

# Study of Education Data Systems and Decision Making

## 2007-08 District Survey

Note to the recipients of this survey:

This survey concerns the nature of district data systems and the use of data from such systems to improve instruction. Two or more district staff may need to collaborate in responding to the survey. The staff member responsible for implementing information systems may best be able to answer questions in Section B. Sections C and D should be completed by the district staff member who has **primary responsibility for leading data-driven instructional improvement activities** (e.g., the integration and analysis of data and information from various data systems to support decisions intended to improve teaching and learning at the school and classroom levels).

Topics addressed in the survey include:

- ◆ District and respondent background information
- ◆ Data elements of the district electronic data system
- ◆ Features of the data system
- ◆ Access to the data system
- ◆ Data quality
- ◆ Use of data to support instructional decision making
- ◆ Activities undertaken to increase the capacity of district and school staff to engage in data-driven decision making
- ◆ Barriers to expanding the use of data-driven decision making practices

The survey is also available in electronic form. If you prefer to take this survey on-line, you can go to the following URL: **EdTechFuture.org**. In order for us to determine which districts have responded using the electronic form, you will be requested to enter the ID number at the **top left-hand corner** of this page of the survey as well as the name and location of your district. All the names of districts sampled for the survey will be deleted; only the identification number assigned to each survey will be used in entering data.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this survey is 1875-0241. The time required to complete this survey is estimated to average 60 minutes, including the time to review instructions, search existing data sources, gather the data needed, and respond to the survey questions. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing the burden, to the U.S. Department of Education, Washington, DC 20202-4651.



**Dear District Administrator:**

Here are answers to some questions you may have about this survey.

**Why is the U.S. Department of Education sponsoring this study?**

This study is being conducted for the U.S. Department of Education to document the availability of systems and supports for using data to improve instruction, and the prevalence and nature of data-informed decision making in districts and schools. We are collecting data from a nationally representative sample of 500 school districts.

The information collected through this study will be used in designing outreach efforts by the U.S. Department of Education to stimulate and enhance data systems to improve instruction. The data can also be used by state and local staff to identify and develop policies to support promising practices in data-driven decision making intended to improve teaching and learning at the school and classroom levels.

**Why should I respond to this survey?**

The law requires grantees of state-administered federal programs, like Enhancing Education Through Technology (EETT), to cooperate with federal evaluations of the program (see 34 CFR, Section 76.591). We are conducting this survey with only a sample of districts from across the country. **Your response is very important because it represents many other districts nationwide.** Each respondent's participation is critical to our ability to provide policy makers with complete and accurate information.

Completed surveys will be coded, entered into a data set, and stored in secure facilities. All the names of districts sampled for the survey will be deleted; only the identification number assigned to each survey will be used in entering data. Survey results will be reported in aggregated form to ensure that no individual respondents can be identified.

**What will I need to complete this survey?**

The survey will require about 60 minutes of your time. You will be able to answer the majority of questions on the basis of your knowledge and experience. Some items may concern topics with which you are not familiar. We encourage you to ask the appropriate individuals in your district for the information. Please complete each item according to the directions and return the survey in the enclosed postage-paid envelope to:

Angeline Reyes  
SRI International, Room BN325  
333 Ravenswood Avenue  
Menlo Park, CA 94025

The survey is also available in electronic form. If you prefer to take this survey on-line, you can go to the following URL: [EdTechFuture.org](http://EdTechFuture.org).

**Whom should I contact for more information?**

If you have questions or comments about your response to this survey or about the study, please call Angeline Reyes at 650-859-5927, or e-mail Angeline at [nta-survey@sri.com](mailto:nta-survey@sri.com). (SRI is an independent, not-for-profit research and consulting organization.)

**THANK YOU FOR YOUR COOPERATION IN THIS IMPORTANT EFFORT.**



**IMPORTANT NOTE:**

Please use a BLACK pen. Blue or red pens and pencil cannot be read by our scanners. When asked to mark boxes, make an "X" through the box.

Sample:  Right  Wrong

Use block printing when you complete any text or numeric responses.

If you wish to change a response, please mark the correct response and CIRCLE it.

## Study of Education Data Systems and Decision Making

1. How many public schools are currently in your district? 1-817 n=422
- a. How many of these schools received Title I funds in the current (2007-2008) school year? 0-643 n=418
- b. For the current school year (2007-08), how many schools in the district **did not** make adequate yearly progress (AYP) as defined by NCLB based on 2006-07 test scores? 0-412 n=412

For purposes of this survey we are interested in electronic student data systems and tools that can enhance educational decision making (see Question 3 for definitions of these types of systems). If you do not have a student data system that meets this definition, please check here  and return the survey in the postage-paid envelope.

n=417

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### A. Respondent Background

As described on the cover of the survey, two or more district staff may need to collaborate in responding to the survey. The staff member responsible for managing or supporting information systems may best be able to answer questions in Section B. Sections C and D should be completed by the district staff member who has primary responsibility for leading data-driven instructional improvement activities. Note that no respondents or districts will be identified; survey results will be reported in aggregated form.

