need more knowledge and half need more technology in order to better utilize state assessment data.

Recommendation: Use D3A2's professional development as an opportunity to convey how D3A2 can make educators' existing professional practice easier.

While administrators and teachers acknowledge that using state assessment data to inform professional practice is important, they do not believe that doing so makes their jobs easier because they perceive the process to require a great deal of time. This finding may represent a critical barrier to increased data-based practice and, ultimately, D3A2 adoption.

Strategy: Convey D3A2's future capacity to accommodate local assessment data in addition to state assessment data. Beginning evidence-based practice with local assessment (rather than state assessment) data may help educators see how D3A2 can dovetail with existing educational practices and see that this system does not require them to 'reinvent the wheel'.

Strategy: Convey to educators that D3A2 will provide them with access to instructional resources that can extend applications of assessment data by facilitating evidence-based instruction. D3A2's key design feature provides educators with a seamless link between assessment data, analyses of those data and applications of data to instruction through standards-based content resources. Currently, teachers don't have one interface that offers each of these features.

Finding: School leaders occupy a unique organizational role in districts.

School leaders represent a critical group because they can translate district-wide values into building-level action and influence district-level policy by conveying teachers' perspectives to district leaders.

Finding: District administrators, school administrators and teachers differ in their frequency of and confidence in using state assessment data for various purposes. District administrators are the most frequent and confident users of state assessment data and applications of these data to practice, followed by school administrators and then teachers, who tend to apply interpretations of state assessment data to their instruction annually.

Recommendation: Offer D3A2 professional development to three separate audiences: District-level administrators, school-level administrators and teachers.

Strategy: Focus the professional development content for *district leaders* on building a culture for using state assessment data in their districts and schools by leveraging existing features. Many district leaders currently value using state assessment data to inform their practice and they have institutionalized that value by documenting local procedures for working with state assessment data. More district than school leaders also report using technology to access and analyze state assessment data. Building on these existing assets may enhance the potential for D3A2's impact on school leaders and teachers by building a strong culture for data usage.

Strategy: Focus the professional development content for *school leaders* on developing their technical skills and working with teachers on issues related to data. School administrators that value using data in their professional practice and have strong technical skills for analyzing and interpreting data have the potential to significantly impact a school's culture surrounding data use. When school leaders value the potential that data offer to professional practice, teachers may be more likely to 'buy into' that culture as well.

Strategy: Focus the professional development content for *teachers* on conveying the value that using state assessment data can offer for enhancing instruction and developing teachers' technical skills for analyzing data. Teachers need to be informed consumers of state assessment data, yet they currently have few professional development opportunities that focus on analyzing or applying interpretations of state assessment data to their instruction.

Recommendation: Offer D3A2 professional development in different formats for administrator and teacher audiences. District-level and school-level administrators want professional development that shares similar characteristics, which are different from teachers' priorities in these areas.

Strategy: D3A2 professional development for district and school administrators *should*:

- Use participants' data,
- Include differentiated content to address participants' existing skill levels,
- Take place on-site (rather than regionally),
- Utilize local staff (e.g. train-the-trainer approach), and
- Include training on the D3A2 interact used to deliver state assessment data.

And should not:

- Include a participant-directed component such as an online tutorial

Given these preferences, the D3A2 Professional Development Committee should critically examine whether existing channels for providing professional development (e.g. RIVA/DIVA) would be appropriate for meeting administrators' preferences. The D3A2 Professional Development Committee should also work closely with other D3A2 committees to coordinate ways for offering D3A2 'product training' in conjunction with professional development for capacity building.

Strategy: D3A2 professional development for teachers *should*:

- Use participants' data,
- Include differentiated content to address participants' existing skill levels,
- Take place on-site (rather than regionally),

And should not:

- Utilize local staff (e.g. train-the-trainer approach)

While this recommendation is based on limited teacher data, the D3A2 Professional Development Committee should consider whether a delivery method other than the current train-the-trainer approach would be possible given currently available resources.

Hezel Associates' broad examination of existing data usage practices and professional development needs across Ohio provides ODE and the D3A2 Professional Development Committee with a comprehensive baseline understanding of the landscape into which D3A2 will roll out beginning in December 2006. Statewide surveys of administrators and teachers illustrate the strengths and opportunities that will confront users who choose to adopt D3A2 in the coming years. Above all, the initial evaluation activities presented here establish that administrators and teachers face similar challenges associated with using state assessment data, yet they have different professional development needs. By anticipating users' challenges and attending to their needs, D3A2's professional development will be well-positioned to significantly impact the way educators across Ohio think about and use state assessment data to inform their professional practice.

APPENDICES

**APPENDIX A:
Administrator and teacher versions
of professional development needs
assessment surveys**

Professional Development for Using Assessment Data to Improve Student Learning

Please enter your ID: _____

1. Are you a (please check only one):

- Superintendent
- Assistant Superintendent
- Curriculum Director
- Principal (or school-level administrator)
- Other

(If other please specify) _____

I. CULTURE OF DATA USAGE

Please consider your use of any state assessment data (e.g. OGT, grade 3-8 Achievement Tests) when answering the following questions.

	Not emphasized	Somewhat emphasized	Strongly emphasized
2. To what extent are strategies for completing <i>multiple choice questions</i> on state assessments emphasized in your district/school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. To what extent are strategies for completing <i>extended-response questions</i> on state assessments emphasized in your district/school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. How often do you cite state assessment data when addressing instructional matters with the following people (e.g. through email, face-to-face communication, in a letter, etc.)?

	Daily	A few times a week	A few times a month	A few times a year	Never
a. Other administrator(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Guidance counselor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. What percentage of the curricular and instructional meetings you lead (e.g. team/grade level meetings, department meetings, faculty meetings, staff development days) involve discussions about state assessment data?

- Less than 25%
- 25%-50%
- 50%-75%
- Greater than 75%

How often do you utilize the following supports to **facilitate your understanding and/or use of state assessment data?**

	At least weekly	Monthly	Quarterly	Annually	Never	N/A
6. Other administrator(s) (building or district level)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Regional Educational Service Center staff/specialists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Release time to work with state assessment data (including working with other people around issues related to state assessment data)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Professional development to understand state assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Technology tools/applications to support the analysis of state assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate the extent to which you agree with the following statements:

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
13. It is important to use state assessment data to target my decisions around student learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. It is more important to use <i>local assessments</i> (e.g. teacher-generated tests, quizzes, projects, etc.) to focus my decisions than to use <i>state assessment data</i> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Using state assessment data to target decisions to meet <i>individual student needs</i> improves learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Using state assessment data to target decisions to meet the needs of an <i>entire class or grade</i> improves learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. It is too time-consuming to make good use of state assessment data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Learning outcomes are achieved more efficiently when I use state assessment data to inform programmatic decisions.

19. Using state assessment data can make my job easier.

	Yes	No	I don't know
20. My district/school has a procedure in place for documenting analyses of state assessment data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. My district/schools has a procedure in place for identifying, recommending and/or implementing intervention strategies based on state assessment data that has been analyzed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Administrators have plans to provide teachers with supports (e.g. professional development, release time) that enable them to analyze and/or use state assessment data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree with the following statements regarding state assessment data?

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
23. I need more <i>time</i> to order to better utilize state assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. I need more <i>knowledge/understanding(s)</i> in order to better utilize state assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. I need more <i>technology</i> in order to better utilize state assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. I have sufficient resources to utilize state assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

II. PROFESSIONAL DEVELOPMENT TO ENHANCE DATA USAGE AND ANALYSIS

Please consider your use of any state assessment data (e.g. OGT, grade 3-8 Achievement Tests) when answering the following questions.

Please rate your proficiency level in each of the following areas:

	No experience	Novice	Intermediate	Expert
27. Comparing individual student performance levels with the performance of a larger group (e.g. class, grade level) of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Interpreting patterns in program strengths and/or weaknesses from state assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Exploring the underlying reason(s) for student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

performance on state assessments

30. Developing curricular/instructional programs based on state assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Implementing data-based curricular/instructional programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Targeting interventions for low performing students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do you participate in professional development that addresses the following topics:

	At least weekly	Monthly	Quarterly	Annually	Never
33. Reading state assessment data accurately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Comparing individual student performance levels with the performance of a larger group (e.g. class, grade level) of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Interpreting patterns in curricular program strengths and/or weaknesses from state assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Exploring the underlying reason(s) for student performance on state assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Developing curricular/instructional programs based on state assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Implementing data-based curricular/instructional programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Targeting interventions for low performing students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Training in how to use specific state assessment data tools/interfaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How important are each of the following professional development characteristics for facilitating **your** understanding and use of state assessment data?

	Not important	Somewhat Important	Very Important
41. Differentiated for existing skill levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Offered in multiple formats (e.g. study guide, workshop)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Participant-directed (e.g. online tutorial)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Offered on-site (e.g. at schools or districts rather than regionally)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Offered regionally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Delivered by local staff (e.g. 'train the trainer' approach)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not important	Somewhat Important	Very Important
47. Uses participants' data (rather than general or 'sample' data) to convey concepts and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Question-focused/inquiry-oriented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Provides models (e.g. 'success stories' from others)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Conveys the 'big picture' of why using state assessment data is important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Addresses the barriers to using state assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Provides training in the tools/interfaces used to analyze and use state assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

53. Using the list of professional development characteristics presented in questions 41-52, please identify the characteristic that is *most essential* for facilitating your understanding and use of state assessment data?

- 41. Differentiated for existing skill levels
- 42. Offered in multiple formats (e.g. study guide, workshop)
- 43. Participant-directed (e.g. online tutorial)
- 44. Offered on-site (e.g. at schools or districts rather than regionally)
- 45. Offered regionally
- 46. Delivered by local staff (e.g. 'train the trainer' approach)
- 47. Uses participants' data (rather than general or 'sample' data) to convey concepts and skills
- 48. Question-focused/inquiry-oriented
- 49. Provides models (e.g. 'success stories' from others)
- 50. Conveys the 'big picture' of why using state assessment data is important
- 51. Addresses the barriers to using state assessment data
- 52. Provides training in the tools/interfaces used to analyze and use state assessment data

54. Using the list of professional development characteristics presented in questions 41-52, please identify the characteristic that is *least essential* for facilitating your understanding and use of state assessment data?

- 41. Differentiated for existing skill levels
- 42. Offered in multiple formats (e.g. study guide, workshop)
- 43. Participant-directed (e.g. online tutorial)
- 44. Offered on-site (e.g. at schools or districts rather than regionally)
- 45. Offered regionally
- 46. Delivered by local staff (e.g. 'train the trainer' approach)

- 47. Uses participants' data (rather than general or 'sample' data) to convey concepts and skills
- 48. Question-focused/inquiry-oriented
- 49. Provides models (e.g. 'success stories' from others)
- 50. Conveys the 'big picture' of why using state assessment data is important
- 51. Addresses the barriers to using state assessment data
- 52. Provides training in the tools/interfaces used to analyze and use state assessment data

55. May we contact you to clarify and/or follow up on your responses to this survey?

- Yes
- No thank you

Thank you for assisting us with this important work!

Please enter your name, district, and email address for the drawing (leave blank if you do not want to be entered in the drawing for an iPod Nano, or one of 10 USB drives).

Name: _____
District: _____
Email: _____

Hezel Associates
1201 East Fayette St
Syracuse, NY 13210
Phone: (315) 422-3512
Fax: (315) 422-3513

Professional Development for Using Assessment Data to Improve Student Learning

Please enter your user ID: _____

1. What is the grad level of your *primary* teaching assignment?

- | | | | |
|-----------------------|-----------------------|------------------------|-----------------------|
| Kindergarten | <input type="radio"/> | 7 th Grade | <input type="radio"/> |
| 1 st Grade | <input type="radio"/> | 8 th Grade | <input type="radio"/> |
| 2 nd Grade | <input type="radio"/> | 9 th Grade | <input type="radio"/> |
| 3 rd Grade | <input type="radio"/> | 10 th Grade | <input type="radio"/> |
| 4 th Grade | <input type="radio"/> | 11 th Grade | <input type="radio"/> |
| 5 th Grade | <input type="radio"/> | 12 th Grade | <input type="radio"/> |
| 6 th Grade | <input type="radio"/> | Other | <input type="radio"/> |

If Other, please specify: _____

2. What is the content area of your *primary* teaching assignment?

- | | |
|--|-----------------------|
| ELA | <input type="radio"/> |
| Math | <input type="radio"/> |
| Science | <input type="radio"/> |
| Social Studies/History | <input type="radio"/> |
| Foreign Language | <input type="radio"/> |
| Technology | <input type="radio"/> |
| Special area (e.g. art, physical education, music) | <input type="radio"/> |
| Special education | <input type="radio"/> |
| Elementary self-contained | <input type="radio"/> |
| Other | <input type="radio"/> |

If Other, please specify: _____

I. CULTURE OF DATA USAGE

Please consider your use of any state assessment data (e.g. OGT, grade 3-8 Achievement Tests) when answering the following questions.

- | | Not emphasized | Somewhat emphasized | Strongly emphasized |
|---|-----------------------|-----------------------|-----------------------|
| 3. To what extent are strategies for completing <i>multiple choice questions</i> on state assessments emphasized in your school? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. To what extent are strategies for completing <i>extended-response questions</i> on state assessments emphasized in your school? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. How often do you cite state assessment data when addressing instructional matters with the following people (e.g. through email, face-to-face communication, in a letter, etc.)? | | | |

	Daily	A few times a week	A few times a month	A few times a year	Never
Administrator(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guidance counsel(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. What percentage of the curricular and instructional meetings you attend (e.g. team/grade level meetings, department meetings, faculty meetings, staff development days) involve discussions about state assessment data?

- Less than 25%
- 25%-50%
- 50%-75%
- Greater than 75%

How often do you utilize the following supports to **facilitate your understanding and/or use of state assessment data**?

	At least weekly	Monthly	Quarterly	Annually	Never
7. Administrator(s) (building or district level)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Regional Educational Service Center staff/specialists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Other teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Release time to work with state assessment data (including working with other people around issues related to state assessment data)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Professional development to understand state assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Technology tools/applications to support the analysis of state assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Does the district or school ask you what supports you need to facilitate the use of state assessment data?

- Yes
- No

Please indicate the extent to which you agree with the following statements:

Strongly Disagree Disagree Neutral Agree Strongly

	disagree			agree	
15. It is important to use state assessment data to focus my instruction around student learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. It is more important to use <i>local assessments</i> (e.g. teacher-generated tests, quizzes, projects, etc.) to focus my instruction than to use <i>state assessment data</i> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Using state assessment data to target instruction to meet <i>individual student needs</i> improves learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Using state assessment data to target instruction to meet the needs of the <i>whole class</i> improves learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
19. It is too time-consuming to make good use of state assessment data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. It is too difficult to individualize instruction for all of the student needs identified by state assessment data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I can better address needs identified by state assessment data when I also have access to instructional resources that are designed specifically to meet those needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Learning outcomes are achieved more efficiently when I use state assessment data to inform instructional decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Using state assessment data can make my job easier.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Yes	No	I don't know
24. My district/school regularly asks me how I can increase my use of state assessment data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. My district/school regularly asks me how I can deepen my use of state assessment data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. My district/school has a procedure in place for documenting analyses of state assessment data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. My district/school has a procedure in place for identifying, recommending and/or implementing intervention strategies based on state assessment data that has been analyzed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Administrators have plans to provide teachers with supports (e.g.			

professional development, release time) that enable us to analyze and/or use state assessment data.

To what extent do you agree with the following statements regarding state assessment data?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
29. I need more <i>time</i> to better utilize state assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. I need more <i>knowledge/understanding(s)</i> in order to better utilize state assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. I need more <i>technology</i> in order to better utilize state assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. I have sufficient resources to utilize state assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

II. PROFESSIONAL DEVELOPMENT TO ENHANCE DATA USAGE AND ANALYSIS:

Please consider your use of any state assessment data (e.g. OGT, grade 3-8 Achievement Tests) when answering the following questions.

Please rate your proficiency level in each of the following areas:

	No experience	Novice	Intermediate	Expert
33. Comparing individual student performance levels with the performance of a larger group (e.g. class, grade level) of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Interpreting patterns in curricular strengths and/or weaknesses from state assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Exploring the underlying reason(s) for student performance on state assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Developing and/or modifying instructional strategies based on state assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Using state assessment data to shape local assessment practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Implementing data-based instructional strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Targeting interventions for low performing students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For the questions that follow, please consider Professional Development as those activities which assist in improving teachers' instructional practice or subject matter knowledge (i.e., not to include mandatory training or non-instructional items like safety, etc.)

How often do you participate in professional development that addresses the following topics:

At least Monthly Quarterly Annually Never

	weekly					
40. Reading state assessment data accurately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Comparing individual student performance levels with the performance of a larger group (e.g. class, grade level) of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Interpreting patterns in instructional strengths and/or weaknesses from state assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Exploring the underlying reason(s) for student performance on state assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	At least weekly	Monthly	Quarterly	Annually	Never	
44. Developing and/or modifying instructional strategies based on state assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Using state assessment data to shape local assessment practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Implementing data-based instructional strategies (e.g. using student proficiency level to differentiate instruction)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Targeting interventions for low performing students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Training in how to use specific state assessment data tools/interfaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How important are each of the following professional development characteristics for facilitating **your** understanding and use of state assessment data?

	Not Important	Somewhat Important	Very Important
49. Differentiated for existing skill levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Offered in multiple formats (e.g. study guide, workshop)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Participant-directed (e.g. online tutorial)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Offered on-site (e.g. at schools or districts rather than regionally)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. Offered regionally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. Delivered by local staff (e.g. 'train the trainer' approach)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Not Important	Somewhat Important	Very Important
55. Uses participants' data (rather than general or 'sample')	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

data) to convey concepts and skills

- | | | | |
|---|-----------------------|-----------------------|-----------------------|
| 56. Question-focused/inquiry-oriented | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 57. Provides models (e.g. 'success stories' from other teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 58. Conveys the 'big picture' of why using state assessment data is important | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 59. Addresses the barriers to using state assessment data | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 60. Provides training in the tools/interfaces used to analyze and use state assessment data | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

61. Using the list of professional development characteristics presented in questions 49-60, please identify the characteristic that is *most essential* for facilitating your understanding and use of state assessment data?

- | | |
|--|-----------------------|
| 49. Differentiated for existing skill levels | <input type="radio"/> |
| 50. Offered in multiple formats (e.g. study guide, workshop) | <input type="radio"/> |
| 51. Participant-directed (e.g. online tutorial) | <input type="radio"/> |
| 52. Offered on-site (e.g. at schools or districts rather than regionally) | <input type="radio"/> |
| 53. Offered regionally | <input type="radio"/> |
| 54. Delivered by local staff (e.g. 'train the trainer' approach) | <input type="radio"/> |
| 55. Uses participants' data (rather than general or 'sample' data) to convey concepts and skills | <input type="radio"/> |
| 56. Question-focused/inquiry-oriented | <input type="radio"/> |
| 57. Provides models (e.g. 'success stories' from other teachers) | <input type="radio"/> |
| 58. Conveys the 'big picture' of why using state assessment data is important | <input type="radio"/> |
| 59. Addresses the barriers to using state assessment data | <input type="radio"/> |
| 60. Provides training in the tools/interfaces used to analyze and use state assessment data | <input type="radio"/> |

62. Using the list of professional development characteristics in questions 49-60, please identify the characteristic that is *least essential* for facilitating your understanding and use of state assessment data?

