2020

Assessment to Achievement:
Impacting Student Learning and Growth in Utah Schools
Annual Evaluation Report (2019-2020)

Prepared by the Utah Education Policy Center
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THE UNIVERSITY OF UTAH
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Executive Summary

Ed Direction, in partnership with the Utah State Board of Education (USBE), is leading a statewide project called Assessment to Achievement (A2A), which involves cohorts of teachers and administrators that engage in ongoing professional learning to build capacity in data-driven practices that lead to improved student learning and achievement. Participating schools form a District or Charter Leadership Team and a School Transformation Team and participate in year-round professional learning sessions to build teams' capacity to engage in and lead instructional change at their school sites. A2A is driven by three main objectives:

1. Develop district, school, and teacher leaders to collaborate and lead with a focus on student learning.
2. Utilize multiple layers of data, including new state assessment data, to inform educators' decisions about teaching and learning.
3. Drive implementation of evidence-based practices in the classroom every day.

The Utah Education Policy Center (UEPC) at the University of Utah was contracted by Ed Direction to evaluate the A2A project. The UEPC has coordinated with Ed Direction and USBE for designing the evaluation and data collection tools, which include multiple data sources. The focus of the evaluation in this first annual report is to examine the extent to which teachers' and leaders' data practices have changed since participating in A2A using the following data sources:

- Data Use Survey administered to faculty and administrators in participating schools at baseline (June 2019) and end of year (May 2020)
- Professional Learning Session Feedback Surveys administered to District and Charter Leadership Teams and a School Transformation Teams at the end of each professional learning session (four times throughout the year)
- Site Visit Observation Forms that were completed by one Ed Direction and one USBE observer (three times throughout the year)

This first annual evaluation report provides a summary of all data collected throughout the 2019-2020 academic year, including information reported in the first, second, and third quarter reports. A final summative report is planned for Year 4 of the project to determine the longitudinal impact of the project on collaborative data use practices and student achievement.

Key Findings

In this first annual evaluation of A2A, we found evidence that participants grew in their reported and observed data use practices during the 2019-20 school year, as evidenced by longitudinal survey data and site visit feedback. We also found that participants had positive experiences with A2A professional learning sessions and reported intentions to enact practices shared in these learning experiences. In relation to the A2A project objectives, the evaluation

findings suggest that considerable progress was made in developing district, school, and teacher leaders to collaborate and lead with a focus on student learning, using multiple types of data to inform decisions about teaching and learning, and implementing evidence-based strategies in the classroom.

The following findings highlight the growth and positive benefits that A2A participants experienced during the 2019-20 school year.

Data were being used to improve instructional planning and delivery:

Throughout the school year, administrators and teachers continued to report that they see value in data. For examples, teachers reported a number of ways that they are thinking about and using data differently after participating in A2A (e.g., from the end of year data use survey, "It is a learning process, but I can see rapid growth in this area in our school. We've always known we should be looking at data. A2A has given us the skills and knowledge of HOW to do that at our meetings").

"It has been **exactly what our school has needed**. We feel it is very well thought out and presented to us in a format that is easy for us to take back to our teachers to implement. [A2A staff] have been great supports to us and we so appreciate their concern and willingness to help. We love the A2A project! Everything about it has been helpful and positive!" (Administrator, End of Year Survey)

- Teachers were more likely to look at data before drawing conclusions and to identify solutions based on data (e.g., "We have been able to look closer at individual students and get them the help they need to fill in their educational gaps. It has helped a lot with differentiated lesson plans"- Teacher, End of Year Survey). Administrators were more likely to use data to make links between instruction and student outcomes (e.g., an administrator reported, "The effectiveness of our meetings has been increased substantially with the use of roles, protocols, and EdThrive. We are focusing on data and creating actionable next steps based on data" - Teacher, End of Year Survey).