2. Which of the following most closely describes the job title of the staff member or members who completed each section of the survey? **(Mark as many as apply for each column.)** n=417

Job title:	Section B	Section C	Section D
a. District Superintendent	6.0	6.7	6.5
b. Assistant/Deputy Superintendent	15.3	17.5	16.3
c. Chief Operating Officer	1.4	1.0	1.4
d. Chief Information Officer	30.4	22.3	24.0
e. Chief Finance Officer	1.4	1.0	1.0
f. Division Director	25.8	28.5	25.8
g. Instructional Technology Coordinator	33.0	28.2	29.7
h. Researcher/Evaluator	10.1	12.0	11.5
i. Professional Development Specialist	4.6	6.7	6.5
j. Other: <span style="float: right;">n=93-108</span>	25.8	22.3	22.5



**B. Student Data System**

This section asks about the features and capabilities of the district's current electronic student data system or systems, regardless of whether those features are used to their fullest capacity.

**Elements of the Student Data System**

3. What electronic student data system or systems is *driving instructional improvement* in your district? The first column describes the major function or components of the data systems. Indicate which of these systems is driving instructional improvement in the district by writing in the name of the system and identifying the developer of the system. **(Mark as many as apply.)**

n=417

Type of Student Data System	Name(s) of Student Data System (fill in)	Source/Developer			
		Locally developed	State developed	Commercially developed	Other
a. <b>Student information system:</b> Provides real-time access to student data such as attendance, demographics, test scores, grades, schedules, etc.		2.0 (0.45)	12.8 (3.00)	88.3 (2.97)	2.6 (1.63)
b. <b>Data warehouse:</b> Electronic data collection and storage system that provides access to current and historical data on students, personnel, finance, etc.		8.6 (2.34)	23.4 (4.09)	55.7 (4.65)	3.1 (1.65)
c. <b>Instructional/curriculum management system:</b> Provides a unifying framework to provide access to curriculum and instructional resources such as planning tools, model lesson plans, creation of benchmark assessments, linkage to state content or performance standards, communication and collaboration tools (e.g., threaded discussion forums).		17.5 (3.47)	14.1 (3.30)	41.6 (4.63)	2.3 (1.22)
d. <b>Assessment system:</b> Rapidly organizes and analyzes benchmark assessment data.		12.0 (2.97)	16.6 (3.57)	46.9 (4.63)	5.7 (2.29)
e. Other system (describe):  (n=21)					
f. Other system (describe):  (n=13)					



4. How long has your district had each of the kinds of electronic student data systems indicated in Question 3, including systems that may predate the ones listed above (e.g., an earlier student information system by a different developer)? **(Mark one response for each type of system.)**

Type of Student Data System	Don't Have System	Number of Years Had This Type of Data System			
		Less than 1 year	1 to 2 years	3 to 5 years	6 or more years
a. Student information system	0.0 (0.00)	3.0 (1.65)	5.7 (2.29)	21.1 (3.92)	70.2 (4.38)
b. Data warehouse	22.5 (4.00)	9.3 (2.98)	8.6 (2.40)	20.7 (3.79)	38.9 (4.68)
c. Instructional/curriculum management system	36.0 (4.76)	10.1 (2.94)	12.7 (2.99)	24.4 (4.16)	16.9 (3.77)
d. Assessment system	21.0 (4.12)	9.9 (2.94)	14.7 (3.19)	38.3 (4.71)	16.0 (3.64)
e. Other system (describe): <div style="border: 1px solid black; width: 250px; height: 40px; margin: 5px auto; text-align: center;">(n=43)</div>					
f. Other system (describe): <div style="border: 1px solid black; width: 250px; height: 40px; margin: 5px auto; text-align: center;">(n=29)</div>					



5. Does your district currently maintain electronically any of the following types of information (not just from the data systems described above)? If yes, do you have access to data stored for at least 3 years or longer (i.e., access to data in the same format across years)? **(Mark one response for each row in both columns.)** n=371-413

Type of Information	Data available electronically in your district?		Longitudinal data available for 3 years or more?	
	NO	YES	NO	YES
a. Student test scores on statewide assessments.	7.0 (2.38)	93.0 (2.38)	15.5 (3.66)	84.5 (3.66)
b. Student test scores on district-administered assessments (e.g., benchmark test, diagnostic test, local test).	28.3 (4.46)	71.7 (4.46)	42.9 (5.12)	57.1 (5.12)
c. Student test scores on school-administered assessments (e.g., end of unit test, diagnostic test).	47.8 (4.87)	52.2 (4.87)	57.3 (5.41)	42.7 (5.41)
d. Student test scores on SAT, ACT, and Advanced Placement tests.)	42.7 (4.85)	57.3 (4.85)	35.4 (5.31)	64.6 (5.31)
e. Student grades (i.e., end of course, quarter or semester grades).	5.0 (2.06)	95.0 (2.06)	14.5 (3.59)	85.5 (3.59)
f. Student course enrollment histories (e.g., course completion information).	8.5 (2.79)	91.5 (2.79)	12.0 (3.43)	88.0 (3.43)
g. Student demographics (e.g., campus of enrollment, grade level, gender, ethnicity, English Language Learner-ELL status, economically disadvantaged status, migrant status).	1.9 (1.20)	98.1 (1.20)	10.1 (3.11)	89.9 (3.11)
h. Prior school(s) attended within the district.	14.1 (3.48)	85.9 (3.48)	18.1 (4.06)	81.9 (4.06)
i. Student special education information (e.g., diagnostic data).	15.8 (3.55)	84.2 (3.55)	21.1 (4.34)	78.9 (4.34)
j. Student participation in educational programs (e.g., ELL program, Title I, gifted and talented, special education, after school learning programs, supplemental services tutoring).	14.5 (3.45)	85.5 (3.45)	21.7 (4.31)	78.3 (4.31)
k. Student attendance (e.g., daily attendance, tardies).	2.4 (1.25)	97.6 (1.25)	13.0 (3.48)	87.0 (3.48)
l. Student behavior data (e.g., counselor reports, referrals, discipline).	13.0 (3.27)	87.0 (3.27)	26.7 (4.60)	73.3 (4.60)
m. Differential codes for students no longer enrolled (e.g., transferred within the district, transferred out of the district, dropped out).	6.8 (2.36)	93.2 (2.36)	17.6 (3.93)	82.4 (3.93)
n. Student graduation status (i.e., whether or not each student graduated).	10.2 (2.97)	89.8 (2.97)	11.7 (3.33)	88.3 (3.33)
o. Status after graduation (e.g., attending college, working).	66.1 (4.69)	33.9 (4.69)	63.9 (5.82)	36.1 (5.82)
p. Teacher qualifications (e.g., certification, education).	27.2 (4.43)	72.8 (4.43)	24.9 (4.68)	75.1 (4.68)
q. Teacher professional development (e.g., workshops attended, courses taken).	53.3 (4.80)	46.7 (4.80)	50.3 (5.62)	49.7 (5.62)
r. Parent data (e.g., background, involvement, perceptions of school).	75.5 (4.22)	24.5 (4.22)	73.2 (5.34)	26.8 (5.34)
s. Other (describe):	(n=14)			