- | | |
|--|-----------------------|
| 49. Differentiated for existing skill levels | <input type="radio"/> |
| 50. Offered in multiple formats (e.g. study guide, workshop) | <input type="radio"/> |
| 51. Participant-directed (e.g. online tutorial) | <input type="radio"/> |
| 52. Offered on-site (e.g. at schools or districts rather than regionally) | <input type="radio"/> |
| 53. Offered regionally | <input type="radio"/> |
| 54. Delivered by local staff (e.g. 'train the trainer' approach) | <input type="radio"/> |
| 55. Uses participants' data (rather than general or 'sample' data) to convey concepts and skills | <input type="radio"/> |
| 56. Question-focused/inquiry-oriented | <input type="radio"/> |
| 57. Provides models (e.g. 'success stories' from other teachers) | <input type="radio"/> |
| 58. Conveys the 'big picture' of why using state assessment data is important | <input type="radio"/> |
| 59. Addresses the barriers to using state assessment data | <input type="radio"/> |
| 60. Provides training in the tools/interfaces used to analyze and use state assessment data | <input type="radio"/> |

III. ADDITIONAL INFORMATION

63. May we contact you to clarify and/or follow up on your responses to this survey?

Yes

No thank you

64. Are you currently a certified teacher?

Yes

No

65. Please indicate your highest degree from the following list:

Bachelors degree

Bachelors degree + additional courses

Masters degree

Masters degree + additional courses

Certificate of Advanced Graduate Studies (CAGS)

Doctorate

Other

If Other, please specify: _____

66. Please indicate the number of years (total) you have been teaching: _____

67. Please indicate the number of years you have been teaching at your current school:

68. Please indicate your gender:

Female

Male

69. Please indicate your race/ethnicity:

American Indian/Alaskan

Asian-American

Black/African-American

Hispanic/Latino

White

Other

Thank you for assisting us with this important work!

Please enter your name, district, and email address for the drawing (leave blank if you do not want to be entered in the drawing for an iPod Nano, or one of 10 USB drivers).

Name: _____

District: _____

Email: _____

**APPENDIX B:
Administrator and teacher versions
of statewide data usage surveys**

Using Assessment Data to Improve Student Learning

Please enter your ID:

1. Are you a (please check only one):

- Superintendent
- Assistant Superintendent
- Curriculum Director
- Principal (or school-level administrator)
- Other

(If other please specify) _____

I. CURRENT USE OF STATE ASSESSMENT DATA:

Please consider your use of any state assessment data (e.g. OGT, grade 3-8 Achievement Tests) when answering the following questions.

A. Accessing state assessment data

2. How often do you use the following information systems/interfaces to access state assessment data? If 'never' for all answer choices, go to Section B – Analyzing, interpreting and acting on state assessment data.

	Daily	Weekly	Monthly	Quarterly	Annually	Never
Local district report card	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local school report card	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Measure Up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Item analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DASL/DSL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vendor-provided data management system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Locally-developed data management system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
eSIS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Please select on of the above systems to evaluate using questions 4-14:

- Local district report card
- Local school report card
- Measure Up
- Item analysis
- DASL/DSL
- Vendor-provided data management system
- Locally-developed data management system
- eSIS
- Other

Regarding this system, to what extent do you agree with the following statements?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A	I don't know
4. I can easily access/extract the state assessment data necessary to meet my decision-making needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I am confident that 95 percent of the state assessment data captured by this information system is accurate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The district/school has taken steps (e.g. data audits) to ensure that the state assessment data captured by this information system(s) is accurate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. This information system provides the state assessment data necessary to follow trends in individual student performance over time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. This information system provides the state assessment data necessary to follow trends in cohorts (e.g. subgroups, classes, grades) of student performance over time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A	I don't know
9. State assessment data in this system is collated so I can easily access multiple types of data (e.g. Math, ELA) in one interface.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. State assessment data in this system is formatted so I can easily manipulate variables (e.g. gender, SES)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. State assessment data in this system is organized by specific skill areas (e.g. learning standards).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. State assessment data in this system is so outdated that it's not particularly useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. This information system is currently capturing all state	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

assessment data necessary to meet my needs.

14. In general, I am satisfied with this information system.

15. How do you *primarily* access state assessment data?

I go to a website/database to access state assessment data
 I go to a hard copy document to access state assessment data

16. Do you need *more* state assessment data in order to improve your decision making? (please check all that apply)

Yes – More student level data
 Yes – More teacher/class level data
 Yes – More grade level data
 Yes – More school level data
 No – I have sufficient quantities of state assessment data

17. Do you need *better* access to state assessment data in order to improve your decision making? (please check all that apply)

Yes – Better access to student level data
 Yes – Better access to teacher/class level data
 Yes – Better access to grade level data
 Yes – Better access to school level data
 No – I have sufficient access to state assessment data

B. Analyzing, interpreting and acting on state assessment data

Please consider your use of any state assessment data (e.g. OGT, grade 3-8 Achievement Tests) when answering the following questions.

How often do you:

	Daily	Weekly	Monthly	Quarterly	Annually	Never
18. Identify individual student performance levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Compare individual student performance levels with the performance of a larger group (e.g. class, grade level) of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Graph (or view graphs of) state assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Interpret patterns in program strengths and/or weaknesses from state	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

assessment data

22. Explore the underlying reason(s) for student performance on state assessments

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
--	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

23. Develop and/or modify curricular/instructional programs based on state assessment data

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
--	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

24. Implement data-based curricular/instructional programs (e.g. using student proficiency levels to adopt a new reading program or modify an existing one)

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
--	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

	Daily	Weekly	Monthly	Quarterly	Annually	Never
25. Target interventions for low-performing students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. Assess whether enough state assessment data exist to make a decision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
--	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

27. Use state assessment data to provide students with access to education opportunities (such as gifted and talented or remedial programs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
---	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

28. Use state assessment data to assess your own professional development needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
---	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

29. Use state assessment data to inform students of their progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
--	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

30. Use state assessment data to reflect on the effectiveness to your past decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
--	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

31. use a computer or software program to perform calculations on state assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
---	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

	Not comfortable	Somewhat comfortable	Very comfortable	N/A
32. How comfortable are you with using a computer or software program to access calculations on state assessment data?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. How comfortable are you with using a computer or software program to perform	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

calculations on state assessment data?

1. Content Resources

34. Have you ever heard of the Ohio Department of Education's IMS (Instructional Management System)?

- Yes
 No

If yes, how often do you access the IMS to:

	Daily	Weekly	Monthly	Quarterly	Annually	Never
35. Access instructional standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Access instructional resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. How often do you recommend the IMS to teacher(s)?

- Daily
 Weekly
 Monthly
 Quarterly
 Annually
 Never

How often do you use the following content resources?

	Daily	Weekly	Monthly	Quarterly	Annually	Never	I am not aware of this resource
38. ORC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. INFOhio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

II. Culture of Data Usage

Please consider your use of any state assessment data (e.g. OGT, grade 3-8 Achievement Tests) when answering the following questions.

	Not emphasized	Somewhat emphasized	Strongly emphasized
40. To what extent are strategies for completing <i>multiple choice questions</i> on state assessments emphasized in your district/school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. To what extent are strategies for completing <i>extended-response questions</i> on state assessments emphasized in your district/school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

42. How often do you cite state assessment data when addressing instructional matters with the following people (e.g. through email, face-to-face communication, in a letter, etc.)?

	Daily	A few times a week	A few times a month	A few times a year	Never
Other administrator(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guidance counselor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

43. What percentage of the curricular and instructional meetings you lead (e.g. team/grade level meetings, department meetings, faculty meetings, staff development days) involve discussions about state assessment data?

- Less than 25%
- 25%-50%
- 50%-75%
- Greater than 75%

How often do you utilize the following supports to **facilitate your understanding and/or use of state assessment data**?

	At least weekly	Monthly	Quarterly	Annually	Never	N/A
44. Other administrator(s) (building or district level)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Regional Educational Service Center staff/specialists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Release time to work with state assessment data (including working with other people around issues related to state assessment data)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Professional development to understand state assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Technology tools/applications to support the analysis of state assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate the extent to which you agree with the following statements:

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
51. It is important to use state assessment data to target my decisions around student learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. It is more important to use <i>local assessments</i> (e.g. teacher-generated tests, quizzes, projects, etc.) to focus my decisions than to use <i>state assessment data</i> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. Using state assessment data to target decisions to meet <i>individual student needs</i> improves learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. Using state assessment data to target decisions to meet the needs of an <i>entire class or grade</i> improves learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. It is too time-consuming to make good use of state assessment data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. Learning outcomes are achieved more efficiently when I use state assessment data to inform programmatic decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. Using state assessment data can make my job easier.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Yes	No	I don't know
58. My district/school has a procedure for documenting analyses of state assessment data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. My district/school has a procedure for identifying, recommending and/or implementing intervention strategies based on state assessment data that has been analyzed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. Administrators have plans to provide teachers with supports (e.g. professional development, release time) that enable them to analyze and/or use state assessment data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent to do you agree with the following statements regarding state assessment data?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
61. I need more <i>time</i> in order to better utilize state assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. I need more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

knowledge/understanding(s) in order to
better utilize state assessment data

63. I need more *technology* in order to
better utilize state assessment data

64. I have sufficient resources to utilize
state assessment data

65. May we contact you to clarify and/or follow up on your responses to this survey?

Yes

No thank you

Thank you for assisting us with this important work!

Please enter your name, district, and email address for the drawing (leave blank if you do not want to be entered in the drawing for an iPod Nano, or one of 10 USB drives).

Name: _____

District: _____

Email: _____

Hezel Associates
1201 East Fayette St
Syracuse, NY 13210
Phone: (315) 422-3512
Fax: (315) 422-3513

Using Assessment Data to Improve Student Learning

Please enter your user ID: _____

1. What is the grad level of your *primary* teaching assignment?

- | | | | |
|-----------------------|-----------------------|------------------------|-----------------------|
| Kindergarten | <input type="radio"/> | 7 th Grade | <input type="radio"/> |
| 1 st Grade | <input type="radio"/> | 8 th Grade | <input type="radio"/> |
| 2 nd Grade | <input type="radio"/> | 9 th Grade | <input type="radio"/> |
| 3 rd Grade | <input type="radio"/> | 10 th Grade | <input type="radio"/> |
| 4 th Grade | <input type="radio"/> | 11 th Grade | <input type="radio"/> |
| 5 th Grade | <input type="radio"/> | 12 th Grade | <input type="radio"/> |
| 6 th Grade | <input type="radio"/> | Other | <input type="radio"/> |

If Other, please specify: _____

2. What is the content area of your *primary* teaching assignment?

- | | |
|--|-----------------------|
| ELA | <input type="radio"/> |
| Math | <input type="radio"/> |
| Science | <input type="radio"/> |
| Social Studies/History | <input type="radio"/> |
| Foreign Language | <input type="radio"/> |
| Technology | <input type="radio"/> |
| Special area (e.g. art, physical education, music) | <input type="radio"/> |
| Special education | <input type="radio"/> |
| Elementary self-contained | <input type="radio"/> |
| Other | <input type="radio"/> |

If Other, please specify: _____

I. CURRENT USE OF STATE ASSESSMENT DATA

Please consider your use of any state assessment data (e.g. OGT, grade 3-8 Achievement Tests) when answering the following questions.

A. Accessing state assessment data

3. How often do you use the following information systems/interfaces to access state assessment data?

	Daily	Weekly	Monthly	Quarterly	Annually	Never
Local district report card	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local school report card	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Measure Up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Item analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DASL/DSL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vendor-provided data management system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Locally-developed data management system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
eSIS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Please select one of the above systems to evaluate using questions 5-15:

- Local district report card
- Local school report card
- Measure Up
- Item Analysis
- DASL/DSL
- Vendor-developed data management system
- Locally-developed data management system
- eSIS
- Other

Regarding this system, to what extent do you agree with the following statements?

	Strongly Agree	Disagree	Neutral	Agree	Strongly Agree	N/A	Other
5. I can easily access/extract the state assessment data necessary to meet my instructional needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I am confident that 95 percent of the state assessment data captured by this information system is accurate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The district/school has taken steps (e.g. data audits) to ensure that the state assessment data captured by the information system(s) is accurate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. This information system provides the state assessment data necessary to follow trends in individual student performance over time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. This information system provides the state assessment data necessary to follow trends in cohorts (e.g. subgroups, classes, grades) of student performance over time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Agree	Disagree	Neutral	Agree	Strongly Agree	N/A	Other
10. State assessment data in this system is collated so I can easily access multiple types of data (e.g. Math, ELA) in one	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

interface.

- | | | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 11. State assessment data in this system is formatted so I can easily manipulate variables (e.g. gender, ethnicity). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. State assessment data in this system is organized by specific skill areas (e.g. Standards, Benchmarks, Indicators). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. State assessment data in this system is so outdated that it's not particularly useful. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. This information system is currently capturing all state assessment data necessary to meet my needs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. In general, I am satisfied with this information system. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

16. How do you *primarily* access state assessment data?

- | | |
|--|-----------------------|
| I go to a website/database to access state assessment data | <input type="radio"/> |
| I go to a hard copy document to access state assessment data | <input type="radio"/> |

17. Do you need *more* assessment data in order to improve your teaching? (please check all that apply)

- | | |
|--|-----------------------|
| Yes – More student level data | <input type="radio"/> |
| Yes – More teacher/class level data | <input type="radio"/> |
| Yes – More grade level data | <input type="radio"/> |
| Yes – More school level data | <input type="radio"/> |
| No – I have sufficient quantities of state assessment data | <input type="radio"/> |

18. Do you need *better* access to state assessment data in order to improve your teaching (please check all that apply)

- | | |
|--|-----------------------|
| Yes – Better access to student level data | <input type="radio"/> |
| Yes – Better access to teacher/class level data | <input type="radio"/> |
| Yes – Better access to grade level data | <input type="radio"/> |
| Yes – Better access to school level data | <input type="radio"/> |
| No – I have sufficient access to state assessment data | <input type="radio"/> |

B. Analyzing, interpreting and acting on state assessment data

Please consider your use of any state assessment data (e.g. OGT, grade 3-8 Achievement Tests) when answering the following questions.

How often do you:

- | | Daily | Weekly | Monthly | Quarterly | Annually | Never |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 19. Identify individual student performance levels | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

20. Compare individual student performance levels with the performance of a larger group (e.g. class, grade level) of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Graph (or view graphs of) state assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Interpret patterns in instructional strengths and/or weaknesses from state assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Explore the underlying reason(s) for student performance on state assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Develop and/or modify instructional strategies based on state assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Implement data-based instructional strategies (e.g. using student proficiency levels to differentiate instruction)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Daily	Weekly	Monthly	Quarterly	Annually	Never
26. Use state assessment data to shape local assessment practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Target instructional interventions for low-performing students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Assess whether enough state assessment data exist to make a decision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Use state assessment data to provide students with access to educational opportunities (such as gifted and talented or remedial programs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Use state assessment data to assess your own professional development needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Use state assessment data to inform students of their progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Use state assessment data to reflect on the effectiveness of your past instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Use a computer or software program to perform calculations on state assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Not comfortable
 Somewhat comfortable
 Very comfortable
 N/A

34. How comfortable are you with using a computer or software program to *access* calculations on state assessment data?
35. How comfortable are you with using a computer or software program to *perform* calculations on state assessment data?

1. Content Resources

36. Have you ever heard of the Ohio Department of Education’s IMS (Instructional Management System)?

- Yes
 No

If yes, how often do you access the IMS to:

- | | Daily | Weekly | Monthly | Quarterly | Annually | Never |
|------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 37. Access instructional standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 38. Access instructional resources | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

39. How often do you recommend the IMS to other teacher(s)?

- Daily
 Weekly
 Monthly
 Quarterly
 Annually
 Never

How often do you use the following content resources?

- | | Daily | Weekly | Monthly | Quarterly | Annually | Never | I am not aware of this resource |
|-------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------------------------|
| 40. ORC | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 41. INFOhio | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

II. CULTURE OF DATA USAGE

Please consider your use of any state assessment data (e.g. OGT, grade 3-8 Achievement Tests) when answering the following questions.

- | | Not emphasized | Somewhat emphasized | Strongly emphasized |
|---|-----------------------|-----------------------|-----------------------|
| 42. To what extent are strategies for completing <i>multiple choice questions</i> on state assessments emphasized in your school? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 43. To what extent are strategies for completing <i>extended-</i> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

response questions on state assessments emphasized in your school?

44. How often do you cite state assessment data when addressing instructional matters with the following people (e.g. through email, face-to-face communication, in a letter, etc.)?

	Daily	A few times a week	A few times a month	A few times a year	Never
Administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guidance counselor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

45. What percentage of the curricular and instructional meetings you attend (e.g. team/grade level meetings, department meetings, faculty meetings, staff development days) involve discussions about state assessment data?

- Less than 25%
- 25%-50%
- 50%-75%
- Greater than 75%

How often do you utilize the following supports to **facilitate your understanding and/or use of state assessment data**?

	At least weekly	Monthly	Quarterly	Annually	Never	N/A
46. Administrator(s) (building or district level)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Regional Educational Service Center staff/specialists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Other teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Release time to work with state assessment data (including working with other people around issues related to state assessment data)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Professional development to understand state assessment data						
52. Technology tools/applications to support the analysis of state assessment data						

53. Does the district or school ask you what supports you need to facilitate the use of state assessment data?

Yes
 No

Please indicate the extent to which you agree with the following statements:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
54. It is important to use state assessment data to focus my instruction around student learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. It is more important to use <i>local assessments</i> (e.g. teacher-generated tests, quizzes, projects, etc.) to focus my instruction than to use <i>state assessment data</i> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. Using state assessment data to target instruction to meet <i>individual student needs</i> improves learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. Using state assessment data to target instruction to meet the needs of the <i>whole class</i> improves learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
58. It is too time-consuming to make good use of state assessment data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. It is too difficult to individualize instruction for all of the student needs identified by state assessment data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. I can better address needs identified by state assessment data when I also have access to resources that are designed specifically to meet those needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61. Learning outcomes are achieved more efficiently when I use state assessment data to inform instructional decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. Using state assessment data can make my job easier.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Yes	No	I don't know
63. My school regularly asks me how I can increase my use of state assessment data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. My school regularly asks me how I can deepen my use of state assessment data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

65. My district/school has a procedure in place for documenting analyses of state assessment data.
66. My district/school has a procedure in place for identifying, recommending and/or implementing intervention strategies based on state assessment data that has been analyzed.
67. Administrators have plans to provide teachers with supports (e.g. professional development, release time) that enable us to analyze and/or use state assessment data.

To what extent do you agree with the following statements regarding state assessment data?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
68. I need more <i>time</i> to better utilize state assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. I need more <i>knowledge/understanding(s)</i> in order to better utilize state assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70. I need more <i>technology</i> in order to better utilize state assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71. I have sufficient resources to utilize state assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

III. ADDITIONAL INFORMATION

72. May we contact you to clarify and/or follow up on your responses to this survey?

- Yes
- No thank you

73. Are you currently a certified teacher?

- Yes
- No

74. Please indicate your highest degree from the following list:

- Bachelors degree
- Bachelors degree + additional courses
- Masters degree
- Masters degree + additional courses
- Certificate of Advanced Graduate Studies (CAGS)
- Doctorate
- Other

If Other, please specify: _____

75. Please indicate the number of years (total) you have been teaching: _____

76. Please indicate the number of years you have been teaching at your current school:

77. Please indicate your gender:

- Female
Male

78. Please indicate your race/ethnicity:

- American Indian/Alaskan
Asian-American
Black/African-American
Hispanic/Latino
White
Other

Thank you for assisting us with this important work!

Please enter your name, district, and email address for the drawing (leave blank if you do not want to be entered in the drawing for an iPod Nano, or one of 10 USB drivers).

Name: _____
District: _____
Email: _____

**APPENDIX C: Letter to teachers asking them
to complete a professional development
needs assessment survey**

October 25, 2006

[First Name] [Last Name]
[School]
[Address]
[City], [State], [Zip]

Dear [First Name]:

Earlier this fall, the Ohio Department of Education selected Hezel Associates, an evaluation firm located in Syracuse, NY, to document the implementation and impact of Ohio's longitudinal data system (LDS) and Data Driven Decisions for Academic Achievement (D3A2) initiatives. Hezel Associates' statewide evaluation of the [D3A2/LDS](#) project (www.d3a2.org) will focus on obtaining an in-depth understanding of the initiative's quality and effectiveness through a combination of research activities that will take place over the next three years.

D3A2 Seeks Your Help

We would appreciate your help with the first stage of the evaluation. Hezel Associates is conducting a brief survey of teachers like you. The survey, which examines teacher professional development needs, will take about *fifteen minutes to complete*.