- Comparing baseline to end-of-year survey use data, we find that both teachers and administrators reported more frequent use of short-term data to make instructional decisions. Teachers also reported using medium- and long-term data more frequently. Although there was little change in teachers' reported use of data for instructional decision-making, administrators exhibited positive trends in their use of short- and long-term data to predict student success (e.g., "Teachers are looking at data weekly and trying to improve their instruction because of what they are seeing in the data" - Teacher, End of Year Survey).

- There were no significant changes in teachers' reported communication with data, but we did find positive trends among administrators (e.g., "People have discussed what they are teaching and making things clear for the students" - Teacher, End of Year Survey).

Support for effective collaboration and a growth mindset contributed to the use of data:

- Administrators and teachers were more likely to agree that collaborative meetings are often more productive than independent work. Teams also reported meeting more regularly throughout the year to make important decisions about instruction using data (e.g., "We have been actively engaged in data analysis at our weekly DIT meetings which has informed our teaching" - Teacher, End of Year Survey).

- The professional learning feedback survey data continues to show strong evidence that schools have a culture that prioritizes student growth. This focus on student growth was also reported in the data use survey (e.g., "I love that I am given multiple opportunities to collaborate with not only my team, but with other grade levels and departments in the school. I enjoy hearing and learning about the ideas and suggestions of a wide variety of people. I think my school does a wonderful job at making sure we all feel comfortable discussing our data with others. We are all about the growth mindset! It is great!" - Teacher, End of Year Survey).

"A2A has enabled me to sharpen my focus on (improved) learning intention statements, rationale, and success criteria. As we have, together as a team, explored the different ways other schools and districts are implementing this new way of teaching, it has **helped me bring learning "closer" to students by enabling them to understand exactly what is expected**. I have enjoyed the comradery of other teachers as we held these meetings, and the expertise of the presenters was obvious. When I began the year, I was dubious as to the wisdom of yet another meeting to attend, but now **I really feel like the presentations were valuable to my teaching**." (Teacher, End of Year Survey)

- School Transformation Team participants reported increased rates of teachers observing one another's instruction, contributing to the value of effective collaboration and data use.

A2A professional learning and site visits made a difference:

- Participants' perspectives on professional learning sessions were generally high throughout the year, with nearly all participants agreeing that standards for professional learning were enacted in the learning sessions. There were consistent reports about the benefits of the A2A professional learning (e.g., "As we have taken back

the information we have learned to our school, it has helped our entire school become more focused on data and specific learning outcomes. It has helped us become even more united" - Teacher, End of Year Survey).

- School Transformation Teams and District or Charter Leadership Teams agreed that throughout the year they gained:
  1) an understanding of evidence-based instructional strategies,
  2) collaborative practices to improve their teams,
  3) data-informed decision making skills, and
  4) a process for narrowing their focus to help prioritize high impact actions from professional learning sessions.

- Through site visits, schools demonstrated growth in their implementation of data use and collaboration practices throughout the year. Average levels of implementation in each area of evaluation increased between the first and last site visits. Furthermore, over half of participating schools increased their levels of implementation on the site visit rubric (e.g., from 0=exploring, 1=early, 2=customizing, 3=comprehensive, 4=sustaining).

"As a result of this program, I feel I am **more capable of delivering better instructions and lessons to my students**. I also know how to effectively use the data provided to challenge those needing enrichment activities and giving extra support for those that are not at mastery yet." (Teacher, End of Year Survey)

Leadership matters:

- Both teachers and administrators agreed that administrators are providing more deliberate feedback on how to use data to change instructional practice. Administrators feel more confident in their ability to answer teachers' questions about data. This was reported by teachers' who valued strong administrator support (e.g., "This is my first year using the A2A 'process/program' I feel that our admin has not only kept us informed but provided us with tools that can help us be more 'aware' of areas of improvement as a teacher, grade level and school. I am very pleased with my administration for caring not only about the children but also the staff" - Teacher, End of Year Survey).