6. What data would your district like to have electronically that you do not currently have? **(Specify below.)**


**Features of the Student Data System**

7. Does your district student data system(s) have the **capability** to support queries (i.e., allowing the user to make specific data requests)? If yes, indicate whether the query function is made available to district and/or school staff-answer yes if some or all staff have access to any of the types of information listed (e.g., school staff can make queries about the performance data of students in their school but not students in other schools). **(Mark "No" or indicate which type of staff have access for each row.)** n=414-416

Type of Query	No, System Lacks This Query Capability	Yes, Query Function Made Available To:	
		District staff	School staff
a. Student performance linked to Adequate Yearly Progress (AYP) subgroups (e.g., low-income students, African-American students).	33.6 (4.55)	64.9 (4.59)	40.9 (4.56)
b. Student performance linked to specific teachers (e.g., reading achievement of students in a specific classroom).	33.2 (4.51)	62.8 (4.62)	43.0 (4.57)
c. Student performance linked to teacher information or characteristics (e.g., reading performance of students assigned to first-year teachers).	61.6 (4.55)	35.0 (4.45)	19.5 (3.61)
d. Student performance linked to specific instructional programs (e.g., achievement gains of third graders in the after school reading program).	57.7 (4.62)	38.7 (4.55)	25.1 (3.95)
e. Individual student assessment performance over time (e.g., reading test score history).	27.8 (4.31)	64.1 (4.58)	56.5 (4.67)
f. Individual student history over time (e.g., cumulative grades, schools attended).	17.2 (3.72)	78.3 (4.03)	60.6 (4.63)
g. Linking school performance and finance data (e.g., how high- and low-performing schools compare in terms of actual per pupil expenditures).	73.4 (4.12)	23.9 (3.94)	10.8 (2.96)



8. Does your district data system(s) include the following features or tools for use by district and school staff, **regardless of whether those capabilities are used?** (Mark all that apply for each row.) n=417

Feature or Tool	No, Not Available on System	Yes, Feature Available To:	
		District staff	School staff
a. Ability to generate standard accountability reports or district report card and school report cards (e.g., student performance by subgroup).	29.9 (4.32)	62.5 (4.59)	47.2 (4.66)
b. Transaction capture (e.g., daily and class attendance, disciplinary actions, sick time, etc.)	4.7 (2.01)	85.7 (3.42)	70.8 (4.31)
c. Drill-down capability (e.g., the ability to query a school-level finding to efficiently examine a subset of data at the grade, classroom, or student level).	24.0 (4.01)	69.0 (4.37)	49.0 (4.68)
d. Assessments available in reading, mathematics, or other core subject areas that students take online.	47.9 (4.69)	40.7 (4.57)	36.1 (4.40)
e. Tools for communicating with parents around an individual student's performance (e.g., student reports, online access to student assignments and attendance).	21.6 (3.82)	68.8 (4.33)	68.2 (4.38)
f. Links to curricular resources (e.g., lesson plans, state content or performance standards, references to instructional materials).	33.0 (4.39)	56.3 (4.67)	57.4 (4.65)
g. Other features or tools (describe):  <div style="border: 1px solid black; width: 400px; height: 40px; margin: 10px auto; text-align: center;">n=6</div>	0.2 (0.17)	2.4 (1.62)	2.4 (1.62)

### Access to the Student Data System

The following questions focus on the accessibility of **student-level data** in the district's electronic data system(s) that drive instructional improvement (the systems identified in Question 3).

9. What description below best describes the access that **school principals or specialists** (i.e., nonclassroom teachers) have to student-level data through the district's electronic information system(s) that drive instructional improvement? (Mark one answer.) n=410

- 72.3 (4.20)  Principals or specialists have access to **all** the data on students in their school contained in the district information system(s).
- 19.8 (3.69)  Principals or specialists have access to **most** of the data on students in their school contained in the district information system(s).
- 6.7 (2.37)  Principals or specialists have access to a **limited set** of the data on students in their school contained in the district information system(s) (e.g., achievement data, attendance data).
- 1.2 (1.19)  **No electronic** student-level data is available to principals or specialists.





