



Supporting D3A2 Professional Development Through Evaluation

**A Preliminary Annual Report to the Ohio Department
of Education**

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Report

EXECUTIVE SUMMARY

The Ohio Department of Education (ODE) has designed the comprehensive Data Driven Decisions for Academic Achievement (D3A2) initiative to serve as a uniform system that enables teachers and administrators statewide to access and use various types of educational 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.

D3A2's external evaluation team, consisting of Hezel Associates and the Evaluation Services Center at the University of Cincinnati (ESC), will conduct a statewide evaluation of D3A2 that focuses on obtaining an in-depth understanding of the initiative's quality and effectiveness through a combination of formative and summative research activities that will take place over three years. The external evaluators have 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 the evaluation's first year. Since September 2006, we have worked closely with ODE, the LDS Evaluation Advisory Group and the D3A2 Professional Development Committee to stay abreast of changes as they arose, collect feedback, and coordinate efforts. These relationships enabled us to conduct four key formative evaluation activities during the first year of the D3A2 evaluation: statewide surveys and case studies of current data use and professional development needs, interviews with districts in various stages of adopting D3A2 and observations of initial D3A2 training.

This preliminary annual report documents the evaluation team's methods, findings and recommendations from the work conducted to date. We will prepare a final report once we complete our Year 1 activities during the summer and fall of 2007. Through systematic analysis of findings from the evaluation's first year activities, the evaluation team recommends design features such as content and formats that enable D3A2 professional development to attend to practitioners' most pressing statewide needs.

Key recommendations and strategies from the statewide surveys, case studies and observations of initial D3A2 training include:

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

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

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.

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.

Recommendation: Ensure that D3A2 fully dovetails with existing local data management systems and can be easily adopted by districts that do not yet have a data management system in place.

Strategy: Ensure that the transition to D3A2 requires as little of the participants' time as possible.

Recommendation: Ensure that D3A2 provides easy access to state data, instructional resources and short-cycle assessments through formative product testing.

Recommendation: D3A2 should address the potentially complex sociopolitical context in which it will be implemented.

Strategy: Develop modulated features that could be adopted in phases.

Strategy: Leverage existing local administrators and teachers who truly understand assessment for instruction to facilitate the full integration of D3A2 into the local culture.

Strategy: Conduct a focused, retrospective inquiry into one district's data-driven culture to identify best practices that may apply statewide.

Recommendation: The present format, content, and objectives of the initial training, as well as the supporting technology and materials, were effective overall and

comprise a sound professional development model for D3A2 which could be replicated throughout the state with similar results. Particularly with the recently developed D3A2 Scripted Training Document now available, it is appropriate to schedule and promote future initial trainings.

Recommendation: Providing specific post-training expectations for participants in D3A2 training is likely to assure stronger leadership as these individuals introduce the system to their districts and buildings. Guidance and support for these targeted leaders as they familiarize staff in their districts with D3A2 are apt to generate greater “buy in”; in other words, knowledge, skill development, and enthusiasm for the system among those who did not attend the initial training. Recommended activities or venues for these regional, district, and building leaders would assist them in conveying the message about, and garnering support for, D3A2. Requesting follow-up reporting, even at a very simple level, by these targeted individuals regarding their efforts in building D3A2 knowledge and support among other staff would clarify their leadership role and give project administrators a better sense of what they are actually accomplishing in their capacity as leaders.

Recommendation: Greater emphasis on the videos associated with specific system components during training and directing staff to the video component in the D3A2 User Manual as part of the training sessions may enhance staff perceptions that these videos are valuable in their learning about, and use of, the system.

Recommendation: Ensure that initial D3A2 trainings are offered after re-rostered data are fully available to all training participants.

The D3A2 evaluation team’s 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 statewide. Statewide surveys of administrators and teachers combine with case studies, interviews and observations to illustrate the strengths and opportunities that will confront users who choose to adopt D3A2 in the coming years. Above all, the initial evaluation activities conducted during Year 1 establish that administrators and teachers face similar challenges associated with using state assessment data, yet they have different professional development needs and local contextual issues associated with adopting D3A2. 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.

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INTRODUCTION

The Ohio Department of Education (ODE) has designed the comprehensive Data Driven Decisions for Academic Achievement (D3A2) initiative to serve as a uniform system that enables teachers and administrators statewide to access and use various types of educational 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 locally. 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.

D3A2's external evaluation team, consisting of Hezel Associates and the Evaluation Services Center at the University of Cincinnati (ESC), will conduct a statewide evaluation of D3A2 that focuses on obtaining an in-depth understanding of the initiative's quality and effectiveness through a combination of formative and summative research activities that will take place over three years. The external evaluators have 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 the evaluation's first year. Since September 2006 we have worked closely with ODE, the LDS Evaluation Advisory Group and the D3A2 Professional Development Committee to stay abreast of changes as they arose, collect feedback, and coordinate efforts. These relationships enabled us to conduct four key formative evaluation activities during the first year of the D3A2 evaluation. First, we developed and administered surveys that gathered information on local data usage practices and professional development needs from district administrators, school administrators and teachers statewide during the fall of 2006 and prepared a report of findings and recommendations for ODE in December 2006. Second, our evaluation partners at the ESC conducted the first round of three-year longitudinal case studies during the winter and spring of 2007 that further illustrate the contexts in which D3A2 will be implemented. To supplement the cases, the ESC will interview additional stakeholders as districts continue to adopt D3A2. Finally, we observed the implementation of initial D3A2 training. The topics covered in the surveys, case studies, interviews and observations combine to determine users' current data usage and professional development needs, as well as D3A2's potential for dovetailing with them. Through systematic analysis of findings from the evaluation's

first year activities, the evaluation team recommends design features such as content and formats that enable D3A2 professional development to attend to practitioners' most pressing statewide needs.

This preliminary annual report documents the evaluation team's methods, findings and recommendations from the work conducted to date. We will prepare a final report once we complete our Year 1 activities during the summer and fall of 2007 and simultaneously begin the evaluation activities originally proposed for Year 2.

METHODS

The evaluation team, focused the evaluation's first year activities on the need to gather data that informs D3A2's professional development and establishes a baseline profile of statewide educational data use. The following questions guided or work:

- What needs do users have that the D3A2 professional development can address?
- What data usage practices currently exist among users statewide?
- How is D3A2 professional development implemented?

To address these questions, we conducted several evaluation activities. First, a member of the evaluation team attended each of the Professional Development Committee's monthly meetings in order to maintain a real-time understanding of pertinent developments as they arise. Second, we carried out a professional development needs assessment among administrators and teachers and reported our findings to both ODE and the D3A2 Professional Development Committee in a timely and action-oriented report during December 2006. Third, we used statewide surveys to gather baseline data on administrators' and teachers' existing data usage practices, which will serve as the point of comparison for two subsequent years' of longitudinal inquiry. The findings from the baseline data usage surveys were also reported in December 2006. Finally, the evaluation team supplemented the statewide surveys with the first year of three-year longitudinal case studies and interviews that will be conducted annually over the evaluation's three years. The case studies and interviews will describe the implementation of initial D3A2 professional development, illustrate the specific ways that educators in diverse school districts conduct data-driven practice and show how that practice changes over time.

A. STATEWIDE SURVEYS OF PROFESSIONAL DEVELOPMENT NEEDS AND DATA USAGE PRACTICES

Hezel Associates developed and distributed professional development needs assessments and data usage surveys to administrators and teachers statewide during the fall of 2006. Data gathered from both surveys attend to the context into which D3A2 will enter, 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. Appendix 1 contains the full report of methods, findings and recommendations associated with the statewide surveys that was submitted to ODE during December 2006.

B. QUALITATIVE RESEARCH OF DATA-BASED DECISION MAKING

To supplement the statewide surveys, the evaluation team conducted case studies, interviews and observations of D3A2 training to gather more sensitive information on data use and D3A2 implementation than was possible through surveys alone.

1. Case studies

Five longitudinal case studies of school districts implementing D3A2 are included in the D3A2 evaluation plan as integral parts of the assessment of data usage practices in school districts across Ohio as well as the overall impact of D3A2. Two of those three-year case studies were begun in Spring 2007 by the University of Cincinnati Evaluation Services Center (ESC). Due to slower-than-anticipated implementation of D3A2 in the districts and under advisement from ODE, only three case studies, rather than five, were conducted in Spring 2007. As it turned out, only two of the three initial case study districts were ready for initial introduction of D3A2 in Spring 2007. The ESC will conduct the third case study once the district has begun to use D3A2.

Case study visits were conducted immediately following the initial training of district personnel in March and April and thus represent baseline information for the three-year studies.

a) Evaluation questions

The case studies were conceived as contributing to addressing the following general questions for the first year of the D3A2 evaluation:

- What data usage practices exist among users statewide?
- What is the overall impact of the D3A2 project on users?

The following questions guided the research for the first year of the case studies:

- How is initial D3A2 training received in the district?
- How do administrators and teachers anticipate using the D3A2 system?
- How are data currently used and what decisions are being made based on data?
- What supports are available to the district for implementing D3A2?
- What perceived needs exist for additional support for implementing D3A2?

b) Participants

Three school districts identified to pilot D3A2 were selected by the evaluation team and ODE personnel to participate in the case studies. Criteria used to select the districts were geographic location, size, orientation to data usage, and the potential to provide examples of best practice. Two of these districts participated in the case studies in Spring 2007, District A and District B (pseudonyms). (At this writing, the third district, District C, is still waiting for its data to be prepared for use in the D3A2 system.) A key

contact person in each district selected two district leaders, three school leaders, and six teachers to be interviewed as key informants for each of the case studies' three years.

District A is a suburban district in Northeastern Ohio. The key informant administrators in this district include the Technology Coordinator and Director of Student Services and three principals representing one of the four K-4 elementary schools as well as the grades 5-6 intermediate and grades 7-8 middle schools. The key informant teachers are two fourth grade teachers; two sixth grade teachers, one who teaches mathematics and science and the other who teaches mathematics and language arts; a seventh grade mathematics teacher; and an eighth grade language arts teacher. All informants are female with the exception of the Director of Student Services, the intermediate and middle school principals, and the eighth grade teacher.

District B is a rural district in West Central Ohio. In this district the key informant administrators include the Superintendent and Technology Coordinator and principals of the K-4 elementary school, the grades 5-8 middle school, and the grades 9-12 high school. Teachers include two fourth grade teachers, a seventh grade language arts teacher, a seventh and eighth grade mathematics teacher, a ninth through twelfth grade mathematics teacher, and a tenth through twelfth grade social studies teacher. Key informants in this district are mostly male, with the exception of the elementary principal, one of the fourth grade teachers, and both middle school teachers.

c) Data Collection

The three districts were contacted for participation in the case studies by Ohio Department of Education personnel. They were told that the districts chosen for the case studies will be followed for three years to gather formative data from early adopters to help guide D3A2's implementation statewide and that the case studies are an opportunity to learn about what is working and what barriers may exist to fully implementing D3A2 in school districts. ODE personnel explained that two persons from the ESC would visit the district during the spring of 2007, 2008, and 2009; at those times they would want to talk with two district leaders, three school leaders, and six teachers about the current state of D3A2 implementation in the district and schools; and, ideally, they would like to observe any training that is taking place.

Once the districts agreed to participate in the case studies, researchers from the ESC arranged with each district to attend the initial D3A2 orientation/training and to conduct group interviews with the key informants in grade level groupings. The key contact in each district was asked to make arrangements for those interviews following the orientation/training, at the convenience of the participants.

Visits were made to District A on March 5 and 6, 2007, and to District B on April 24 and 25, 2007. On March 5, the researchers attended two initial training sessions, held at the middle school and lasting approximately three hours each. The researchers met the

District A case study participants and arranged for group interviews. One of those interviews, with the middle school team, was held after school that day. Another interview, with the two central office administrators, took place the next morning at the administration building. Arrangements were made to interview the elementary school and intermediate school teams via conference call. Those took place on March 13 after school (intermediate) and March 29 before school (elementary).

On April 24, the researchers conducted interviews with the three principals and the District B Technology Coordinator over lunch, and with the high school teachers after school. The Technology Coordinator joined the high school teachers for part of this interview. In the afternoon the researchers attended the two-hour orientation/training for District B teachers and administrators at the elementary/middle school building. The next day, the researchers interviewed the middle and elementary school teams in the afternoon during school. Both principals joined their teachers for these interviews and a third middle school teacher stopped in for a brief time while the researchers were waiting for the interviewees to arrive. The Superintendent spoke with the researchers at the end of each of the two days. All interviews took place in a conference room in the elementary/middle school building. Appendix 2 contains the interview guide used during the case studies.

Interviews generally lasted from 45 minutes to one hour, with the exception of the central office interview at District A which lasted nearly two hours. The interviews were tape recorded and one member of the research team took notes on a laptop computer as the interviews progressed. Informed consent was obtained at the beginning of each of the in-person interviews and by mail for the telephone interviews.

d) Data analysis

After each visit, the researchers reviewed their notes regarding the training sessions, together, to be sure the notes captured key details. The researchers listened to each interview tape and fortified the word processed interview notes. The interview notes were then sorted by evaluation question and coded thematically within each question.

2. Interviews with districts in various stages of adopting D3A2

To supplement the case studies, a small number of telephone interviews are planned with school district personnel in other districts designated as D3A2 pilot districts, a sample of districts that had expressed interest in implementing D3A2, and another sample of “other” school districts that had not yet indicated interest in D3A2. These interviews are currently being conducted, but are progressing slowly due to 1) transfer of responsibility from ODE to the researcher for making initial contact with potential interviewees, and 2) beginning the interview process so close to the end of the school year. Further, interviews with the D3A2 pilot sites can only take place once an initial staff orientation to D3A2 has occurred, and, at this time, there are no additional

orientations scheduled. Results will be reported separately once the interviews are completed.

Like the case study visits, the interviews completed to date were conducted immediately following the initial training of district personnel in March and April and thus represent baseline information for the three-year studies.

3. Observations of initial D3A2 training

Observation of professional development sessions is included in the evaluation plan for D3A2 as the first step in evaluating the D3A2 professional development. Information from these observations will be used to inform the outcomes of the professional development as well as to provide formative data for the developers and providers of the professional development.

The only professional development that was provided in Spring 2007 was an initial orientation to the D3A2 system. This was commonly referred to as the “Point and Click Training.” The training was provided to three school districts that had been designated as D3A2 pilot districts and to regional personnel from Educational Service Centers (ESCs), Special Education Regional Resource Centers (SERRCs), Regional School Improvement Teams (RSITs), and Information Technology Centers (ITCs) in five regions of the state. Members of the evaluation team from the University of Cincinnati observed this training in two of the pilot districts in March and April of 2007. Additionally, a post-training survey was created at the request of the trainer for the purpose of collecting participants’ immediate reactions to the training at all of the training sites.

a) Evaluation Questions

The evaluation question addressed by observation of the D3A2 professional development can be stated as follows: How is D3A2 professional development implemented? For evaluation of the initial D3A2 training, the following questions guided the evaluation:

- What comprised the initial D3A2 training?
- Who participated in the initial D3A2 training?
- How was the initial D3A2 training received in the districts and regions in which it was presented?

b) Participants

District-level Training

Participants in the district-level initial training were teachers, principals, and district-level personnel in four school districts designated as D3A2 pilots. A total of 57 principals and teachers received training across three of these districts: 54 of these individuals completed surveys for evaluation purposes. These districts will be referred

to as District 1, District 2, and District 3. Training also was conducted in a fourth district, but the University of Cincinnati did not receive participant evaluation surveys from this district.

Table 1 shows the number of participants attending the training sessions conducted in each of the three school districts for which evaluation surveys were received, by participant role. For these training sessions, evaluators noted that a mix of K-12 teachers and principals were in attendance. The strongest teacher representation occurred at the K-8 level, particularly at the District 1 sessions.

Table 1. Number of Participants by Role: District-Level Training

Participant Role	School District		
	District 1	District 2	District 3
Teachers	18	11	8
Principals	9	0	3
District-level personnel/other	3	0	1
TOTAL	30	12*	15**

*Missing role data for one respondent.

**Three respondents did not complete surveys; two of these were ITC personnel.

Regional Training

Participants in the regional initial training were personnel from ESCs, SERRCs, RSITs, and ITCs in five regions of the state. A total of 90 individuals received regional training.

Table 2 shows information for training sessions conducted at regional sites, by participant role. Since specific categories for regional roles were not listed on the survey except for “district-level personnel,” most participants provided their own role description. Therefore, participation for some roles may be underreported (for example, some consultants may actually be ESC consultants and some SERRC participants may also represent an RSIT).

Table 2. Number of Participants by Role: Regional Training

Participant Role	Regional Site				
	SPARRC	MEC	NCOCC	MVECA	NOACSC
District-level personnel	4	5	7	5	4
ITCs	1	3	6	-	4
ESC	-	1	1	1	2
Consultant	5	-	1	-	-
RSIT	-	2	3	1	1
SERRC	2	1	-	-	-
Tech coordinator		-	-	5	-
Curriculum coordinator	1	2	1		1
Director/Coordinator (unspecified)	-	-	1	1	1
Other	1	-	4	3	2
No response	-	2	3		2
TOTAL	14	16	27	16	17

c) Data Collection

The D3A2 Initial User Training Survey, (see Appendix 3), was administered to participants at a total of 14 district-level and regional training sessions conducted by Cheryl Cronbaugh from the D3A2 User Committee in March and April, 2007. These surveys, developed by the University of Cincinnati evaluators, were administered at the conclusion of each session to determine participants' perceptions of the quality and outcomes of the training. Surveys were distributed at training sessions held in three school districts: District 1 on March 5, District 2 on March 14, and District 3 on April 24. Two sessions were conducted in District 1 (one morning and one afternoon session) and District 2 and District 3 each hosted one session.

