

Data-Driven Decision-Making in Schools

Your school is participating in a study to understand the nature of data-driven decision-making and change. With this information, teachers and leaders may work to foster an environment that is conducive to higher student achievement.

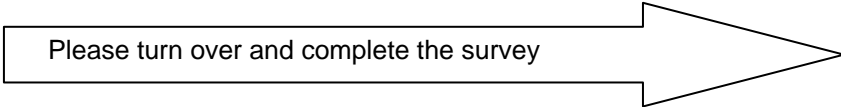
We are asking that you complete this survey designed to assess data-driven decision-making and change in your school. The survey should take approximately 15-20 minutes to complete. After completing this survey, place it back into the envelope, seal it, and then return it to the designated person.

Should you choose not to participate, place the unused answer sheet and survey into the envelope, seal it, and then return it to the designated person. Participation is voluntary and there will be no consequences should you decide not to participate. All necessary actions to retain respondent anonymity have been taken. The research project will assess building-level data-driven decision-making; therefore no individuals will be identified.

Please complete the following background questions. This data is for research disaggregation only and your answers will be anonymous. When you have completed this survey, place it back into the envelope, seal it, and then return it to the designated person.

1. What is your primary assignment?
 - ① Classroom teacher (including special education)
 - ② Art, Music, PE teacher, Speech
 - ③ Administration
 - ④ Instructional Support (reading, behavior, guidance)
 - ⑤ School Support Staff (custodial, secretarial, ...)
 - ⑥ Other (specify) _____
2. What grade level(s) are you currently teaching?
 - ① Grades K-2
 - ② Grades 3-5
 - ③ Grades 6-8
 - ④ Grades 9-12
 - ⑤ Special Education
 - ⑥ Multi-Grade Specialist (art, music, p.e.)
 - ⑦ Not applicable
3. How many years (including this year) have you been an educator?
 - ① 1 to 2 years
 - ② 3 to 5 years
 - ③ 6 to 10 years
 - ④ 11 to 15 years
 - ⑤ 16 to 19 years
 - ⑥ 19 + years
4. How many years (including this year) have you been at your present school?
 - ① 1 to 2 years
 - ② 3 to 5 years
 - ③ 6 to 10 years
 - ④ 11 to 15 years
 - ⑤ 16 to 19 years
 - ⑥ 19 + years
5. What is your gender?
 - ① Female
 - ② Male
6. What subjects do you teach? (grades 6-12 only)
 - ① Math
 - ② Reading
 - ③ Science
 - ④ Social Studies
 - ⑤ Other

Please turn over and complete the survey

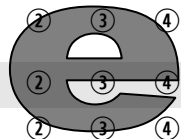
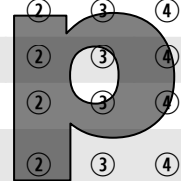
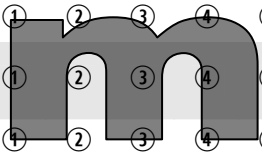
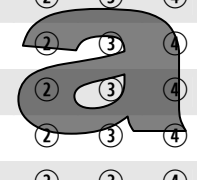
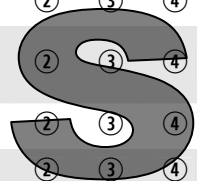


Data-Driven Decision-Making in Schools

Please indicate the degree to which you agree or disagree with the following statements as descriptors of the conditions at your school:

1=Strongly Disagree
 2=Disagree
 3=Neutral
 4=Agree
 5=Strongly Agree

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Student success is the responsibility of everyone in our school.	①	②	③	④	⑤
2. Teachers in our school are motivated to change when they see other teachers experiencing success.	①	②	③	④	⑤
3. Leaders in our school are effective at using data to make decisions.	①	②	③	④	⑤
4. Teachers are recognized for successful practices and performance.	①	②	③	④	⑤
5. We have a shared vision for student achievement and growth in our school.	①	②	③	④	⑤
6. A variety of data resources are available for use by teachers.	①	②	③	④	⑤
7. As a school we rely on data to support open and honest discussions about change.	①	②	③	④	⑤
8. Our school vision provides teachers with a clear sense of direction.	①	②	③	④	⑤
9. Teachers are encouraged to innovate and take risks to enhance student learning.	①	②	③	④	⑤
10. School leaders model the use of data analysis to inform decision-making.	①	②	③	④	⑤
11. Our school has established a culture of data-driven decision making.	①	②	③	④	⑤
12. Data is frequently analyzed for the purpose of informing decisions about instructional practice.	①	②	③	④	⑤
13. We work as a team in this school.	①	②	③	④	⑤
14. Principals and teacher leaders model behavior expected of all faculty and staff.	①	②	③	④	⑤
15. Our school uses data to uncover problems that might otherwise remain hidden.	①	②	③	④	⑤
16. Leaders in this school trust the professional judgments of teachers.	①	②	③	④	⑤
17. Our school culture is open and collaborative. No one is afraid to identify a problem.	①	②	③	④	⑤
18. Most teachers in the school routinely use data to inform their instructional practices and understand student needs.	①	②	③	④	⑤
19. Principals use data to supervise/evaluate teachers.	①	②	③	④	⑤
20. Teachers have a good understanding of data-driven decision making principles and practices.	①	②	③	④	⑤
21. Our school uses data to determine if we are achieving our goals and objectives	①	②	③	④	⑤
22. Leaders in our schools use data to convince people of the need for change.	①	②	③	④	⑤
23. At our school, change is everyone's job.	①	②	③	④	⑤
24. There is evidence that using data has improved the quality of decision making.	①	②	③	④	⑤
25. Teachers systematically collect and examine data throughout the school year to determine student growth.	①	②	③	④	⑤
26. The district holds our school accountable for student academic achievement.	①	②	③	④	⑤
27. Our school culture emphasizes continuous improvement.	①	②	③	④	⑤
28. Leaders in this school use data to establish a sense of urgency for change.	①	②	③	④	⑤