10. What access to student-level data do **individual classroom teachers** have through the district's electronic information system(s) that drive instructional improvement? **(Mark one answer for each row.)** n=385-409

Classroom teachers have access:	No	Yes	Don't Know
a. To <u>all</u> the data on <u>students</u> in their classroom.	27.2 (4.27)	51.6 (4.77)	21.2 (3.77)
b. To <u>some</u> of the data on students in their classroom (e.g., their most recent standardized test score, parent contact information).	4.5 (1.79)	53.0 (4.83)	42.6 (4.79)
c. To <u>all</u> the data on <u>students</u> in the school.	48.6 (4.90)	47.5 (4.89)	3.9 (1.82)
d. To <u>some</u> of the data on students in the school (e.g., students at the same grade level or in classes in the same subject area).	22.1 (4.00)	52.4 (4.89)	25.5 (4.31)

11. Do the **majority** of classroom teachers have access to the district's electronic data system(s) that drive instructional improvement in any of the following locations? **(Mark one answer for each row.)** n=395-413

Teacher options to access data include:	No	Yes	Don't Know
a. In their own classroom or office.	4.0 (1.72)	46.6 (4.72)	49.4 (4.74)
b. Somewhere else in the school (i.e., not the teacher's classroom or office).	5.6 (2.18)	55.3 (4.80)	39.1 (4.70)
c. Internet access at their home.	16.0 (3.46)	48.3 (4.80)	35.7 (4.60)

### Data Quality

The reliability and accuracy of data in the student data system(s) that drive instructional improvement is a common concern among districts attempting to establish data-driven decision making practices. The next set of questions focus on this issue.

12. Has **your district** disseminated data collection guidelines and recommended data information management and security practices to schools in your district? **(Mark one answer.)**

n=407

- 28.9 (4.50)  No, schools have not received such guidelines.  
 21.3 (4.17)  No, but the state has provided guidelines and recommended data practices to schools.  
 49.8 (4.69)  Yes

13. Does **your district** have one or more staff members who are responsible for receiving and preparing data files from outside sources, such as the state and test publishers, to load into the student data system? **(Mark one answer.)**

n=413

- 10.8 (3.02)  No such staff available.  
 11.3 (3.03)  No, because we use an outside source (e.g., the regional center, vendor) for this task.  
 77.9 (3.99)  Yes



14. By your estimate, what percentage of the data captured by the district's student data system(s) that drive instructional improvement (the systems identified in Question 3) is accurate? **(Mark one answer.)** n=411

- 4.2 (2.00)  Less than 50% is accurate.  76-90% is accurate. 24.8 (4.04)
- 5.9 (2.30)  50-75% is accurate.  Greater than 90% is accurate. 65.1 (4.51)

15. What data elements do you feel have the biggest accuracy problems? **(Specify below.)**


16. For which of these student-level data elements are **staff** responsible for entering directly into the student data system(s) (e.g., via online input/data entry, scanning a form)? Data entered through "other method" would include staff other than those employed by the district, such as a contractor or state staff who prepare the data for the district (e.g., a test publisher, state generated data set). **(Mark all that apply for each row.)** n=417

Type of Data	Data Not in System	Data Entered By:			Data Entered Through Other Method
		Principal & non-classroom school staff	Classroom teachers	District staff	
a. Student test scores on <u>district-required</u> assessments (benchmark, diagnostic).	23.6 (4.09)	26.2 (4.23)	25.4 (4.03)	31.6 (4.19)	13.1 (2.83)
b. Student test scores on <u>school-required</u> assessments (e.g., end of unit test, diagnostic test).	28.1 (4.25)	13.3 (3.00)	54.5 (4.65)	13.9 (3.00)	4.8 (1.72)
c. Student grades.	1.7 (1.19)	13.4 (2.99)	93.1 (2.31)	5.8 (1.75)	0.3 (0.18)
d. Student course enrollment histories (e.g., course completion information).	5.0 (2.26)	70.2 (4.37)	9.5 (2.77)	26.0 (4.10)	4.2 (1.99)
e. Student demographics (e.g., campus of enrollment, grade level, gender, ethnicity, ELL status, economically disadvantaged status, migrant status).	0.0 (0.01)	70.4 (4.37)	1.9 (1.19)	49.9 (4.69)	1.3 (1.16)
f. Student special education information.	1.8 (1.20)	55.0 (4.67)	21.3 (3.62)	61.2 (4.59)	3.2 (1.66)
g. Student participation in educational programs (i.e., ELL program, Title I, gifted and talented, after school learning programs, tutoring).	7.6 (2.73)	52.9 (4.68)	7.8 (2.33)	53.0 (4.68)	1.2 (1.16)
h. Student attendance (e.g., daily, tardies).	0.0 (0.00)	65.5 (4.44)	70.9 (4.31)	14.2 (3.17)	1.2 (1.16)
i. Student behavior data (e.g., counselor reports, referrals, discipline).	7.5 (2.73)	85.9 (3.42)	17.3 (3.46)	10.5 (2.39)	1.2 (1.16)
j. Student dropout data.	4.5 (2.00)	77.2 (3.92)	1.9 (1.20)	33.5 (4.27)	1.4 (1.16)
k. Student graduation data.	5.8 (2.29)	78.5 (3.82)	1.0 (0.38)	34.6 (4.39)	1.3 (1.16)