Surveys also were administered for training sessions held at five regional sites: Stark-Portage Area Computer Consortium (SPARRC) on March 23, Metropolitan Educational Council (MEC) on March 26, North Central Ohio Computer Cooperative (NCOCC) on March 26, Miami Valley Educational Computer Association (MVECA) on March 29, and Northwest Ohio Area Computer Services Cooperative (NOACSC) on March 30. Each of these regional sites hosted a morning and an afternoon session.

Evaluators from the University of Cincinnati observed training sessions in two school districts: District 1 on March 5 and District 3 on April 24. The evaluators' observations and impressions of each session's process and instructional activities were recorded in narrative form. Brief overviews were also conducted immediately before both training sessions in District 1 to preview and receive feedback on the professional development modules being developed to accompany D3A2. However, these overviews were not conducted in any other district-level or regional training sessions.

d) Data Analysis

The combined data from the observations and surveys were utilized to address the evaluation questions pertaining to the initial training. The ESC calculated descriptive statistics on the scaled items in the surveys.

Thematic analysis was conducted for the observations of the sessions recorded in narrative form to identify themes evidenced in the instruction and the instructor/participant interactions.

FINDINGS

A. STATEWIDE SURVEYS OF PROFESSIONAL DEVELOPMENT NEEDS AND DATA USAGE PRACTICES

Presented below is a summary of findings from the statewide surveys that were reported to ODE in December 2006. The full report in Appendix 1 contains a more detailed discussion of findings.

- Administrators and teachers use a wide variety of systems/interfaces for accessing state assessment data.
- Administrators and teachers generally lack training in the tool(s)/interface(s) used to present state assessment data.
- Individuals' attitudes and organizational cultures are generally positive toward using state assessment data constructively.
- 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.
- A lack of time presents the greatest barrier to administrators' and teachers' use of state assessment data.
- School leaders occupy a unique organizational role in districts.
- District administrators, school administrators and teachers differ in their frequency of and confidence in using state assessment data for various purposes.

B. QUALITATIVE RESEARCH OF DATA-BASED DECISION MAKING

1. Case studies

a) Case Study 1: District A

District Context

District A is a suburban school district that served 3921 students in 2005-06. The district is comprised of one high school, one middle school, one intermediate school, and four elementary schools. An overwhelming majority of the students in 2005-2006 were Caucasian (91.7 %) with the next largest racial group being Asian/Pacific Islanders (3.9%).

District A is a middle/upper middle class community where there is a high level of expectation for the schools. One of the principals who was interviewed said, "Our community scrutinizes us." District A is proud of its active parent, grandparent, senior citizen, and business involvement in the schools. Nevertheless, the community recently failed to pass a school levy. One result of the failed levy was the district's need to divert discretionary funds earmarked for technology to other more pressing needs.

Per pupil expenditure in 2005-2006 was \$10,955 and average class size was 18.9. The district's 260 teachers averaged 18 years' experience and 65.6% of teachers held masters degrees. The average teacher salary was \$63,888.

The district as a whole and each of its schools, have an *Excellent* rating from the State of Ohio. Student attendance and graduation rates were above 95% in 2005-2006. During this school year 13.4% of students were identified as having disabilities; 21.9% were identified as gifted; and 8.2% were economically disadvantaged. One principal described the district as having a student body that is 80% at proficiency or above and 20% needing extra help.

School Improvement Efforts

In spite of its *Excellent* rating, in 2005-2006 District A missed AYP for the first time. Concerns about special needs and economically disadvantaged students at several grade levels have forced the district to more closely analyze data in order to address these concerns. Analysis of value-added data has shown that the district as a whole "has done well with performance, but not with growth." There is a concern that the advanced proficient students need to be pushed to do more than "what they have to do to get an A."

Continuous Improvement Planning. The most recent revision to the district's Continuous Improvement Plan (CIP) for 2006-2008 lists three focal areas contributing to the goal of high levels of learning for all students. The first is maximizing student performance through *value-added student achievement* principles, including diagnostic prescriptive approaches and student and teacher accountability. The second focal area is support of *curriculum, instruction, and assessment alignment* that includes curriculum maps and common assessments, resources to achieve performance indicators, assessment data to guide instruction, creative instructional strategies, and data-driven comprehensive interventions. The third focal area is collaborative, job-embedded *professional development* addressing technology, differentiated instruction and assessment, data-based decision making, and value-added assessment. Performance indicators and action steps in each focal area are outlined with specific timetables attached. Administrators and staff agree that the "CIP directs everything we do."

One of the principals who were interviewed pointed out that there is an emphasis on collective responsibility and empowerment across grade levels. Indicative of the district's attitude toward collective responsibility, the Student Services Director explained that he is not willing to impose a particular plan for implementing D3A2, but rather, to develop the plan with the rest of the "pioneers" in the district.

On the other hand, one administrator commented that staff is feeling "a lot of uncertainty because of accountability." Another administrator discussed how this

uncertainty has led to a certain level of resistance among a small number of teachers. “Less than 10% of teachers need attitudinal adjustments, but many are in power positions who try to put up roadblocks.”

Standards-Based Practice and Assessment. “We’re kind of already teaching to the standards,” was the way one teacher described instruction based on standards. Curriculum has been aligned to the content standards, with the help of the schools’ Technology Integration Specialists. One teacher commented, “There was that awful time period when you taught to the test. Now we really teach toward the test in a different, more constructive way.” Both middle school teachers discussed how everything they do is focused on “things they’ll need to know to pass the test.”

One elementary teacher explained that teachers do a lot of assessment at the beginning of the school year to determine what content they will need to review. Her colleague added, “But the process doesn’t ever stop. Assessment drives our instruction for blocks of time.” The intermediate teachers described how they use informal formative assessments regularly for each indicator in language arts and mathematics.

The district has organized curriculum groups to do district-wide curriculum study, including the use of common assessments and diagnostic testing. A full review of the language arts curriculum, K-6, will be initiated next school year. The elementary principal talked about efforts to incorporate progress monitoring cycles and curriculum review cycles. The intermediate principal discussed providing training and resources for differentiating instruction. Curriculum mapping has led to a more concerted effort to locate appropriate content resources, including online resources.

The district has a pyramid of interventions, including ones for high performing/low growth students, but district administrators believe there may be some inequities across buildings. The pyramid of interventions includes child study meetings and a child intervention assistance team at the elementary school. Middle school has an intervention and extension period. The elementary principal indicated that they need more intervention testing.

Teamwork. Teachers meet for different purposes by grade level, by teaching team, and, for the intermediate and middle grades, by content area. The elementary principal who was interviewed discussed how common planning time is built in once a week, but it is up to the teams whether they choose to use it. In the past, substitutes were hired for common planning time during the school day, but teachers did not like taking the time away from their classes.

Grade level meetings throughout the school year are used to develop common assessments and to examine student data from these assessments. This level of collaboration by grade level presently exists only at the building level, as the

elementary grades are spread across four buildings, “all with different cultures.” There is a desire for fuller collaboration across elementary buildings. At the middle school, 50 minutes are provided once a week for collaboration around common assessments, but the time has not been structured or monitored.

One principal expressed the opinion that workloads prevent teachers from quality collaboration. “Teachers at different grade levels need time to talk to each other to see how they can support each other. The problem with school is you can’t stop it to change something.”

Staff Development. The district has developed practice of five to six days’ release time, with substitutes, each year for staff development. It was noted the PTO needed to be convinced that release time was important and needed.

Data Culture

One principal offered the perception that data has been part of the district culture for the past few years and it is expected that this will increase. While data are discussed at meetings on many levels, one teacher commented that data-based discussions among teachers tend to be informal. The district has not had a central data management system that is accessible to the staff, and has been searching for an affordable system for some time.

Principals are able to ask for help from central administration to interpret and manipulate data, and presentations of data are part of monthly administrator meetings. Some principals are more eager than others, especially at the intermediate school where it is important to see the fourth grade data for students coming into the fifth grade. Data analysis practices that are taking place, particularly at the intermediate and middle school levels, are shared in the monthly principal meetings. These seem to be primarily analysis of test items that students tend to have trouble with. Data are also shared widely with parents and community.

Development of the Culture. Staff development for D3A2 is being targeted toward the lower grades because they are perceived as “more child-centered” and thus more inclined to embrace data analysis to set learning targets. The elementary principal believes that the improvement in student test scores experienced by her school over the past several years can be attributed to the school’s attention to data. However, this principal also said she does not believe her staff fully understands the power of data use and how to use data consistently to develop lessons. One of the two elementary teachers interviewed, whom the principal called “more progressive,” said, “We’re not as good at applying data. We’re good at analyzing it.” One of the central office administrators also expressed the opinion that teachers need fundamental help with adjusting lesson plans in response to trends found in data.

A curriculum group has been attending value-added training and learning how to teach others how to look at these data. Value-added data have been shared in grade-level teams and, according to one principal, these data have raised some “good probing questions.” In Fall 2006, the Department of Pupil Services initiated a newsletter to help build awareness among all staff of data driven decision making through D3A2 and value-added assessment.

One teacher voiced the opinion that, while teacher attitudes toward data use are positive overall, they could become negative if it becomes “too statistical.” A middle school teacher said they thought there may be a negative connotation to data because of the pressure to “bring up the numbers.”

Program Evaluation. There is a commitment on the part of administration to collect meaningful data for program evaluation. However, they have encountered some resistance. For example, the district did a needs assessment to determine professional development needs of special education teachers. The needs assessment consisted of interviews with each of the special education teachers. After the staff development was completed, a rubric was created to gauge progress in implementation of the program. The administration is now experiencing backlash from the teachers’ association because the special education teachers feel they are being targeted and personally evaluated as a result of the district’s having missed AYP.

Current Data Use in the District

Accessing and Analyzing Data. Referring to state-level data, the Director of Student Services, who functions as test coordinator, said teachers “want it now; they want to look at the data over the summer.” The degree to which teachers actually engage in using data for data-based decisions, however, varies. One principal said, “We don’t really look at data in a truly consistent manner.”

Access to State Data. Excel files of state achievement test data are created by the Director of Student Services in the summer and given to each of the principals. The principals then determine how these will be shared and further analyzed at the building level.

Analysis of State Data. The Director of Student Services does much of the actual data analysis for the district. In the summer, he creates charts and graphs to present the data by district and by buildings. These are given to the building principals. Buildings then meet in teams and use these data presentations to target the areas needing improvement by grade level and individual class. The data show trends by cohorts and across buildings, as well as comparing against benchmark data and 20 other district comparison groups.

At the middle school level, the Excel files from central office are shared with teachers and sorted based on performance in order to flag students for intervention. This year

the intermediate principal made a list of kids likely to need intervention. This is largely done with hard copy. An intermediate teacher said, "It takes hours and hours to see where each kid needs improvement."

The elementary principal gives each teacher what she calls a "fat folder" with grade level test results. Once the elementary teachers receive their folders, further analysis of the data is performed by hand. One teacher explained, "I take the spreadsheet out on the table and I highlight if a student has a below proficient score and I look to see what strand is a weakness." She explained that she cannot drill down to the indicator level. At this time, they do not have the ability to perform item analysis with state data.

This year, a committee of about 10 teachers and administrators has also been looking at the district's value-added data and sharing it with grade-level teams. These data are compared with achievement data to determine which students are proficient or above but not progressing.

Use of Short-Cycle Assessments. The creation and use of short-cycle common assessments has been an important initiative in the district in the past year. Teachers have been given instruction in identifying important learning targets, building common assessments and mapping them to the indicators and learning targets, and developing assessment plans. Common assessments are being developed, especially for language arts and mathematics. The Technology Integration Specialists are helping to make the common assessments electronic, and one high school teacher has been instrumental in helping make the common assessments look like the state achievement tests. However, one principal commented that the validity and reliability of the teacher-developed instruments that have been created have not been tested. There is presently no central mechanism for tracking these data against identified learning targets. The Technology Coordinator said, "We're in the formative stage of developing this."

The mathematics teachers at the middle school have been proactive in developing Excel spreadsheets for their quarterly assessments. They graph student performance on each item to determine whether there are common areas of difficulty and to identify students for intervention. The middle school language arts teachers also look at error analyses for their quarterly assessments, but not as systematically as the mathematics teachers. At the third and fourth grade levels, teachers pay close attention to what assessment items students have trouble with in order to prepare for the State achievement tests.

Decisions Based on Student Data

Continuous Improvement Planning. Buildings use their analyzed data to set building-level goals consonant with the district's CIP goals.

Assignment of Students to Teaching Teams. Principals use achievement test data to insure that each teaching team has a "balanced" roster of students. According to one principal,

the community “wants to believe that we have a smart team and a dumb team. We use data because we need to make sure we have tiers of kids in each team. Everyone gets equal opportunity and equal access to our program.”

Instruction. One teacher said, “We look at particular standards and benchmarks to adjust the curriculum map, but we do it at 10% as well as we could because the data haven’t been real good.” An example of changes in curriculum and instruction based on analysis of data is the discovery that the district was not doing well in vocabulary development and word study. This spurred an analysis of the curriculum for word study and adoption of all new materials across grade levels. At the elementary school, a need was identified in the area of probability for fourth grade mathematics. Teachers worked on their approach to teaching probability and continued to monitor progress.

Intervention and Enrichment. State data at the beginning of the year and short-cycle assessment data throughout the year are used to identify students for extra help or group students according to like needs. One teacher said, “The most important thing we do with the state data at the start of the year is to red-flag students. The item analyses for short-cycle assessments that is being done by the middle school mathematics teachers is particularly helpful for zeroing in on particular individual students’ specific needs.

Based on analysis of value-added data, there is also agreement across grade levels that there is a need to better differentiate instruction for high performing students. They look for students at the borderline of each level (e.g., proficient, accelerated, advanced) to see who could be pushed or given extra instruction to achieve at a higher level. The middle school principal indicated that the enrichment coordinator might use test data to identify students who could be encouraged to participate in self-selected advanced mathematics and language courses.

Looking Forward to D3A2

Responses to Initial D3A2 Training. Thirty-six individuals were hand picked as “pioneers” for an initial orientation to D3A2 on March 5, 2007. Teachers included three each from grades 5-8 and one from grade 4 in each of the four elementary schools, as well as the Value-Added Specialists, Technology Integration Specialists, and two community members of the CIP team. All school administrators attended the training. A January memo to the pioneers explained that the district’s role as a pilot for the project and each individual’s role as a pioneer was “to offer constructive feedback on the implementation of D3A2.” The memo went on to say, “The primary objective of this is to provide teachers with data analysis tools to help see trends in student achievement data and then link it to instructional resources that will help guide teaching.”¹

¹ Director of Student Services Project Update memo, January 5, 2007

Two training sessions were held, one in the morning and one in the afternoon, with 21 persons attending in the morning and 15 in the afternoon. The sessions were held in the middle school computer lab and each person was able to log onto the system individually. Each orientation began with an introduction by the district superintendent. This was followed by an overview of the professional development modules that are under development through the work of the D3A2 Professional Development Committee. District A's Director of Student Services is a member of that committee, and he conducted the overview. Cheryl Cronbaugh from the D3A2 User Committee then provided a "point and click" step-by-step walk through of how to navigate the system. Participants were able to access grade-level student data as they navigated through the system, but the data had not yet been re-rostered so the teachers could access data specific to their own students. The training lasted approximately three hours, with time for participants to do a little exploring of the system on their own.

Teachers and administrators, overall, were very positive about the orientation and appreciative of the hands-on learning. Following the training, 97% indicated, on the Initial User Training Survey, that they felt somewhat confident or very confident in their ability to navigate the system; 33% said they felt very confident. However, one of the teachers who was interviewed said, "This was overwhelming to me today." Three other participants echoed this view in post-training survey responses.

Anticipated Uses and Benefits of D3A2. Feedback at the end of the training indicated that participants were generally positive about D3A2 itself. All of the participants indicated that they themselves and most teachers in the district would be somewhat or very likely to use D3A2. Seventy percent thought most teachers in the district would be very likely to use the system. Asked what they liked best about D3A2, 50% said either "availability of the data" or "accessing the data"; 23% noted access to the online resources. Other comments tended to focus on analysis capabilities of the system, including the ability to analyze students' strengths and weaknesses. Of the participants who offered a comment regarding what they liked least about D3A2, most commented on the fact that all the data were not yet available or that there were still a few glitches in the system.

One teacher commented that D3A2 will "add to the arsenal" for teaching to the standards, and there was general agreement that the system will be especially powerful for the district once common assessments are integrated into the system. Another teacher commented that they hope to have access to multiple pieces of data in order to identify how a child is progressing.

Access to Student Data. Teachers and administrators agreed that D3A2 will save time in accessing data for differentiating instruction and setting up intervention groups. One intermediate teacher said that presently, "It takes hours and hours to see where one kid needs improvement." The elementary staff said that having data in a central location and being able to "drill down" to individual students, indicators, and test items will be beneficial, particularly for fourth grade teachers. However, they believe that once they

are able to put their common assessments on the system, it will be “a grade 1-4 initiative.” The elementary principal said, “When they have the information at their fingertips instead of having to go through a ‘fat folder,’ they’ll be much more likely to click on lessons.” The fourth grade teachers indicated that the ability to see individual test items is the most important feature of the system for them.

Content Resources. The administrators who were interviewed believe that teachers perceive D3A2 as a way to help them with resources for the classroom. “Being able to tap into resources immediately, as soon as an area of weakness is identified, is a real strength.” The teachers commented, however, that they already have access to a wide variety of good resources keyed to standards, so this would not be as important a feature of the system as item analysis. One teacher commented, “having resources in one place will definitely be helpful and will add to what we already have.” The intermediate teachers said the online content resources will help to “fill in the gaps” for science and mathematics. However, one teacher felt that some of the resources they looked at “were very long and daunting.” Teachers were especially interested in the ability to access resources by standards and were generally excited about the book bag feature. They are looking forward to tapping the resources to help with creating common assessments.