- Teachers report more protected time for data use during weekly planning sessions. In addition, administrators report increased efforts to ensure that teachers receive professional learning on data use. This was also echoed by teachers' reports of their supports for data use (e.g., "The leadership at school protects our time to collaborate, every week we have time set up to have PLC with our grade team, so we analyze data, and share our experience. The administration is very supportive of teachers and staff on helping us to use data to improve our teaching and develop a good collaborative team" -- Teacher, End of Year Survey).

Considerations for Ongoing Improvement

In this summary report of findings, we conclude with a set of considerations based on the results from our evaluation of the 2019-20 A2A project. These considerations are intended to inform the future work of the A2A project moving into the 2020-21 school year and beyond. (A more detailed discussion of these considerations is presented in the full report.)

Building collaborative practices is a strength of the A2A project; continue to build upon these aspects of the project with future cohorts.

- We found numerous statistically significant increases in teachers' and administrators' reports of data-focused practices while working in collaborative teams. After participating in A2A, more teachers reported frequently drawing conclusions based on data and identifying actionable evidence-based instructional strategies based on those conclusions. Administrators also reported numerous increases in collaborative practices.
- These findings indicate that A2A has the potential to continue to impact the collaborative practices of future cohorts of educators. These findings also suggest that strengthening the work of collaborative teams is a bright spot of the A2A project.
- As A2A moves forward with Cohort 4 in the 2020-21 school year, strengthening teamwork in collaborative teams should continue to be a focus of the project.

Continue to emphasize the use of a variety of data sources.

- Disruptions in state testing due to COVID-19 mean that schools will not have current standardized achievement data to draw upon in their work during the coming school year. Other student data collection may also be disrupted.
- Data use survey results indicate that teachers in the A2A project increased the frequency with which they use a variety of data types. In particular, we found statistically significant increases in teachers' use of long-term data (34% report frequent use, up from 25%) and medium-term data (75% reported frequent use, up from 65%).
- While these results are promising, it will be important for educators and leaders to identify a variety of data sources that can be used in lieu of state testing data in the coming year. As Cohort 4 enters A2A, professional learning must be ready to adapt to changes in the availability of data sources during the COVID-19 crisis, particularly as teachers are assessing learning gaps and needs as students return to school in the fall.

Create more time for teachers to observe one another's instruction.

- Participating schools reported a number of improvements to the structures and processes to support effective collaboration, including peer observations of teaching. Although there was an increase in the proportion of School Transformation Team members who agreed that other teachers in their building routinely observe one another's instruction, this only represents around 60% of respondents as of the final professional learning session, up from 40% at the beginning of the 2019-20 school year.

This is in contrast to the fact that nearly all Leadership Team members agreed teachers were regularly observing each other.

- This mismatch in perceptions suggests that administrators may need to be more intentional in their efforts to allow teachers the time and space to observe each other. School leaders may need to reconsider scheduling and staffing allocations to facilitate more opportunities for observation, given the benefits of this collaborative practice for improving instructional practices.

Continue planning for sustainability and scale of the A2A practices.

- Finally, the A2A program is intentionally designed to support the implementation of various evidence-based strategies that support effective data use, collaboration, and instruction leading to improved student learning and achievement. To enhance the planning for schools and district to sustain and potentially scale up their efforts after the project ends in four years, we offer Coburn's Dimensions of Scale as a framework to support planning (Coburn, 2003). As Coburn explains, scaling-up an effort requires more than simply "expanding a reform to multiple settings" (p. 4). She provides four interrelated dimensions of scale — depth, sustainability, spread, and shift in ownership. We provide questions that may inform planning in future years. A more detailed description of the four dimensions is included in the conclusion of the full report.
    - **Spread**: How will the A2A practices be expanded to school or district policy, funding allocations, professional learning systems/structures, etc.?
    - **Depth**: How can the practices be embedded in a given school or district? To what extent has the initiative changed beliefs and/or norms of social interaction and underlying principles?
    - **Shift in Ownership**: To what extent have the practices that started from an external source been adopted by those who have the capacity to deepen, spread and sustain the practices themselves (e.g., across the school or district)?
    - **Sustainability**: What will happen to the practices when leadership, personnel and funding change over the years?