All you need to do is:

1. Go to: www.hezel.com/Ohio/TPDsurvey
2. Enter in your user ID found here: [Org_IRN]
3. Fill out the survey - that's it!

Your responses will play an important role in shaping the project's professional development over the next few weeks. Your participation is valuable and *we guarantee confidentiality*.

Additionally, **take the survey by November 17** and be entered to win an iPod Nano valued at \$150, or one of 10 USB drives, in a randomized drawing – the winner to be announced on November 21.

We look forward to your participation in the next few days.
On behalf of Hezel Associates and D3A2, thank you.

Sincerely,



Amy Andres
Chief Information Officer
Ohio Department of Education



Barbara C. Storandt
Manager, Research and Evaluation
Hezel Associates
barb@hezel.com
315-299-3528 (direct)

APPENDIX D: Letter to teachers asking them to complete a data usage survey

October 25, 2006

[First Name] [Last Name]
[School]
[Address]
[City], [State], [Zip]

Dear [First Name]:

Earlier this fall, the Ohio Department of Education selected Hezel Associates, an evaluation firm located in Syracuse, NY, to document the implementation and impact of Ohio's longitudinal data system (LDS) and Data Driven Decisions for Academic Achievement (D3A2) initiatives. Hezel Associates' statewide evaluation of the [D3A2/LDS](#) project (www.d3a2.org) will focus on obtaining an in-depth understanding of the initiative's quality and effectiveness through a combination of research activities that will take place over the next three years.

D3A2 Seeks Your Help

We would appreciate your help with the first stage of the evaluation. Hezel Associates is conducting a brief survey of teachers like you. The survey, which examines teacher use of student performance data in the classroom, will take about *fifteen minutes to complete*.

All you need to do is:

1. Go to: www.hezel.com/Ohio/TDUsurvey
2. Enter in your user ID found here: [Org_IRN]
3. Fill out the survey - that's it!

Your responses will play an important role in shaping the project's development over the next few weeks. Your participation is valuable and *we guarantee confidentiality*.

Additionally, **take the survey by November 17** and be entered to win an iPod Nano valued at \$150, or one of 10 USB drives, in a randomized drawing – the winner to be announced on November 21.

We look forward to your participation in the next few days.
On behalf of Hezel Associates and D3A2, thank you.

Sincerely,



Amy Andres
Chief Information Officer
Ohio Department of Education



Barbara C. Storandt
Manager, Research and Evaluation
Hezel Associates
barb@hezel.com
315-299-3528 (direct)

APPENDIX E: Descriptive Statistics – Administrators

A. DISTRICT LEVEL DEMOGRAPHICS

Table 1. Are you a: (n=339)

	n	Percent
Superintendent	209	61.7%
Other district level administrator	130	38.3%

B. DATA USAGE SURVEY QUESTIONS

Table 2. How often do you use the following information systems/interfaces to access state assessment data?

	n	Daily	Weekly	Monthly	Quarterly	Annually	Never
Local district report card	197	1.5%	22.8%	39.1%	17.8%	17.3%	1.5%
Local school report card	197	1.5%	22.8%	38.1%	21.3%	14.7%	1.5%
Measure Up	197	0.0%	4.1%	13.2%	8.6%	8.1%	66.0%
Item analysis	197	2.5%	17.8%	27.4%	16.8%	17.8%	17.8%
DASL/DSL	197	18.3%	9.6%	16.8%	8.6%	4.6%	42.1%
Vendor-provided data management system	197	8.6%	8.6%	10.2%	11.2%	7.6%	53.8%
Locally-developed data management system	197	16.2%	17.3%	20.3%	12.2%	3.0%	31.0%
eSIS	197	7.1%	6.6%	6.1%	7.6%	4.1%	68.5%
Other	197	10.2%	7.6%	7.1%	3.6%	4.6%	67.0%

Table 3. Regarding local district report cards, to what extent do you agree with the following statements?

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can easily access/extract the state assessment data necessary to meet my decision-making needs	92	2.2%	8.7%	4.3%	54.3%	30.4%
I am confident that 95 percent of the state assessment data captured by this information system is accurate	89	1.1%	10.1%	7.9%	49.4%	31.5%
The district/school has taken steps (e.g. data audits) to ensure that the state assessment data captured by this information system(s) is accurate	90	1.1%	3.3%	1.1%	41.1%	53.3%
This information system provides the state assessment data necessary to follow trends in individual student performance over time	92	22.8%	16.3%	13.0%	35.9%	12.0%
This information system provides the state assessment data necessary to follow trends in cohorts (e.g. subgroups, classes, grades) of student performance over time	91	8.8%	17.6%	9.9%	51.6%	12.1%
State assessment data in this system is collated so I can easily access multiple types of data (e.g. Math, ELA) in one	90	3.3%	23.3%	15.6%	44.4%	13.3%

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
interface						
State assessment data in this system is formatted so I can easily manipulate variables (e.g. gender, SES)	90	5.6%	35.6%	10.0%	37.8%	11.1%
State assessment data in this system is organized by specific skill areas (e.g. learning standards)	89	2.2%	37.1%	11.2%	46.1%	3.4%
State assessment data in this system is so outdated that it's not particularly useful	88	4.5%	63.6%	15.9%	14.8%	1.1%
This information system is currently capturing all state assessment data necessary to meet my needs	91	9.9%	41.8%	18.7%	25.3%	4.4%
In general, I am satisfied with this information system	91	5.5%	26.4%	13.2%	50.5%	4.4%

Table 4. Regarding local school report cards, to what extent do you agree with the following statements?

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can easily access/extract the state assessment data necessary to meet my decision-making needs	16	0.0%	12.5%	12.5%	50.0%	25.0%
I am confident that 95 percent of the state assessment data captured by this information system is accurate	16	0.0%	0.0%	6.3%	75.0%	18.8%
The district/school has taken steps (e.g. data audits) to ensure that the state assessment data captured by this information system(s) is accurate	16	6.3%	6.3%	6.3%	37.5%	43.8%
This information system provides the state assessment data necessary to follow trends in individual student performance over time	15	20.0%	13.3%	6.7%	46.7%	13.3%
This information system provides the state assessment data necessary to follow trends in cohorts (e.g. subgroups, classes, grades) of student performance over time	15	6.7%	6.7%	6.7%	73.3%	6.7%
State assessment data in this system is collated so I can easily access multiple types of data (e.g. Math, ELA) in one interface	16	6.3%	12.5%	18.8%	50.0%	12.5%
State assessment data in this system is formatted so I can easily manipulate variables (e.g. gender, SES)	16	6.3%	25.0%	18.8%	37.5%	12.5%
State assessment data in this system is organized by specific skill areas (e.g. learning standards)	16	12.5%	18.8%	6.3%	50.0%	12.5%
State assessment data in this system is so outdated that it's not particularly useful	15	6.7%	66.7%	13.3%	6.7%	6.7%

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This information system is currently capturing all state assessment data necessary to meet my needs	15	13.3%	26.7%	33.3%	20.0%	6.7%
In general, I am satisfied with this information system	16	0.0%	12.5%	25.0%	43.8%	18.8%

Table 5. Regarding Measure Up, to what extent do you agree with the following statements?

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can easily access/extract the state assessment data necessary to meet my decision-making needs	4	0.0%	0.0%	0.0%	0.0%	100.0%
I am confident that 95 percent of the state assessment data captured by this information system is accurate	4	0.0%	0.0%	0.0%	50.0%	50.0%
The district/school has taken steps (e.g. data audits) to ensure that the state assessment data captured by this information system(s) is accurate	4	0.0%	0.0%	25.0%	25.0%	50.0%
This information system provides the state assessment data necessary to follow trends in individual student performance over time	4	0.0%	25.0%	0.0%	50.0%	25.0%
This information system provides the state assessment data necessary to follow trends in cohorts (e.g. subgroups, classes, grades) of student performance over time	4	0.0%	25.0%	0.0%	50.0%	25.0%
State assessment data in this system is collated so I can easily access multiple types of data (e.g. Math, ELA) in one interface	4	0.0%	0.0%	0.0%	50.0%	50.0%
State assessment data in this system is formatted so I can easily manipulate variables (e.g. gender, SES)	4	0.0%	0.0%	25.0%	25.0%	50.0%
State assessment data in this system is organized by specific skill areas (e.g. learning standards)	4	0.0%	75.0%	0.0%	0.0%	25.0%
State assessment data in this system is so outdated that it's not particularly useful	4	50.0%	50.0%	0.0%	0.0%	0.0%
This information system is currently capturing all state assessment data necessary to meet my needs	4	0.0%	0.0%	50.0%	25.0%	25.0%
In general, I am satisfied with this information system	4	0.0%	0.0%	0.0%	50.0%	50.0%

Table 6. Regarding Item analysis, to what extent do you agree with the following statements?

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can easily access/extract the state assessment data necessary to meet my decision-making needs	25	0.0%	16.0%	12.0%	56.0%	16.0%
I am confident that 95 percent of the state assessment data captured by this information system is accurate	25	0.0%	0.0%	12.0%	56.0%	32.0%
The district/school has taken steps (e.g. data audits) to ensure that the state assessment data captured by this information system(s) is accurate	25	4.0%	4.0%	4.0%	48.0%	40.0%
This information system provides the state assessment data necessary to follow trends in individual student performance over time	25	24.0%	28.0%	0.0%	36.0%	12.0%
This information system provides the state assessment data necessary to follow trends in cohorts (e.g. subgroups, classes, grades) of student performance over time	25	20.0%	24.0%	12.0%	36.0%	8.0%
State assessment data in this system is collated so I can easily access multiple types of data (e.g. Math, ELA) in one interface	24	12.5%	20.8%	8.3%	50.0%	8.3%
State assessment data in this system is formatted so I can easily manipulate variables (e.g. gender, SES)	24	25.0%	33.3%	16.7%	20.8%	4.2%
State assessment data in this system is organized by specific skill areas (e.g. learning standards)	24	4.2%	16.7%	0.0%	58.3%	20.8%
State assessment data in this system is so outdated that it's not particularly useful	24	16.7%	62.5%	12.5%	4.2%	4.2%
This information system is currently capturing all state assessment data necessary to meet my needs	25	24.0%	40.0%	20.0%	12.0%	4.0%
In general, I am satisfied with this information system	25	12.0%	20.0%	28.0%	36.0%	4.0%

Table 7. Regarding DASL/DSL, to what extent do you agree with the following statements?

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can easily access/extract the state assessment data necessary to meet my decision-making needs	30	0.0%	6.7%	6.7%	63.3%	23.3%
I am confident that 95 percent of the state assessment data captured by this information system is accurate	30	0.0%	0.0%	6.7%	56.7%	36.7%
The district/school has taken steps (e.g.	29	3.4%	6.9%	6.9%	48.3%	34.5%

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
data audits) to ensure that the state assessment data captured by this information system(s) is accurate						
This information system provides the state assessment data necessary to follow trends in individual student performance over time	31	3.2%	9.7%	12.9%	58.1%	16.1%
This information system provides the state assessment data necessary to follow trends in cohorts (e.g. subgroups, classes, grades) of student performance over time	30	3.3%	16.7%	20.0%	40.0%	20.0%
State assessment data in this system is collated so I can easily access multiple types of data (e.g. Math, ELA) in one interface	28	7.1%	10.7%	14.3%	60.7%	7.1%
State assessment data in this system is formatted so I can easily manipulate variables (e.g. gender, SES)	30	6.7%	13.3%	16.7%	60.0%	3.3%
State assessment data in this system is organized by specific skill areas (e.g. learning standards)	28	7.1%	21.4%	28.6%	39.3%	3.6%
State assessment data in this system is so outdated that it's not particularly useful	30	16.7%	46.7%	23.3%	13.3%	0.0%
This information system is currently capturing all state assessment data necessary to meet my needs	31	12.9%	25.8%	22.6%	35.5%	3.2%
In general, I am satisfied with this information system	31	6.5%	12.9%	12.9%	58.1%	9.7%

Table 8. Regarding vendor-provided data management systems, to what extent do you agree with the following statements?

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can easily access/extract the state assessment data necessary to meet my decision-making needs	6	0.0%	16.7%	16.7%	33.3%	33.3%
I am confident that 95 percent of the state assessment data captured by this information system is accurate	6	0.0%	16.7%	16.7%	50.0%	16.7%
The district/school has taken steps (e.g. data audits) to ensure that the state assessment data captured by this information system(s) is accurate	6	0.0%	33.3%	0.0%	33.3%	33.3%
This information system provides the state assessment data necessary to follow trends in individual student performance over time	6	0.0%	16.7%	50.0%	0.0%	33.3%
This information system provides the state assessment data necessary to follow trends in cohorts (e.g. subgroups,	6	0.0%	16.7%	33.3%	16.7%	33.3%

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
classes, grades) of student performance over time						
State assessment data in this system is collated so I can easily access multiple types of data (e.g. Math, ELA) in one interface	5	0.0%	40.0%	0.0%	20.0%	40.0%
State assessment data in this system is formatted so I can easily manipulate variables (e.g. gender, SES)	5	0.0%	40.0%	0.0%	0.0%	60.0%
State assessment data in this system is organized by specific skill areas (e.g. learning standards)	5	0.0%	40.0%	0.0%	20.0%	40.0%
State assessment data in this system is so outdated that it's not particularly useful	5	20.0%	40.0%	20.0%	20.0%	0.0%
This information system is currently capturing all state assessment data necessary to meet my needs	5	0.0%	40.0%	0.0%	20.0%	40.0%
In general, I am satisfied with this information system	5	0.0%	20.0%	20.0%	20.0%	40.0%

Table 9. Regarding locally-developed data management systems, to what extent do you agree with the following statements?

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can easily access/extract the state assessment data necessary to meet my decision-making needs	10	10.0%	10.0%	0.0%	30.0%	50.0%
I am confident that 95 percent of the state assessment data captured by this information system is accurate	10	10.0%	10.0%	0.0%	40.0%	40.0%
The district/school has taken steps (e.g. data audits) to ensure that the state assessment data captured by this information system(s) is accurate	10	10.0%	10.0%	10.0%	40.0%	30.0%
This information system provides the state assessment data necessary to follow trends in individual student performance over time	9	11.1%	11.1%	0.0%	55.6%	22.2%
This information system provides the state assessment data necessary to follow trends in cohorts (e.g. subgroups, classes, grades) of student performance over time	10	10.0%	0.0%	0.0%	50.0%	40.0%
State assessment data in this system is collated so I can easily access multiple types of data (e.g. Math, ELA) in one interface	10	0.0%	20.0%	10.0%	50.0%	20.0%
State assessment data in this system is formatted so I can easily manipulate variables (e.g. gender, SES)	10	10.0%	0.0%	20.0%	60.0%	10.0%
State assessment data in this system is	10	0.0%	0.0%	20.0%	70.0%	10.0%

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
organized by specific skill areas (e.g. learning standards)						
State assessment data in this system is so outdated that it's not particularly useful	9	66.7%	22.2%	0.0%	11.1%	0.0%
This information system is currently capturing all state assessment data necessary to meet my needs	10	0.0%	30.0%	20.0%	40.0%	10.0%
In general, I am satisfied with this information system	10	0.0%	10.0%	40.0%	30.0%	20.0%

Table 10. Regarding eSIS, to what extent do you agree with the following statements?

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can easily access/extract the state assessment data necessary to meet my decision-making needs	9	11.1%	11.1%	0.0%	55.6%	22.2%
I am confident that 95 percent of the state assessment data captured by this information system is accurate	9	0.0%	22.2%	11.1%	55.6%	11.1%
The district/school has taken steps (e.g. data audits) to ensure that the state assessment data captured by this information system(s) is accurate	9	0.0%	11.1%	0.0%	77.8%	11.1%
This information system provides the state assessment data necessary to follow trends in individual student performance over time	9	0.0%	33.3%	11.1%	44.4%	11.1%
This information system provides the state assessment data necessary to follow trends in cohorts (e.g. subgroups, classes, grades) of student performance over time	9	0.0%	44.4%	0.0%	44.4%	11.1%
State assessment data in this system is collated so I can easily access multiple types of data (e.g. Math, ELA) in one interface	9	11.1%	33.3%	22.2%	22.2%	11.1%
State assessment data in this system is formatted so I can easily manipulate variables (e.g. gender, SES)	9	11.1%	33.3%	0.0%	55.6%	0.0%
State assessment data in this system is organized by specific skill areas (e.g. learning standards)	9	11.1%	33.3%	11.1%	44.4%	0.0%
State assessment data in this system is so outdated that it's not particularly useful	9	11.1%	44.4%	11.1%	22.2%	11.1%
This information system is currently capturing all state assessment data necessary to meet my needs	9	11.1%	33.3%	11.1%	44.4%	0.0%
In general, I am satisfied with this	9	0.0%	22.2%	11.1%	55.6%	11.1%

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
information system						

Table 11. Regarding Other evaluation systems, to what extent do you agree with the following statements?

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can easily access/extract the state assessment data necessary to meet my decision-making needs	2	50.0%	0.0%	0.0%	0.0%	50.0%
I am confident that 95 percent of the state assessment data captured by this information system is accurate	2	0.0%	0.0%	0.0%	0.0%	100.0%
The district/school has taken steps (e.g. data audits) to ensure that the state assessment data captured by this information system(s) is accurate	2	0.0%	0.0%	0.0%	50.0%	50.0%
This information system provides the state assessment data necessary to follow trends in individual student performance over time	1	100.0%	0.0%	0.0%	0.0%	0.0%
This information system provides the state assessment data necessary to follow trends in cohorts (e.g. subgroups, classes, grades) of student performance over time	1	100.0%	0.0%	0.0%	0.0%	0.0%
State assessment data in this system is collated so I can easily access multiple types of data (e.g. Math, ELA) in one interface	1	100.0%	0.0%	0.0%	0.0%	0.0%
State assessment data in this system is formatted so I can easily manipulate variables (e.g. gender, SES)	1	100.0%	0.0%	0.0%	0.0%	0.0%
State assessment data in this system is organized by specific skill areas (e.g. learning standards)	1	100.0%	0.0%	0.0%	0.0%	0.0%
State assessment data in this system is so outdated that it's not particularly useful	1	0.0%	0.0%	0.0%	100.0%	0.0%
This information system is currently capturing all state assessment data necessary to meet my needs	0	0.0%	0.0%	0.0%	0.0%	0.0%
In general, I am satisfied with this information system	1	100.0%	0.0%	0.0%	0.0%	0.0%

Figure 1. How do you primarily access state assessment data? (n=195)

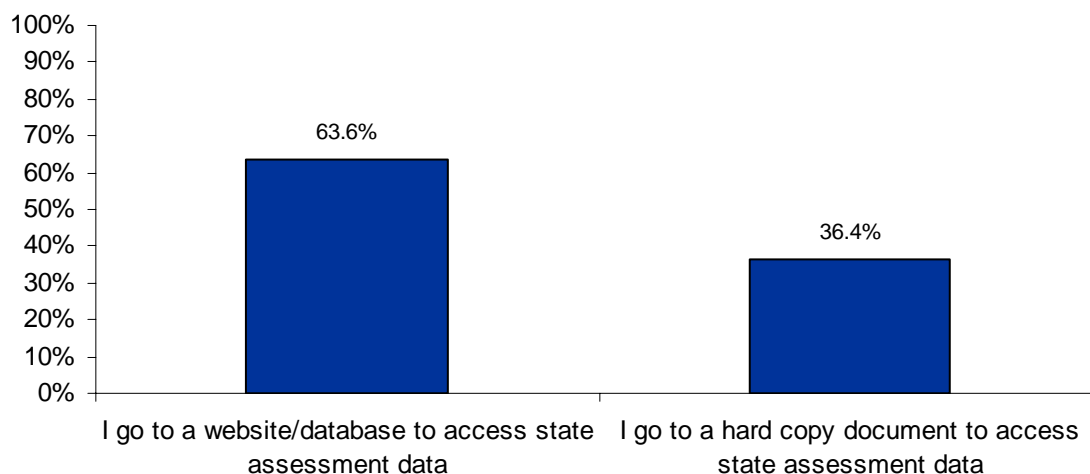


Table 12. Do you need more state assessment data in order to improve your decision making? (please check all that apply)

	n	Percent
Yes- More student level data	115	59.6%
Yes- More teacher/class level data	113	58.5%
Yes- More grade level data	78	40.4%
Yes- More school level data	63	32.6%
No- I have sufficient quantities of state assessment data	54	28.0%

Table 13. Do you need better access to state assessment data in order to improve your decision making? (please check all that apply)

	n	Percent
Yes - Better access to student level data	116	60.1%
Yes - Better access to teacher/class level data	113	58.5%
Yes - Better access to grade level data	81	42.0%
Yes - Better access to school level data	70	36.3%
No - I have sufficient access to state assessment data	51	26.4%

Table 14. Please consider your use of any state assessment data (e.g. OGT, grade 3-8 Achievement Tests) when answering the following questions. How often do you:

	n	Daily	Weekly	Monthly	Quarterly	Annually	Never
Identify individual student performance levels	196	3.1%	11.7%	26.5%	19.4%	29.1%	10.2%
Compare individual student performance levels with the performance of a larger group (e.g. class, grade level) of students	195	1.5%	9.2%	24.6%	21.0%	30.8%	12.8%
Graph (or view graphs of) state assessment data	196	0.5%	7.1%	21.4%	23.5%	35.2%	12.2%
Interpret patterns in program strengths and/or weaknesses from state assessment data	195	1.5%	7.7%	17.9%	26.7%	32.8%	13.3%

	n	Daily	Weekly	Monthly	Quarterly	Annually	Never
Explore the underlying reason(s) for student performance on state assessments	194	4.6%	14.9%	20.1%	26.8%	20.1%	13.4%
Develop and/or modify curricular/instructional programs based on state assessment data	197	3.6%	11.7%	11.7%	20.8%	36.5%	15.7%
Implement data-based curricular/instructional programs (e.g. using student proficiency levels to adopt a new reading program or modify an existing one)	197	2.5%	7.6%	9.6%	14.2%	46.7%	19.3%

Table 15. Please consider your use of any state assessment data (e.g. OGT, grade 3-8 Achievement Tests) when answering the following questions.