Support Available and Additional Support Needed for Implementing D3A2

All those who were interviewed commented that having the system fully functional, i.e., using re-rostered data (data for each teacher’s *current* students) is essential to beginning implementation with other staff members. As of this writing, this district is the first and only district to have accomplished integrating re-rostered data. However, a number of other supports were discussed as important to fully implementing D3A2.

Teacher leaders. The central office administrators suggested that they will need to build a team of pioneer data users who are also master teachers. They are confident of this happening because of the talent that exists in the district. One principal spoke of “power in people,” helping each other and learning together in teams, and a teacher said, “teachers are the best support for each other.” Another principal commented that the level of professionalism of the staff, coupled with the level of expectation in the community, would contribute to successful implementation of D3A2.

Technology. All staff identified technology in the district as an issue. There is a need for upgrading the server and providing more computer work stations for teachers. (There are presently four computers in each classroom and they are four to five years old.) Upgrading is needed in order to give teachers the ability to access the system from home. A large expenditure for technology is apparently being planned for.

Support Staff. The district is fortunate to have strong staff support for technological initiatives. Technology Integration Specialists are available at all grade levels to help

teachers with integrating technology into instruction. These individuals will be able to help the teachers with accessing and working with data electronically, and with using the D3A2 resources to develop common assessments. The Technology Integration Specialists are viewed as key to helping build a culture for using data. The Technology Coordinator's role will be focused on helping teacher develop skills in analyzing data.

Time. An elementary teacher expressed a concern about the time it will take to make this a functional part of teachers' instructional practice. One teacher referred to the "ugly 't' word" and said that it will be very frustrating if the system is introduced without providing a block of time to use it. The elementary principal suggested using team meetings and monthly staff meetings for D3A2 learning and practice, but admitted that other things often come up that need to be addressed in these meetings. Her preference is to devote half days for each grade level, with substitutes.

The principals noted that there is a need to garner more time for collaboration and collaborative planning, both horizontally and vertically. Collaborative time is build into the district CIP, but administrators admitted that there is a need to commit resources to making that happen. The Technology Coordinator is concerned that, once short-cycle assessments can be brought into the system, time will be a big issue for entering the data and ensuring that protocols are followed for formatting the data.

Professional Development. The administrators recognized that the district is going to need to invest greater resources in professional development. "Staff development days would be doing what we did yesterday, but they would also include time for teachers to sit down together and talk about how they're going to use the data. And principals and central office staff have to sit down and talk about how they're going to provide support."

They also voiced concern that the D3A2 professional development modules are behind schedule in development and that they may need to develop their own materials for their teachers. They anticipate that their teachers will need staff development on data analysis and on use of data, and that administrators will need help with leveraging change in the culture of using data. "The tool is good, but it's not about the tool, it's about changing behavior in the classroom."

Attitudes. The administrators fear that data analysis "scares a lot of people – they think it takes the feeling out of education." An intermediate teacher offered the opinion that there would be a "mix of teacher attitudes." "Some are going to say this takes a lot of time. Some will say, just leave me alone to teach. Some don't want anything to do with accountability and technology." One teacher, who was largely positive about D3A2, also voiced the opinion that when everything is data-driven, "you can lose spontaneity of teaching, teachable moments."

Another teacher noted that the support of administration will have a lot to do with teachers' attitudes toward D3A2. "If it will be pushed on teachers, it will be too much." This teacher said the staff wants to do it, "but it's like adding another book to what we're already taking home," and the teacher's principal agreed that teacher workload is an issue.

b) Case Study 2: District B

District Context

District B is a rural district in a remote area of Western Ohio. The district served 973 students in 2006-2007. The district is based on two campuses, one consisting of the high school and administrative offices, the other a single building that houses elementary (grades K-5) and middle school (grades 6-8) programs. Nearly all of the students (98.3% in 2005-06) are Caucasian. A teacher explained that the smallness of the district allows teachers to get to know students better than in larger school districts.

The community is largely made up of German Catholic farmers. (One of the teachers who was interviewed after school had to keep the interview short in order to get home to milk the cows.) According to one of the teachers, parents tend to be fairly strict disciplinarians and local businesses provide pressure on the schools to provide instruction that will produce highly skilled future employees. Many of the teachers in the district are from the community.

Per pupil expenditure was \$7884 in 2005-06. The average class size in the current 2006-2007 school year is 20.7. In 2005-06, the district had 61 teachers with an average of 17 years' experience and 73% of teachers held masters degrees. The average teacher's salary was \$43,351. Teachers and administrators tout the district as "the best" for community support, administrative support, and working together as a team.

The school district and each of its schools are rated as "Excellent" by the State. In 2005-2006 student attendance was at 96.9% and the graduation rate was 98.5%. In the current school year 16.1% of students are identified as disabled and 18.3% are identified as gifted. In 2005-06, 9.1% were economically disadvantaged.

In 2006, 36% of students graduating from District B's high school planned to attend a four-year college and 43% planned to attend a two-year college. While a high percentage of students go on to postsecondary education, many of them come back to the area for employment. A high percentage of students also work while they are in high school.

School Improvement Efforts

The district has a history of concerted school improvement efforts since 1991². While the district has had an Excellent rating for all five of the years that ratings have been given, one of the teachers interviewed commented that when he started teaching, this was not a successful district. This teacher attributes the recent successes of the district to committed staff and administrators who have come up through the ranks and have stayed in the district. One teacher commented, “We try to structure everything so kids have the best chance to improve.”

Continuous Improvement Planning. District B’s 2006 revised CIP emphasizes collective responsibility to add value for all students. Two of the strategies outlined in the CIP are aligning assessments with state testing expectations and having students track their own learning using short cycle assessment results. Starting this year, CIP Coordinators have been appointed for each building. The CIP is viewed as a working document and CIP planning takes place at district and building-level inservices throughout the year. Analyzed data related to CIP goals are posted on the district’s website.

One teacher described the district as having a reputation for putting 110% into making an innovation work and making sure the entire staff has access to the time and resources needed. “We don’t have teachers whom you have to take kicking and screaming to try something new like D3A2.” One teacher characterized teachers who are slow to adopt change this way: “Our nay-sayers are way on board compared to other places.”

A principal described how certain innovations have been tried or studied and then not implemented. He indicated that the district is willing to learn from mistakes. “If the staff believes in a project, it will work.” Administrators speak of a philosophy of “pressure and support” and teachers join them in discussing an overall district culture of trust. Teacher leaders are used regularly to introduce new things: “Get the rising stars on board, then their enthusiasm will carry out to the rest of the staff.”

Standards-Based Practice and Assessment. The Superintendent explained that teachers are very familiar with the Ohio Content Standards, making them the focus of their instruction, and, thus, there is little need for working on curriculum alignment. Nevertheless, some realignment has taken place at the high school level. Two social studies teachers reworked the entire high school social studies curriculum to align with the standards and OGT emphases.

High school teachers work particularly hard at addressing all of the grade-level indicators tested on the OGT during the ninth and tenth grade. This includes addressing content such as certain key geometry concepts that have to be included in

² Chronology of Improvement Efforts on district website

the pre-algebra curriculum. (Students do not have an opportunity to take geometry as a course before OGT.) They also work to prepare juniors and seniors for the ACT. However, teachers noted that they have much more latitude in the curriculum once they get beyond tenth grade and the OGT.

Assessment for flexible groupings to address individual needs in relation to the grade-level indicators, has been a major emphasis in the fourth grade, especially for mathematics and language arts. This emphasis has been spreading to other grades at the elementary school. Across the district, teachers are attempting to make all short-cycle assessments look like the OATs and OGT. At the elementary level, a Collective Responsibility group meets monthly to work on short-cycle assessments. This group has made assessment systematic for language arts, and they will work on science over the summer. At the middle school, writing and fluency probes are used four times a year.

In the elementary grades, teachers are rewording indicators into “I Can” statements, e.g., “I can know that air surrounds us and takes up space.” This spring they used “I Can” statements to help students track their own short-cycle assessments and share the data with their parents in student-led conferences. One teacher developed a web site that compiles all the student Intranet-based mathematics software and tutorials by indicators for use by students and parents. The elementary principal and teachers expressed a desire to work toward a standards-based report card.

Teamwork. Common planning time is used by elementary teachers at the same grade level, along with inclusion and gifted teachers, to make intervention decisions. Content area teams meet weekly; grade levels every two to three weeks. Teaming is a bit more difficult in the middle grades where there may be only one teacher per subject area. According to the high school teachers, the high school has well developed teaching teams in all content areas other than social studies where there are not enough teachers for effective teaming.

Staff Development. All staff are required to do a minimum of ten unpaid professional development hours each year. Teachers receive pay incentives for additional professional development over and above the ten required hours. However, according to one principal, the pay incentives are not as influential as are the teachers’ desires to improve their own teaching.

A 40-hour inservice week (unpaid) takes place each summer in July, and over 90% of the teachers participate. The foci of the summer inservice are determined by the needs identified by the staff. One teacher said the administration just asks them, “What do you want to work on?” Four other inservice days are held throughout the school year, including one day at the beginning and one day at the end of the year.

These days include time to discuss district goals, as a district, and time to work on building goals by grade levels and by content areas.

Data Culture

The teachers and administrators who were interviewed all agreed that the district has a data-driven culture and that staff are generally enthusiastic about using data. Principals meet monthly or bi-monthly with the Superintendent to look at data, and an annual data retreat is used to review annual data and the CIP. Whole district staff meetings incorporate examination of data trends. One teacher commented, 'I just think we're immersed in it. You hear jokes, 'Can I go to the bathroom?' 'What's the data say on that?'" The Superintendent and others from the district often give presentations outside the district on using data to drive student instruction.

Development of the Culture. The district continues to push for higher levels of data and assessment literacy. District B piloted use of DSL in 2003 and has continued to use DSL/DASL for five years, particularly for test item analysis. The district's previous technology coordinator had the idea of connecting DASL data to content resources and presented this to ODE, giving birth to the idea for D3A2.

The District began work with Battelle for Kids' Project SOAR for value-added data in 2005-06. All staff received value-added data in January 2007. One principal noted that their staff is not concerned about how value-added data might affect their evaluations or about merit pay. "People are just excited to get their hands on data. 'How am I doing?' There's kind of a culture and understanding that this is how we do business." On the other hand teachers voiced concern about value-added because they are so focused on mastery that they find it difficult to meet the needs of gifted students to improve.

Through their work with Battelle for Kids' Assessment for Learning project, one principal has come to the conclusion that teachers are not basing instructional decisions on data to the extent they think they are and is planning for additional staff development. One administrator explained that the district attempts to "make it as user-friendly as we can so teachers don't have to be concerned about the logistics of it."

Program Evaluation. Surveys – of parents, students, staff, exiting seniors, post-graduates, as well as evaluation of specific activities such as professional development and IEP conferences – are a regular and expected part of school operations. Surveys are analyzed centrally and results are shared with everyone so they can be used for planning by the District Leadership team and School Leadership Teams. Students are involved in interpreting the data on school climate and making recommendations for changes. A Data Summary book produced by the district provides a summary of key data, including all the survey data.

Current Data Use in the District

Accessing and Analyzing Data. When asked whether administrators and teachers routinely perform data analysis on state assessment data, one administrator said, “Overall, yes. If you ask some teachers, they might say no because it’s become such a part of what they do that they don’t even realize it.”

Access to State Data. Teachers presently access state assessment data, including item analysis data, using DASL. The elementary principal noted that teachers in grades 3-5 use these data regularly until OATs are given in May. One teacher explained, “We use information from last year’s results, or past years’, but specifically last year’s. We want to look at kids we have this year, how they did last year.”

The high school teachers related how they also consider each student’s whole academic record, allowing them to “know exactly what they’re going to have to improve to be successful.” Operating in a small school system, these teachers do not hesitate to call a teacher who had a student previously to inquire about that student’s particular needs. One teacher explained, “If a student didn’t do well in a particular subject area, we say, ‘How do we think they should have done based on what we know about him?’”

Analysis of State Data. A middle school teacher explained how she begins to analyze her students’ data, largely by hand: “I start right away once school is out with printing out my next year’s class, to get an idea of what they look like so it’s not just a name. From there I go back to their achievement scores, high stakes tests, wherever they’re at. Then I go color code my class lists to see the levels of the students I have in those classes. Then I check value-added to see if they are gaining value. I check to see if they’re in an inclusion room, if they’re on anything – IEPs or 504s, if they’re gifted.”

Teachers use time provided at the summer inservice to look at test results together. Not just overall as a group. We look at individual questions, like what didn’t our kids pass 75% of.” At the high school, teachers pay close attention to individual students’ areas of strength and weakness and use item analysis specifically to identify areas of focus for the OGT.

Teachers are beginning to consider value-added data. These data are based on OATs and OGT as well as other achievement tests such as Terra Nova and the Iowa. This year there were not sufficient data at all levels to provide projections for how students would achieve on the OATs and, particularly, the OGT.

Use of Short-Cycle Assessments. Elementary teachers use teacher-developed assessments as well as tests accompanying their reading series that incorporate items similar to those on the OAT and are aligned with the language arts grade-level indicators. These teachers also have obtained short-cycle assessments for each science indicator. One of the fourth grade teachers is also developing quizzes in KIA as well as video tutorials for

each of the mathematics indicators, K-12 (using content standard ladders from Muskingum). The elementary principal said their goal is to standardize their short-cycle assessments in order to move toward a standards-based report card. In the middle grades there has been a concerted effort to identify and obtain access to websites for short-cycle assessments and assessment items. These teachers use these brief assessments frequently. Short-cycle assessments at the high school are largely teacher-made tests.

Decisions Based on Student Data

Continuous Improvement Planning. District and building CIPs, consistently referred to as a “working documents,” are based on study of student and other data. Substitutes are provided for inservice days that allow teachers to work on CIP goals, examining data together and planning for changes in instruction or further assessment needs. A middle school teacher said, “When we break into building mode, we look specifically at what we need to meet our goals and improve.” An example at the elementary level is the current emphasis on science that resulted from analysis of the value-added report. The staff is looking at the science curriculum to discover where there may be gaps and they are looking forward to summer to work on the curriculum together.

Staff Development. The elementary emphasis on science included a half-day inservice added in this school year. Other staff development that is being planned as a result of data analysis includes an assessment seminar on “assessment for learning” led by the high school principal and a teacher during the summer inservice week. Through examination of data through the Assessment for Learning project, they discovered that grading at the high school level is inconsistent, leading them to suggest the need for staff development. Referring to the work teachers will do during the summer inservice, the elementary principal said, “We plan it according to what the data say, on surveys, on what the teachers see as a need, and on what value-added scores show.”

Instruction. The teacher who discussed starting her data analysis the minute the previous school year ends, explained that she uses this information to set her lesson plans and “have them already differentiated.” Once the new school year is underway, she uses short-cycle assessments to continually create and post a percentage goal for each student on the assessments.

At the high school, item analysis data, as well as data regarding individual students’ areas of weakness, are used specifically for lesson planning to target areas of focus such as data analysis and probability, for preparing for the OGT. “I have to change the plans as far as the information I want to get across to the kids based on what I know their abilities are; that comes out of the data.” The high school has biweekly teachers’ meetings in which the staff discusses what data mean, what the data lead them to focus on, and what interventions are needed.

Teachers use item analysis to determine “what we didn’t put enough emphasis on” the previous year and where they think their current students will need the most help. High school teachers use item analysis to make sure they are covering all the benchmarks in preparation for OGT.

One teacher said, “One thing we have been doing better since we really got into the data and the indicators is ... letting the kids know what you’re going to teach, teach it, then tell them what you taught. It has made us better teachers because we know what the kids need to know, and we tell them that – what we want you to get out of it.”

Further Assessment and Test Preparation. Results of data analysis are often used to plan for more targeted assessment and for helping students with testing. After the fourth grade team analyzed last year’s mathematics test data, the team created a new test targeting the uncovered trouble areas. The team also made overheads of daily problems using the test items that troubled students the previous year. One of these areas was “clumps and holes” in a line plot. Teachers also look at the released test items to see where wording of questions may have contributed to students misunderstanding a question. An example is the concept of “main idea” that was referred to on an OAT as “central idea.”

Intervention and Enrichment. In the elementary grades short-cycle assessment data are used to create flexible groupings of students for intervention that is built into the school day. Data are also used to create flexible groupings for third and fifth grade students needing enrichment with the gifted teacher. The fourth grade teacher who is developing mathematics quizzes for each indicator plans to track student scores by indicator and use these data to guide needs for intervention and enrichment.

At all levels there is a growing concern for determining the needs of the students who are functioning at a higher level and need to be challenged through enrichment and advanced placement coursework. Based on limited value-added data, the high school staff has determined that data indicate they are “not doing enough for higher level kids.”

Student Use of Data. Some efforts are being made at the elementary and middle school levels to have students track their own progress. Students in fourth grade are using the KIA website for tracking progress in reading. In the middle grades one teacher has been a pioneer in having students graph their scores on assessments for specific skills. On the other hand, a comment was made that at the high school level, “our kids don’t even know what they’re being assessed on.”

Looking Forward to D3A2

Responses to D3A2 Training. Thirteen teachers and administrators, as well as two individuals from the Instructional Technology Center (ITC), attended the initial

orientation to D3A2 on the afternoon of April 24, 2007. Teachers included three each from the elementary, middle, and high school levels. All three principals and the Technology Coordinator also attended. The Superintendent, who is a member of the D3A2 Professional Development Committee, joined the group near the end of the training. The training took place in the middle school computer lab and lasted approximately two hours. Participants logged onto the system through a link on their DASL home page.