Introduction

Ed Direction, in partnership with the Utah State Board of Education (USBE), is involved in a project called Assessment to Achievement (A2A) which involves multiple four-year cohorts of teachers and administrators that engage in ongoing professional learning, including multiple professional learning sessions throughout the year and individualized coaching and structured site visits for ongoing support for implementation. A2A is designed to build capacity for districts and schools in data-driven practices that culminate in improved student achievement.

The Utah Education Policy Center (UEPC) at the University of Utah was contracted by Ed Direction to evaluate the A2A project.

This first annual evaluation report provides a summary of all data collected throughout the 2019-2020 academic year, including information reported in the first, second, and third quarter reports which have provided Ed Direction and USBE with updates on the progress of the project and insights for on-going planning and improvements of the project. A final summative report is planned for Year 4 of the project to determine the longitudinal impact of the project on collaborative data use practices and student achievement.

A2A Project Overview

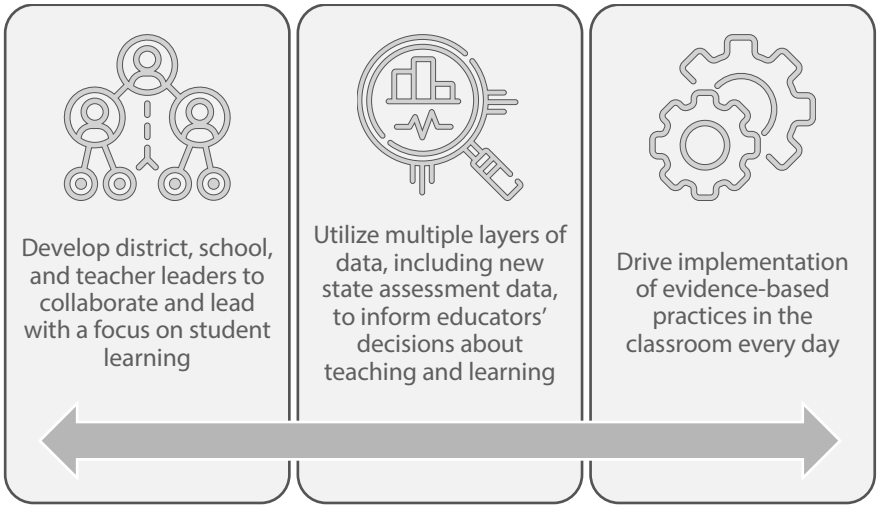
A2A was originally initiated in 2015 following Utah's implementation of the Student Assessment of Growth and Excellence system, or SAGE. In an effort to help schools build capacity to leverage the new system and increase student assessment data fluency in general, the state of Utah partnered with Ed Direction to lead two cohorts over the course of four years.

In 2019, Ed Direction was awarded a second contract to continue the project with a new cohort beginning in summer 2019 focused on leveraging evidence-based strategies in combination with implementation science to improve student outcomes. Participating schools form a District or Charter Leadership Team and a School Transformation Team who participate in year-round professional learning sessions to build teams' capacity to engage in and lead instructional change at their school site. Participating teams use data to establish a shared understanding of current student performance and engage in on-site coaching visits over the course of the school year to receive feedback and continuous embedded support.

Project Objectives and Activities

A2A is driven by three main objectives, shown in Figure 1.

Figure 1. A2A Objectives



In light of these three project objectives, the A2A project focuses heavily on designing ongoing professional learning opportunities for schools to build capacity and ensure the learning from A2A results in durable systems and structures that last well beyond the completion of the project. Teams utilize multiple types of data to inform collaborative planning and implementation of evidence-based instructional practices by implementing a framework built around an inquiry cycle that puts in place a process to help schools and districts prioritize needs, build capacity, deliver content, assess progress in order to make timely adaptations, and reflect on implementation to plan for next steps.