17. For each of these student-level data elements, who has the ability to **modify** data if the need arises once it has been entered into the district's electronic information system(s)? **(Mark all that apply for each row.)** n=416-417

Type of Data	Data Not in System	Data Can be Modified By:			Data Cannot be Modified
		Principal & non-classroom school staff	Classroom teachers	District staff	
a. Student test scores on <u>district-required</u> assessments (benchmark, diagnostic).	20.6 (3.82)	40.0 (4.64)	15.2 (3.44)	45.4 (4.60)	5.5 (1.73)
b. Student test scores on <u>school-required</u> assessments (e.g., end of unit test, diagnostic test).	26.6 (4.18)	40.8 (4.57)	34.8 (4.48)	32.1 (4.38)	2.2 (1.20)
c. Student grades.	1.7 (1.19)	68.2 (4.38)	52.9 (4.69)	38.7 (4.53)	0.1 (0.05)
d. Student demographics (e.g., campus of enrollment, grade level, gender, ethnicity, ELL status, economically disadvantaged status, migrant status).	0.0 (0.00)	73.1 (4.30)	2.5 (1.23)	57.3 (4.66)	2.4 (1.62)
e. Student special education information.	1.5 (1.18)	60.1 (4.62)	15.1 (3.18)	66.1 (4.51)	2.5 (1.63)
f. Student participation in educational programs (i.e., ELL program, Title I, gifted and talented, after school learning programs, tutoring).	7.4 (2.72)	56.9 (4.67)	3.6 (1.29)	58.6 (4.66)	2.4 (1.62)
g. Student attendance (e.g., daily, tardies).	0.0 (0.00)	84.6 (3.55)	28.1 (4.04)	39.5 (4.49)	1.2 (1.16)
h. Student behavior data (e.g., counselor reports, referrals, discipline).	7.4 (2.72)	84.2 (3.66)	7.5 (2.33)	30.9 (4.04)	1.2 (1.16)

The remainder of the survey focuses on how your district's student data system(s) and tools are being used to enhance educational decision making in your district. **The questions refer to the student data systems that are driving instructional improvement in your district (the systems identified in Question 3).** The staff member who has primary responsibility for leading the district's data-driven instructional improvement activities may be the best individual to complete Sections C and D of the survey.



### C. District Use of Data

This section asks about your district's goals for data-driven decision making and how district staff use the student data system(s) to support decisions intended to improve instruction. By "data-driven decision making" we mean the integration and analysis of data and information from various data systems to support decisions intended to improve teaching and learning at the school and classroom levels.

18. This question focuses on how often the student data system(s) that drive instructional improvement are actually used to support instructional decision making in your district. How often do **staff in the district office (non school-based staff)** perform the following activities related to student data **using an electronic data system(s)**? (Mark your best estimate for each row.) n=409-415

Use data in the districts' electronic student data system(s) to:	Never	Annually	2 to 4 Times a Year	Monthly or More Often
a. Analyze <u>student achievement</u> by grade-level, district wide or by school.	5.9 (2.30)	24.9 (4.17)	44.4 (4.67)	24.8 (3.85)
b. Analyze student achievement data <u>over time</u> (i.e., to identify trends).	7.7 (2.58)	38.0 (4.60)	43.1 (4.68)	11.3 (2.64)
c. Track <u>other measures</u> of student progress (e.g., benchmark and diagnostic tests).	12.7 (3.28)	13.9 (3.17)	50.6 (4.69)	22.9 (3.84)
d. Examine <u>achievement gaps</u> between groups of students (e.g., NCLB subgroups).	6.8 (2.33)	43.4 (4.68)	38.9 (4.60)	10.9 (2.39)
e. Track <u>school performance</u> (e.g., to estimate AYP for schools).	4.2 (1.73)	46.2 (4.71)	40.2 (4.59)	9.4 (2.61)
f. Track graduation rates <u>by school</u> .	10.4 (2.96)	68.3 (4.34)	18.2 (3.60)	3.0 (1.27)
g. Track <u>student readiness</u> for promotion or graduation (e.g., percent on track to graduate or advance).	16.9 (3.72)	33.2 (4.43)	36.7 (4.49)	13.2 (3.19)
h. Inform <u>student placement</u> in courses or special programs or support services (e.g., remedial math, gifted program, tutoring).	15.6 (3.57)	26.8 (4.12)	39.1 (4.55)	18.4 (3.70)
i. Inform teachers about <u>individual student's instructional needs</u> in terms of specific skills or content.	18.7 (3.80)	18.5 (3.71)	32.7 (4.29)	30.0 (4.33)
j. Monitor <u>student attendance</u> .	5.7 (2.30)	2.7 (1.25)	15.5 (3.46)	76.1 (4.04)
k. Examine district or school <u>climate data</u> (e.g., student perceptions, satisfaction levels of staff and parents).	30.4 (4.43)	43.8 (4.58)	19.7 (3.82)	6.0 (2.30)
l. <u>Inform parents</u> about student progress (e.g., test scores on district test, areas of strengths and weaknesses, satisfactory course completion).	11.9 (3.15)	13.7 (3.30)	42.9 (4.65)	31.5 (4.35)



19. How often are electronic student data systems that drive instructional improvement used by **staff in the district office** to discuss or make decisions in the following areas? (Mark your best estimate for each row.) n=410-414