Cheryl Cronbaugh from the D3A2 User Committee provided the “point and click” walk through for D3A2. However, participants were not able to access their own student data as they navigated through the system.

Teachers and administrators, overall, were very positive about the orientation. Following the training, 100% indicated, on the Initial User Training Survey, that they felt somewhat confident or very confident in their ability to navigate the system; 67% said they felt very confident. However, one participant commented on the survey that the orientation presented too much information.

Of the participants who offered a comment regarding what they liked least about D3A2, most commented on the fact that all the data were not yet available or that the system was not quite ready for full use. One of the teachers who was interviewed also offered the opinion that the orientation was less helpful than expected without teachers having their own data.

Anticipated Uses and Benefits of D3A2. Training participants were positive about D3A2 itself, especially the online resources. All of the participants indicated that they themselves and most teachers in the district would be somewhat or very likely to use D3A2. Eighty-three percent thought most teachers in the district would be very likely to use the system. Asked what they liked best about D3A2, 42% mentioned the online resources. Other comments tended to focus on access and analysis capabilities of the system, including the ability to analyze students’ strengths and weaknesses.

Teachers who were interviewed said the simplicity of navigating the D3A2 system and having a place to store information online will save teachers a lot of time. They also found the ability to move away from reliance on printed output very attractive. The high school teachers noted that they do not see the system getting a lot of use in the high school beyond tenth grade and OGT. Apparently, data use, at least at the high school, is perceived as important primarily for preparing for state tests.

The elementary staff is looking forward to the inclusion of Dibels, KRAL, and short-cycle assessment data into D3A2, allowing them freedom from “doing it all by hand.” Middle school teachers also expressed the desire to get value-added data from the system.

Access to Student Data. Teachers agreed that D3A2 will be very beneficial in helping teachers focus lesson planning on student needs. The elementary teachers noted that D3A2 will be a tremendous help for grouping students for intervention. One said, “Before, we could see the test questions, what in general our whole class or grade level didn’t get. But you can’t see specific kids, and that’s what we want.... The benefit is going to be knowing which kids need the help.” One teacher offered that weekly groupings for intervention based on need might even change to daily groupings. One of the elementary teachers anticipated using individual student test data by standards for parent conferences, perhaps even presenting related content resources to the parents.

Content Resources. Teachers and principals were enthusiastic about the content resources. Principals said the quick access to the resources through D3A2 would have real appeal for teachers, particularly those who are already using DASL for item analysis. In the past, a good amount of time has been spent in staff inservice, especially at the middle school, in learning about sites for accessing content resources. A middle school teacher said, “Linking resources for each item is the greatest thing about D3A2,” and noted that this will get teachers not currently using online resources to do so.

One teacher who is writing quizzes for each indicator in mathematics anticipates that the content resources will be a good source for constructing those quizzes. This teacher would like to see the system incorporate the ability to layer folders (book bags) for the content resources.

The high school staff said they have a need to find resources that are “OGT-like.” However, the high school teachers noted a potential reluctance to use these resources in that activities that could potentially “make our lessons more interesting” take time when “we sometimes feel so rushed to get content in during freshman and sophomore years.”

Support Available and Additional Support Needed for Implementing D3A2

When asked what supports would be needed to build understanding and use of D3A2, the middle school teachers said, “Not much.” One added, “This isn’t something new or foreign or scary. Actually, I think it will be a nice little gift to us.” An existing data culture and interest in data are pluses. However, all teachers agreed that the system has to be working with “all the bugs out” and accurate data before introducing it to the entire staff.

Teacher leaders. One teacher admitted that, “Interest will vary. Some older teachers will drag their feet.” The principals acknowledged that success will be dependent on teacher leaders “tak[ing] the bull by the horns and gently push[ing] everyone along.”

Technology. Technology seems to be readily available, with computers rotated every five years. A team of students to help take care of technical problems in a timely manner is instrumental for keeping computers in good working order.

Time. Time is already available through common planning time, as well as days set aside for staff inservice, especially the one week in summer. This summer, plans are shaping up to address D3A2, value added, and assessment.

In spite of the time available for inservice work, however, principals readily admit that to do the work well, they could use even more time, and that early release would be preferable to providing substitutes for which the teachers need to prepare. One of the teachers thought that “really implementing” D3A2 at the high school level will take a significant amount of inservice time. The elementary teachers said that teachers would need lots of time to make good use of the content resources.

2. Interviews with districts in various stages of adopting D3A2

Findings from the interviews conducted with representatives from districts in various stages of adopting D3A2 will be reported in the final annual evaluation report, once all interviews are complete.

3. Observations of initial D3A2 training

At the start of training sessions for both District 1 and District 3, the evaluators observed the presenter’s clearly stated objectives for the training, namely, those of allowing teachers and principals to become familiar with the D3A2 tool and to ask questions regarding the tool and its use. At the onset of the training sessions, the presenter explained to participants that they were chosen by their districts to be leaders in the D3A2 initiative to provide support back in their own school buildings. The format of the training sessions was organized in a logical sequence, with step-by-step guided directions on the use of the system given to participants before they explored it on their own. The sessions were highly structured and interactive, yet relaxed and very conducive to participant feedback and questions. Also, the brief overviews conducted immediately prior to training sessions in District 1 allowed participants to preview and provide feedback on the professional development modules designed to accompany D3A2.

The resources feature discussed toward the end of the training sessions generated considerable interest among participants. Several individuals commented on the ease with which resources could be identified by indicator and organized via the bookbag feature. Several teachers also expressed interest in sharing the resource feature with other teachers in their buildings.

At both sites, the facilities were well-equipped and able to accommodate the participants’ hands-on activities. In the District 1 sessions, the server was slow when

participants pulled up and manipulated data, but no server delays were observed in the District 3 session. At the beginning of the sessions, the presenter fielded a few immediate questions from participants regarding the availability of re-rostered data, and some side comments were made by others as to how important re-rostered data would be, when available, in the overall usefulness of D3A2. The presenter interacted very well with participants, expressing interest in their comments and suggestions, and providing thoughtful responses to their questions.

A D3A2 1.0 User Manual and a D3A2 1.0 Quick Guide, developed by the facilitator, were distributed at the district-level initial training sessions. The User Manual was highly detailed and described navigation and data analysis capabilities for the system. Graphics of D3A2 screen shots accompanied the detailed descriptions, but many of these were very small and difficult to read.

A D3A2 Scripted Training Document was developed by the facilitator in time for use during the District 3 training on April 24. In addition to including detailed suggestions for organizing training sessions, this document provided carefully scripted step-by-step navigation and data analysis instructions for those conducting future D3A2 initial trainings. The manual was highly detailed and easy to follow during the actual training and numerous comments were made by participants as to its usefulness.

Neither of the two district-level trainings observed delineated clear, specific post-training expectations for participants that focused on leadership in becoming D3A2 advocates back in their school buildings. At the conclusion of the sessions, some participants asked whether they should practice or play with D3A2 until the system was completely ready, while a few others made general comments about sharing information about D3A2, particularly regarding the resource component, with peers back at their buildings. However, there was no organized, formal explanation of expectations regarding the participants' role or how D3A2 was to be implemented, either at the district or building level.

a) Participant Reactions

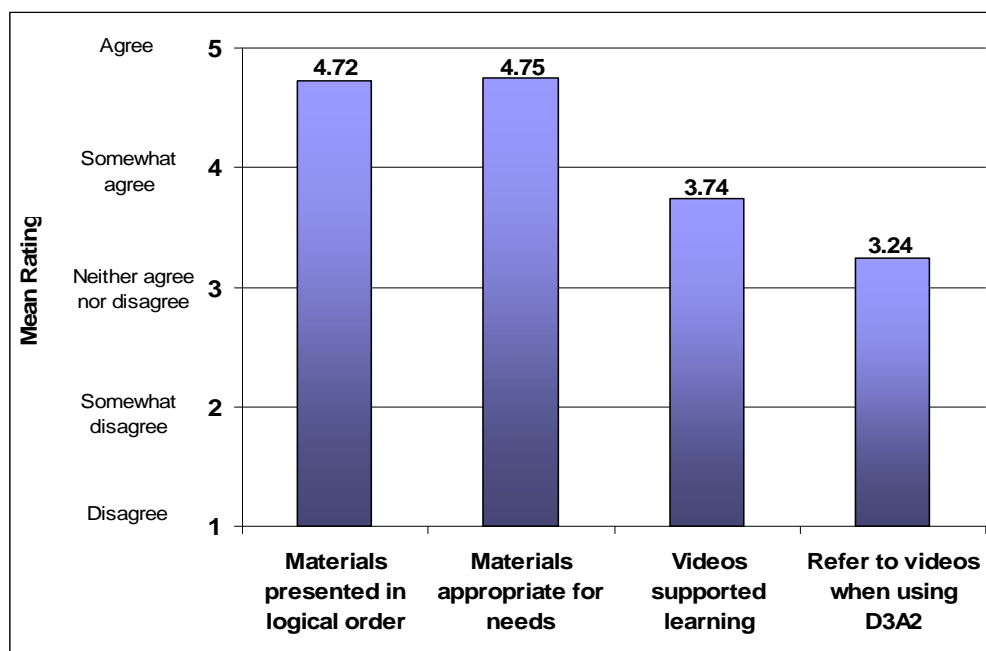
District-level Training

The evaluation survey results confirm the evaluators' observations that participants in each district-level training session found the objectives and content of the training to be appropriate for their learning needs (mean rating of 4.77 out of 5.00), the format of the training facilitated their learning (4.64 out of 5.00), the presentation was well organized (4.66 out of 5.00) and the content was appropriate for their needs (4.67 out of 5.00).

In addition, participants agreed that the materials used in the district-level training were presented in a logical order and were appropriate for their learning needs (see Figure 1). They agreed somewhat that the videos available for specific D3A2 features supported their learning. However, they were ambivalent as to whether they would

actually utilize these videos once D3A2 becomes fully available. It should be noted that participants in the District 1 training were observed to react somewhat negatively to videos used in the brief overview session; therefore, it is possible that some of these District 1 participants may have evaluated these overview videos on the survey. However, the mean rating of the likelihood of using the intended D3A2 component videos in the future was lower than the mean ratings for other training aspects in each of the district and regional trainings.

Figure 1. Mean Ratings of Materials and Videos: District-Level Training



Participants specified what they liked most about the training (n = 54):

- Hands-on learning/using the computer (20.4%)
- Ability to look at data/my data (13.0%)
- Navigating the D3A2 system (11.1%)
- Time to explore/navigate the system (11.1%)
- Presenters/trainers (9.3%)
- Pace (9.3%)

Regarding aspects that participants liked least about the training, limited or no data was mentioned most frequently (11.1%). However, it is important to note that 53.7% did not indicate what they liked least about the training.

Perceptions of D3A2 system. When asked to identify the aspect of D3A2 that they liked the most, participants reported (n = 54):

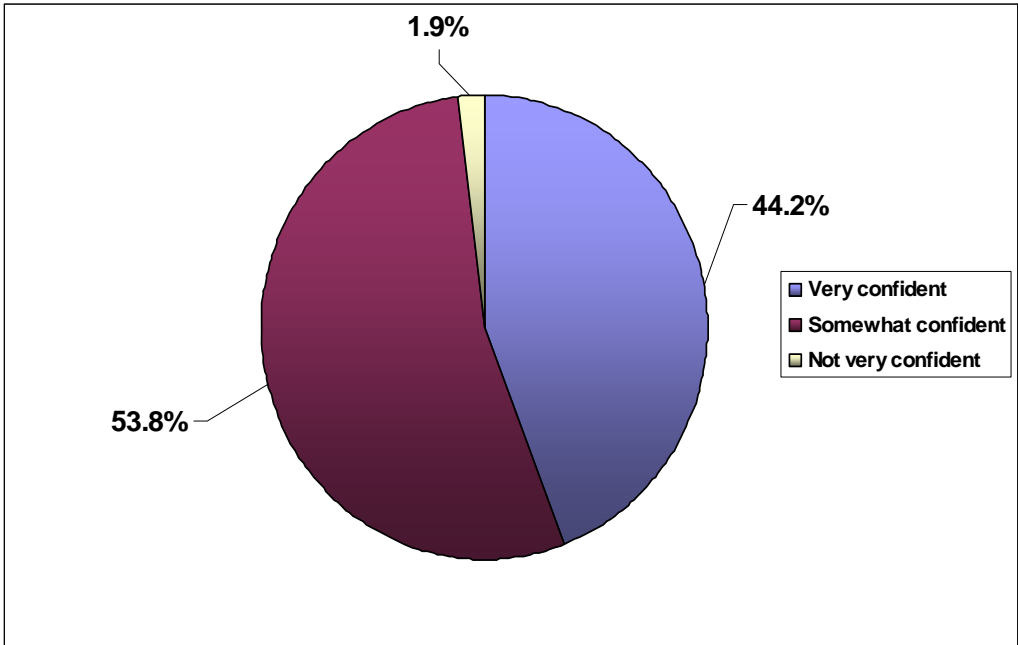
- Resources (27.8%)
- Accessing data (18.5%)
- Availability of data (18.5%)
- Ability to look at students’ strengths/weaknesses (13.0%)
- User friendly (9.3%)

Principal findings regarding what participants liked least about the system itself included the following:

- Data not available/not up to date (25.9%)
- System not working/glitches (13.0%)
- Too much information/overwhelming (9.3%)
- Need time to learn/use (7.8%)
- No response (28.9%).

Virtually all of the participants expressed at least some confidence in their ability to navigate the D3A2 system as a result of the training, with 44.2% indicating a high level of confidence (see Figure 2).

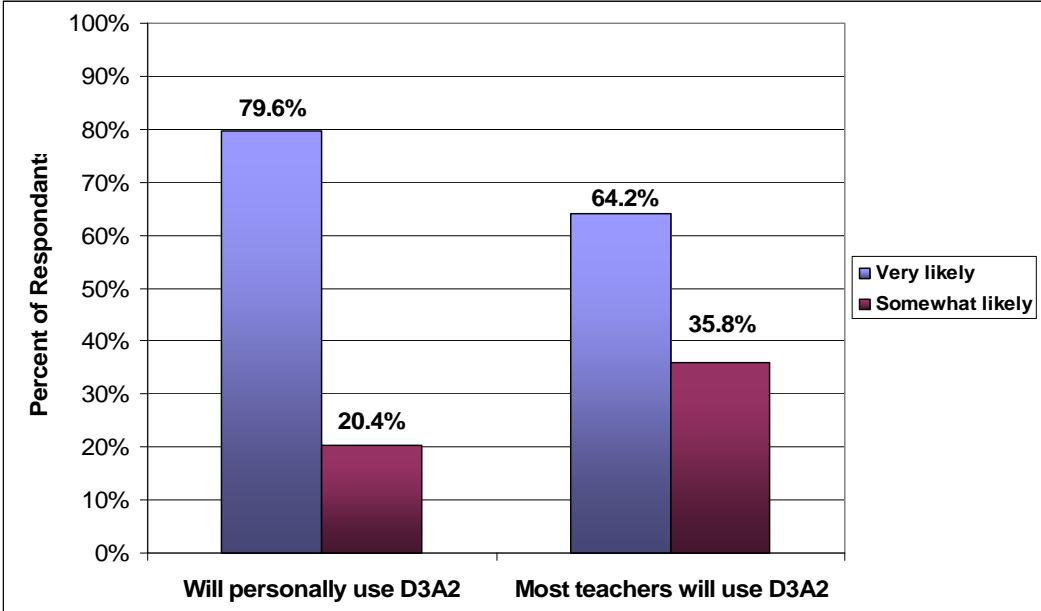
Figure 2. Confidence in Navigating D3A2: District-Level Training



Eighty percent of the participants projected that they were very likely to use D3A2 in the future, whereas just under two-thirds of these individuals anticipate a high likelihood that most teachers in their district will use D3A2 (see Figure 3). It is

important to note that all district-level personnel envisioned at least some likelihood that they, along with most of their district’s teachers, would use D3A2.

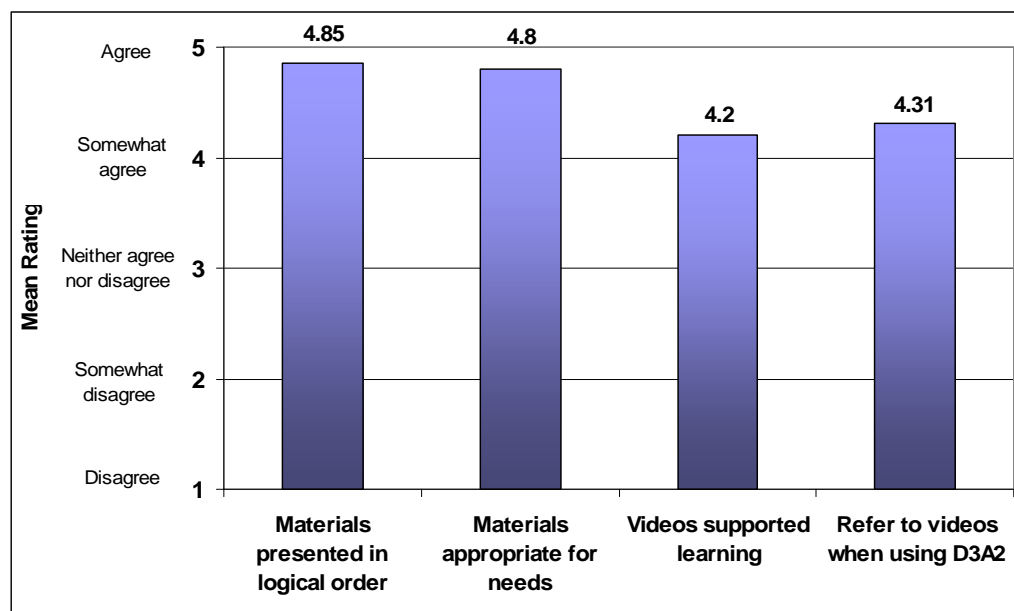
Figure 3. Projected Use of D3A2: District-Level Training



Regional Training

Similar to the district-level training, participants in the regional training were in high agreement that the objectives and content of the training were appropriate for their learning needs (mean rating of 4.88 out of 5.00), the format facilitated their learning (4.87 out of 5.00), and the presentation was well organized (4.83 out of 5.00).