The A2A professional learning opportunities are grounded in professional learning standards[1] and designed to support school teams in their implementation of the data use practices and collaboration structures over time.[2] The figure below describes the cadence of each professional learning session and follow-up site visits.

[1] See Learning Forward professional learning standards (https://learningforward.org/standards-for-professional-learning/) and those outlined in Every Student Succeeds Act, listed here https://www.region10.org/r10website/assets/File/ESSA%20Definition%20of%20Professional%20Development%20Sec%208101%20draft%207-11-18_pdf%20(00000003).pdf)

[2] See National Implementation Research Network's Implementation Stages, https://nirn.fpg.unc.edu/module-4/topic-1-implementation-stages-overview/what-are-stages.

Figure 2. A2A Professional Learning and Project Activities

Professional Learning Sessions	Site Visits
• Summer Kickoff: 3 Days • Fall Session: 1 Day • Winter Session: 1 Day • Spring Session: 1 day	• 3x per year, following each professional learning session to document and support implementation

In the first year of Cohort 3, participating School Transformation Teams, District Transformation Teams, and Charter Leadership Teams engaged in one summer and three school year professional learning sessions. They also participated in three site visits throughout the course of the 2019-2020 school year. A description of participating school teams and the site visit structure can be found below.

Table 1. Participating School Teams and Site Visit Structure

Participating Teams:

School Transformation Teams: A team of up to 10 school administrators and teacher leaders who collectively represent all teacher teams across the school. This team works together to implement and sustain the A2A project objectives.
District and Charter Leadership Teams: A team of up to 5 district or charter leaders who will collaborate and work alongside the School Transformation Team to support the school's implementation of project objectives.

Professional Learning: Co-designed and facilitated by Ed Direction and USBE, professional learning is focused around the project objectives of collaboration, data use, and instruction. Teams are provided with structured planning time at the conclusion of each session to review and revise action plans and create plans for implementation.

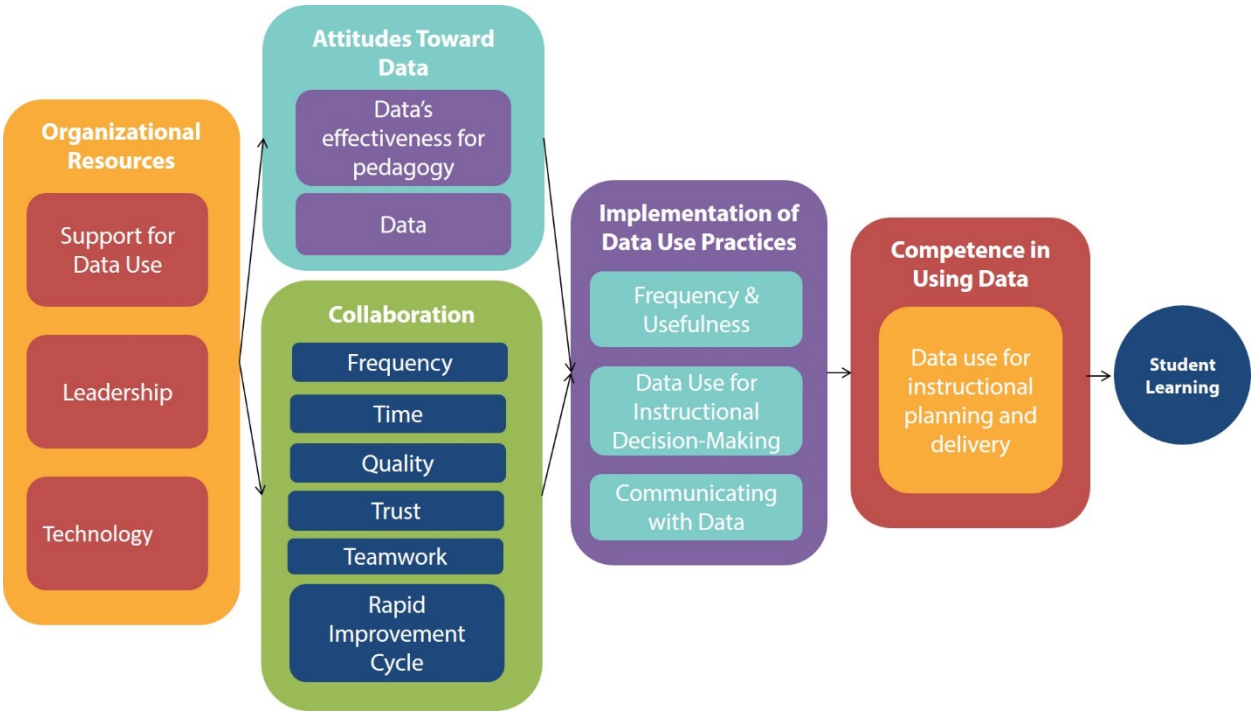
Site Visits: Occur following each professional learning session, Site Visits provide an opportunity for customized on-site coaching and feedback on implementation. This collaborative learning opportunity celebrates progress and encourages continuous growth by validating what is working well and helping teams refine their practice through analysis and reflection.