How often do you:

	n	Daily	Weekly	Monthly	Quarterly	Annually	Never
Target interventions for low-performing students	196	12.8%	16.8%	17.9%	18.9%	17.9%	15.8%
Assess whether enough state assessment data exist to make a decision	194	1.5%	4.1%	14.9%	21.6%	33.5%	24.2%
Use state assessment data to provide students with access to educational opportunities (such as gifted and talented or remedial programs)	196	2.0%	4.1%	12.8%	16.3%	44.9%	19.9%
Use state assessment data to assess your own professional development needs	195	0.0%	3.1%	10.3%	24.1%	38.5%	24.1%
Use state assessment data to inform students of their progress	196	1.0%	5.6%	7.1%	18.9%	49.0%	18.4%
Use state assessment data to reflect on the effectiveness of your past decisions	196	1.5%	4.1%	9.7%	16.3%	51.0%	17.3%
Use a computer or software program to perform calculations on state assessment data	195	2.6%	5.1%	13.3%	15.4%	25.6%	37.9%

Table 16. How comfortable are you with:

	n	Not comfortable	Somewhat comfortable	Very comfortable	N/A
Using a computer or software program to access calculations on state assessment data?	194	6.7%	31.4%	56.7%	5.2%
Using a computer or software program to perform calculations on state assessment data?	195	14.9%	39.0%	40.0%	6.2%

Figure 2. Have you ever heard of the Ohio Department of Education’s IMS (Instructional Management System)? (n=194)

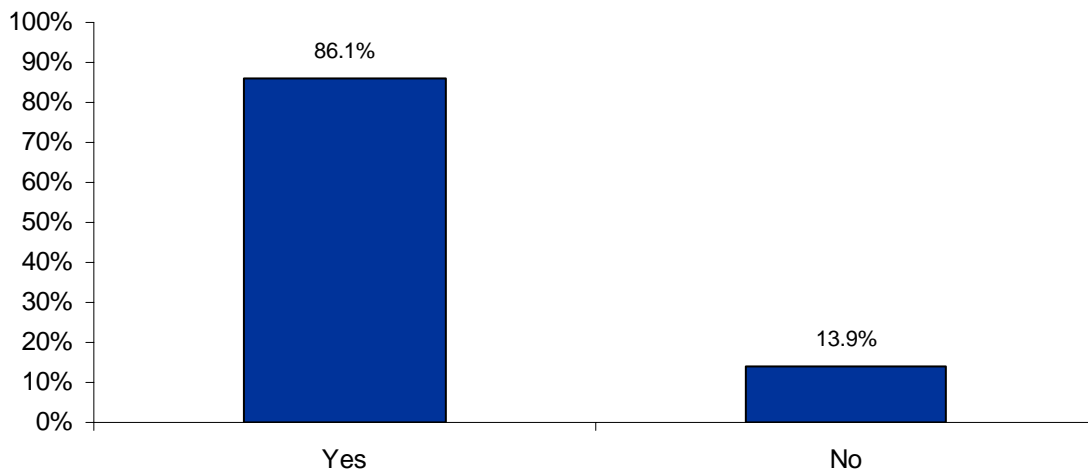


Table 17. If yes, how often do you access the IMS to:

	n	Daily	Weekly	Monthly	Quarterly	Annually	Never
Access instructional standards	186	1.1%	4.8%	12.9%	27.4%	21.5%	32.3%
Access instructional resources	180	1.1%	6.1%	13.9%	27.8%	19.4%	31.7%

Figure 3. How often do you recommend the IMS to teacher(s)? (n=186)

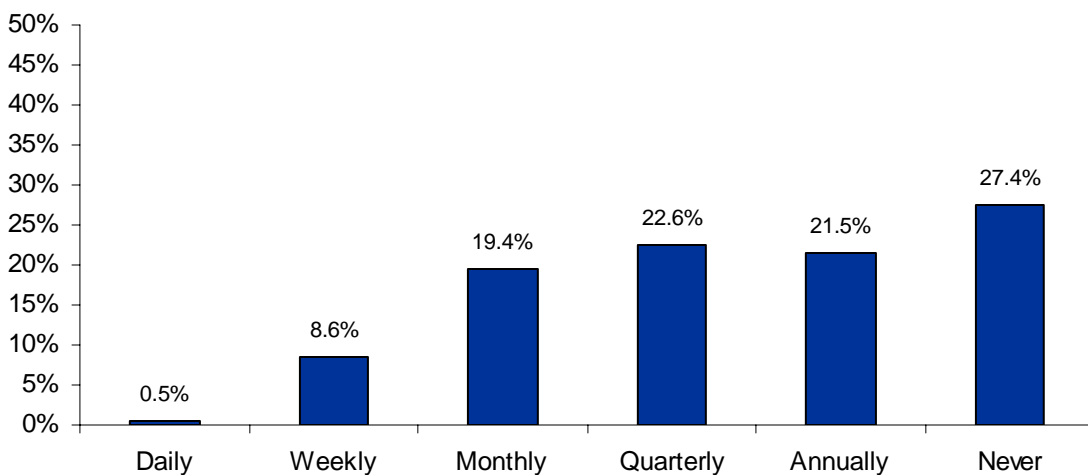


Table 18. How often do you use the following content resources?

	n	Daily	Weekly	Monthly	Quarterly	Annually	Never	I am not aware of this resource
ORC	192	2.1%	9.4%	17.7%	16.7%	16.1%	23.4%	14.6%
INFOhio	192	2.1%	3.6%	12.0%	18.8%	20.3%	36.5%	6.8%

1. PROFESSIONAL DEVELOPMENT SURVEY QUESTIONS

Table 19. Please consider your use of any state assessment data (e.g. OGT, grade 3-8 Achievement Tests) when answering the following questions. Please rate your proficiency level in each of the following areas:

	n	No experience	Novice	Intermediate	Expert
Comparing individual student performance levels with the performance of a larger group (e.g. class, grade level) of students	185	3.8%	11.9%	65.4%	18.9%
Interpreting patterns in program strengths and/or weaknesses from state assessment data	185	4.3%	16.2%	60.0%	19.5%
Exploring the underlying reason(s) for student performance on state assessments	184	5.4%	25.5%	58.7%	10.3%
Developing curricular/instructional programs based on state assessment data	184	7.1%	19.0%	60.9%	13.0%
Implementing data-based curricular/instructional programs	185	5.9%	19.5%	61.6%	13.0%
Targeting interventions for low performing students	185	5.4%	17.8%	61.6%	15.1%

Table 20. How often do you participate in professional development that addresses the following topics:

	n	At least weekly	Monthly	Quarterly	Annually	Never
Reading state assessment data accurately	183	5.5%	20.2%	36.1%	31.1%	7.1%
Comparing individual student performance levels with the performance of a larger group (e.g. class, grade level) of students	183	4.4%	16.4%	35.5%	36.6%	7.1%
Interpreting patterns in curricular program strengths and/or weaknesses from state assessment data	183	3.8%	19.1%	31.1%	35.5%	10.4%
Exploring the underlying reason(s) for student performance on state assessments	183	6.6%	16.9%	32.8%	31.7%	12.0%
Developing curricular/instructional programs based on state assessment data	184	3.8%	19.6%	24.5%	37.0%	15.2%
Implementing data-based curricular/instructional programs	182	7.7%	16.5%	23.6%	36.8%	15.4%
Targeting interventions for low performing students	183	14.2%	21.3%	26.8%	25.1%	12.6%
Training in how to use specific state assessment data tools/interfaces	184	2.2%	16.8%	31.0%	32.6%	17.4%

Table 21. How important are each of the following professional development characteristics for facilitating your understanding and use of state assessment data?

	n	Not Important	Somewhat Important	Very Important
Differentiated for existing skill levels	185	3.2%	27.0%	69.7%
Offered in multiple formats (e.g. study guide, workshop)	184	4.3%	40.8%	54.9%
Participant-directed (e.g. online tutorial)	185	18.4%	51.4%	30.3%
Offered on site (e.g. at schools or districts rather than regionally)	185	9.2%	28.6%	62.2%
Offered regionally	184	16.3%	60.9%	22.8%
Delivered by local staff (e.g. 'train the trainer' approach)	186	10.2%	38.2%	51.6%
Uses participants' data (rather than general or 'sample' data) to convey concepts and skills	185	2.2%	22.2%	75.7%
Question-focused/inquiry-oriented	184	2.2%	37.0%	60.9%
Provides models (e.g. 'success stories' from other teachers)	182	7.1%	43.4%	49.5%
Conveys the 'big picture' of why using state assessment data is important	184	6.0%	31.5%	62.5%
Addresses barriers to using state assessment data	184	2.7%	42.9%	54.3%
Provides training in the tools/interfaces used to analyze and use state assessment data	185	2.2%	20.5%	77.3%

Table 22. Using the list of professional development characteristics presented in questions 41-52, please identify the characteristic that is *most* essential for facilitating your understanding and use of state assessment data?

	n	Percent
Uses participants' data (rather than general or 'sample' data) to convey concepts and skills	56	30.9%
Offered on site (e.g. at schools or districts rather than regionally)	31	17.1%
Differentiated for existing skill levels	27	14.9%
Provides training in the tools/interfaces used to analyze and use state assessment data	20	11.0%
Delivered by local staff (e.g. 'train the trainer' approach)	11	6.1%
Conveys the 'big picture' of why using state assessment data is important	9	5.0%
Provides models (e.g. 'success stories' from other teachers)	8	4.4%
Offered in multiple formats (e.g. study guide, workshop)	7	3.9%
Participant-directed (e.g. online tutorial)	6	3.3%
Question-focused/inquiry-oriented	3	1.7%
Offered regionally	2	1.1%
Addresses the barriers to using state assessment data	1	0.6%

Table 23. Using the list of professional development characteristics presented in questions 41-52, please identify the characteristic that is *least* essential for facilitating your understanding and use of state assessment data?

	n	Percent
Participant-directed (e.g. online tutorial)	41	22.5%
Offered regionally	40	22.0%
Provides models (e.g. 'success stories' from other teachers)	21	11.5%
Conveys the 'big picture' of why using state assessment data is important	14	7.7%
Addresses the barriers to using state assessment data	13	7.1%
Delivered by local staff (e.g. 'train the trainer' approach)	11	6.0%
Offered in multiple formats (e.g. study guide, workshop)	10	5.5%
Differentiated for existing skill levels	8	4.4%
Offered on site (e.g. at schools or districts rather than regionally)	8	4.4%
Question-focused/inquiry-oriented	8	4.4%
Provides training in the tools/interfaces used to analyze and use state assessment data	4	2.2%
Uses participants' data (rather than general or 'sample' data) to convey concepts and skills	4	2.2%

2. QUESTIONS THAT APPEAR ON BOTH THE DATA USAGE AND PROFESSIONAL DEVELOPMENT SURVEYS

Table 24. Please consider your use of any state assessment data (e.g. OGT, grade 3-8 Achievement Tests) when answering the following questions.

	n	Not emphasized	Somewhat emphasized	Strongly emphasized
To what extent are strategies for completing multiple choice questions on state assessments emphasized in your district/school?	373	2.9%	49.1%	48.0%
To what extent are strategies for completing extended-response questions on state assessments emphasized in your district/school?	374	0.3%	22.7%	77.0%

Table 25. How often do you cite state assessment data when addressing instructional matters with the following people (e.g. through email, face-to-face communication, in a letter, etc.)?

	n	Daily	A few times a week	A few times a month	A few times a year	Never
Other administrator(s)	377	10.1%	26.3%	42.7%	17.5%	3.4%
Guidance counselor(s)	373	3.2%	12.6%	36.2%	35.4%	12.6%
Teachers	376	11.4%	20.7%	37.5%	22.9%	7.4%
Parents	376	2.1%	6.6%	24.2%	55.1%	12.0%
Students	372	7.8%	12.6%	21.0%	29.0%	29.6%

Figure 4. What percentage of the curricular and instructional meetings you lead (e.g. team/grade level meetings, department meetings, faculty meetings, staff development days) involve discussions about state assessment data?

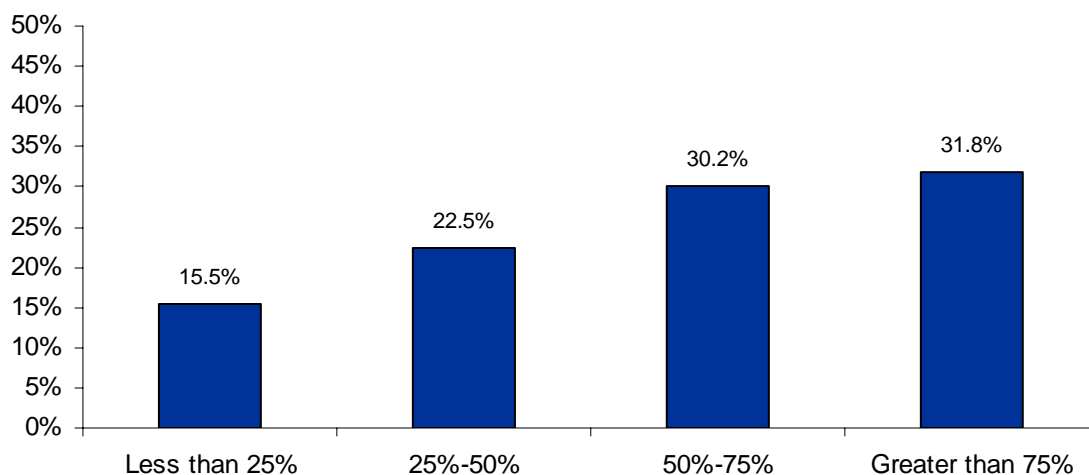


Table 26. How often do you utilize the following supports to facilitate your understanding and/or use of state assessment data?

	n	At least weekly	Monthly	Quarterly	Annually	Never	N/A
Other administrator(s) (building or district level)	378	29.6%	39.7%	18.8%	6.3%	2.6%	2.9%
Regional Educational Service Center staff/specialists	377	7.4%	27.1%	28.4%	15.1%	16.7%	5.3%
Mentor	376	4.0%	11.7%	11.2%	8.5%	31.1%	33.5%
Teachers	372	16.1%	27.4%	22.3%	11.8%	13.4%	8.9%
Release time to work with state assessment data (including working with other people around issues related to state assessment data)	376	6.4%	20.7%	35.6%	15.2%	12.5%	9.6%
Professional development to understand state assessment data	379	3.4%	24.3%	38.5%	26.9%	3.2%	3.7%
Technology tools/applications to support the analysis of state assessment data	379	13.5%	24.8%	29.0%	20.1%	8.4%	4.2%

Table 27. Please indicate the extent to which you agree with the following statements:

	n	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
It is important to use state assessment data to target my decisions around student learning needs	376	1.6%	0.8%	7.4%	42.3%	47.9%
It is more important to use <i>local assessments</i> to focus my decisions than to use <i>state assessment data</i>	374	4.3%	28.6%	28.9%	22.5%	15.8%

	n	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Using state assessment data to target decisions to meet <i>individual student needs</i> improves learning	375	1.3%	3.5%	15.5%	52.0%	27.7%
Using state assessment data to target decisions to meet the needs of an <i>entire class or grade</i> improves learning	375	1.9%	2.4%	12.5%	58.7%	24.5%
It is too time-consuming to make good use of state assessment data	376	26.9%	46.5%	15.2%	9.0%	2.4%
Learning outcomes are achieved more efficiently when I use state assessment data to inform programmatic decisions	375	0.3%	2.4%	18.7%	59.5%	19.2%
Using state assessment data can make my job easier	374	1.6%	7.0%	23.8%	49.5%	18.2%

Table 28. Please indicate the extent to which you agree with the following statements:

	n	Yes	No	I don't know
My district/school has a procedure in place for documenting analyses of state assessment data	377	77.5%	17.2%	5.3%
My district/school has a procedure in place for identifying, recommending and/or implementing intervention strategies based on state assessment data that has been analyzed	376	83.5%	13.6%	2.9%
Administrators have plans to provide teachers with supports (e.g. professional development, release time) that enable them to analyze and/or use state assessment data	378	93.1%	2.9%	4.0%

Table 29. To what extent do you agree with the following statements regarding state assessment data?

	n	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
I need more <i>time</i> in order to better utilize state assessment data	376	1.6%	9.3%	18.6%	50.3%	20.2%
I need more <i>knowledge/understanding(s)</i> in order to better utilize state assessment data	377	2.9%	20.2%	18.6%	42.2%	16.2%
I need more <i>technology</i> in order to better utilize state assessment data	375	3.5%	20.0%	20.8%	37.9%	17.9%
I have sufficient resources to utilize state assessment data	376	9.6%	34.6%	21.5%	32.2%	2.1%

3. SCHOOL LEVEL ADMINISTRATOR DEMOGRAPHICS

Table 1. Are you a:

	n	Percent
Principal	691	100.0%

C. DATA USAGE SURVEY QUESTIONS

Table 2. How often do you use the following information systems/interfaces to access state assessment data?

	n	Daily	Weekly	Monthly	Quarterly	Annually	Never
Local district report card	350	0.6%	9.7%	27.4%	32.6%	28.9%	0.9%
Local school report card	350	2.3%	17.7%	34.9%	28.3%	16.3%	0.6%
Measure Up	350	1.1%	6.0%	10.9%	10.6%	9.1%	62.3%
Item analysis	350	4.9%	18.3%	30.0%	25.4%	14.3%	7.1%
DASL/DSL	350	16.9%	12.9%	7.1%	7.1%	6.6%	49.4%
Vendor-provided data management system	350	5.7%	12.3%	9.7%	7.1%	4.9%	60.3%
Locally-developed data management system	350	12.3%	19.4%	14.3%	14.3%	4.9%	34.9%
eSIS	350	9.1%	6.3%	3.4%	5.7%	4.6%	70.9%
Other	350	6.0%	7.1%	8.6%	6.0%	2.0%	70.3%

Table 3. Regarding local district report cards, to what extent do you agree with the following statements?