Participants in the regional training also consistently agreed that the materials used in the training were presented in a logical order and were appropriate for their needs (Figure 4). As with the district-level training, these participants considered the videos accompanying the system components to be less useful overall than the materials. The regional training participants agreed somewhat that these videos supported their learning and that they would refer to the videos when using D3A2.

Figure 4. Mean Ratings of Materials and Videos: Regional Training

Participants indicated what they most liked about the regional training, including (n = 90):

- Hands-on learning/using the computer (20.0%)
- Presenters/trainers (17.8%)
- Pace (14.4%)
- Interactive/facilitative for learning (7.8%).

Participants also indicated the training's least desirable features:

- Need more time (6.7%)
- Slow server (6.7%).

It is important to note that 54.4% of the participants did not provide a comment relative to the aspect of the training that they disliked most.

Perceptions of the D3A2 system. When regional participants were asked what they liked most about the D3A2 system itself, the following key findings were observed (n = 90):

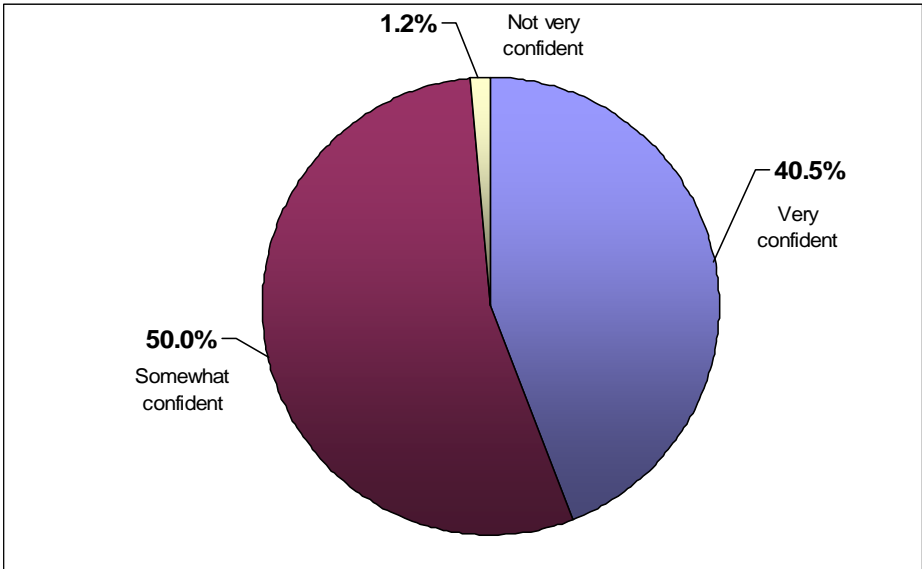
- Resources/access to resources (31.1%)
- Ease of use (18.9%)
- Data in one place/brings data together (17.8%)
- Charts/graphs of student data (6.7%)
- Useful data/information for teachers (6.7%).

Principal findings regarding what respondents liked least about D3A2 were:

- Server slow/time spent waiting (14.4%)
- System not ready/need to have all components functioning (10.0%)
- System not working/ glitches (8.9%)
- Need time to learn/use system (7.8%)
- Data not available/up to date (6.7%)
- Nothing yet (6.7%)
- No response (28.9%).

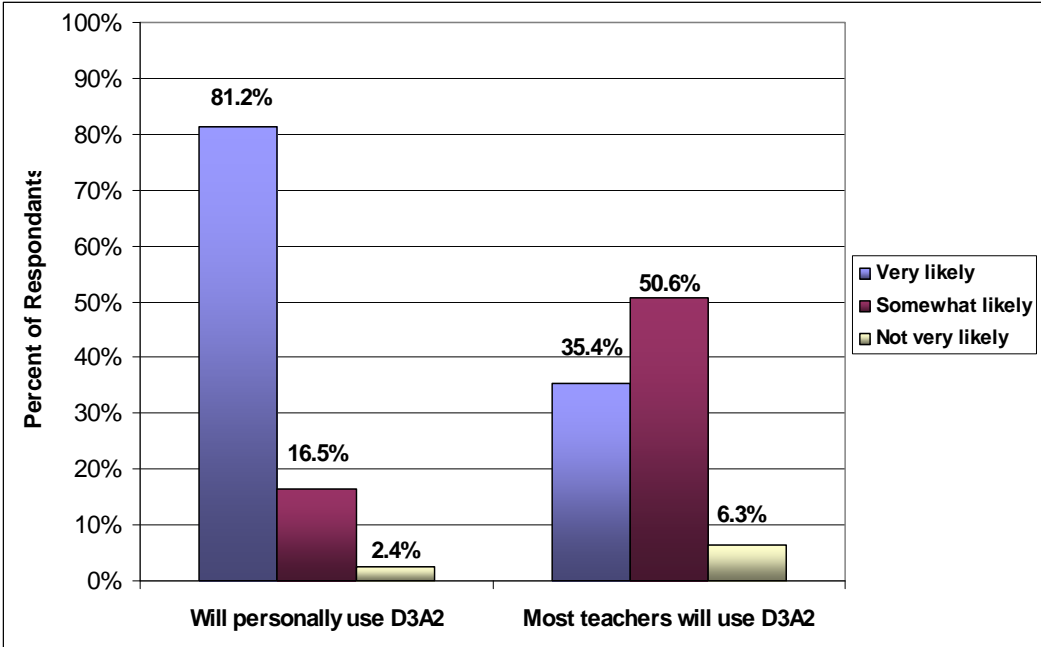
Virtually all of the regional participants reported feeling at least somewhat confident in their ability to navigate the D3A2 system (see Figure 5). Forty percent of the participants were very confident in doing so.

Figure 5. Confidence in Navigating D3A2: Regional Training



Almost all of the participants in the regional training envisioned at least some likelihood of using D3A2 themselves, with 81.2% reporting that was is very likely that they would do so (see Figure 6). Nine of ten participants predict that it was at least somewhat likely that most teachers in the districts they serve would use D3A2. Slightly over one-third anticipated a strong likelihood of widespread D3A2 use among these teachers.

Figure 6. Projected Use of D3A2: Regional Training



CONCLUSIONS AND RECOMMENDATIONS

A. STATEWIDE SURVEYS OF PROFESSIONAL DEVELOPMENT NEEDS AND DATA USAGE PRACTICES

Presented below is a summary of recommendations from the statewide surveys that were reported to ODE in December 2006. The full report in Appendix 1 contains a more detailed discussion of each recommendation.

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

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

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

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

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

B. CASE STUDIES

The first year of the three-year case studies identified baseline information about data use in two school districts, plans for and attitudes toward implementation of D3A2, existing supports for implementation, and potential support needs. While Districts A and B are somewhat different in their present use of data, both districts enjoy several advantages to establishing district-wide usage of D3A2. Both districts have administrators who are leaders in the state D3A2 initiative and provide solid and enthusiastic administrative support for data driven decision making in their districts. Both districts have institutionalized data driven continuous improvement planning at the district and building levels, and both are frontrunners in initiating value-added data analysis.

District B’s teachers expressed relative confidence in using D3A2, having been accustomed to accessing data electronically with DASL. These teachers’ primary interest in D3A2 is the access it provides to the content resources. District B has not only built a culture that supports data use, it has also developed a district culture that encourages innovation. Moreover, the district culture is grounded in collegial and trusting relationships. This is evident in the candid manner in which teachers and administrators interact with each other and even welcome each other into “confidential” interviews with outsiders. All of the administrators and teachers with

whom we spoke expressed high levels of satisfaction with the district, in spite of a less than competitive pay scale.

District B has a number of structures and systems in place that are likely to facilitate implementation of D3A2 district-wide. First is the multi-layered support that exists for data use, planning, technology, assessment, and professional development. Support for all of these is aligned top-to-bottom, from district administration to teaching teams, with the district's CIP as the guide. Collaborative time and staff development time are built into the school schedule, and professional development planning is based on needs identified by staff through analysis of data. However, there is some perception that even more time than what is currently provided may be needed for staff development and collaboration around data.

Recommendation: Ensure that D3A2 fully dovetails with existing local data management systems and can be easily adopted by districts that do not yet have a data management system in place.

Needs for District B include fortifying the staff's understanding of the linkages among assessment, planning, and instruction, and more firmly embedding that understanding in practice. Easier access to student data and instructional resources through D3A2 can help to make that happen. The provision of easy access to short-cycle assessment data will be important to making this a reality, as teachers, especially at the high school level, tend to think narrowly in terms of state-level testing and preparing for state-level tests.

Strategy: Ensure that the transition to D3A2 requires as little of the participants' time as possible.

District A has a greater need for D3A2 than does District B because A presently has no other data management system. The teachers who were tapped to be "pioneers" for D3A2 are eager to be able to access student data readily. District A has begun to focus on the development of short-cycle common assessments and, like District B, A needs the technological support to manage the developing assessment system. The availability of support staff for technology and data analysis will be a great help in making all this happen.

Recommendation: Ensure that D3A2 provides easy access to state data, instructional resources and short-cycle assessments through formative product testing.

District A has some work to do in building infrastructure and achieving buy-in for data driven decision making. All agree that technology needs to be updated. There is a commitment to providing collaborative time, but so far it is unstructured, and there is agreement that more time is needed. This could be difficult because the district has encountered resistance from the community regarding garnering more non-

instructional time. An additional issue that may need to be monitored is the sensitivity of at least some teachers to evaluation in what is perceived to be a high-stakes accountability environment.

Recommendation: D3A2 should address the potentially complex sociopolitical context in which it will be implemented.

While good support for data analysis activities exists, there is also the recognition that, like District B, attention needs to be given to the issue of data *use* for guiding instruction. Principals seem to be uneven in their understanding and use of data, and thus will need to be acculturated into a true data driven school culture. Tapping administrators and teacher leaders who truly understand assessment for instruction to lead the charge will be key.

Strategy: Develop modulated features that could be adopted in phases.

Strategy: Leverage existing local administrators and teachers who truly understand assessment for instruction to facilitate the full integration of D3A2 into the local culture.

Districts A and B are leaders in the state for promoting data driven decision making among their professional staff. Further, many of the teachers in these districts who were selected for piloting D3A2 and participating in the case studies are the leaders in data use among their peers, some having been described as “stars” by their administrators. Thus, these case studies cannot be considered as representative of the state as a whole. They can, however, provide some early indications of “what works” and the kinds of issues that may be encountered in implementing D3A2 and data driven decision making in general.

District B, particularly, merits further examination and documentation of its history of initiating and institutionalizing a data driven culture in the district. This retrospective view, as an additional focus of the case study, could help to provide insight into what is required to bring the full vision of D3A2 to fruition.

Strategy: Conduct a focused, retrospective inquiry into one district’s data-driven culture to identify best practices that may apply statewide.

C. OBSERVATIONS OF INITIAL D3A2 TRAINING

The initial training, as well as the D3A2 system itself, was well-received overall by participants at both the district-level and regional sessions. The content, objectives, and format of the training sessions all facilitated participants’ learning. The trainings were highly structured and interactive, yet relaxed and very conducive to participant

feedback and questions. The presenter interacted very well with participants and provided thoughtful responses to questions. The accompanying materials were logically presented and supported participant learning. In particular, the D3A2 User Manual was highly instructive and easy to use with regard to navigating, understanding, and using the system. The usefulness of the videos associated with specific D3A2 components was somewhat questionable, particularly for district-level participants. Staff at both the regional and district levels were not certain as to whether they would refer to these videos as they start using D3A2. Therefore, these findings suggest that the videos may have limited use beyond the initial training.

Although participants in district-level sessions were told that they would be instrumental in promoting D3A2 in their buildings, no specific post-training expectations were conveyed. There was no organized, specific guidance by administrators regarding their expectations as to the participants' facilitative role or how this role was to be implemented, either at the district or building level.

The resources feature was one of the most appealing aspects of D3A2 to both district-level and regional participants. The ability to quickly identify resources by indicator was particularly appealing to the district-level participants during observations of the training.

Recommendation: The present format, content, and objectives of the initial training, as well as the supporting technology and materials, were effective overall and comprise a sound professional development model for D3A2 which could be replicated throughout the state with similar results. Particularly with the recently developed D3A2 Scripted Training Document now available, it is appropriate to schedule and promote future initial trainings.

Recommendation: Providing specific post-training expectations for participants in D3A2 training is likely to assure stronger leadership as these individuals introduce the system to their districts and buildings. Guidance and support for these targeted leaders as they familiarize staff in their districts with D3A2 are apt to generate greater "buy in"; in other words, knowledge, skill development, and enthusiasm for the system among those who did not attend the initial training. Recommended activities or venues for these regional, district, and building leaders would assist them in conveying the message about, and garnering support for, D3A2. Requesting follow-up reporting, even at a very simple level, by these targeted individuals regarding their efforts in building D3A2 knowledge and support among other staff would clarify their leadership role and give project administrators a better sense of what they are actually accomplishing in their capacity as leaders.

Recommendation: Greater emphasis on the videos associated with specific system components during training and directing staff to the video component in the D3A2

User Manual as part of the training sessions may enhance staff perceptions that these videos are valuable in their learning about, and use of, the system.

Recommendation: Ensure that initial D3A2 trainings are offered after re-rostered data are fully available to all training participants.

The D3A2 evaluation team's 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 statewide. Statewide surveys of administrators and teachers combine with case studies, interviews and observations to illustrate the strengths and opportunities that will confront users who choose to adopt D3A2 in the coming years. Above all, the initial evaluation activities conducted during Year 1 establish that administrators and teachers face similar challenges associated with using state assessment data, yet they have different professional development needs and local contextual issues associated with adopting D3A2. 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 1: Report 1 on Professional Development Needs and Data Usage

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.

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.

D. 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 3. 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 ³	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 reminder⁴.

³ Administrators, for whom we had email addresses, were contacted before teachers, for whom a letter had to be drafted, printed and mailed.

⁴ 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 level⁵ 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 4. 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.)

⁵ Public districts and charter/community schools were included at this level of the sample.

Table 5. Response rates for administrator surveys

	PD needs assessment	Data usage survey	Total
District administrators surveyed	588 ⁶	577 ⁷	1165
Completed	186	197	383
Percentage	31.6%	34.1%	32.9%
School administrators surveyed	1334 ⁸	1326 ⁹	2660
Completed	342	350	692
Percentage	25.6%	26.4%	26.0%

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 6. 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%

E. 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.)

⁶ 645 sampled district administrators minus 57 returned email messages.

⁷ 645 sampled district administrators minus 68 returned email messages.

⁸ 1400 sampled school administrators minus 66 returned email messages.

⁹ 1406 sampled school administrators minus 80 returned email messages.

Table 7. Common Core of Data, ODE and demographic variables used during data analysis

Respondents	Variable	Subgroups
	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 type	Primary, Middle, High, Other
	Title I eligible	Yes, No
	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 variability¹⁰ were further broken down by the ‘district typology’ and ‘K-12 enrollment’ variables¹¹, 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 subgroup¹², school-level administrators’ responses to selected questions were disaggregated by ‘Title I eligibility’, ‘district typology’ and ‘K-12 enrollment’.

¹⁰ Responses to survey questions analyzed in this way for district-level and school-level administrators are located in Appendix F.

¹¹ 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.

¹² 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 categories¹³.

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).

¹³ Each of these showed sufficient variability to include.