Data Use Conceptual Framework

As part of the evaluation effort, the A2A conceptual framework presented in Figure 3 was created to illustrate the theory of action for how teachers use data to improve student learning, including the related factors that contribute to teacher practices, such as organizational supports, attitudes toward data, and teacher collaboration practices. This conceptual

framework was informed by a review of literature related to teachers' use of data to design and implement instruction for student learning (please see reference list at the end of this report for a full list of related research reviewed). The components of this professional learning are the focus of this evaluation.

Figure 3. A2A Data Use Conceptual Framework



Below we offer a brief description of how the various A2A project components and design features are reflected in the data use conceptual framework.

Organizational Resources

A2A is purposefully structured to provide teachers with cascading levels of support through School Transformation Teams, District and/or Charter Leadership Teams, and the state-level team which includes the USBE and Ed Direction. These teams of educators work together to provide leadership, support, and coaching as schools work to fulfill the responsibilities of the project, ensure that teams have the resources needed to implement project initiatives, and monitor the implementation of action plans.

Attitudes Towards Data

A2A addresses attitudes toward data through its focus on building collective efficacy among teams and deepening understanding of the role it plays in collaborative school improvement.

Collaboration

The A2A project focuses on implementation of effective meeting practices that help teams maximize their collaborative time together by being intentional, data-driven, action-oriented, and reflective in their work. One way this is achieved is by setting norms for engagement, establishing structures for data use and analysis, and implementing reflection protocols that connect collaborative work back to student outcomes.

Implementation of Data Use Practices

The A2A project helps teams establish clear and transparent systems for collecting and analyzing implementation and student achievement data in their specific school context so teacher teams can create actionable next steps related to improving instruction.

Competence in Using Data

The A2A project stresses the importance of having access to relevant, timely data in order for teams to improve their practice and respond to student learning by analyzing common data and making decisions about next steps for instruction.

How to Use This Report

The remainder of this report includes a description of the evaluation methods, including evaluation questions, data sources, and analysis procedures. Next, we provide a summary of findings from data collected during the 2019-20 school year Cohort 3, which launched participation in the Summer 2019. The findings are presented in three sections:

(1) A summary of changes in data use practices based on a comparison of pre-post survey results,
(2) The influence of professional learning opportunities on teachers' collaboration and data use practices based on session feedback surveys,
(3) The support for implementation based on site visit feedback forms.

Each results section includes a summary of key findings, followed by more detailed descriptions of the results from each of the data sources. We conclude with an overall summary and considerations for ongoing improvement, along with the next steps for the 2020-2021 school year.