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can easily access/extract the state assessment data necessary to meet my decision-making needs	25	4.0%	8.0%	4.0%	48.0%	36.0%
I am confident that 95 percent of the state assessment data captured by this information system is accurate	25	0.0%	12.0%	8.0%	44.0%	36.0%
The district/school has taken steps (e.g. data audits) to ensure that the state assessment data captured by this information system(s) is accurate	24	0.0%	0.0%	0.0%	54.2%	45.8%
This information system provides the state assessment data necessary to follow trends in individual student performance over time	23	0.0%	13.0%	13.0%	43.5%	30.4%
This information system provides the state assessment data necessary to follow trends in cohorts (e.g. subgroups, classes, grades) of student performance over time	24	0.0%	12.5%	8.3%	50.0%	29.2%
State assessment data in this system is collated so I can easily access multiple types of data (e.g. Math, ELA) in one interface	23	4.3%	13.0%	8.7%	52.2%	21.7%
State assessment data in this system is formatted so I can easily manipulate variables (e.g. gender, SES)	23	8.7%	8.7%	8.7%	56.5%	17.4%
State assessment data in this system is organized by specific skill areas (e.g. learning standards)	22	4.5%	9.1%	9.1%	63.6%	13.6%
State assessment data in this system is so outdated that it's not particularly	24	16.7%	54.2%	20.8%	8.3%	0.0%

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
useful						
This information system is currently capturing all state assessment data necessary to meet my needs	24	4.2%	20.8%	33.3%	37.5%	4.2%
In general, I am satisfied with this information system	25	4.0%	20.0%	8.0%	64.0%	4.0%

Table 4. Regarding local school report cards, to what extent do you agree with the following statements?

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can easily access/extract the state assessment data necessary to meet my decision-making needs	156	3.2%	12.2%	7.7%	56.4%	20.5%
I am confident that 95 percent of the state assessment data captured by this information system is accurate	153	2.0%	7.8%	5.9%	60.1%	24.2%
The district/school has taken steps (e.g. data audits) to ensure that the state assessment data captured by this information system(s) is accurate	145	0.7%	2.1%	11.0%	48.3%	37.9%
This information system provides the state assessment data necessary to follow trends in individual student performance over time	152	7.2%	18.4%	13.8%	43.4%	17.1%
This information system provides the state assessment data necessary to follow trends in cohorts (e.g. subgroups, classes, grades) of student performance over time	154	3.9%	12.3%	13.6%	53.2%	16.9%
State assessment data in this system is collated so I can easily access multiple types of data (e.g. Math, ELA) in one interface	150	4.7%	22.0%	18.0%	44.7%	10.7%
State assessment data in this system is formatted so I can easily manipulate variables (e.g. gender, SES)	143	7.0%	28.0%	26.6%	30.8%	7.7%
State assessment data in this system is organized by specific skill areas (e.g. learning standards)	149	4.0%	24.8%	11.4%	51.7%	8.1%

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
State assessment data in this system is so outdated that it's not particularly useful	152	9.2%	52.0%	27.0%	9.2%	2.6%
This information system is currently capturing all state assessment data necessary to meet my needs	152	7.2%	35.5%	17.8%	32.9%	6.6%
In general, I am satisfied with this information system	151	4.6%	19.9%	26.5%	43.0%	6.0%

Table 5. Regarding Measure Up, to what extent do you agree with the following statements?

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can easily access/extract the state assessment data necessary to meet my decision-making needs	4	0.0%	0.0%	25.0%	75.0%	0.0%
I am confident that 95 percent of the state assessment data captured by this information system is accurate	4	0.0%	25.0%	0.0%	75.0%	0.0%
The district/school has taken steps (e.g. data audits) to ensure that the state assessment data captured by this information system(s) is accurate	4	0.0%	0.0%	25.0%	50.0%	25.0%
This information system provides the state assessment data necessary to follow trends in individual student performance over time	4	0.0%	25.0%	25.0%	50.0%	0.0%
This information system provides the state assessment data necessary to follow trends in cohorts (e.g. subgroups, classes, grades) of student performance over time	4	0.0%	0.0%	25.0%	75.0%	0.0%
State assessment data in this system is collated so I can easily access multiple types of data (e.g. Math, ELA) in one interface	4	0.0%	0.0%	0.0%	100.0%	0.0%
State assessment data in this system is formatted so I can easily manipulate variables (e.g. gender, SES)	4	0.0%	0.0%	25.0%	75.0%	0.0%
State assessment data in this system is organized by specific skill areas (e.g.	4	0.0%	0.0%	50.0%	50.0%	0.0%

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
learning standards)						
State assessment data in this system is so outdated that it's not particularly useful	4	0.0%	50.0%	0.0%	50.0%	0.0%
This information system is currently capturing all state assessment data necessary to meet my needs	4	0.0%	50.0%	0.0%	50.0%	0.0%
In general, I am satisfied with this information system	4	0.0%	0.0%	50.0%	50.0%	0.0%

Table 6. Regarding Item analysis, to what extent do you agree with the following statements?

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can easily access/extract the state assessment data necessary to meet my decision-making needs	71	5.6%	8.5%	8.5%	56.3%	21.1%
I am confident that 95 percent of the state assessment data captured by this information system is accurate	71	1.4%	2.8%	9.9%	63.4%	22.5%
The district/school has taken steps (e.g. data audits) to ensure that the state assessment data captured by this information system(s) is accurate	59	5.1%	3.4%	10.2%	54.2%	27.1%
This information system provides the state assessment data necessary to follow trends in individual student performance over time	68	8.8%	7.4%	10.3%	47.1%	26.5%
This information system provides the state assessment data necessary to follow trends in cohorts (e.g. subgroups, classes, grades) of student performance over time	69	4.3%	8.7%	13.0%	50.7%	23.2%
State assessment data in this system is collated so I can easily access multiple types of data (e.g. Math, ELA) in one interface	69	7.2%	14.5%	17.4%	46.4%	14.5%
State assessment data in this system is formatted so I can easily manipulate variables (e.g. gender, SES)	64	7.8%	17.2%	21.9%	43.8%	9.4%
State assessment data in this	70	2.9%	8.6%	10.0%	60.0%	18.6%

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
system is organized by specific skill areas (e.g. learning standards)						
State assessment data in this system is so outdated that it's not particularly useful	67	11.9%	59.7%	16.4%	10.4%	1.5%
This information system is currently capturing all state assessment data necessary to meet my needs	69	8.7%	31.9%	18.8%	37.7%	2.9%
In general, I am satisfied with this information system	70	5.7%	15.7%	18.6%	50.0%	10.0%

Table 7. Regarding DASL/DSL, to what extent do you agree with the following statements?

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can easily access/extract the state assessment data necessary to meet my decision-making needs	36	5.6%	11.1%	5.6%	47.2%	30.6%
I am confident that 95 percent of the state assessment data captured by this information system is accurate	35	0.0%	8.6%	11.4%	48.6%	31.4%
The district/school has taken steps (e.g. data audits) to ensure that the state assessment data captured by this information system(s) is accurate	32	3.1%	3.1%	12.5%	37.5%	43.8%
This information system provides the state assessment data necessary to follow trends in individual student performance over time	34	2.9%	8.8%	17.6%	47.1%	23.5%
This information system provides the state assessment data necessary to follow trends in cohorts (e.g. subgroups, classes, grades) of student performance over time	33	6.1%	15.2%	6.1%	45.5%	27.3%
State assessment data in this system is collated so I can easily access multiple types of data (e.g. Math, ELA) in one interface	30	0.0%	16.7%	13.3%	40.0%	30.0%
State assessment data in this system is formatted so I can easily manipulate variables (e.g. gender, SES)	32	3.1%	15.6%	18.8%	43.8%	18.8%

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
State assessment data in this system is organized by specific skill areas (e.g. learning standards)	29	0.0%	17.2%	20.7%	55.2%	6.9%
State assessment data in this system is so outdated that it's not particularly useful	32	25.0%	46.9%	18.8%	6.3%	3.1%
This information system is currently capturing all state assessment data necessary to meet my needs	33	6.1%	27.3%	12.1%	36.4%	18.2%
In general, I am satisfied with this information system	35	2.9%	8.6%	17.1%	48.6%	22.9%

Table 8. Regarding vendor-provided data management systems, to what extent do you agree with the following statements?

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can easily access/extract the state assessment data necessary to meet my decision-making needs	15	0.0%	0.0%	6.7%	53.3%	40.0%
I am confident that 95 percent of the state assessment data captured by this information system is accurate	15	0.0%	0.0%	13.3%	53.3%	33.3%
The district/school has taken steps (e.g. data audits) to ensure that the state assessment data captured by this information system(s) is accurate	14	0.0%	7.1%	7.1%	42.9%	42.9%
This information system provides the state assessment data necessary to follow trends in individual student performance over time	16	0.0%	12.5%	6.3%	50.0%	31.3%
This information system provides the state assessment data necessary to follow trends in cohorts (e.g. subgroups, classes, grades) of student performance over time	16	6.3%	18.8%	6.3%	43.8%	25.0%
State assessment data in this system is collated so I can easily access multiple types of data (e.g. Math, ELA) in one interface	16	6.3%	18.8%	12.5%	18.8%	43.8%
State assessment data in this system is formatted so I can easily manipulate variables	16	6.3%	31.3%	18.8%	18.8%	25.0%

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
(e.g. gender, SES)						
State assessment data in this system is organized by specific skill areas (e.g. learning standards)	16	0.0%	18.8%	6.3%	37.5%	37.5%
State assessment data in this system is so outdated that it's not particularly useful	16	25.0%	37.5%	18.8%	12.5%	6.3%
This information system is currently capturing all state assessment data necessary to meet my needs	16	6.3%	25.0%	18.8%	25.0%	25.0%
In general, I am satisfied with this information system	17	0.0%	17.6%	23.5%	23.5%	35.3%

Table 9. Regarding locally-developed data management systems, to what extent do you agree with the following statements?

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can easily access/extract the state assessment data necessary to meet my decision-making needs	28	7.1%	3.6%	3.6%	35.7%	50.0%
I am confident that 95 percent of the state assessment data captured by this information system is accurate	28	7.1%	0.0%	14.3%	35.7%	42.9%
The district/school has taken steps (e.g. data audits) to ensure that the state assessment data captured by this information system(s) is accurate	25	4.0%	8.0%	4.0%	32.0%	52.0%
This information system provides the state assessment data necessary to follow trends in individual student performance over time	28	7.1%	3.6%	7.1%	28.6%	53.6%
This information system provides the state assessment data necessary to follow trends in cohorts (e.g. subgroups, classes, grades) of student performance over time	27	7.4%	7.4%	3.7%	33.3%	48.1%
State assessment data in this system is collated so I can easily access multiple types of data (e.g. Math, ELA) in one interface	27	3.7%	11.1%	7.4%	51.9%	25.9%
State assessment data in this	25	0.0%	20.0%	12.0%	40.0%	28.0%

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
system is formatted so I can easily manipulate variables (e.g. gender, SES)						
State assessment data in this system is organized by specific skill areas (e.g. learning standards)	25	4.0%	16.0%	8.0%	40.0%	32.0%
State assessment data in this system is so outdated that it's not particularly useful	28	35.7%	32.1%	10.7%	7.1%	14.3%
This information system is currently capturing all state assessment data necessary to meet my needs	28	3.6%	14.3%	14.3%	39.3%	28.6%
In general, I am satisfied with this information system	28	3.6%	7.1%	17.9%	46.4%	25.0%

Table 10. Regarding eSIS, to what extent do you agree with the following statements?

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can easily access/extract the state assessment data necessary to meet my decision-making needs	9	33.3%	11.1%	11.1%	33.3%	11.1%
I am confident that 95 percent of the state assessment data captured by this information system is accurate	8	12.5%	0.0%	25.0%	37.5%	25.0%
The district/school has taken steps (e.g. data audits) to ensure that the state assessment data captured by this information system(s) is accurate	6	0.0%	0.0%	33.3%	50.0%	16.7%
This information system provides the state assessment data necessary to follow trends in individual student performance over time	9	11.1%	11.1%	22.2%	44.4%	11.1%
This information system provides the state assessment data necessary to follow trends in cohorts (e.g. subgroups, classes, grades) of student performance over time	9	33.3%	11.1%	11.1%	33.3%	11.1%
State assessment data in this system is collated so I can easily access multiple types of data (e.g. Math, ELA) in one interface	6	33.3%	33.3%	16.7%	16.7%	0.0%

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
State assessment data in this system is formatted so I can easily manipulate variables (e.g. gender, SES)	6	50.0%	16.7%	16.7%	16.7%	0.0%
State assessment data in this system is organized by specific skill areas (e.g. learning standards)	7	28.6%	14.3%	14.3%	28.6%	14.3%
State assessment data in this system is so outdated that it's not particularly useful	7	0.0%	14.3%	42.9%	14.3%	28.6%
This information system is currently capturing all state assessment data necessary to meet my needs	6	33.3%	33.3%	33.3%	0.0%	0.0%
In general, I am satisfied with this information system	7	42.9%	14.3%	14.3%	14.3%	14.3%

Table 11. Regarding Other evaluation systems, to what extent do you agree with the following statements?

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can easily access/extract the state assessment data necessary to meet my decision-making needs	3	0.0%	0.0%	0.0%	66.7%	33.3%
I am confident that 95 percent of the state assessment data captured by this information system is accurate	3	0.0%	0.0%	0.0%	33.3%	66.7%
The district/school has taken steps (e.g. data audits) to ensure that the state assessment data captured by this information system(s) is accurate	3	0.0%	0.0%	0.0%	33.3%	66.7%
This information system provides the state assessment data necessary to follow trends in individual student performance over time	3	0.0%	0.0%	0.0%	33.3%	66.7%
This information system provides the state assessment data necessary to follow trends in cohorts (e.g. subgroups, classes, grades) of student performance over time	3	0.0%	0.0%	0.0%	66.7%	33.3%
State assessment data in this system is collated so I can easily access multiple types of data (e.g. Math, ELA) in	3	0.0%	33.3%	0.0%	33.3%	33.3%

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
one interface						
State assessment data in this system is formatted so I can easily manipulate variables (e.g. gender, SES)	3	0.0%	33.3%	0.0%	33.3%	33.3%
State assessment data in this system is organized by specific skill areas (e.g. learning standards)	3	0.0%	33.3%	0.0%	66.7%	0.0%
State assessment data in this system is so outdated that it's not particularly useful	3	33.3%	66.7%	0.0%	0.0%	0.0%
This information system is currently capturing all state assessment data necessary to meet my needs	3	0.0%	0.0%	66.7%	33.3%	0.0%
In general, I am satisfied with this information system	3	0.0%	0.0%	33.3%	66.7%	0.0%

Figure 1. How do you primarily access state assessment data? (n=349)

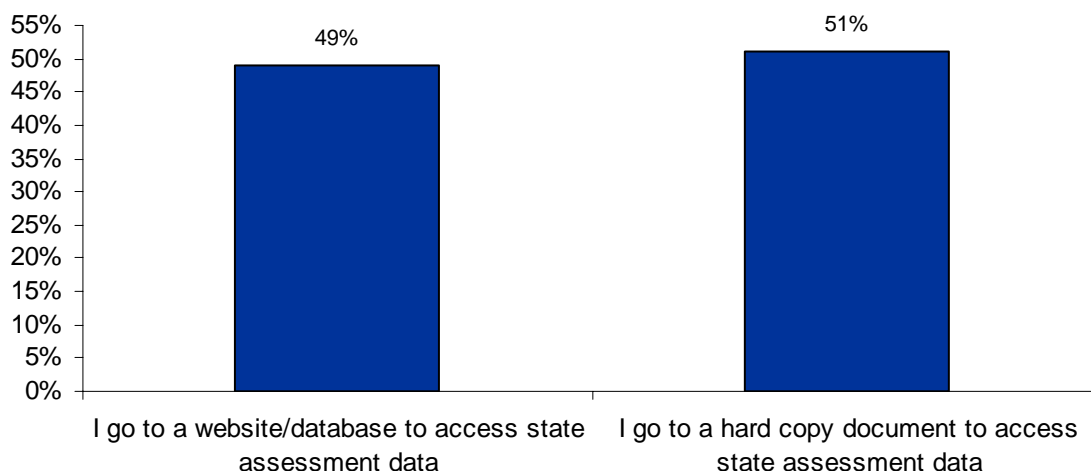


Table 12. Do you need more state assessment data in order to improve your decision making? (please check all that apply)

	n	Percent
Yes- More student level data	230	66.1%
Yes- More teacher/class level data	197	56.6%
Yes- More grade level data	140	40.2%
Yes- More school level data	107	30.7%
No- I have sufficient quantities of state assessment data	87	25.0%

Table 13. Do you need better access to state assessment data in order to improve your decision making? (please check all that apply)

	n	Percent
Yes - Better access to student level data	222	63.6%
Yes - Better access to teacher/class level data	185	53.0%

Yes - Better access to grade level data	142	40.7%
Yes - Better access to school level data	115	33.0%
No - I have sufficient access to state assessment data	101	28.9%

Table 14. Please consider your use of any state assessment data (e.g. OGT, grade 3-8 Achievement Tests) when answering the following questions. How often do you:

	n	Daily	Weekly	Monthly	Quarterly	Annually	Never
Identify individual student performance levels	348	2.9%	19.5%	30.2%	30.2%	16.1%	1.1%
Compare individual student performance levels with the performance of a larger group (e.g. class, grade level) of students	349	1.4%	12.9%	28.1%	30.9%	23.8%	2.9%
Graph (or view graphs of) state assessment data	348	1.1%	5.5%	17.5%	33.9%	31.9%	10.1%
Interpret patterns in program strengths and/or weaknesses from state assessment data	349	1.7%	8.6%	20.9%	32.4%	31.2%	5.2%
Explore the underlying reason(s) for student performance on state assessments	348	3.4%	14.7%	26.4%	28.2%	24.7%	2.6%
Develop and/or modify curricular/instructional programs based on state assessment data	349	3.7%	11.5%	19.2%	26.9%	36.7%	2.0%
Implement data-based curricular/instructional programs (e.g. using student proficiency levels to adopt a new reading program or modify an existing one)	347	2.0%	6.1%	13.3%	17.6%	48.7%	12.4%

Table 15. Please consider your use of any state assessment data (e.g. OGT, grade 3-8 Achievement Tests) when answering the following questions. How often do you:

	n	Daily	Weekly	Monthly	Quarterly	Annually	Never
Target interventions for low-performing students	350	14.9%	25.4%	26.0%	21.1%	11.7%	0.9%
Assess whether enough state assessment data exist to make a decision	348	1.7%	5.5%	14.9%	22.4%	35.3%	20.1%
Use state assessment data to provide students with access to educational opportunities (such as gifted and talented or remedial programs)	348	1.7%	7.2%	12.9%	19.5%	44.3%	14.4%

	n	Daily	Weekly	Monthly	Quarterly	Annually	Never
Use state assessment data to assess your own professional development needs	348	1.1%	2.3%	13.5%	22.1%	50.9%	10.1%
Use state assessment data to inform students of their progress	349	1.1%	3.4%	8.6%	24.1%	56.2%	6.6%
Use state assessment data to reflect on the effectiveness of your past decisions	348	2.0%	2.0%	10.3%	23.6%	58.3%	3.7%
Use a computer or software program to perform calculations on state assessment data	347	1.4%	1.2%	8.4%	19.0%	16.7%	53.3%

Table 16. How comfortable are you with:

	n	Not comfortable	Somewhat comfortable	Very comfortable	N/A
Using a computer or software program to access calculations on state assessment data?	348	15.2%	44.3%	37.6%	2.9%
Using a computer or software program to perform calculations on state assessment data?	347	31.4%	40.6%	24.8%	3.2%

Figure 2. Have you ever heard of the Ohio Department of Education’s IMS (Instructional Management System)? (n=350)