Data-Driven Decision-Making in Schools

Please indicate the degree to which you agree or disagree with the following statements as descriptors of the conditions at your school:

1=Strongly Disagree
2=Disagree
3=Neutral
4=Agree
5=Strongly Agree

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
29. Our school has an established policy for using data to inform decision-making about instructional practices.	①	②	③	④	⑤
30. Data reports we receive from the district are easy to understand.	①	②	③	④	⑤
31. Leaders in the school routinely use data to inform their administrative practices and understand school improvement needs.	①	②	③	④	⑤
32. Teachers and parents communicate frequently about student performance data.	①	②	③	④	⑤
33. Our school administrators use the expertise of teacher leaders prior to making decisions.	①	②	③	④	⑤
34. A formal system exists at our school to gather, store, and share data.	①	②	③	④	⑤
35. Training is provided to teachers to use data for instructional decision-making.	①	②	③	④	⑤
36. Leaders assemble the necessary stakeholders to lead change in our school.	①	②	③	④	⑤
37. Our school goals and objectives are aligned with our school's vision.	①	②	③	④	⑤
38. Teachers use data to differentiate instruction.	①	②	③	④	⑤
39. Appropriate technology resources, including computers and software, are available for data-driven decision-making.	①	②	③	④	⑤
40. Teachers and principals in our school use established data analysis techniques to support innovation and change.	①	②	③	④	⑤
41. Our school recognizes and rewards short-term success in the pursuit of our vision.	①	②	③	④	⑤
42. We use data to inform decision-making about instructional practices	①	②	③	④	⑤
43. Our data collection and dissemination system supports learning that is specifically targeted to the individual strengths and needs of students.	①	②	③	④	⑤
44. Student achievement data are readily available for teacher use.	①	②	③	④	⑤
45. Teachers and administrators in our school trust one another.	①	②	③	④	⑤
46. Principals are recognized for successful practices and performance.	①	②	③	④	⑤
47. Data-driven decision-making is a key component of our planning process.	①	②	③	④	⑤
48. We use data to inform decision-making about processes and procedures in our school.	①	②	③	④	⑤
49. Leaders in our school frequently communicate our vision to all stakeholders.	①	②	③	④	⑤
50. Teachers are proficient at using data in decision-making, analysis and instructional intervention.	①	②	③	④	⑤
51. Leaders in our school are effective in overcoming obstacles and barriers to change.	①	②	③	④	⑤
52. Our school uses data to provide momentum for additional school improvement projects.	①	②	③	④	⑤
53. Our school uses achievement data to identify subgroups of students who are not experiencing academic success.	①	②	③	④	⑤
54. Our school uses parent satisfaction data to inform decisions.	①	②	③	④	⑤
55. Our school embraces change.	①	②	③	④	⑤

Data-Driven Decision-Making in Schools

Please rate your level of understanding or confidence on the following data-driven decision-making concepts. Rate each statement on the following scale:

- 1=None**
2=Very Little
3=Moderate
4=Considerable
5=Complete

	None	Very Little	Moderate	Considerable	Complete
56. Accessing student achievement data from the school or district	①	②	③	④	⑤
57. Using data to differentiate instruction	①	②	③	④	⑤
58. Creating measurable instructional goals	①	②	③	④	⑤
59. Using frequent formative assessment	①	②	③	④	⑤
60. Interpreting formative assessment data	①	②	③	④	⑤
61. Disaggregating data by student subgroups	①	②	③	④	⑤
62. Using technology tools to analyze student data (i.e. Excel)	①	②	③	④	⑤
63. Using data other than student achievement data to inform instructional decisions	①	②	③	④	⑤
64. Discussing achievement data with students and parents	①	②	③	④	⑤
65. Presenting and discussing student achievement data with other teachers	①	②	③	④	⑤

66. What has been the primary source of your knowledge and understanding about data-driven decision-making concepts?

- ① Professional Development / Training
- ② Principal / Assistant Principal
- ③ Fellow Teachers
- ④ Other (specify) _____

67. What are your personal beliefs about using data to inform decision-making in schools?

Thank you for completing the Data-Driven Decision-Making in Schools Survey on the following pages. If you would like to elaborate on issues related to data-driven decision-making in your school, please write your comments in the space below.