Use data in the districts' electronic student data system(s) to:	Never	Annually	2 to 4 Times a Year	Monthly or More Often
a. Guide <u>curricular changes</u> or curriculum development (e.g., align curriculum with content standards).	13.2 (3.16)	29.4 (4.21)	40.8 (4.65)	16.6 (3.46)
b. Develop <u>benchmark assessments</u> aligned with curriculum.	18.1 (3.52)	35.4 (4.56)	36.3 (4.56)	10.2 (2.63)
c. Evaluate <u>teacher performance</u> (e.g., assessing classroom performance, evaluating teachers' instructional practices).	34.6 (4.45)	23.9 (4.02)	33.4 (4.48)	8.0 (2.34)
d. Evaluate <u>principal performance</u> .	34.7 (4.51)	43.5 (4.65)	21.0 (3.91)	0.8 (0.30)
e. Inform <u>instructional practice</u> (e.g., tailoring instruction to meet student needs, managing instructional pacing).	20.3 (3.83)	18.1 (3.60)	44.0 (4.68)	17.6 (3.34)
f. Identify <u>promising instructional programs</u> (e.g., measuring program effectiveness).	24.0 (4.11)	38.1 (4.59)	27.1 (4.13)	10.9 (2.81)
g. Inform <u>professional development</u> offerings for school staff to enhance instructional quality.	15.9 (3.46)	20.4 (3.82)	39.6 (4.55)	24.0 (4.09)
h. Target <u>individual teachers</u> for specific professional development.	30.2 (4.17)	30.1 (4.45)	33.9 (4.52)	5.8 (1.77)
i. Track <u>teacher qualifications</u> (e.g., to determine highly qualified status).	20.3 (3.72)	45.2 (4.68)	25.5 (4.17)	8.9 (2.57)
j. Inform <u>resource allocation</u> to improve instruction (e.g., which schools/students receive which programs, which staff work in which school/with which students).	21.6 (3.75)	46.7 (4.70)	20.6 (3.63)	11.0 (2.98)
k. Meet <u>accountability reporting</u> requirements.	7.6 (2.56)	42.1 (4.66)	29.5 (4.27)	20.9 (3.74)
l. Use data for other purposes (specify):  <div style="border: 1px solid black; width: 400px; height: 30px; margin: 5px auto; text-align: center;">(n=12)</div>	9.3 (0.00)	46.8 (0.00)	20.4 (0.00)	23.5 (0.00)

**REMINDER:** There may have been more than one respondent needed to complete this survey. Please remember to review and **complete Question 2 of the survey.**



### D. Capacity-Building for Data Use

Previous sections asked about the type of data in your district's student data systems. This section asks about your district's efforts to **build capacity** at the district- and school-levels to support using data to improve instruction.

20. Indicate the emphasis your district has put on each strategy **over the past 2 years** (2005-06 to 2006-07) to promote data-driven decision making. **(Mark one response for each row.)** n=415-416

District Strategies	No Emphasis	Some Emphasis	Major Emphasis
a. How to <u>design/acquire an information management system</u> to support data analysis (that generates timely data and makes useful data accessible to staff at all levels of the system-user friendly system).	9.4 (2.77)	44.6 (4.67)	46.0 (4.66)
b. Building <u>district staff capacity</u> for data analysis and interpretation.	9.5 (2.93)	47.3 (4.69)	43.1 (4.60)
c. Establishing a <u>process for continuous improvement</u> (e.g., developing measurable goals, measuring progress, reflection, making refinements).	4.0 (2.01)	38.0 (4.59)	58.0 (4.67)
d. Establishing a <u>culture of data use at the school level</u> (e.g., explicit norms and expectations regarding data use, creating a safe climate for data use, mutual accountability among staff).	4.5 (2.00)	45.9 (4.69)	49.7 (4.68)
e. Designing <u>professional development and capacity-building activities for schools'</u> data-driven decision making (e.g., school-level professional development, modeling data use, providing time to discuss data, providing tools to interpret and act on data).	5.9 (2.29)	41.1 (4.60)	53.0 (4.68)



21. Does your district provide or provide support for any of the following training (e.g., data retreats, workshops, data coaches) to increase **school-level capacity** in data-driven decision making to improve instruction? If yes, what proportion of schools are involved or have been involved as of the current school year (2007-08)? **(Mark your best estimate for each row.)** n=412-416

District-supported training to increase school-level capacity includes:	District Has Not Provided This Training	Proportion of Schools Involved		
		Half or less than half of the schools	More than half of the schools, but not all	All of the schools
a. Training <u>school staff</u> on the basic functions of the data system (e.g., accessing and downloading data, data queries).	9.9 (2.94)	14.6 (3.54)	8.8 (2.58)	66.6 (4.51)
b. Training school staff on data entry to improve data accuracy.	16.1 (3.67)	12.2 (3.27)	8.4 (2.57)	63.3 (4.61)
c. Training school staff on data management and security.	23.7 (4.17)	11.7 (3.26)	8.3 (2.57)	56.2 (4.69)
d. Training <u>principals</u> or other <u>building administrators</u> on using the data system to analyze student achievement.	8.8 (2.77)	8.8 (2.77)	9.0 (2.77)	73.4 (4.26)
e. Training principals or other building administrators on using data to change instructional practice (e.g., tools for translating data into practice).	14.2 (3.43)	9.8 (2.94)	12.0 (3.13)	64.0 (4.58)
f. Training principals and other building administrators on how to provide leadership for data-driven decision making practices in their school (e.g., modeling data use, leading data discussions).	17.9 (3.78)	12.9 (3.28)	9.3 (2.59)	59.9 (4.64)
g. Training <u>teachers</u> on using the data system to analyze student achievement.	18.6 (3.79)	14.2 (3.30)	14.1 (3.01)	53.1 (4.68)
h. Training teachers on using data to change instructional practice (e.g., tools for translating data into practice, collaborating with colleagues to discuss data).	18.1 (3.79)	15.0 (3.32)	13.9 (3.16)	53.0 (4.69)



