

STATEWIDE DATA-DRIVEN READINESS STUDY
- Superintendent Survey -

SUPPORT SYSTEMS (continued)	Disagree Strongly	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Strongly
48. Teachers and administrators have received adequate training to effectively interpret and act upon yearly state assessment results	0	0	0	0	0	0
49. Professional development has improved teachers' skill in developing classroom assessments	0	0	0	0	0	0
50. Teachers have significant input into plans for professional development and growth	0	0	0	0	0	0
51. Student achievement data are used to inform school and district improvement initiatives	0	0	0	0	0	0
52. Whole-school staff meetings focus on measured progress toward data-based improvement goals	0	0	0	0	0	0
53. Student achievement data are used to determine teacher professional development needs and resources	0	0	0	0	0	0
54. School and classroom improvement efforts are aligned with state standards	0	0	0	0	0	0
55. Student achievement data are used to determine resource allocation	0	0	0	0	0	0
SCHOOL CULTURE	Disagree Strongly	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Strongly
56. Schools in this district have open and honest discussions about data	0	0	0	0	0	0
57. Teachers have the knowledge and skills necessary to improve student learning	0	0	0	0	0	0
58. Student achievement data are used primarily for improvement rather than teacher evaluation	0	0	0	0	0	0
59. Administrators in this district trust the professional judgments of teachers	0	0	0	0	0	0
60. Administrators model data-driven educational practices	0	0	0	0	0	0
61. This district adequately supports teachers' use of data to improve classroom instruction	0	0	0	0	0	0
62. Principals buffer their schools from distractions to their school improvement efforts	0	0	0	0	0	0
63. Our success as educators should be determined primarily by our impact upon student learning	0	0	0	0	0	0
64. Teachers in this district routinely use data to inform their instructional practices and understand student needs	0	0	0	0	0	0
65. Teachers in this district have a sense of collective responsibility for student learning	0	0	0	0	0	0
66. Schools in this district use data to uncover problems	0	0	0	0	0	0
67. Teachers conduct self-assessments to continuously improve performance	0	0	0	0	0	0
68. Teachers and administrators are valued member of this district's data-driven reform efforts	0	0	0	0	0	0
69. Teachers in this district have access to high-quality student assessments to evaluate student progress	0	0	0	0	0	0
70. Our success or failure in teaching students is primarily due to factors beyond our control rather than to our own efforts and ability	0	0	0	0	0	0
71. Using data has improved the quality of decision-making in this district	0	0	0	0	0	0
72. By trying different teaching methods, teachers can significantly affect students' achievement levels	0	0	0	0	0	0
73. There is a strong sense of trust among teachers and administrators in this district	0	0	0	0	0	0
74. If we constantly analyze what we do and adjust to get better, we will improve	0	0	0	0	0	0

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SCHOOL CULTURE (continued)	Disagree Strongly	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Strongly
75. Teachers in this district feel personal responsibility when school improvement goals are not met	○	○	○	○	○	○
76. Students in this district believe that they will succeed at learning if they keep trying	○	○	○	○	○	○

77. Is there anything else you want to tell us about data use in your district?

Questions 78-85 ask you for information that will help us better analyze your responses. This information will be kept private and confidential and will NEVER be shared with the Minnesota Department of Education.

78. What is the name of your school district?

79. District location

Urban	Suburban	Rural
○	○	○

80. District characteristics

Number of students

Percentage minority

Percentage free / reduced lunch

Percentage ELL

Percentage special education

81. How many years have you worked as a superintendent TOTAL?

	IN THIS DISTRICT?	
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82. In the past two years, how many hours of professional development have you received (approximately)?

In district

Outside district (please include attendance at conferences, graduate courses, etc.)

83. How many of those professional development hours were related to student assessment (approximately)?

In district

Outside district (please include attendance at conferences, graduate courses, etc.)

84. What is your gender?

Male	Female
○	○

85. What is your race / ethnicity?

American Indian or Alaskan Native	○	Middle Eastern	○
Asian or Pacific Islander	○	Multiracial	○
Black or African American	○	White	○
Hispanic or Latino	○		