The appendix includes the results from the first Cohort 4 baseline data use survey, administered in May 2019. Cohort 4 will begin professional learning sessions in Summer 2020 pending the approval of funding by the state legislature.

Evaluation Methods

Purpose of the Evaluation

In contrast to our first three quarterly reports, where we shared formative updates on the A2A project with Ed Direction and USBE, we now shift our focus to a summative assessment of the progress made over the past year. The primary purpose of this annual evaluation report is to describe how educators' and leaders' data practices have changed over the course of the 2019-20 school year.

This evaluation is guided by the following overarching evaluation question and three sub-questions:

- **To what extent have teachers' and leaders' data practices changed since participating in A2A?** [3]
    a. How have teachers' and leaders' reported data use and collaborative practices changed since the beginning of the 2019-20 school year?
    b. What were educators' and leaders' experiences with professional learning provided as part of the A2A project?
    c. How have schools participating in A2A changed in their ability to approach data use in intentional, data-driven, action-oriented, and reflective ways?

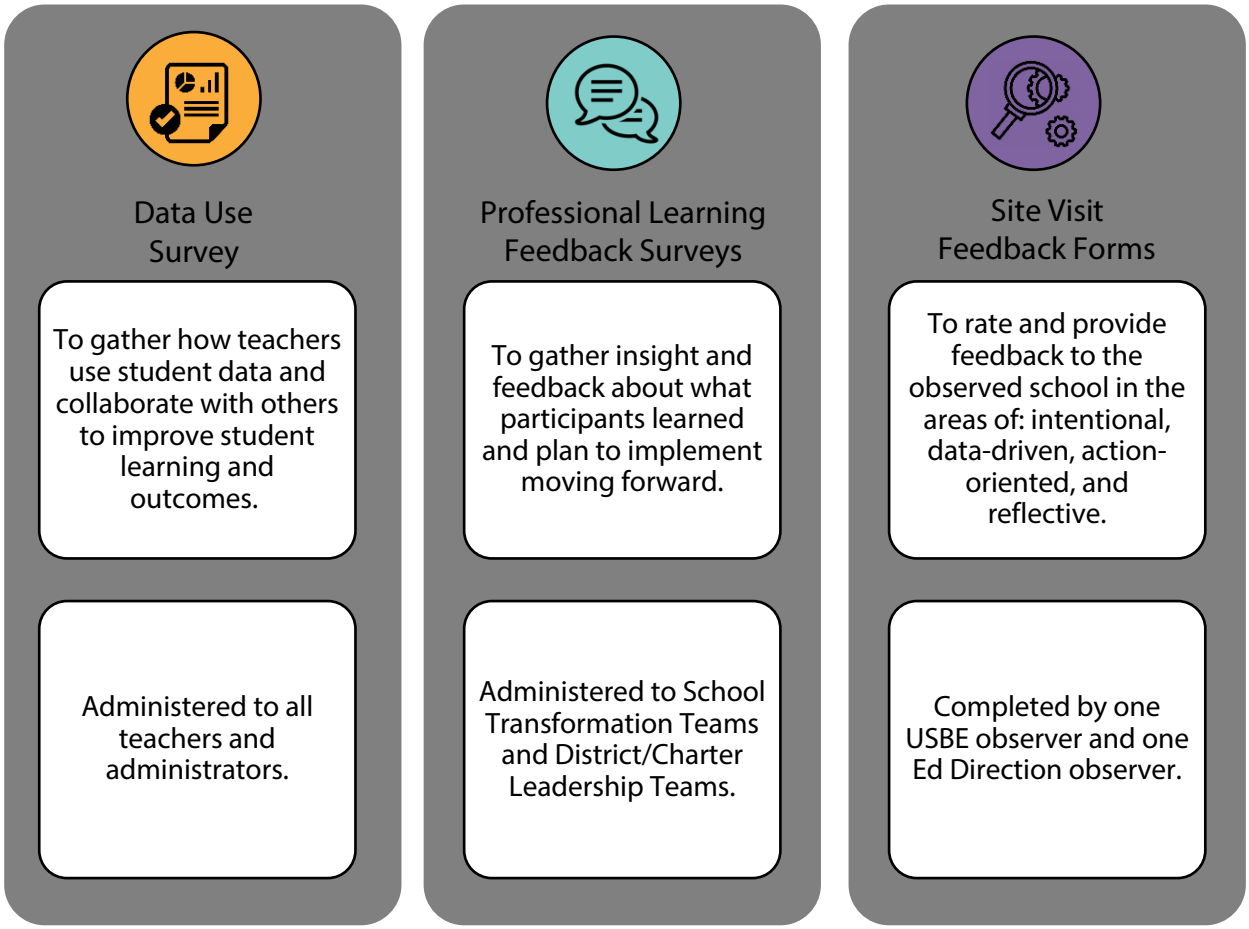
Each of these three sub-questions maps directly onto a specific data source collected by the UEPC team. These data sources are described in more detail the following section.