22. In addition to training described above, does your district do any of the following activities intended to increase **school-level capacity** in data-driven decision making to improve instruction? If yes, what proportion of schools are involved or have been involved as of the current school year (2007-08)? **(Mark your best estimate for each row.)** n=410-415

District activities to increase school-level capacity include:	District Has Not Done This Activity	Proportion of Schools Involved		
		Half or less than half of the schools	More than half of the schools, but not all	All of the schools
<b>PROVIDING RESOURCES / ASSISTANCE TO SCHOOLS</b>				
a. Making <u>technical experts</u> (in systems, networks, databases) available to schools to support system use.	19.6 (3.90)	10.1 (2.95)	5.7 (2.04)	64.6 (4.56)
b. Providing <u>models</u> to schools to illustrate how to use data in allocating resources and designing school improvement activities (e.g., school improvement template, providing assistance in analyzing and revising the school budget).	42.5 (4.69)	5.5 (2.04)	9.4 (2.60)	42.6 (4.59)
c. Making <u>data analysis experts</u> available to school staff such as data coaches.	50.2 (4.63)	6.2 (2.30)	11.4 (2.98)	32.1 (4.06)
d. Using data to <u>identify</u> professional development activities for schools identified for improvement (e.g., to address school improvement needs).	23.8 (4.10)	16.9 (3.59)	9.4 (2.77)	50.0 (4.70)
e. Providing an <u>online database</u> of lesson plans and planning resources linked to academic standards and assessment results.	39.6 (4.58)	13.2 (3.29)	6.0 (2.30)	41.2 (4.61)
f. Providing a <u>web-accessible library</u> of diagnostic or benchmark assessments (for downloading) linked to academic standards.	53.2 (4.67)	5.7 (2.05)	6.8 (2.32)	34.3 (4.41)
g. Providing teachers <u>research-based</u> guidance on differentiating instruction on the basis of student assessment data.	26.4 (4.25)	13.0 (3.16)	10.0 (2.60)	50.6 (4.70)

Question 22 continues on next page.





22. (Continued from previous page)

District activities to increase school-level capacity include:	District Has Not Done This Activity	Proportion of Schools Involved		
		Half or less than half of the schools	More than half of the schools, but not all	All of the schools
<b>IMPLEMENTING POLICIES / PRACTICES</b>				
h. Requiring <u>instructional coaches</u> to explicitly incorporate data use and train teachers in data use as part of their job.	55.9 (4.44)	7.0 (2.07)	11.1 (2.61)	26.1 (3.85)
i. Paying for <u>incentives</u> for teachers to use or obtain training in data-driven decision making (e.g., paying for dedicated time for school staff to review data).	70.1 (4.13)	8.8 (2.57)	3.0 (1.25)	18.1 (3.48)
j. Providing teachers with <u>processes or tools</u> to effectively utilize data for instructional purposes (e.g., template for how to talk about data with colleagues).	35.1 (4.55)	15.8 (3.45)	9.2 (2.58)	40.0 (4.54)
k. Requiring all or particular schools to follow specific data-driven decision making practices in their <u>school improvement plans</u> (e.g., identifying targets, monitoring their data).	31.3 (4.50)	11.1 (2.81)	6.6 (2.31)	51.0 (4.69)
l. Requiring "data conferences" between individual principals and their supervisors.	52.1 (4.60)	6.0 (2.05)	5.8 (2.05)	36.2 (4.35)
m. <u>Following up</u> to determine if schools have implemented instructional changes prescribed as a result of data analysis activities.	40.2 (4.65)	13.6 (3.29)	7.3 (2.09)	38.8 (4.50)
n. Tracking <u>teacher use</u> of the data system.	69.8 (4.06)	5.8 (2.05)	3.6 (1.29)	20.8 (3.62)

23. For how many years has your district been actively engaged in helping **schools** to use data to improve instruction? **(Mark one response for each row.)** n=414-415

District support activities to help schools to use data:	No Plans in This Area	Number of Years of District Support			
		Planning, but have not started	1 to 2 years	3 to 5 years	6 or more years
a. Providing <u>professional development</u> for teachers and principals on the use of data to improve instructional practices.	4.5 (2.01)	17.0 (3.77)	29.9 (4.33)	27.3 (4.11)	21.4 (3.62)
b. Providing <u>resources</u> (such as models, consultants) to schools to support the use of data to inform instruction.	9.0 (2.76)	17.8 (3.71)	25.2 (4.10)	28.2 (4.12)	19.8 (3.61)
c. Implementing <u>policies and requirements</u> to use data or providing incentives for data use.	19.4 (3.71)	31.0 (4.46)	17.0 (3.46)	17.0 (3.33)	15.6 (3.32)



24. In general, how much does your district **need examples of good practice** in the following areas? **(Mark one response for each row.)** n=414