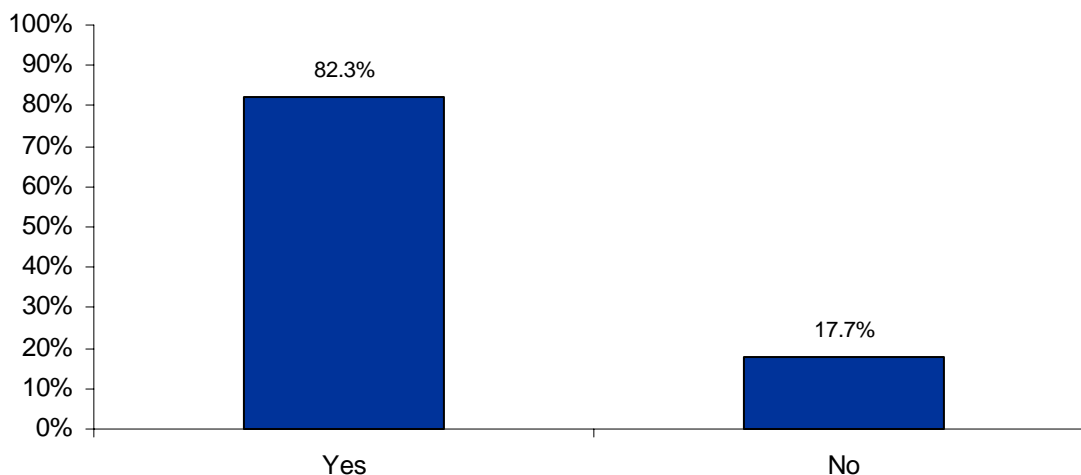


Table 17. If yes, how often do you access the IMS to:

	n	Daily	Weekly	Monthly	Quarterly	Annually	Never
Access instructional standards	312	0.3%	5.1%	13.1%	20.8%	22.8%	37.8%
Access instructional resources	305	0.0%	6.9%	15.7%	17.4%	20.3%	39.7%

Figure 3. How often do you recommend the IMS to teacher(s)? (n=332)

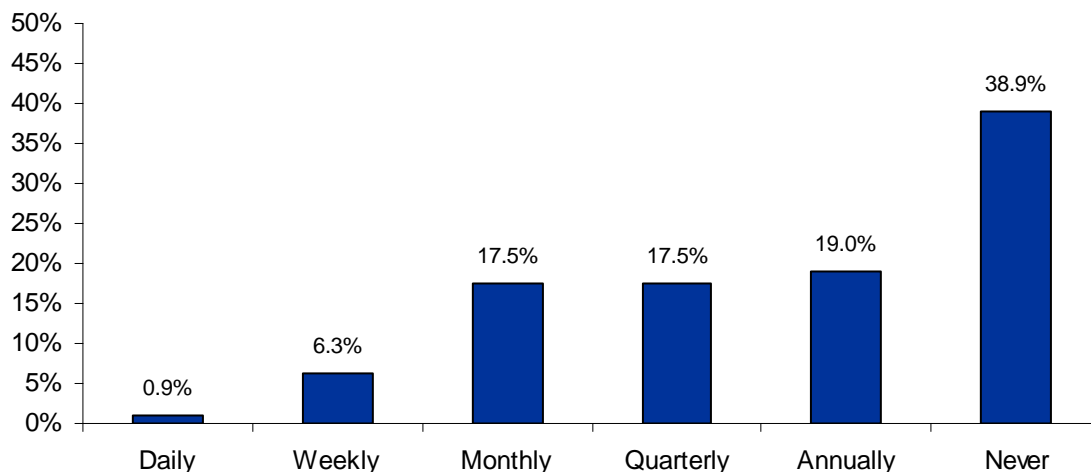


Table 18. How often do you use the following content resources?

	n	Daily	Weekly	Monthly	Quarterly	Annually	Never	I am not aware of this resource
ORC	343	0.6%	4.7%	11.7%	16.3%	14.6%	20.7%	31.5%
INFOhio	342	2.0%	4.7%	14.3%	21.6%	18.1%	24.0%	15.2%

4. PROFESSIONAL DEVELOPMENT SURVEY QUESTIONS

Table 19. Please consider your use of any state assessment data (e.g. OGT, grade 3-8 Achievement Tests) when answering the following questions.

Please rate your proficiency level in each of the following areas:

	n	No experience	Novice	Intermediate	Expert
Comparing individual student performance levels with the performance of a larger group (e.g. class, grade level) of students	340	0.9%	13.2%	73.8%	12.1%
Interpreting patterns in program strengths and/or weaknesses from state assessment data	338	1.2%	23.4%	65.1%	10.4%
Exploring the underlying reason(s) for student performance on state assessments	337	1.5%	31.5%	62.0%	5.0%
Developing curricular/instructional programs based on state assessment data	339	3.5%	33.9%	58.7%	3.8%
Implementing data-based curricular/instructional programs	340	2.6%	33.2%	58.2%	5.9%
Targeting interventions for low performing students	338	0.3%	19.2%	69.2%	11.2%

Table 20. How often do you participate in professional development that addresses the following topics:

	n	At least weekly	Monthly	Quarterly	Annually	Never
Reading state assessment data accurately	338	4.4%	13.0%	26.9%	48.8%	6.8%
Comparing individual student performance levels with the performance of a larger group (e.g. class, grade level) of students	340	5.9%	14.7%	30.9%	38.8%	9.7%
Interpreting patterns in curricular program strengths and/or weaknesses from state assessment data	339	4.4%	12.4%	26.0%	44.8%	12.4%
Exploring the underlying reason(s) for student performance on state assessments	339	7.1%	17.1%	23.3%	38.3%	14.2%
Developing curricular/instructional programs based on state assessment data	337	4.2%	16.0%	18.4%	50.1%	11.3%
Implementing data-based curricular/instructional programs	339	7.1%	17.4%	21.5%	42.8%	11.2%
Targeting interventions for low performing students	340	22.4%	20.6%	27.6%	25.9%	3.5%
Training in how to use specific state assessment data tools/interfaces	336	1.2%	11.3%	26.2%	41.1%	20.2%

Table 21. How important are each of the following professional development characteristics for facilitating your understanding and use of state assessment data?

	n	Not Important	Somewhat Important	Very Important
Differentiated for existing skill levels	340	1.5%	29.1%	69.4%
Offered in multiple formats (e.g. study guide, workshop)	341	2.1%	44.6%	53.4%
Participant-directed (e.g. online tutorial)	339	21.5%	56.6%	21.8%
Offered on site (e.g. at schools or districts rather than regionally)	340	5.0%	30.6%	64.4%
Offered regionally	336	17.6%	61.6%	20.8%
Delivered by local staff (e.g. 'train the trainer' approach)	340	11.8%	45.0%	43.2%
Uses participants' data (rather than general or 'sample' data) to convey concepts and skills	341	1.5%	24.3%	74.2%
Question-focused/inquiry-oriented	340	2.6%	40.0%	57.4%
Provides models (e.g. 'success stories' from other teachers)	340	6.5%	40.9%	52.6%
Conveys the 'big picture' of why using state assessment data is important	339	7.4%	40.7%	51.9%
Addresses barriers to using state assessment data	341	4.7%	43.4%	51.9%
Provides training in the tools/interfaces used to analyze and use state assessment data	338	1.2%	29.6%	69.2%

Table 22. Using the list of professional development characteristics presented in questions 41-52, please identify the characteristic that is *most* essential for facilitating your understanding and use of state assessment data?

	n	Percent
Uses participants' data (rather than general or 'sample' data) to convey concepts and skills	112	33.2%
Differentiated for existing skill levels	56	16.6%
Offered on site (e.g. at schools or districts rather than regionally)	55	16.3%
Provides training in the tools/interfaces used to analyze and use state assessment data	44	13.1%
Offered in multiple formats (e.g. study guide, workshop)	19	5.6%
Delivered by local staff (e.g. 'train the trainer' approach)	14	4.2%
Provides models (e.g. 'success stories' from other teachers)	13	3.9%
Question-focused/inquiry-oriented	9	2.7%
Conveys the 'big picture' of why using state assessment data is important	7	2.1%
Offered regionally	5	1.5%
Participant-directed (e.g. online tutorial)	2	.6%
Addresses the barriers to using state assessment data	1	.3%

Table 23. Using the list of professional development characteristics presented in questions 41-52, please identify the characteristic that is *least* essential for facilitating your understanding and use of state assessment data?

	n	Percent
Participant-directed (e.g. online tutorial)	84	25.1%
Offered regionally	67	20.1%
Conveys the 'big picture' of why using state assessment data is important	40	12.0%
Addresses the barriers to using state assessment data	31	9.3%
Provides models (e.g. 'success stories' from other teachers)	28	8.4%
Delivered by local staff (e.g. 'train the trainer' approach)	23	6.9%
Offered on site (e.g. at schools or districts rather than regionally)	14	4.2%
Question-focused/inquiry-oriented	13	3.9%
Differentiated for existing skill levels	11	3.3%
Offered in multiple formats (e.g. study guide, workshop)	11	3.3%
Provides training in the tools/interfaces used to analyze and use state assessment data	9	2.7%
Uses participants' data (rather than general or 'sample' data) to convey concepts and skills	3	0.9%

5. QUESTIONS THAT APPEAR ON BOTH THE DATA USAGE AND PROFESSIONAL DEVELOPMENT SURVEYS

Table 24. Please consider your use of any state assessment data (e.g. OGT, grade 3-8 Achievement Tests) when answering the following questions.

	n	Not emphasized	Somewhat emphasized	Strongly emphasized
To what extent are strategies for completing multiple choice questions on state assessments emphasized in your district/school?	685	2.8%	45.0%	52.3%
To what extent are strategies for completing extended-response questions on state assessments emphasized in your district/school?	683	0.6%	16.8%	82.6%

Table 25. How often do you cite state assessment data when addressing instructional matters with the following people (e.g. through email, face-to-face communication, in a letter, etc.)?

	n	Daily	A few times a week	A few times a month	A few times a year	Never
Other administrator(s)	667	4.6%	24.7%	48.0%	21.0%	1.6%
Guidance counselor(s)	646	3.9%	23.8%	37.5%	21.1%	13.8%
Teachers	682	13.3%	39.3%	38.1%	8.2%	1.0%
Parents	680	2.8%	11.3%	31.6%	52.4%	1.9%
Students	677	12.0%	22.7%	29.2%	27.2%	8.9%

Figure 4. What percentage of the curricular and instructional meetings you lead (e.g. team/grade level meetings, department meetings, faculty meetings, staff development days) involve discussions about state assessment data? (n=687)

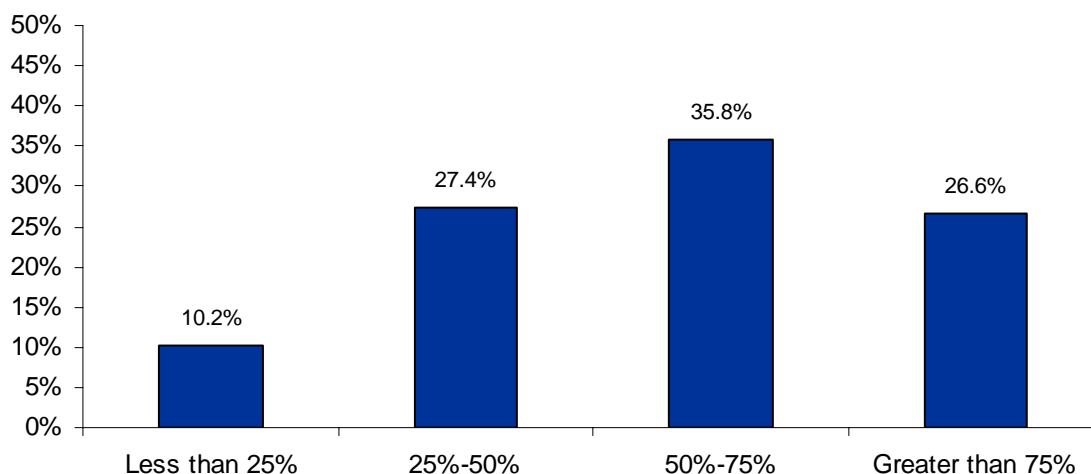


Table 26. How often do you utilize the following supports to facilitate your understanding and/or use of state assessment data?

	n	At least weekly	Monthly	Quarterly	Annually	Never	N/A
Other administrator(s) (building or district level)	687	17.5%	46.0%	21.0%	11.2%	2.9%	1.5%
Regional Educational Service Center staff/specialists	683	4.0%	21.2%	29.4%	20.2%	20.4%	4.8%
Mentor	677	5.6%	13.3%	9.9%	8.4%	29.2%	33.5%

Teachers	681	28.5%	38.8%	17.3%	7.8%	6.0%	1.6%
Release time to work with state assessment data (including working with other people around issues related to state assessment data)	685	2.6%	19.0%	33.6%	23.8%	16.6%	4.4%
Professional development to understand state assessment data	687	2.3%	17.6%	41.0%	33.5%	3.9%	1.6%
Technology tools/applications to support the analysis of state assessment data	685	8.6%	21.2%	28.0%	24.1%	13.6%	4.5%

Table 27. Please indicate the extent to which you agree with the following statements:

	n	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
It is important to use state assessment data to target my decisions around student learning needs	684	3.2%	0.7%	2.2%	45.2%	48.7%
It is more important to use <i>local assessments</i> to focus my decisions than to use <i>state assessment data</i>	679	4.6%	30.0%	23.7%	25.6%	16.1%
Using state assessment data to target decisions to meet <i>individual student needs</i> improves learning	680	2.1%	4.1%	11.8%	55.1%	26.9%
Using state assessment data to target decisions to meet the needs of an <i>entire class or grade</i> improves learning	685	1.5%	2.8%	9.2%	63.2%	23.4%
It is too time-consuming to make good use of state assessment data	687	24.5%	47.7%	15.1%	10.6%	2.0%
Learning outcomes are achieved more efficiently when I use state assessment data to inform programmatic decisions	687	2.0%	2.9%	19.1%	60.7%	15.3%
Using state assessment data can make my job easier	685	2.2%	8.0%	23.4%	52.4%	14.0%

Table 28. Please indicate the extent to which you agree with the following statements:

	n	Yes	No	I don't know
My district/school has a procedure in place for documenting analyses of state assessment data	685	67.7%	26.1%	6.1%
My district/school has a procedure in place for identifying, recommending and/or implementing intervention strategies based on state assessment data that has been analyzed	684	71.5%	23.8%	4.7%
Administrators have plans to provide teachers with supports (e.g. professional development, release time) that enable them to analyze and/or use state assessment data	685	84.7%	13.3%	2.0%

Table 29. To what extent do you agree with the following statements regarding state assessment data?

	n	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I need more <i>time</i> in order to better utilize state assessment data	688	0.4%	7.4%	10.8%	49.9%	31.5%
I need more <i>knowledge /understanding(s)</i> in order to better utilize state assessment data	686	1.0%	15.2%	14.3%	50.7%	18.8%
I need more <i>technology</i> in order to better utilize state assessment data	685	1.0%	20.4%	24.4%	34.6%	19.6%
I have sufficient resources to utilize state assessment data	684	9.2%	27.8%	27.2%	32.9%	2.9%

APPENDIX F: Survey Questions Selected for Cross Tabs (Administrators)

Professional Development Needs Assessment

- Frequency of participating in professional development that addresses ways to target interventions for low performing students (Question 39).

Data Usage Survey

- Frequency of using the local district report card to access state assessment data (Question 2).
- Frequency of using the local school report card to access state assessment data (Question 2).
- Frequency of using Item Analysis to access state assessment data (Question 2).
- Frequency of using DASL/DSL to access state assessment data (Question 2).
- Primary mode (i.e. electronic or hard copy) of access to state assessment data (Question 15).
- Frequency of using state assessment data to identify individual student performance levels (Question 18).
- Frequency of using state assessment data to compare individual student performance levels with the performance of a larger group (e.g. class, grade level) of students (Question 19).
- Frequency of using state assessment data to interpret patterns in program strengths and/or weaknesses (Question 21).
- Frequency of using state assessment data to explore the underlying reason(s) for student performance on state assessments (Question 22).
- Frequency of using state assessment data to target interventions for low performing students (Question 25).
- Determining teachers' level of comfort with using a computer or software program to perform calculations on state assessment data (Question 33).
- Frequency of recommending the IMS to teachers (Question 37).

Overlapping Questions from Both Surveys¹⁶

- Frequency that teachers cite state assessment data when addressing instructional matters with guidance counselors, teachers and students (Question 42).
- Percentage of curricular and instructional meetings (e.g. team/grade level meetings, department meetings, faculty meetings, staff development days) that involve discussions about state test data (Question 43).
- Frequency of using regional Educational Service Center staff as supports for facilitating administrators' understanding and/or use of state assessment data (Question 45).

¹⁶ Question numbers correspond to the administrator data usage survey.

APPENDIX G: Descriptive Statistics – Teachers

A. TEACHER DEMOGRAPHICS

Table 30. What is the grade level of your primary teaching assignment? (n=276)

Grade Levels	n	Percent
K-5	121	43.8%
6-8	67	24.3%
9-12	71	25.7%
Other	17	6.2%

Table 31. What is the content area of your primary teaching assignment? (n=276)

	n	Percent
Math/ELA	85	30.8%
Social Studies/Science	48	17.4%
Elementary self-contained	78	28.3%
Other	65	23.6%

Table 32. Are you currently a certified teacher? (n=276)

	n	Percent
Yes	276	100.0%
No	0	0.0%

Table 33. Please indicate your highest degree from the following list: (n=276)

	n	Percent
Bachelors degree	8	2.9%
Bachelors degree + additional courses	70	25.4%
Masters degree	38	13.8%
Masters degree + additional courses	157	56.9%
Certificate of Advanced Graduate Studies (CAG)	0	0.0%
Doctorate	1	0.4%
Other	2	0.7%

Table 34. Please indicate the number of years:

	n	Min	Max	Mean	Std. Deviation
You have been teaching (total):	274	1	43	15.0	9.7
You have been teaching at your current school:	274	1	42	10.1	8.5

Table 35. Please indicate your gender: (n=276)

	n	Percent
Female	215	77.9%
Male	61	22.1%

Table 36. Please indicate your race/ethnicity: (n=274)

	n	Percent
American Indian/Alaskan	1	0.4%
Black/African-American	7	2.6%
Hispanic/Latino	3	1.1%
White	260	94.9%
Other	3	1.1%

B. DATA USAGE SURVEY QUESTIONS

Table 37. How often do you use the following information systems/interfaces to access state assessment data?

	n	Daily	Weekly	Monthly	Quarterly	Annually	Never
Local district report card	134	0.7%	1.5%	9.7%	17.2%	56.0%	14.9%
Local school report card	134	1.5%	3.0%	11.2%	23.1%	47.0%	14.2%
Measure Up	134	2.2%	5.2%	6.0%	6.7%	11.2%	68.7%
Item analysis	134	5.2%	9.7%	17.9%	20.9%	17.9%	28.4%
DASL/DSL	134	6.7%	5.2%	7.5%	8.2%	10.4%	61.9%
Vendor-provided data management system	134	7.5%	4.5%	6.0%	7.5%	8.2%	66.4%
Locally-developed data management system	134	8.2%	8.2%	11.2%	10.4%	9.0%	53.0%
eSIS	134	3.0%	3.0%	5.2%	4.5%	5.2%	79.1%
Other	134	8.2%	5.2%	10.4%	6.0%	6.0%	64.2%

Table 38. Regarding local district report cards, to what extent do you agree with the following statements?

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can easily access/extract the state assessment data necessary to meet my instructional needs	23	0.0%	26.1%	8.7%	34.8%	30.4%
I am confident that 95 percent of the state assessment data captured by this information system is accurate	24	0.0%	16.7%	20.8%	41.7%	20.8%
The district/school has taken steps (e.g. data audits) to ensure that the state assessment data captured by the information system(s) is accurate	19	0.0%	5.3%	15.8%	47.4%	31.6%
This information system provides the state assessment data necessary to follow trends in individual student performance over time	21	0.0%	14.3%	28.6%	33.3%	23.8%
This information system provides the state assessment data necessary to follow trends in cohorts (e.g. subgroups, classes, grades) of student performance over time	19	5.3%	10.5%	21.1%	36.8%	26.3%
State assessment data in this system is collated so I can easily access multiple types of data (e.g. Math, ELA) in one interface	18	5.6%	5.6%	16.7%	55.6%	16.7%
State assessment data in this system is formatted so I can easily manipulate variables (e.g. gender, ethnicity)	20	0.0%	15.0%	40.0%	25.0%	20.0%
State assessment data in this system is organized by specific skill areas (e.g. Standards, Benchmarks, Indicators)	21	0.0%	14.3%	9.5%	61.9%	14.3%
State assessment data in this system is	20	15.0%	45.0%	35.0%	0.0%	5.0%

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
so outdated that it's not particularly useful						
This information system is currently capturing state assessment data necessary to meet my needs	21	4.8%	19.0%	42.9%	33.3%	0.0%
In general, I am satisfied with this information system	22	4.5%	9.1%	40.9%	31.8%	13.6%

Table 39. Regarding local school report cards, to what extent do you agree with the following statements?