FINDINGS

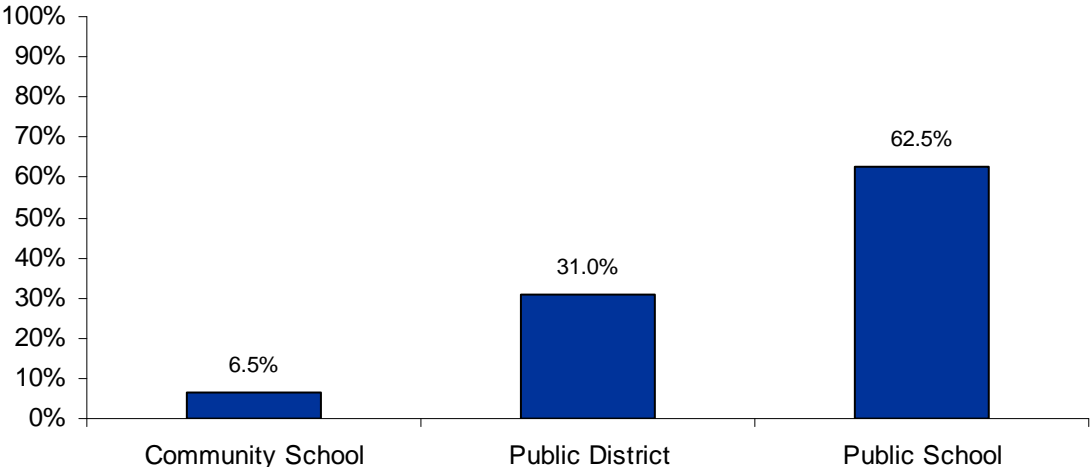
The summative evaluation activities that took place during the Project’s first year provide ODE and the D3A2 Professional Development Committee with a strong platform of baseline understandings from which to launch D3A2 statewide beginning in December 2006. Consistent with the current design of D3A2 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 7. 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 8. Enrollment of LEAs represented by all administrators

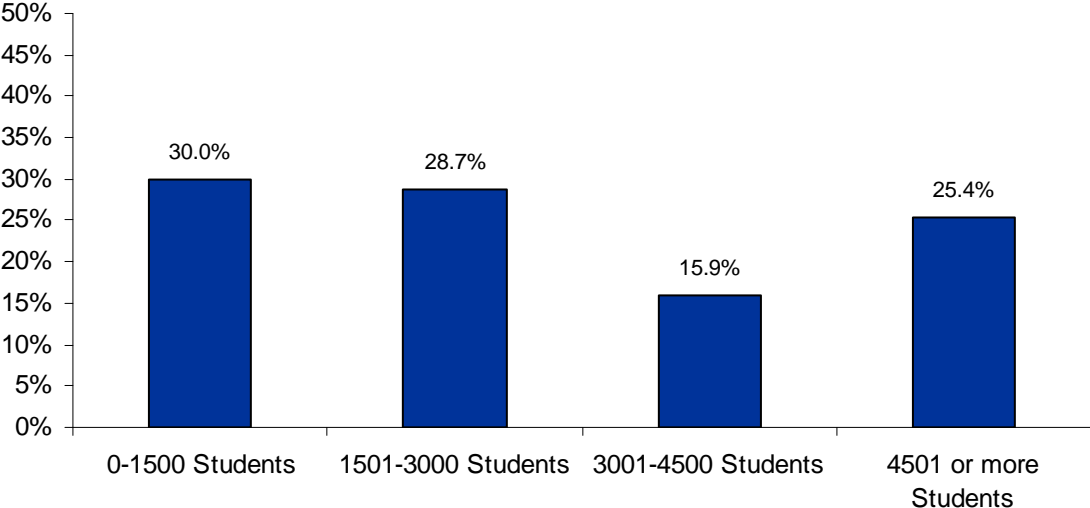
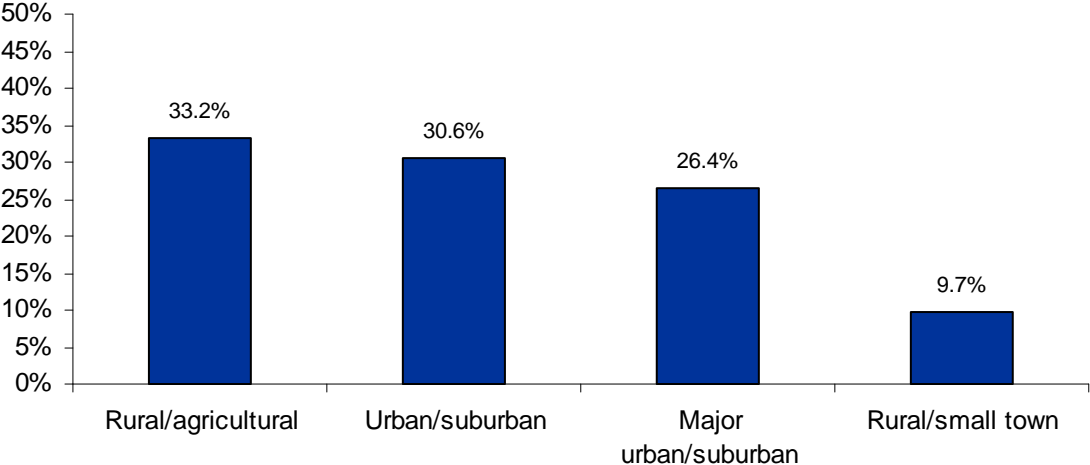


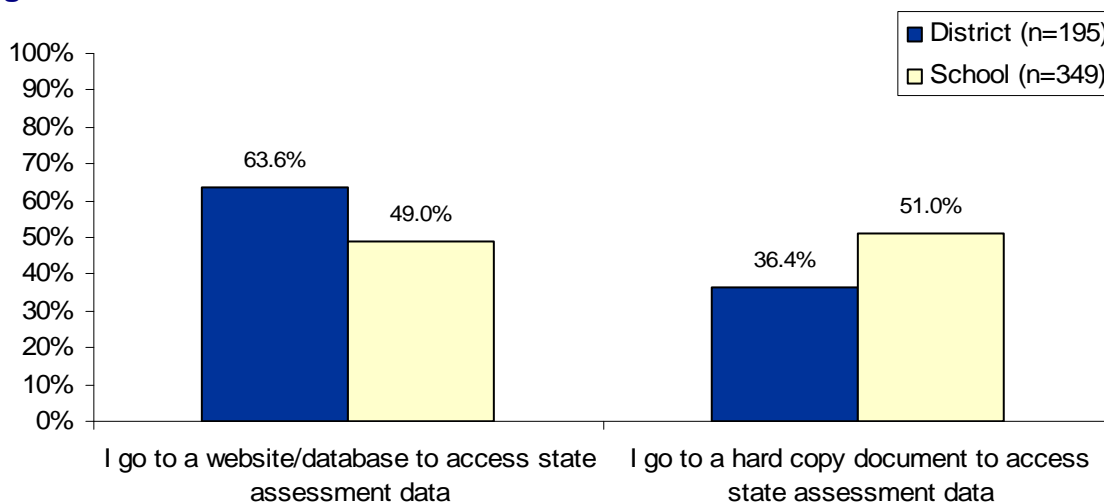
Figure 9. School or district Locale



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 10. 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 8. 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 9. Percentage of district-level administrators that agree or strongly agree with key characteristics of district report cards, Item Analysis and DASL/DSL¹⁴

	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.

¹⁴Teachers who responded 'N/A' or 'I don't know' have been excluded. Different numbers of people may have responded to each question.

Table 10. Percentage of school-level administrators that agree or strongly agree with key characteristics of school report cards, DASL/DSL and Item Analysis¹⁵

	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.

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 administrators that need more state assessment data (check all that apply)

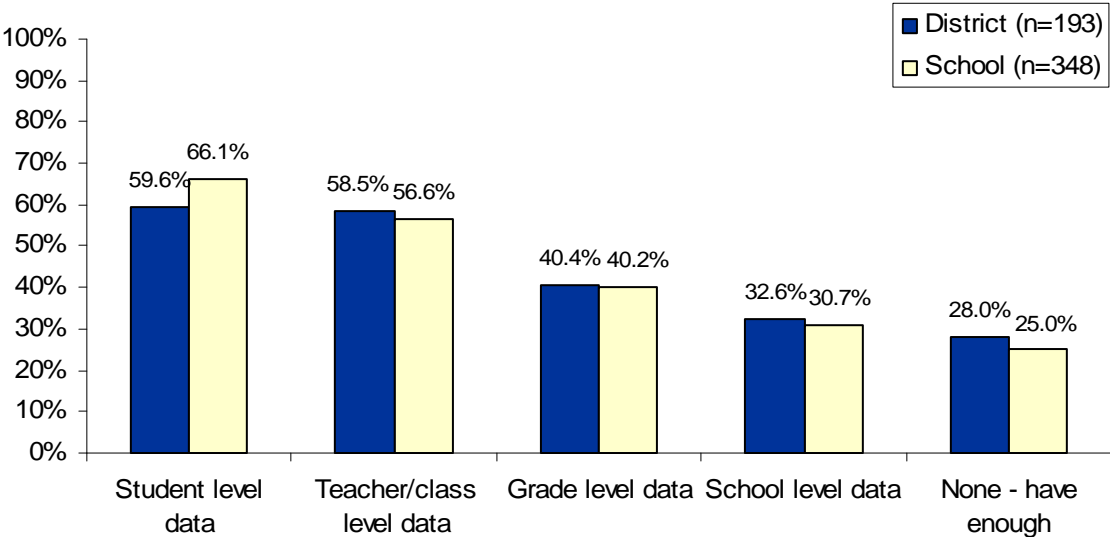
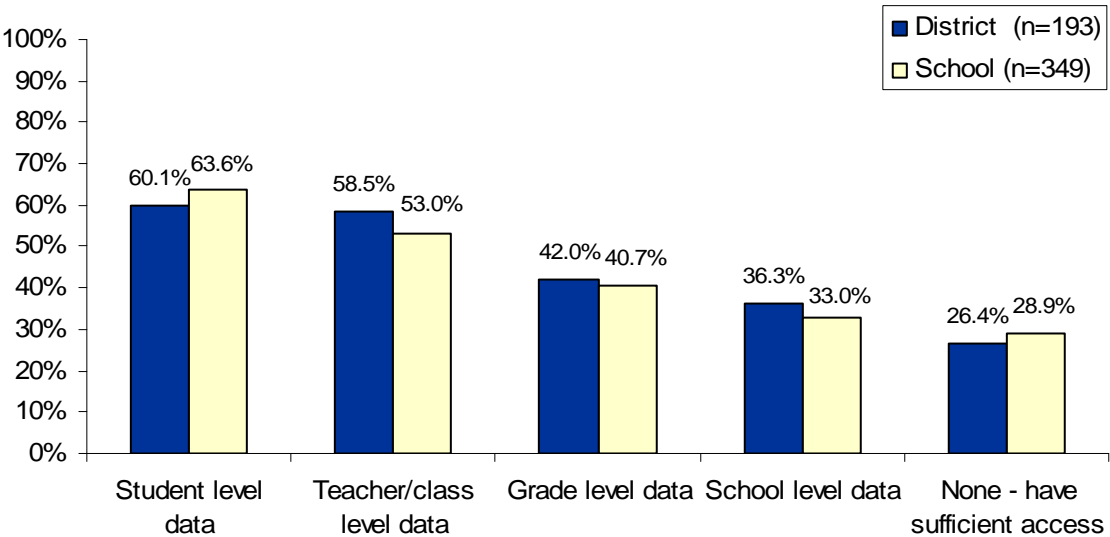


Figure 12. Percentage of administrators that need better access to state assessment data (check all that apply)



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

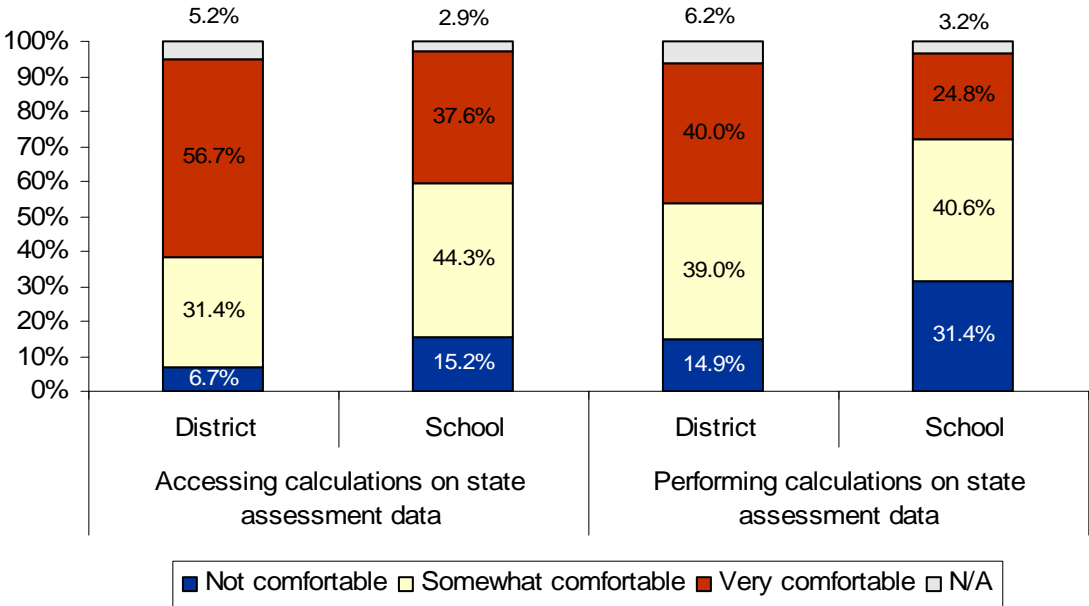
Consistent with the annual state assessment schedule in Ohio, administrators typically analyze state assessment data quarterly or annually; less often than they might analyze shorter-cycle assessment data. However, some administrators report monthly analyses of state assessment data to identify individual 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 11. 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 13. 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 application¹⁶. 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.

¹⁶ Hezel Associates does not have data to indicate the specific activities that take place when targeting interventions for low performing students.

Table 12. 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 13. 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 14. 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

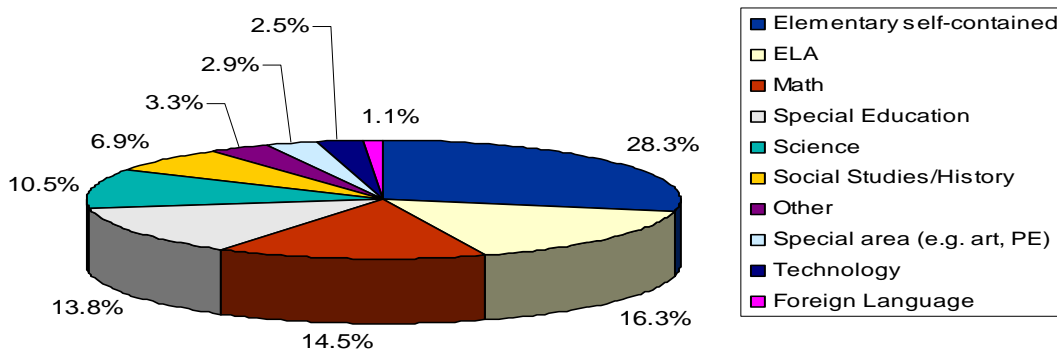
data. D3A2 professional development intends to address each of these barriers, either directly, or indirectly, through its current design.

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 14. 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 15. 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 16. 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 15. Percentage of daily, weekly and monthly users of Item Analysis by Title I/Non Title I status

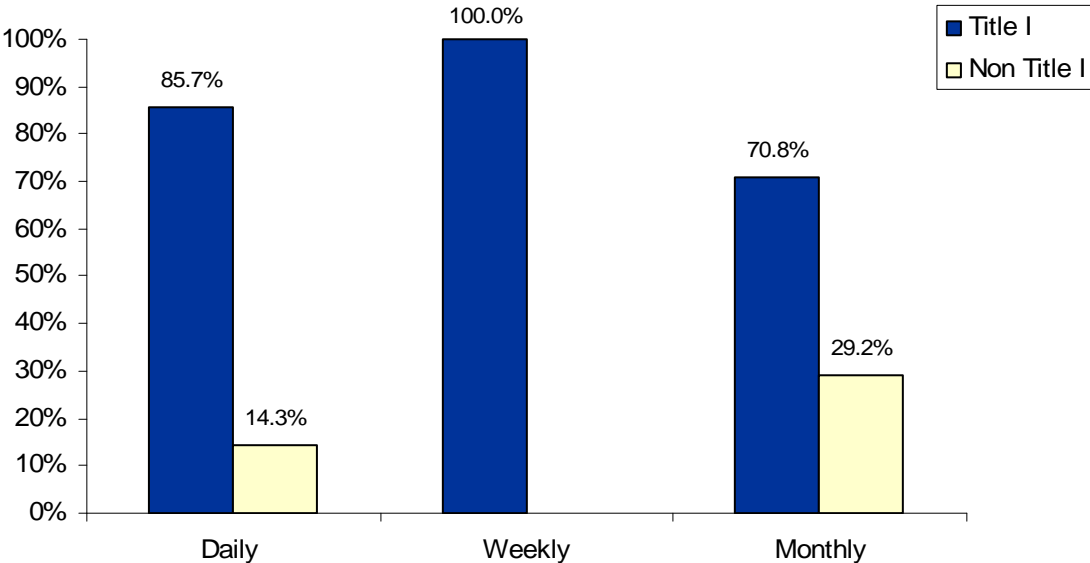
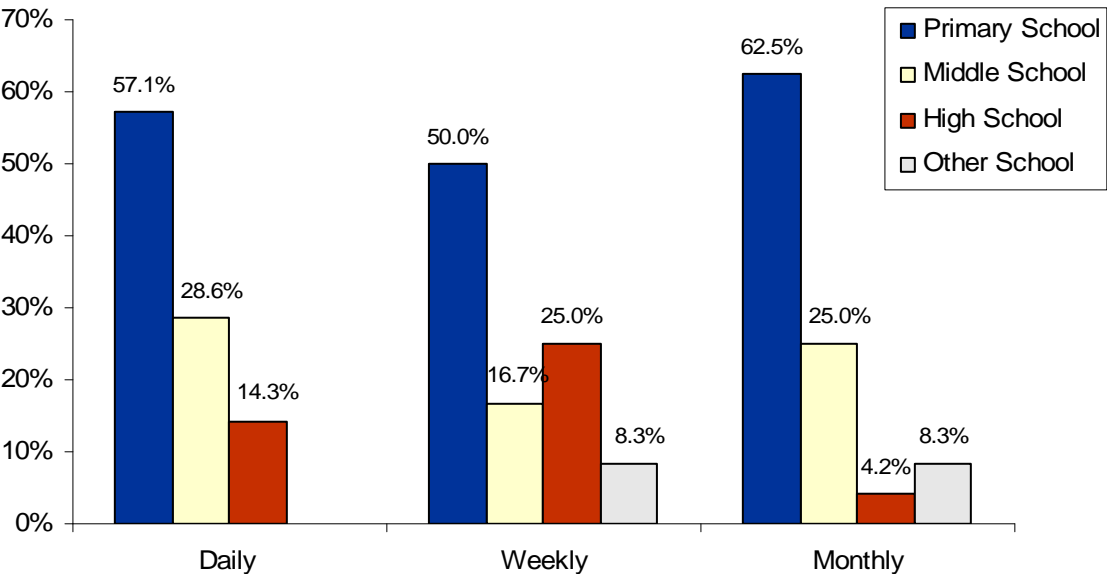


Figure 16. Percentage of daily, weekly and monthly users of Item Analysis by school type



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).