Areas of need include:	Little Need (we know how to do this)	Some Need	Great Need
a. Using <u>assessment data to identify gaps</u> in student achievement (e.g., standards that individual students or groups of students don't meet).	28.9 (4.12)	50.1 (4.69)	21.0 (3.91)
b. <u>Adapting instructional activities</u> to meet students' individual needs (e.g., modifying lesson plans to teach students at different ability levels).	16.2 (3.45)	49.2 (4.69)	34.7 (4.49)
c. Developing curriculum-embedded <u>formative assessments</u> (e.g., designing assessments to use with instruction).	18.5 (3.59)	48.1 (4.68)	33.4 (4.48)
d. Examining student data to <u>identify</u> which <u>practices</u> work best for which students (e.g., comparing the performance of students receiving instructional programs).	16.6 (3.46)	46.7 (4.65)	36.7 (4.59)
e. <u>Collaborating and sharing ideas</u> with colleagues regarding data inquiry and analysis issues (e.g., group facilitation techniques).	19.9 (3.61)	54.3 (4.67)	25.8 (4.18)
f. <u>Communicating with parents</u> about student progress.	36.8 (4.53)	49.3 (4.69)	13.9 (3.29)
g. Structuring the <u>district organization and practices</u> to support data-driven decision making.	19.6 (3.60)	58.9 (4.61)	21.5 (3.91)

25. To what extent are the following typical problems **current barriers** to the expanded use of data-driven decision making in your district? **(Mark one response for each row.)** n=413-416

Current barriers in our district include:	Not a Barrier	Minor Barrier	Major Barrier
<b>DATA SYSTEM AND TECHNOLOGY RESOURCES</b>			
a. Lack of sufficient hardware (servers, computers, peripheral devices, etc.).	52.9 (4.68)	37.6 (4.56)	9.4 (2.58)
b. Out-of-date hardware.	50.6 (4.70)	37.8 (4.55)	11.6 (2.98)
c. Internet connections that are not fast or reliable enough.	67.6 (4.39)	26.6 (4.18)	5.8 (2.04)
d. Unreliable or inaccurate data in the system.	73.8 (3.75)	21.4 (3.37)	4.8 (2.01)
e. Data stored in forms that are difficult to access, manage, and interpret.	47.9 (4.69)	29.2 (4.05)	22.9 (4.07)
f. Information located in multiple disparate data bases that make it difficult to link data for analyses (i.e., lack of interoperability).	35.8 (4.55)	28.4 (4.05)	35.8 (4.53)
g. Lack of district-wide unique <u>student</u> identification numbers that are consistent from year-to-year.	94.5 (2.03)	4.2 (1.69)	1.4 (1.17)
h. Lack of district-wide unique <u>teacher</u> identification numbers that are consistent from year-to-year.	83.1 (3.46)	13.8 (3.16)	3.1 (1.64)
i. Inability to provide adequate safeguards and security for the data.	68.2 (4.46)	30.9 (4.46)	0.8 (0.34)
j. Lack of funding to expand or improve the student data system.	23.8 (4.01)	34.5 (4.48)	41.7 (2.61)
k. Lack of trained technical staff available for product and service acquisition, installation, or equipment maintenance.	30.3 (4.26)	46.8 (4.68)	22.9 (4.00)

Question 25 continues on next page.



25. (Continued from previous page)

Current barriers in our district include:	Not a Barrier	Minor Barrier	Major Barrier
<b>LOGISTICAL / OTHER BARRIERS</b>			
i. Lack of resources to train school staff on how to use data to support instructional improvement (e.g., providing data analysis specialists, professional development funds).	18.9 (3.60)	45.8 (4.68)	35.2 (4.53)
m. Lack of <u>teacher</u> preparation on how to use data for instructional decision making (e.g., data interpretation skills).	15.7 (3.45)	55.6 (4.63)	28.6 (4.12)
n. Lack of technical skills of school staff to access or utilize electronic data systems (e.g., technical proficiencies).	10.8 (2.79)	69.5 (4.13)	19.7 (3.49)
o. Lack of <u>building administrator</u> preparation on how to use data for data-driven decision making.	30.7 (4.42)	53.5 (4.69)	15.9 (3.33)
p. Lack of time for school staff to conduct data-driven decision making activities (e.g., to reflect on or use data, for teacher collaboration).	8.1 (2.55)	41.2 (4.63)	50.7 (4.69)
q. Lack of a clear vision or strategic plan for data-driven decision making (e.g., as part of a systematic approach to continuous improvement).	35.9 (4.49)	49.5 (4.69)	14.6 (3.31)
r. Lack of district leadership support for data-driven decision making (e.g., explicit norms and expectations regarding data use).	60.9 (4.57)	30.0 (4.32)	9.1 (2.58)
s. Lack of communication or sharing of data across departments within the district.	33.8 (4.44)	56.1 (4.63)	10.1 (2.60)
t. Policies that preclude direct access by school staff to data systems or individual student-level data.	62.4 (4.57)	33.4 (4.48)	4.2 (1.69)
u. Lack of incentives for data use by district or school staff.	36.7 (4.49)	49.8 (4.68)	13.4 (3.01)

**REMINDER:** There may have been more than one respondent needed to complete this survey. Please remember to review and **complete Question 2 of the survey.**



Please feel free to note any special circumstances in your district or other comments you might have:


**THANK YOU!**

If you have any questions about this survey, please contact Angeline Reyes at nta-survey@sri.com or 650-859-5927. Please use the enclosed envelope to return the completed survey to SRI International.

All study participants will be notified of the availability of the final report once it is completed. Thank you again for your time.