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can easily access/extract the state assessment data necessary to meet my instructional needs	45	2.2%	4.4%	6.7%	64.4%	22.2%
I am confident that 95 percent of the state assessment data captured by this information system is accurate	46	0.0%	19.6%	23.9%	37.0%	19.6%
The district/school has taken steps (e.g. data audits) to ensure that the state assessment data captured by the information system(s) is accurate	40	2.5%	12.5%	12.5%	45.0%	27.5%
This information system provides the state assessment data necessary to follow trends in individual student performance over time	46	2.2%	21.7%	8.7%	43.5%	23.9%
This information system provides the state assessment data necessary to follow trends in cohorts (e.g. subgroups, classes, grades) of student performance over time	46	4.3%	13.0%	8.7%	50.0%	23.9%
State assessment data in this system is collated so I can easily access multiple types of data (e.g. Math, ELA) in one interface	46	2.2%	10.9%	15.2%	54.3%	17.4%
State assessment data in this system is formatted so I can easily manipulate variables (e.g. gender, ethnicity)	44	2.3%	11.4%	15.9%	54.5%	15.9%
State assessment data in this system is organized by specific skill areas (e.g. Standards, Benchmarks, Indicators)	47	4.3%	6.4%	12.8%	51.1%	25.5%
State assessment data in this system is so outdated that it's not particularly useful	44	11.4%	54.5%	9.1%	13.6%	11.4%
This information system is currently capturing state assessment data necessary to meet my needs	45	4.4%	28.9%	22.2%	35.6%	8.9%
In general, I am satisfied with this information system	49	2.0%	12.2%	32.7%	40.8%	12.2%

Table 40. Regarding Measure Up, to what extent do you agree with the following statements?

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can easily access/extract the state assessment data necessary to meet my instructional needs	1	0.0%	0.0%	0.0%	0.0%	100%
I am confident that 95 percent of the state assessment data captured by this information system is accurate	1	0.0%	0.0%	0.0%	100%	0.0%
The district/school has taken steps (e.g. data audits) to ensure that the state assessment data captured by the information system(s) is accurate	1	0.0%	0.0%	0.0%	0.0%	100%
This information system provides the state assessment data necessary to follow trends in individual student performance over time	1	0.0%	0.0%	0.0%	0.0%	100%
This information system provides the state assessment data necessary to follow trends in cohorts (e.g. subgroups, classes, grades) of student performance over time	1	0.0%	0.0%	0.0%	0.0%	100%
State assessment data in this system is collated so I can easily access multiple types of data (e.g. Math, ELA) in one interface	1	0.0%	0.0%	0.0%	0.0%	100%
State assessment data in this system is formatted so I can easily manipulate variables (e.g. gender, ethnicity)	1	0.0%	0.0%	0.0%	0.0%	100%
State assessment data in this system is organized by specific skill areas (e.g. Standards, Benchmarks, Indicators)	1	0.0%	0.0%	0.0%	0.0%	100%
State assessment data in this system is so outdated that it's not particularly useful	1	100%	0.0%	0.0%	0.0%	0.0%
This information system is currently capturing state assessment data necessary to meet my needs	1	0.0%	0.0%	0.0%	0.0%	100%
In general, I am satisfied with this information system	1	0.0%	0.0%	0.0%	0.0%	100%

Table 41. Regarding item analysis, to what extent do you agree with the following statements?

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can easily access/extract the state assessment data necessary to meet my instructional needs	18	0.0%	16.7%	5.6%	55.6%	22.2%
I am confident that 95 percent of the state assessment data captured by this information system is accurate	17	0.0%	0.0%	23.5%	47.1%	29.4%
The district/school has taken steps (e.g.	13	0.0%	0.0%	23.1%	61.5%	15.4%

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
data audits) to ensure that the state assessment data captured by the information system(s) is accurate						
This information system provides the state assessment data necessary to follow trends in individual student performance over time	17	0.0%	17.6%	17.6%	58.8%	5.9%
This information system provides the state assessment data necessary to follow trends in cohorts (e.g. subgroups, classes, grades) of student performance over time	17	5.9%	5.9%	17.6%	70.6%	0.0%
State assessment data in this system is collated so I can easily access multiple types of data (e.g. Math, ELA) in one interface	16	0.0%	6.3%	25.0%	68.8%	0.0%
State assessment data in this system is formatted so I can easily manipulate variables (e.g. gender, ethnicity)	15	6.7%	20.0%	46.7%	26.7%	0.0%
State assessment data in this system is organized by specific skill areas (e.g. Standards, Benchmarks, Indicators)	17	0.0%	5.9%	5.9%	64.7%	23.5%
State assessment data in this system is so outdated that it's not particularly useful	17	29.4%	52.9%	5.9%	11.8%	0.0%
This information system is currently capturing state assessment data necessary to meet my needs	18	0.0%	22.2%	16.7%	61.1%	0.0%
In general, I am satisfied with this information system	18	0.0%	11.1%	22.2%	66.7%	0.0%

Table 42. Regarding DASL/DSL, to what extent do you agree with the following statements?

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can easily access/extract the state assessment data necessary to meet my instructional needs	7	0.0%	0.0%	0.0%	100%	0.0%
I am confident that 95 percent of the state assessment data captured by this information system is accurate	7	0.0%	0.0%	14.3%	42.9%	42.9%
The district/school has taken steps (e.g. data audits) to ensure that the state assessment data captured by the information system(s) is accurate	5	0.0%	0.0%	0.0%	60.0%	40.0%
This information system provides the state assessment data necessary to follow trends in individual student performance over time	7	0.0%	0.0%	14.3%	71.4%	14.3%
This information system provides the state assessment data necessary to follow trends in cohorts (e.g. subgroups,	7	0.0%	0.0%	14.3%	71.4%	14.3%

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
classes, grades) of student performance over time						
State assessment data in this system is collated so I can easily access multiple types of data (e.g. Math, ELA) in one interface	5	0.0%	20.0%	0.0%	80.0%	0.0%
State assessment data in this system is formatted so I can easily manipulate variables (e.g. gender, ethnicity)	5	0.0%	0.0%	0.0%	100.0%	0.0%
State assessment data in this system is organized by specific skill areas (e.g. Standards, Benchmarks, Indicators)	4	0.0%	0.0%	25.0%	75.0%	0.0%
State assessment data in this system is so outdated that it's not particularly useful	6	16.7%	50.0%	16.7%	16.7%	0.0%
This information system is currently capturing state assessment data necessary to meet my needs	7	0.0%	14.3%	28.6%	57.1%	0.0%
In general, I am satisfied with this information system	8	0.0%	0.0%	25.0%	75.0%	0.0%

Table 43. Regarding vendor-developed data management systems, to what extent do you agree with the following statements?

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can easily access/extract the state assessment data necessary to meet my instructional needs	2	0.0%	0.0%	0.0%	0.0%	100.0%
I am confident that 95 percent of the state assessment data captured by this information system is accurate	2	0.0%	0.0%	0.0%	0.0%	100.0%
The district/school has taken steps (e.g. data audits) to ensure that the state assessment data captured by the information system(s) is accurate	2	0.0%	0.0%	0.0%	0.0%	100.0%
This information system provides the state assessment data necessary to follow trends in individual student performance over time	3	0.0%	33.3%	0.0%	33.3%	33.3%
This information system provides the state assessment data necessary to follow trends in cohorts (e.g. subgroups, classes, grades) of student performance over time	2	0.0%	50.0%	0.0%	0.0%	50.0%
State assessment data in this system is collated so I can easily access multiple types of data (e.g. Math, ELA) in one interface	2	0.0%	0.0%	0.0%	50.0%	50.0%
State assessment data in this system is formatted so I can easily manipulate variables (e.g. gender, ethnicity)	2	0.0%	0.0%	50.0%	0.0%	50.0%
State assessment data in this system is	2	0.0%	0.0%	0.0%	0.0%	100.0%

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
organized by specific skill areas (e.g. Standards, Benchmarks, Indicators)						
State assessment data in this system is so outdated that it's not particularly useful	2	50.0%	50.0%	0.0%	0.0%	0.0%
This information system is currently capturing state assessment data necessary to meet my needs	2	0.0%	0.0%	0.0%	100.0%	0.0%
In general, I am satisfied with this information system	2	0.0%	0.0%	0.0%	100.0%	0.0%

Table 44. Regarding locally developed data management systems, to what extent do you agree with the following statements?

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can easily access/extract the state assessment data necessary to meet my instructional needs	8	25.0%	12.5%	0.0%	37.5%	25.0%
I am confident that 95 percent of the state assessment data captured by this information system is accurate	8	12.5%	12.5%	25.0%	25.0%	25.0%
The district/school has taken steps (e.g. data audits) to ensure that the state assessment data captured by the information system(s) is accurate	8	25.0%	0.0%	0.0%	50.0%	25.0%
This information system provides the state assessment data necessary to follow trends in individual student performance over time	8	25.0%	0.0%	12.5%	50.0%	12.5%
This information system provides the state assessment data necessary to follow trends in cohorts (e.g. subgroups, classes, grades) of student performance over time	7	14.3%	0.0%	28.6%	28.6%	28.6%
State assessment data in this system is collated so I can easily access multiple types of data (e.g. Math, ELA) in one interface	6	16.7%	0.0%	33.3%	33.3%	16.7%
State assessment data in this system is formatted so I can easily manipulate variables (e.g. gender, ethnicity)	7	14.3%	14.3%	28.6%	14.3%	28.6%
State assessment data in this system is organized by specific skill areas (e.g. Standards, Benchmarks, Indicators)	9	11.1%	0.0%	22.2%	33.3%	33.3%
State assessment data in this system is so outdated that it's not particularly useful	9	44.4%	11.1%	11.1%	22.2%	11.1%
This information system is currently capturing state assessment data necessary to meet my needs	9	11.1%	22.2%	11.1%	33.3%	22.2%
In general, I am satisfied with this information system	8	12.5%	12.5%	12.5%	37.5%	25.0%

Table 45. Regarding eSIS, to what extent do you agree with the following statements?

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can easily access/extract the state assessment data necessary to meet my instructional needs	3	0.0%	33.3%	0.0%	33.3%	33.3%
I am confident that 95 percent of the state assessment data captured by this information system is accurate	3	0.0%	0.0%	33.3%	66.7%	0.0%
The district/school has taken steps (e.g. data audits) to ensure that the state assessment data captured by the information system(s) is accurate	3	0.0%	0.0%	66.7%	33.3%	0.0%
This information system provides the state assessment data necessary to follow trends in individual student performance over time	3	0.0%	33.3%	0.0%	66.7%	0.0%
This information system provides the state assessment data necessary to follow trends in cohorts (e.g. subgroups, classes, grades) of student performance over time	3	0.0%	0.0%	33.3%	66.7%	0.0%
State assessment data in this system is collated so I can easily access multiple types of data (e.g. Math, ELA) in one interface	3	0.0%	0.0%	66.7%	33.3%	0.0%
State assessment data in this system is formatted so I can easily manipulate variables (e.g. gender, ethnicity)	3	33.3%	0.0%	0.0%	66.7%	0.0%
State assessment data in this system is organized by specific skill areas (e.g. Standards, Benchmarks, Indicators)	3	0.0%	33.3%	0.0%	33.3%	33.3%
State assessment data in this system is so outdated that it's not particularly useful	3	0.0%	33.3%	66.7%	0.0%	0.0%
This information system is currently capturing state assessment data necessary to meet my needs	3	0.0%	33.3%	33.3%	33.3%	0.0%
In general, I am satisfied with this information system	3	33.3%	0.0%	0.0%	66.7%	0.0%

Table 46. Regarding Other evaluation systems, to what extent do you agree with the following statements?

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can easily access/extract the state assessment data necessary to meet my instructional needs	4	0.0%	0.0%	25.0%	50.0%	25.0%
I am confident that 95 percent of the state assessment data captured by this information system is accurate	5	0.0%	0.0%	60.0%	0.0%	40.0%
The district/school has taken steps (e.g. data audits) to ensure that the state	4	0.0%	25.0%	50.0%	0.0%	25.0%

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
assessment data captured by the information system(s) is accurate						
This information system provides the state assessment data necessary to follow trends in individual student performance over time	4	0.0%	0.0%	25.0%	50.0%	25.0%
This information system provides the state assessment data necessary to follow trends in cohorts (e.g. subgroups, classes, grades) of student performance over time	4	0.0%	25.0%	50.0%	0.0%	25.0%
State assessment data in this system is collated so I can easily access multiple types of data (e.g. Math, ELA) in one interface	4	0.0%	25.0%	25.0%	25.0%	25.0%
State assessment data in this system is formatted so I can easily manipulate variables (e.g. gender, ethnicity)	4	0.0%	25.0%	50.0%	0.0%	25.0%
State assessment data in this system is organized by specific skill areas (e.g. Standards, Benchmarks, Indicators)	4	0.0%	0.0%	0.0%	75.0%	25.0%
State assessment data in this system is so outdated that it's not particularly useful	4	25.0%	75.0%	0.0%	0.0%	0.0%
This information system is currently capturing state assessment data necessary to meet my needs	4	0.0%	50.0%	0.0%	25.0%	25.0%
In general, I am satisfied with this information system	4	0.0%	25.0%	25.0%	25.0%	25.0%

Figure 12. How do you primarily access state assessment data? (n=126)

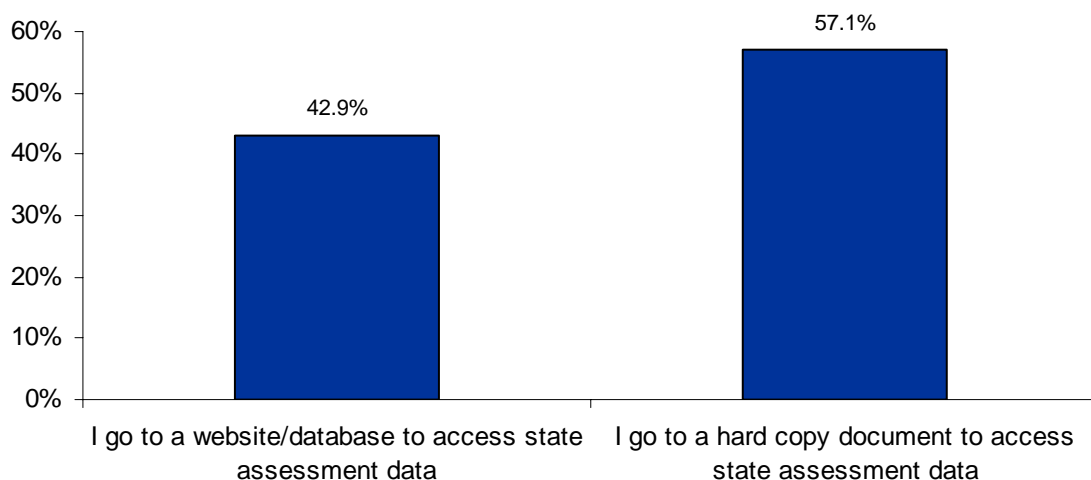


Table 47. Do you need *more* state assessment data in order to improve your teaching? (please check all that apply) (n=127)

	n	Percent
Yes- More student level data	51	40.2%
Yes- More teacher/class level data	34	26.8%
Yes- More grade level data	36	28.3%
Yes- More school level data	14	11.0%
No- I have sufficient quantities of state assessment data	59	46.5%

Table 48. Do you need *better* access to state assessment data on in order to improve your teaching? (please check all that apply) (n=126)

	n	Percent
Yes - Better access to student level data	51	40.5%
Yes - Better access to teacher/class level data	35	27.8%
Yes - Better access to grade level data	37	29.4%
Yes - Better access to school level data	19	15.1%
No - I have sufficient access to state assessment data	57	45.2%

Table 49. Please consider your use of any state assessment data (e.g. OGT, grade 3-8 Achievement Tests) when answering the following questions. How often do you:

	n	Daily	Weekly	Monthly	Quarterly	Annually	Never
Identify individual student performance levels	133	15.8%	21.8%	13.5%	20.3%	24.1%	4.5%
Compare individual student performance levels with the performance of a larger group (e.g. class, grade level) of students	134	4.5%	13.4%	15.7%	26.1%	27.6%	12.7%
Graph (or view graphs of) state assessment data	134	0.7%	3.7%	8.2%	22.4%	39.6%	25.4%
Interpret patterns in instructional strengths and/or weaknesses from state assessment data	134	2.2%	4.5%	11.9%	22.4%	41.0%	17.9%
Explore the underlying reason(s) for student performance on state assessments	133	3.8%	9.0%	13.5%	26.3%	34.6%	12.8%
Develop and/or modify instructional strategies based on state assessment data	134	17.9%	11.9%	14.2%	19.4%	26.1%	10.4%
Implement data-based instructional strategies (e.g. using student proficiency levels to differentiate instruction)	134	20.1%	19.4%	12.7%	14.2%	19.4%	14.2%

Table 50. Please consider your use of any state assessment data (e.g. OGT, grade 3-8 Achievement Tests) when answering the following questions. How often do you:

	n	Daily	Weekly	Monthly	Quarterly	Annually	Never
Use state assessment data to shape local assessment practices	133	12.8%	14.3%	17.3%	11.3%	21.8%	22.6%

	n	Daily	Weekly	Monthly	Quarterly	Annually	Never
Target instructional interventions for low-performing students	134	37.3%	20.9%	11.2%	9.7%	11.9%	9.0%
Assess whether enough state assessment data exist to make a decision	132	2.3%	9.8%	6.1%	15.2%	21.2%	45.5%
Use state assessment data to provide students with access to educational opportunities (such as gifted and talented or remedial programs)	132	6.1%	4.5%	12.9%	12.1%	33.3%	31.1%
Use state assessment data to assess your own professional development needs	133	6.0%	6.0%	6.8%	14.3%	33.8%	33.1%
Use state assessment data to inform students of their progress	132	4.5%	7.6%	6.8%	15.2%	36.4%	29.5%
Use state assessment data to reflect on the effectiveness of your past instruction	131	5.3%	11.5%	7.6%	15.3%	45.0%	15.3%
Use a computer or software program to perform calculations on state assessment data	134	1.5%	3.0%	6.7%	10.4%	6.0%	72.4%

Table 51. How comfortable are you with using:

	n	Not comfortable	Somewhat comfortable	Very comfortable	N/A
A computer or software program to <i>access</i> calculations on state assessment data?	134	20.9%	26.1%	44.8%	8.2%
A computer or software program to <i>perform</i> calculations on state assessment data?	134	32.1%	23.1%	35.8%	9.0%

Figure 13. Have you ever heard of the Ohio Department of Education’s IMS (Instructional Management System)? (n=134)

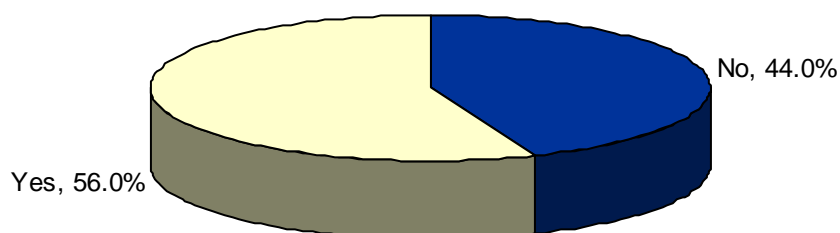


Table 52. If yes, how often do you access the IMS to:

	n	Daily	Weekly	Monthly	Quarterly	Annually	Never
Access instructional standards	105	0.0%	7.6%	11.4%	6.7%	15.2%	59.0%
Access instructional resources	103	0.0%	9.7%	13.6%	10.7%	6.8%	59.2%

Figure 14. How often do you recommend the IMS to other teacher(s)? (n=121)