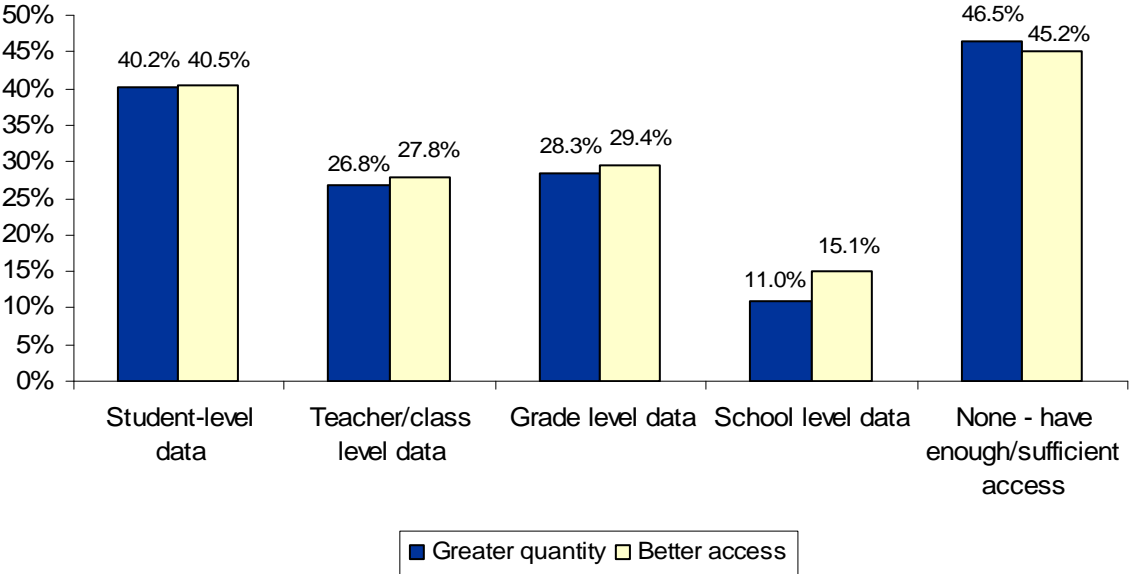
Table 17. Percentage of teachers that agree or strongly agree with key characteristics of district report cards, school report cards and Item Analysis¹⁷

	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.

¹⁷ Teachers who responded 'N/A' or 'I don't know' have been excluded. Different numbers of people may have responded to each question.

Figure 17. 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 18. 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 19. 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 20. 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 21. 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.

F. 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 22. 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 23. 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.

G. 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 24. 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 25. 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.

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

decisions to meet the needs of an *entire class or grade* improves learning.

17. It is too time-consuming to make good use of state assessment data.

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.

20. My district/school has a procedure in place for documenting analyses of state assessment data. **Yes** **No** **I don't know**

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.

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.

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

grade level) of students

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 performance on state assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

rather than regionally)

45. Offered regionally

46. Delivered by local staff (e.g. 'train the trainer' approach)

Not important

**Somewhat
Important**

Very Important

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

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 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 weekly	Monthly	Quarterly	Annually	Never
40. Reading state assessment data accurately	<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"/>
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"/>
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"/>

	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"/>
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"/>
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"/>
47. Targeting interventions for low performing students	<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"/>

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' data) to convey concepts and skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 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.

13. This information system is currently capturing all state 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

class, grade level) of students						
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 assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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?
33. How comfortable are you with using a computer or software program to *perform* 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 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

emphasized in your district/school

41. To what extent are strategies for completing *extended-response questions* on state assessments emphasized in your district/school?

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

understand state assessment data

50. Technology tools/applications to support the analysis of state assessment data

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 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 <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"/>
63. 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"/>
64. I have sufficient resources to utilize state assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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](http://www.d3a2.org) 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



Barbara C. Storandt
Manager, Research and Evaluation

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	90	3.3%	23.3%	15.6%	44.4%	13.3%

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
collated so I can easily access multiple types of data (e.g. Math, ELA) in one 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	15	6.7%	66.7%	13.3%	6.7%	6.7%

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
so outdated that it's not particularly useful						
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%

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
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	29	3.4%	6.9%	6.9%	48.3%	34.5%
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	6	0.0%	16.7%	33.3%	16.7%	33.3%

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
follow trends in cohorts (e.g. subgroups, 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%

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
State assessment data in this system is organized by specific skill areas (e.g. learning standards)	10	0.0%	0.0%	20.0%	70.0%	10.0%
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%

	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
In general, I am satisfied with this information system	9	0.0%	22.2%	11.1%	55.6%	11.1%

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)

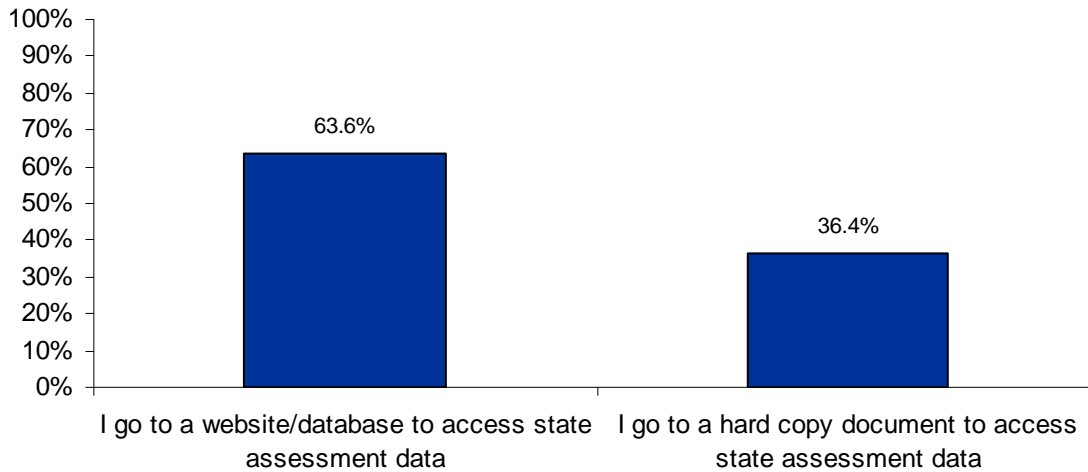


Table 12. Do you need more state assessment data in order to improve your decision making? (please check all that apply)

	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	195	1.5%	7.7%	17.9%	26.7%	32.8%	13.3%

	n	Daily	Weekly	Monthly	Quarterly	Annually	Never
from state assessment data							
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)

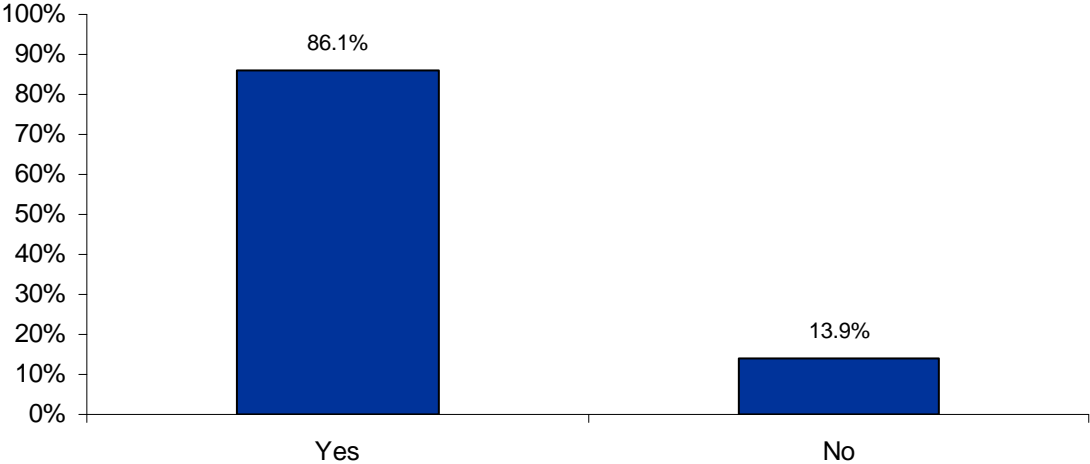


Table 17. If yes, how often do you access the IMS to:

	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)

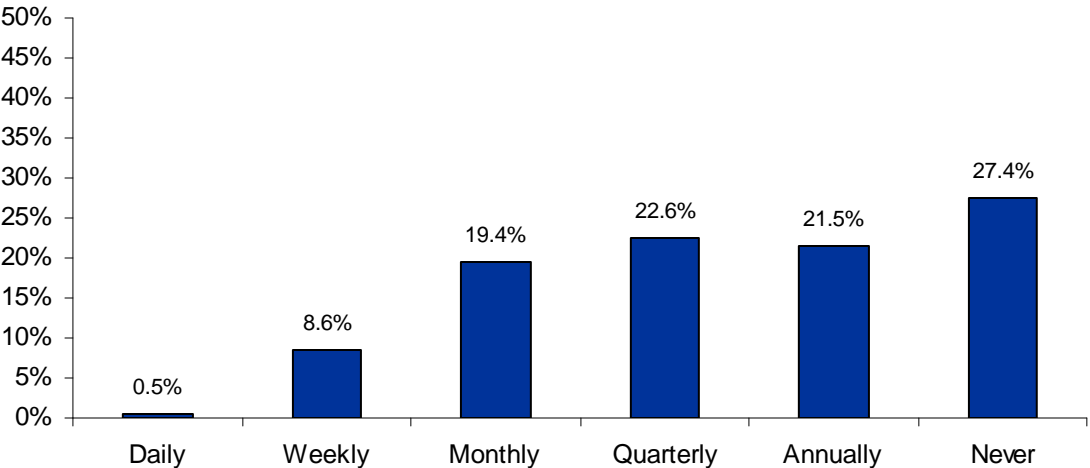


Table 18. How often do you use the following content resources?

	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?

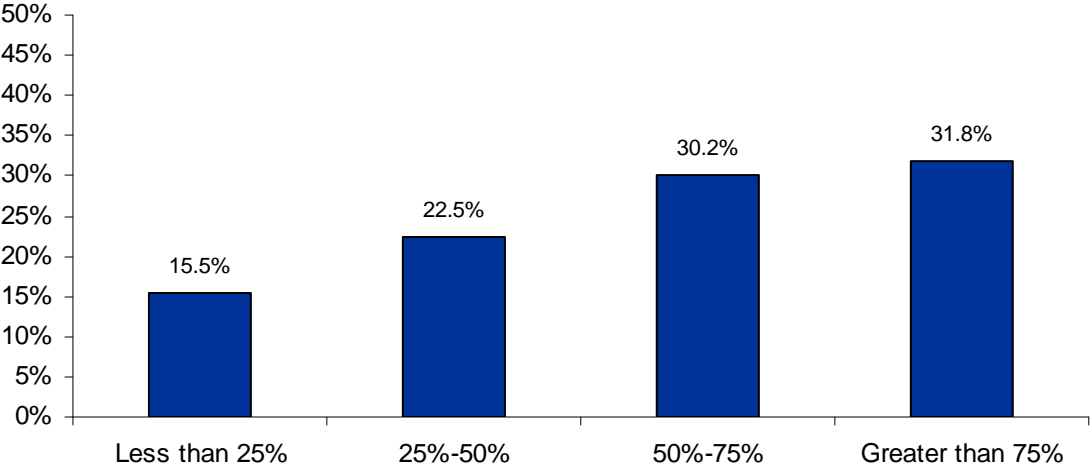


Table 26. How often do you utilize the following supports to facilitate your understanding and/or use of state assessment data?

	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)

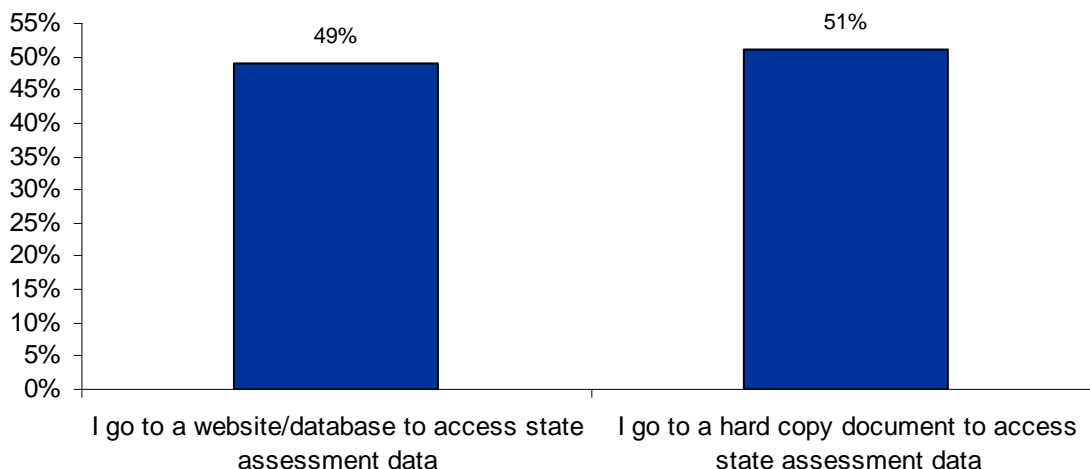


Table 12. Do you need more state assessment data in order to improve your decision making? (please check all that apply)

	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)

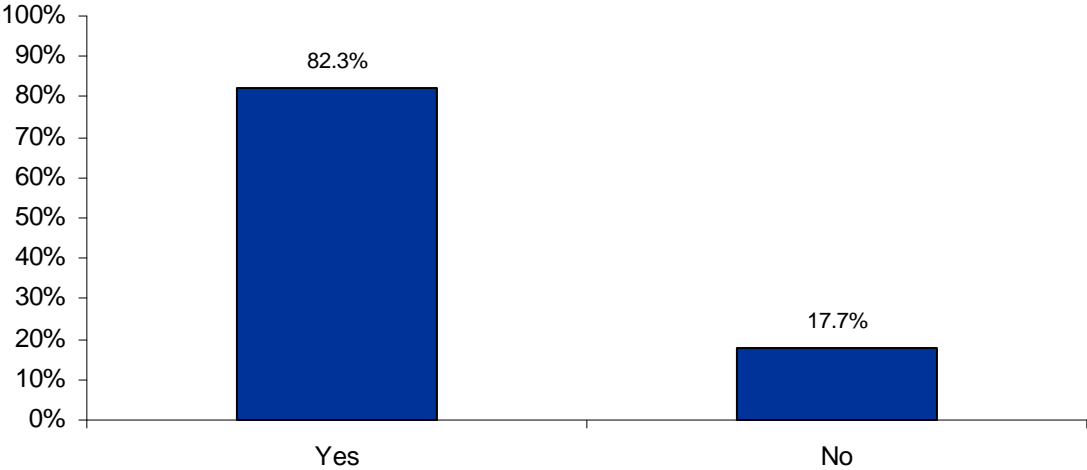


Table 17. If yes, how often do you access the IMS to:

	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	305	0.0%	6.9%	15.7%	17.4%	20.3%	39.7%

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

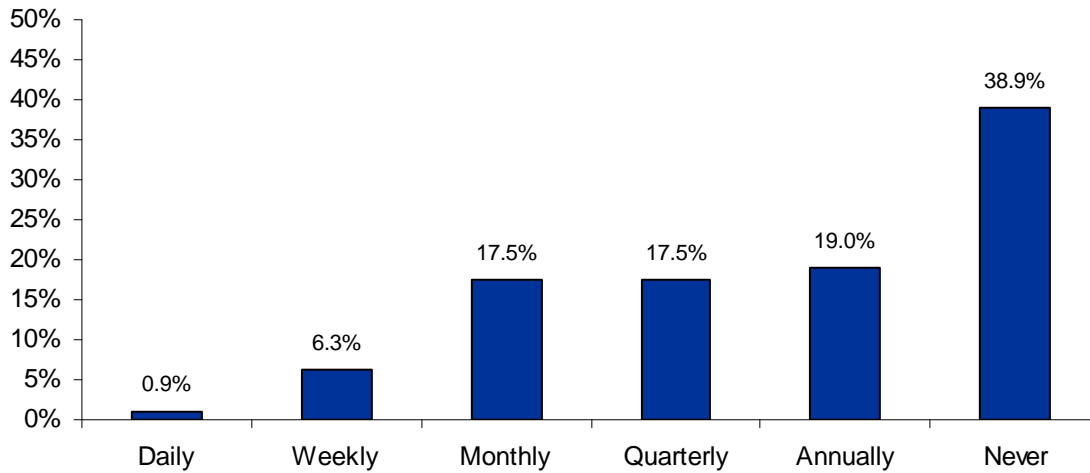


Table 18. How often do you use the following content resources?

	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)

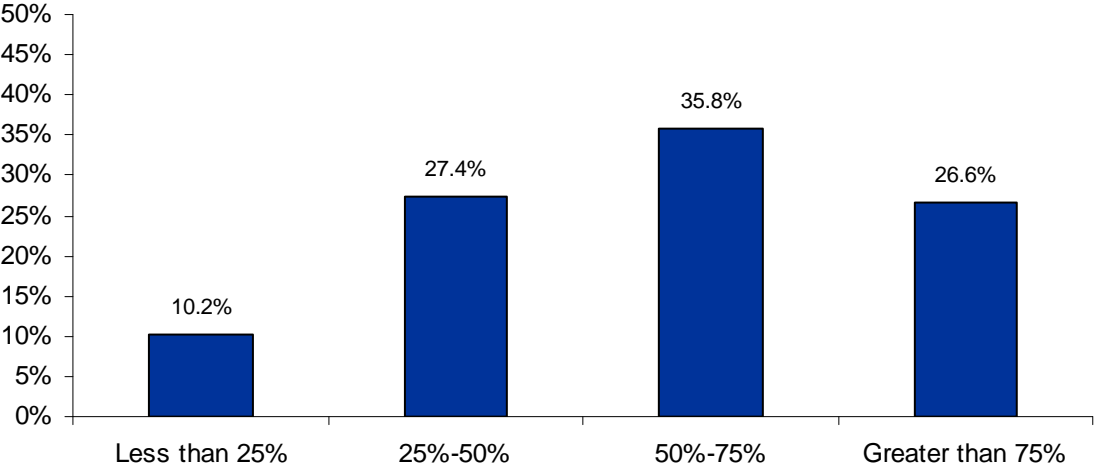


Table 26. How often do you utilize the following supports to facilitate your understanding and/or use of state assessment data?

	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 Surveys¹⁸

- 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).

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

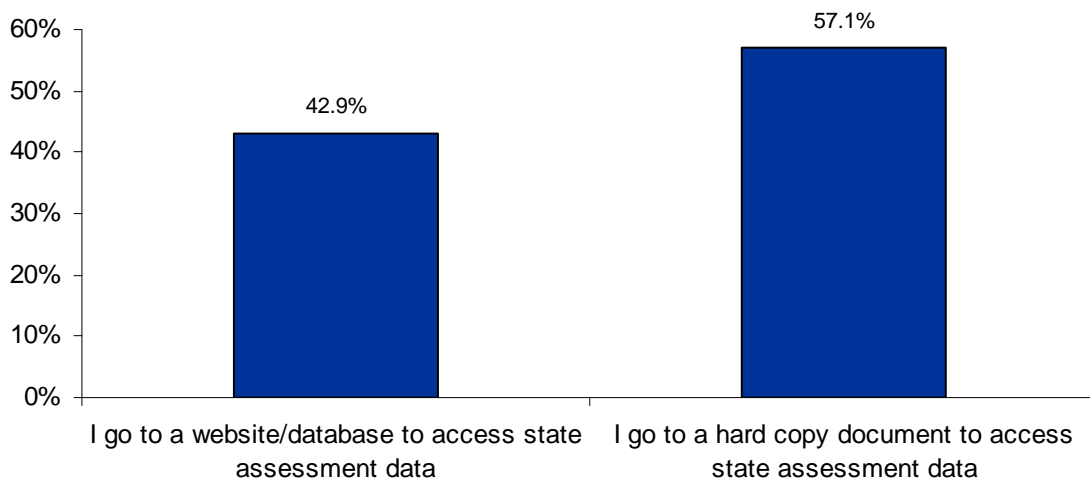


Table 47. Do you need *more* state assessment data in order to improve your teaching? (please check all that apply) (n=127)

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

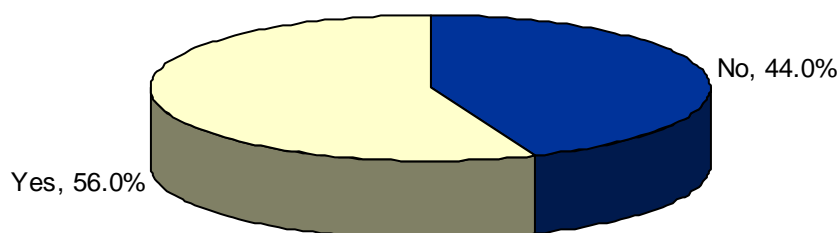


Table 52. If yes, how often do you access the IMS to:

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

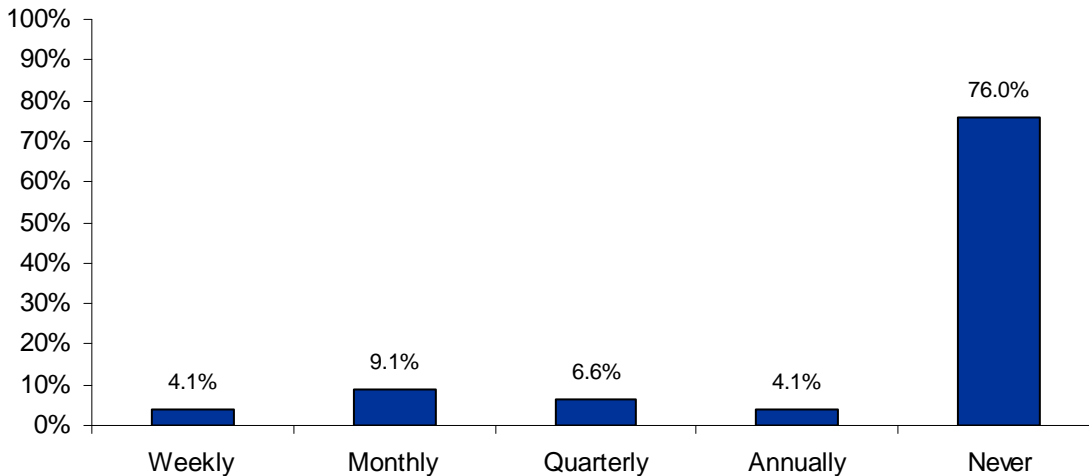


Table 53. How often do you use the following content resources?

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

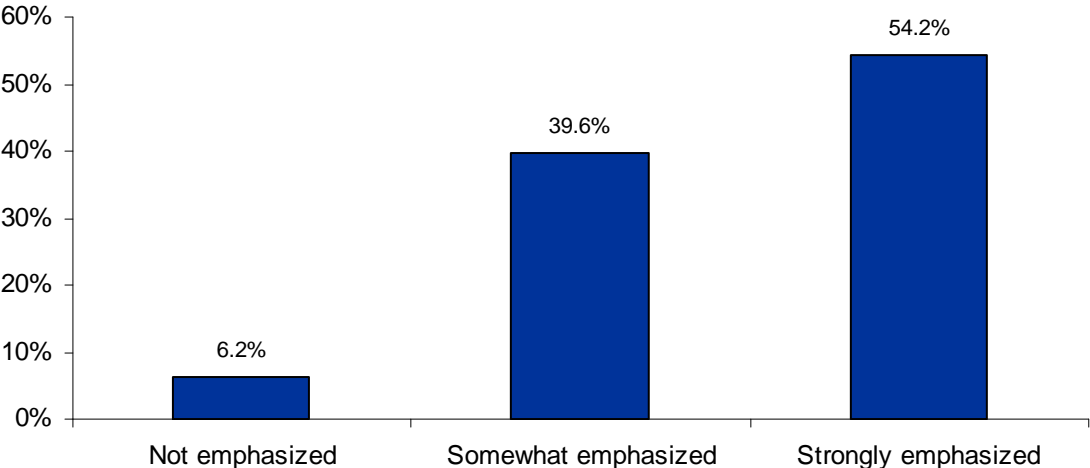


Figure 22. To what extent are strategies for completing extended-response questions on state assessments emphasized in your school? (n=273)

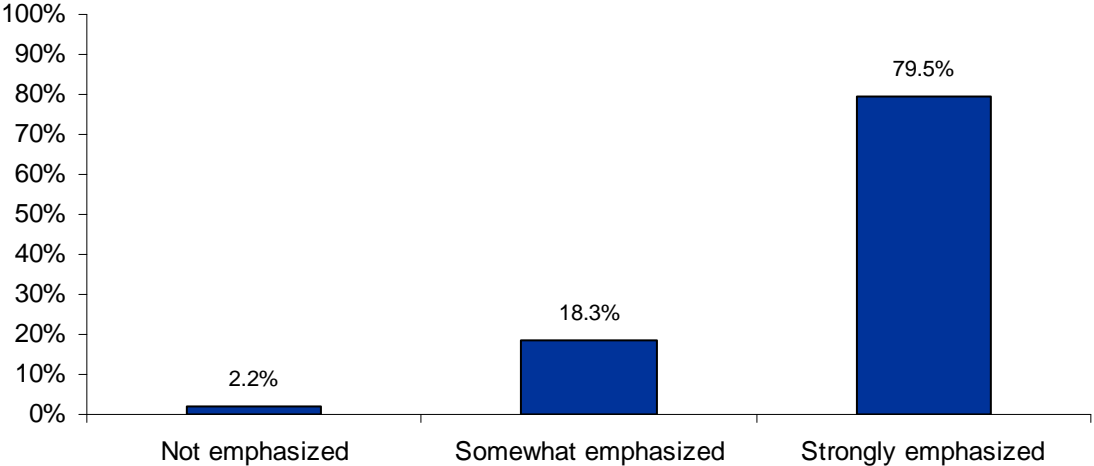


Table 59. How often do you cite state assessment data when addressing instructional matters with the following people (e.g. through email, face-to-face communication, in a letter, etc.)?

	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 23. 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)

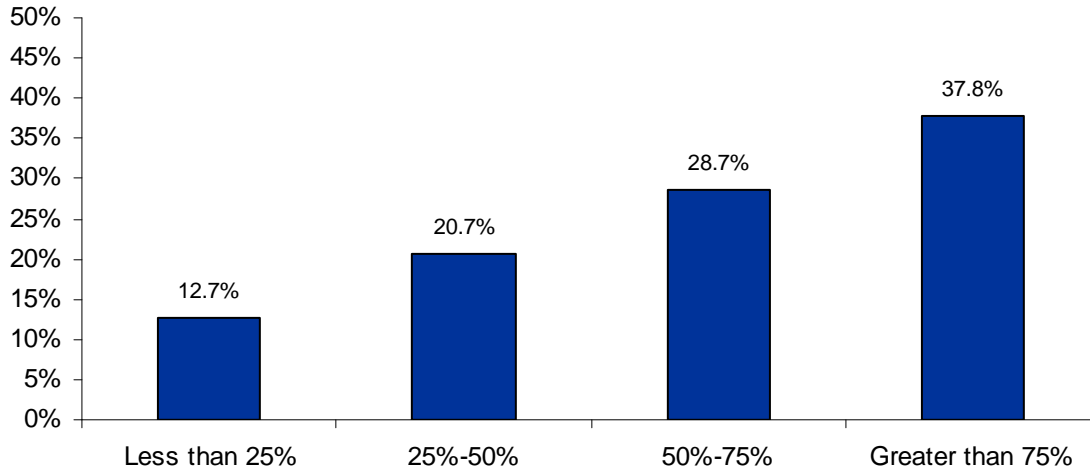


Table 60. How often do you utilize the following supports to facilitate your understanding and/or use of state assessment data?

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

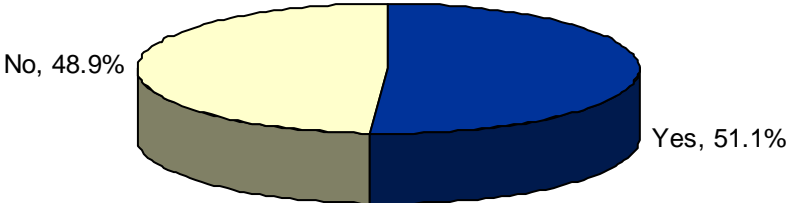


Table 61. Please indicate the extent to which you agree with the following statements:

	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 Surveys¹⁹

- 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).

¹⁹ Question numbers correspond to the teacher data usage survey.

Appendix 2: Interview Guide for Case Studies

D3A2 INTERVIEW GUIDE FOR CASE STUDIES

District ID _____ For case study, participant ID(s) _____

Respondent's role in district _____

1. To what extent to you think D3A2 will impact classroom instruction in your district?

Great impact	Some impact	A little impact	No impact
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Can you explain?

2. What SUPPORTS do you think might be necessary to build understanding and use of D3A2 among teachers and administrators in your district?

Listen/probe for:	Notes:
technology	
Internet access	
greater understanding of data use for addressing instruction & accountability	
technical skills at the district, building leader, or teacher levels	
change in attitudes toward the use of data	
persons to provide technical support	
time for training and collaboration around data interpretation and use <i>specific training, PD</i>	
OTHER	

Now I'd like to ask a few questions about current data use in your district.

- 3.a. Do administrators and teachers routinely perform data analysis on state assessment data?

About how often?

Probes:

About how often do district-level personnel analyze state assessment data?

	About how often?
District-level personnel	

What about principals? Would you say most principals, some principals, or a few principals routinely perform data analysis on state assessment data? About how often do they analyze state assessment data?

	Most	Some	Few	About how often?
Principals				

What about teachers? Would you say most teachers, some teachers, or a few teachers routinely perform data analysis on state assessment data? About how often do they analyze state assessment data?

	Most	Some	Few	About how often?
Teachers				

3.b. Can you describe what kinds of analyses are done by teachers, principals and district personnel? For example: Do teachers, principals and central office staff look for patterns over time or across groups? Do they create or use graphs to understand relationships?

What technologies are used to perform data analysis? (paper and pencil? specific software?)

[Probe for each role.]

	Describe Analyses	Technology used
Central office		
Principals		
Teachers		

3.c. Describe how state assessment data are accessed in your district.

Probe: What formats are used for accessing data? (e.g., paper copies, DASL/DSL, eSIS, other electronic access)?

3.d. About how often would you say district administrators, principals and teachers access the following kinds of data?

[Probe for each role.]

	STATE DATA					OTHER DATA (Describe)
	District report card	School report card	Classroom-level data	Student-level data	Item analyses	
District admins						
Principals						
Teachers						

4. Can you give examples of the *programmatic* decisions that are routinely made based on state assessment data or other assessment data and the kinds of data that provide the basis for these decisions?

Programmatic Decisions	Data Source

How are state data used in combination with other assessment data for making programmatic decisions?

5. Can you give examples of the *instructional* decisions that are routinely made based on state assessment data or other assessment data and the kinds of data that provide the basis for these decisions?

Instructional Decisions	Data Source

How are state data used in combination with other assessment data for making instructional decisions?

- 6.a. [Case Study districts only] Do teachers and administrators routinely discuss data with others to explain or try to understand the underlying reasons for student performance on state assessments?

About how often?

Probes:

Would you say most principals, some principals, or a few principals routinely discuss data with others to explain or try to understand the underlying reasons for student performance on state assessments? About how often do they do this?

	Most	Some	Few	About how often?
Principals				

What about teachers? Would you say most teachers, some teachers, or a few teachers routinely discuss data with others to explain or try to understand the underlying reasons for student performance on state assessments? About how often do they do this?

	Most	Some	Few	About how often?
Teachers				

What about district-level personnel? About how often does central office discuss data with others to explain or try to understand the underlying reasons for student performance on state assessments?

	About how often?
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District-level personnel	
--------------------------	--

6.b. When these discussions happen, do they tend to take place informally or in more formal settings like meetings, or both?

If data are discussed in meetings to try to understand the underlying reasons for student performance, what kinds of meetings?

[Probe for each role]

	Informally	In meetings - What kind?
Principals		
Teachers		
District personnel		

7.a. How much importance do you think teachers and administrators in your district place on accessing online content resources to help in developing curricular or instructional programs? (e.g., ORC, IMS, INFOhio)

Probes:

Would you say district administrators place great importance, some importance, little importance, or no importance on accessing online content resources?

	Great importance	Some importance	Little importance	No importance
District administrators				

Would you say principals place great importance, some importance, little importance, or no importance on accessing online content resources?

	Great importance	Some importance	Little importance	No importance
Principals				

Would you say teachers place great importance, some importance, little importance, or no importance on accessing online content resources?

	Great importance	Some importance	Little importance	No importance
Teachers				

7.b. About how often do you think teachers and administrators access these resources?

Appendix 3: D3A2 User Training Survey

D3A2 INITIAL USER TRAINING SURVEY

Date _____

School District _____

Your role: teacher principal district-level personnel
 Other _____

		Agree	Somewhat Agree	Neither agree nor disagree	Somewhat Disagree	Disagree
1. The objectives for this training were appropriate for your learning needs.	5	4	3	2	1	
2. The format of the training facilitated your learning.	5	4	3	2	1	
3. The content of the training was appropriate for your learning needs.	5	4	3	2	1	
4. The presentation was well organized.	5	4	3	2	1	
5. The materials were presented in a logical order.	5	4	3	2	1	
6. The materials were appropriate for your learning needs.	5	4	3	2	1	
7. The videos supported your learning.	5	4	3	2	1	
8. You are likely to refer to the videos as you begin to use D3A2.	5	4	3	2	1	
9. What do you like most about D3A2?						
10. What do you like least about D3A2?						
11. What did you like most about today's training?						
12. What did you like least about today's training?						
13. As a result of the training, how confident do you feel in your ability to navigate the D3A2 system?						
<input type="checkbox"/> Very confident <input type="checkbox"/> Somewhat confident <input type="checkbox"/> Not very confident						
14. Based on your introduction to D3A2, how likely is it that you will use D3A2?						
<input type="checkbox"/> Very likely <input type="checkbox"/> Somewhat likely <input type="checkbox"/> Not very likely						
15. In your opinion, how likely is it that most teachers in your district will use D3A2?						
<input type="checkbox"/> Very likely <input type="checkbox"/> Somewhat likely <input type="checkbox"/> Not very likely						
16. Why or why not?						

Please use the back of this sheet to provide any comments about D3A2 or this training that you think would be helpful to the developers as they plan for future implementation. **THANK YOU!**

[Probe for each role.]

	How often?
Teachers	
Principals	
District-level personnel	

8. Would an online repository of content resources – one that is easily accessible using the same software that is used for analyzing student assessment data – fill a current need in your district?

Can you explain?

9. That’s the end of my questions. Is there anything I haven’t asked that you would like to tell me about data use and the potential for D3A2 use in your district?

THANK YOU