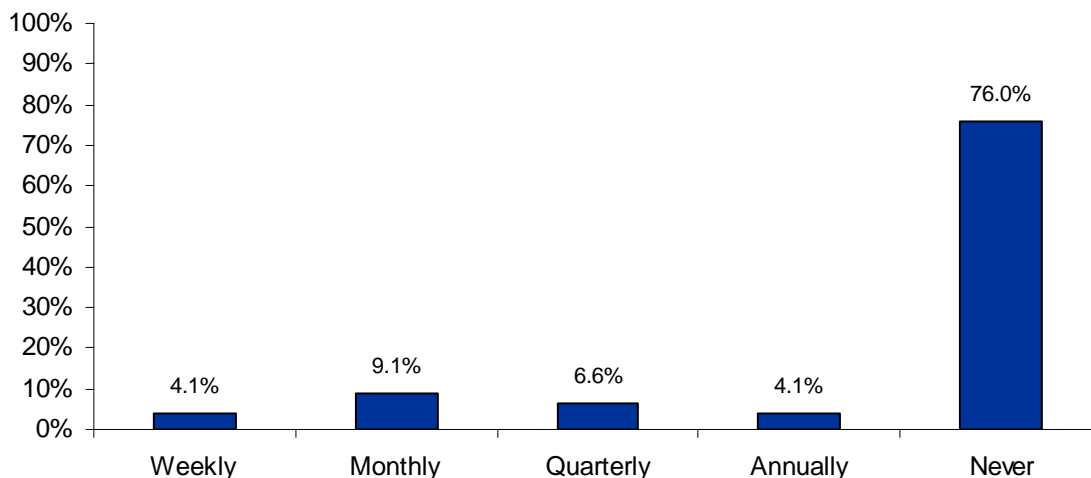


Table 53. How often do you use the following content resources?

	n	Daily	Weekly	Monthly	Quarterly	Annually	Never	I am not aware of this resource
ORC	129	0.0%	9.3%	9.3%	10.1%	6.2%	12.4%	52.7%
INFOhio	132	0.8%	7.6%	17.4%	18.2%	16.7%	17.4%	22.0%

C. PROFESSIONAL DEVELOPMENT SURVEY QUESTIONS

Table 54. Please consider your use of any state assessment data (e.g. OGT, grade 3-8 Achievement Tests) when answering the following questions. Please rate your proficiency level in each of the following areas:

	n	No experience	Novice	Intermediate	Expert
Comparing individual student performance levels with the performance of a larger group (e.g. class, grade level) of students	142	7.7%	15.5%	64.8%	12.0%
Interpreting patterns in instructional strengths and/or weaknesses from state assessment data	142	7.7%	21.8%	59.9%	10.6%
Exploring the underlying reason(s) for student performance on state assessments	142	4.9%	32.4%	54.9%	7.7%
Developing and/or modifying instructional strategies based on state assessment data	141	2.1%	29.1%	54.6%	14.2%
Using state assessment data to shape local assessment practices	141	6.4%	31.9%	53.9%	7.8%

	n	No experience	Novice	Intermediate	Expert
Implementing data-based instructional strategies	142	5.6%	34.5%	51.4%	8.5%
Targeting interventions for low performing students	142	2.8%	20.4%	62.0%	14.8%

Table 55. How often do you participate in professional development that addresses the following topics:

	n	At least weekly	Monthly	Quarterly	Annually	Never
Reading state assessment data accurately	142	2.1%	9.9%	19.7%	43.7%	24.6%
Comparing individual student performance levels with the performance of a larger group (e.g. class, grade level) of students	142	4.9%	12.7%	26.1%	40.1%	16.2%
Interpreting patterns in instructional strengths and/or weaknesses from state assessment data	142	1.4%	13.4%	25.4%	41.5%	18.3%
Exploring the underlying reason(s) for student performance on state assessments	142	4.2%	13.4%	22.5%	38.0%	21.8%
Developing and/or modifying instructional strategies based on state assessment data	142	9.2%	21.1%	21.8%	28.9%	19.0%
Using state assessment data to shape local assessment practices	142	5.6%	19.0%	22.5%	31.0%	21.8%
Implementing data-based instructional strategies (e.g. using student proficiency level to differentiate instruction)	142	13.4%	17.6%	22.5%	26.1%	20.4%
Targeting interventions for low performing students	142	26.8%	19.0%	21.1%	21.8%	11.3%
Training in how to use specific state assessment data tools/interfaces	142	2.8%	5.6%	13.4%	40.1%	38.0%

Table 56. How important are each of the following professional development characteristics for facilitating your understanding and use of state assessment data?

	n	Not Important	Somewhat Important	Very Important
Differentiated for existing skill levels	142	2.8%	35.9%	61.3%
Offered in multiple formats (e.g. study guide, workshop)	142	4.9%	40.8%	54.2%
Participant-directed (e.g. online tutorial)	142	16.2%	59.9%	23.9%
Offered on site (e.g. at schools or districts rather than regionally)	142	4.2%	33.8%	62.0%
Offered regionally	142	36.6%	52.1%	11.3%
Delivered by local staff (e.g. 'train the trainer' approach)	142	23.2%	47.9%	28.9%
Uses participants' data (rather than general or 'sample' data) to convey concepts and skills	141	3.5%	39.0%	57.4%
Question-focused/inquiry-oriented	142	4.9%	47.9%	47.2%
Provides models (e.g. 'success stories' from other teachers)	142	7.0%	44.4%	48.6%
Conveys the 'big picture' of why using state assessment data is important	142	8.5%	42.3%	49.3%
Addresses barriers to using state assessment data	141	7.1%	47.5%	45.4%
Provides training in the tools/interfaces used to analyze and use state assessment data	142	2.8%	40.8%	56.3%

Table 57. Using the list of professional development characteristics presented in questions 49-60, please identify the characteristic that is *most essential* for facilitating your understanding and use of state assessment data?

	n	Percent
Differentiated for existing skill levels	36	25.4%
Offered on site (e.g. at schools or districts rather than regionally)	27	19.0%
Uses participants' data (rather than general or 'sample' data) to convey concepts and skills	23	16.2%
Offered in multiple formats (e.g. study guide, workshop)	13	9.2%
Provides models (e.g. 'success stories' from other teachers)	11	7.7%
Delivered by local staff (e.g. 'train the trainer' approach)	8	5.6%
Provides training in the tools/interfaces used to analyze and use state assessment data	6	4.2%
Question-focused/inquiry-oriented	5	3.5%
Participant-directed (e.g. online tutorial)	4	2.8%
Conveys the 'big picture' of why using state assessment data is important	4	2.8%
Addresses the barriers to using state assessment data	2	1.4%
Offered regionally	1	0.7%

Table 58. Using the list of professional development characteristics presented in questions 49-60, please identify the characteristic that is *least* essential for facilitating your understanding and use of state assessment data?

	n	Percent
Offered regionally	39	27.5%
Delivered by local staff (e.g. 'train the trainer' approach)	20	14.1%
Participant-directed (e.g. online tutorial)	15	10.6%
Conveys the 'big picture' of why using state assessment data is important	15	10.6%
Addresses the barriers to using state assessment data	14	9.9%
Provides models (e.g. 'success stories' from other teachers)	8	5.6%
Provides training in the tools/interfaces used to analyze and use state assessment data	7	4.9%
Offered in multiple formats (e.g. study guide, workshop)	6	4.2%
Question-focused/inquiry-oriented	6	4.2%
Differentiated for existing skill levels	5	3.5%
Offered on site (e.g. at schools or districts rather than regionally)	4	2.8%
Uses participants' data (rather than general or 'sample' data) to convey concepts and skills	2	1.4%

D. QUESTIONS THAT APPEAR ON BOTH THE DATA USAGE AND PROFESSIONAL DEVELOPMENT SURVEYS

Figure 15. To what extent are strategies for completing *multiple choice* questions on state assessments emphasized in your school? (n=275)

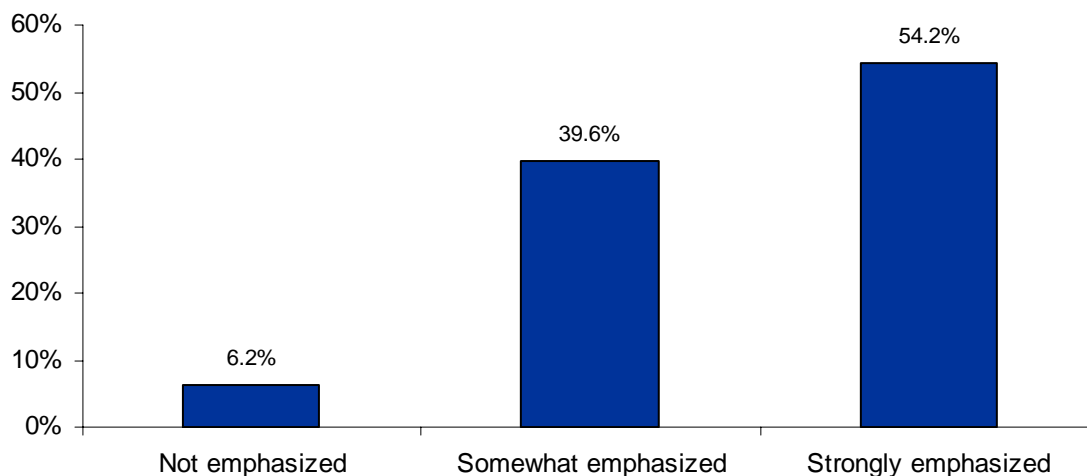


Figure 16. To what extent are strategies for completing *extended-response questions* on state assessments emphasized in your school? (n=273)

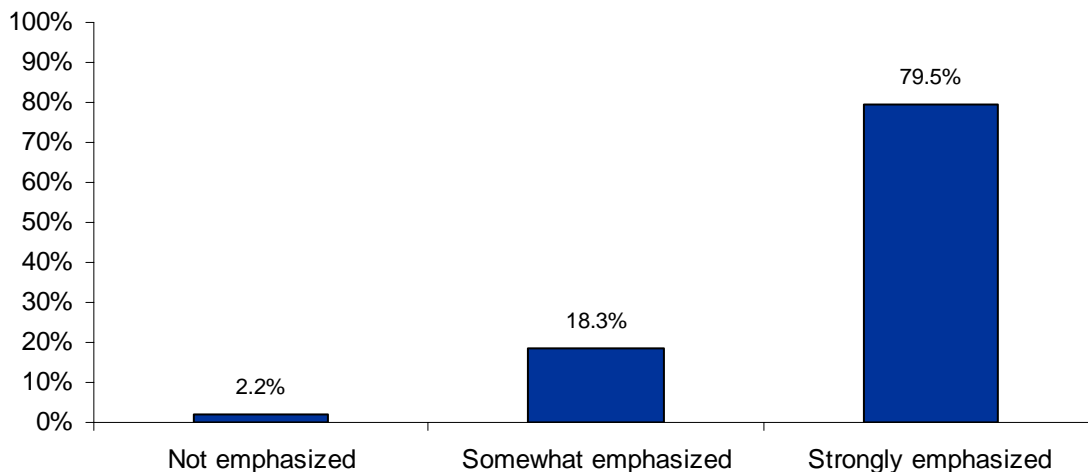


Table 59. How often do you cite state assessment data when addressing instructional matters with the following people (e.g. through email, face-to-face communication, in a letter, etc.)?

	n	Daily	A few times a week	A few times a month	A few times a year	Never
Administrator	273	4.4%	22.0%	32.2%	33.7%	7.7%
Guidance counselor(s)	271	1.1%	7.7%	19.2%	35.4%	36.5%
Other teachers	272	18.4%	25.4%	28.7%	22.4%	5.1%
Parents	276	2.5%	10.9%	26.4%	46.4%	13.8%
Students	274	27.4%	19.7%	18.6%	17.2%	17.2%

Figure 17. What percentage of the curricular and instructional meetings you attend (e.g. team/grade level meetings, department meetings, faculty meetings, staff development days) involve discussions about state assessment data? (n=275)

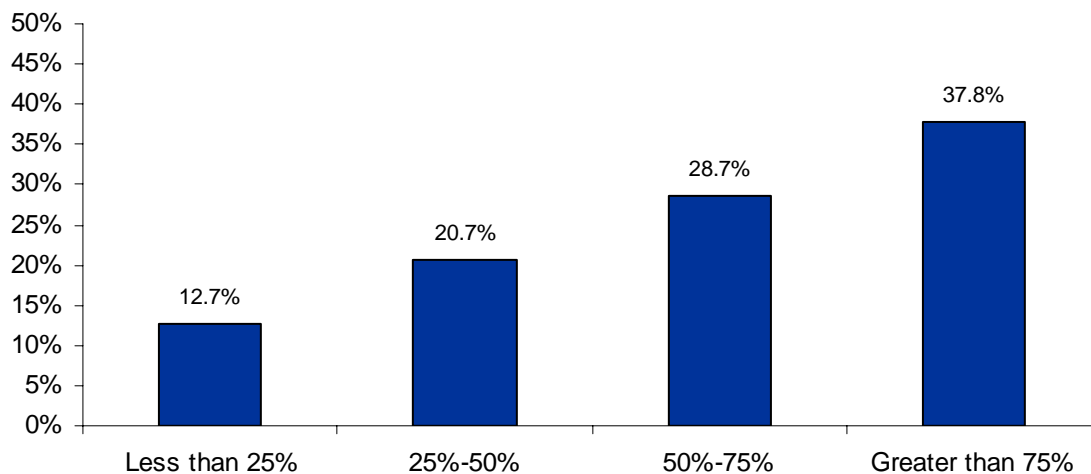


Table 60. How often do you utilize the following supports to facilitate your understanding and/or use of state assessment data?

	n	At least weekly	Monthly	Quarterly	Annually	Never	N/A
Administrator(s) (building or district level)	276	12.0%	29.3%	23.6%	25.7%	8.7%	0.7%
Regional Educational Service Center staff/specialists	276	1.1%	10.5%	19.9%	25.4%	31.9%	11.2%
Mentor	273	4.8%	8.1%	4.8%	4.0%	34.4%	44.0%
Other teachers	273	31.1%	31.5%	15.0%	14.3%	7.0%	1.1%
Release time to work with state assessment data	274	1.5%	14.2%	25.5%	25.9%	25.9%	6.9%
Professional development to understand state assessment data	275	1.8%	10.9%	21.8%	48.4%	14.2%	2.9%
Technology tools/applications to support the analysis of state assessment data	275	7.3%	13.1%	17.5%	25.5%	28.4%	8.4%

Figure 18. Does the district or school ask you what supports you need to facilitate the use of state assessment data? (n=274)

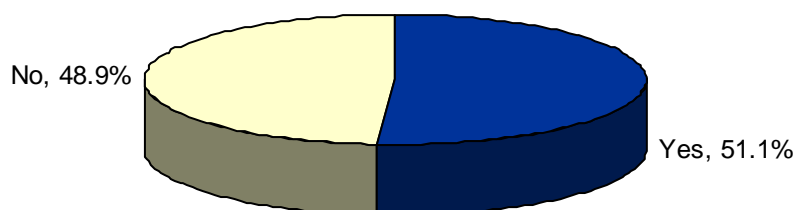


Table 61. Please indicate the extent to which you agree with the following statements:

	n	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
It is important to use state assessment data to focus my instruction around student learning needs.	276	4.0%	6.9%	15.2%	48.9%	25.0%
It is more important to use local assessments (e.g. teacher-generated tests, quizzes, projects, etc.) to focus my instruction than to use state assessment data.	275	3.6%	18.2%	23.6%	29.5%	25.1%
Using state assessment data to target instruction to meet individual student needs improves learning.	275	4.0%	13.1%	24.7%	41.5%	16.7%
Using state assessment data to target instruction to meet the needs of the whole class improves learning.	275	3.6%	11.6%	25.5%	48.7%	10.5%
It is too time-consuming to make good use of state assessment data.	275	6.9%	37.5%	26.2%	24.7%	4.7%
It is too difficult to individualize instruction for all of the student needs identified by state assessment data.	276	8.0%	31.9%	19.9%	24.3%	15.9%
I can better address needs identified by state assessment data when I also have access to resources that are designed specifically to meet those needs.	276	0.7%	1.4%	13.4%	57.2%	27.2%
Learning outcomes are achieved more efficiently when I use state assessment data to inform instructional decisions	276	3.6%	14.1%	39.1%	34.1%	9.1%
Using state assessment data can make my job easier	276	6.9%	17.4%	39.5%	30.4%	5.8%

Table 62. Please indicate the extent to which you agree with the following statements:

	n	Yes	No	I don't know
My school regularly asks me how I can increase my use of state assessment data.	276	36.6%	55.8%	7.6%
My school regularly asks me how I can deepen my use of state assessment data.	276	34.1%	56.5%	9.4%
My district/school has a procedure in place for documenting analyses of state assessment data.	273	56.8%	19.0%	24.2%
My district/school has a procedure in place for identifying, recommending, and/or implementing intervention strategies based on state assessment data that has been analyzed.	276	60.1%	24.3%	15.6%
Administrators have plans to provide teachers with supports (e.g. professional development, release time) that enable us to analyze and/or use state assessment data.	276	56.5%	26.8%	16.7%

Table 63. To what extent do you agree with the following statements regarding state assessment data?

	n	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I need more time in order to better utilize state assessment data.	275	1.8%	5.5%	17.5%	42.9%	32.4%
I need more knowledge/ understanding(s) in order to better utilize state assessment data	275	1.8%	19.3%	16.7%	48.0%	14.2%
I need more technology in order to better utilize state assessment data	276	4.3%	17.4%	26.8%	34.1%	17.4%
I have sufficient resources to utilize state assessment data	274	11.7%	34.3%	26.6%	26.3%	1.1%

APPENDIX H: Survey Questions Selected for Cross Tabs (Teachers)

Professional Development Needs Assessment

- Frequency of developing and/or modifying instructional strategies based on state assessment data (Question 44).
- Frequency of using state assessment data to shape local assessment practices (Question 45).
- Frequency of implementing instructional strategies (e.g. using student proficiency levels to differentiate instruction) that are based on state assessment data (Question 46).
- Frequency of using state assessment data to target interventions for low performing students (Question 47).

Data Usage Survey

- Frequency of using the local school report card to access state assessment data (Question 3).
- Frequency of using Item Analysis to access state assessment data (Question 3).
- Frequency of using state assessment data to identify individual student performance levels (Question 19).
- Frequency of using state assessment data to compare individual student performance levels with the performance of a larger group (e.g. class, grade level) of students (Question 20).
- Frequency of using state assessment data to explore the underlying reason(s) for student performance on state assessments (Question 23).
- Frequency of developing and/or modifying instructional strategies based on state assessment data (Question 24).
- Frequency of implementing data-based instructional strategies (e.g. using student proficiency levels to differentiate instruction) (Question 25).
- Frequency of using state assessment data to shape local assessment practices (Question 26).
- Frequency of using state assessment data to target interventions for low performing students (Question 27).
- Determining teachers' level of comfort with using a computer or software program to access calculations on state assessment data (Question 34).
- Determining teachers' level of comfort with using a computer or software program to perform calculations on state assessment data (Question 35).
- Determining which teachers have ever heard of the Ohio Department of Education's IMS (Instructional Management System) (Question 36).
- Determining how often teachers use INFOhio (Question 41).

Overlapping Questions from Both Surveys¹⁷

- Frequency that teachers cite state assessment data when addressing instructional matters with administrators, teachers and students (Question 44).
- Percentage of curricular and instructional meetings (e.g. team/grade level meetings, department meetings, faculty meetings, staff development days) that involve discussions about state test data (Question 45).
- Frequency of using district or building level administrators as supports for facilitating teachers' understanding and/or use of state assessment data (Question 46).
- Frequency of using regional Educational Service Center staff as supports for facilitating teachers' understanding and/or use of state assessment data (Question 47).
- Frequency of using release time to work with state assessment data (including working with other people around issues related to state assessment data) (Question 50).
- Frequency of using technology tools/applications to as supports for facilitating teachers' understanding and/or use of state assessment data (Question 52)
- Extent to which teachers agree that it is too difficult to individualize instruction for all of the student needs identified by state assessment data (Question 59).

¹⁷ Question numbers correspond to the teacher data usage survey.