Data Sources

In collaboration with Ed Direction and USBE, the UEPC developed and administered a collection of surveys and feedback forms to address the evaluation questions describe above.

[3] For this evaluation question we have been informed by Guskey's five levels of evaluating professional development and Killion's (2017) guidance on assessing impact.

Figure 4. A2A Evaluation Data Sources



A2A Data Use Survey

The A2A Data Use Survey is based on the conceptual framework presented above in Figure 3; each component of the framework is represented in the survey. This survey was used to track teachers' and leaders' data use practices over time through the administration of this survey at the beginning and end of the year. The A2A Data Use Survey was informed by a review of literature related to teachers' use of data to design and implement instruction for student learning and adapted from a variety of sources including: previously administered A2A surveys; Teacher Data Use Survey (Wayman et al., 2016); Data Use Practices Survey (Reeves, 2017); FARROPP (formative assessment rubrics, reflection and observation tools to support professional reflection on practice) (Wylie & Lyon, 2016). The survey includes Likert-scale items and open-ended response items. Likert-scale items asked respondents to describe their levels of agreement with various statements about data, their perceptions of how useful particular data practices are, and the frequency with which they engage in particular data activities.

Cohort 3 completed a baseline survey of data use practices in June 2019 and a follow-up survey in May 2020. Cohort 4 completed their first baseline survey of data use practices in June 2020. Although Cohort 4 is not the focus of this annual evaluation report, we share findings from this group's survey responses at the conclusion of this document.

Professional Learning Session Feedback Surveys

To gather insight and feedback about what participants learned from the professional learning sessions and planned to implement based on these learning experiences, we administered feedback surveys at the completion of each professional learning session in August 2019, November 2019, January 2020, and March 2020. These online surveys were administered to all teachers and administrators who participated in either the two-day School Transformation Teams session[4] or the one-day District/Charter Leadership Team session. The UEPC created and delivered aggregate reports by professional learning session to Ed Direction and USBE for each session.

Site Visit Feedback Forms

A total of three site visits were conducted throughout the 2019-20 school year. During each site visit observation, one Ed Direction and one USBE observer completed a site visit feedback form to rate and provide feedback on the observed school. This feedback form was created by Ed Direction and administered by UEPC through an online platform. Ed Direction followed up with teams to provide immediate feedback from the visit. In addition, one member of the UEPC was an observer at an initial site visit in order to gain context and background information on how the visits were executed. The UEPC created and delivered disaggregated feedback form results by school to Ed Direction and USBE.

Data Analysis

In this report, we analyzed data use survey results through the use of summary statistics and two-sample tests of proportion. For each survey item, we conflated Likert-scale responses into binary outcomes. For example, we assigned a "0" to those who indicated "Strongly disagree" or "Disagree" and a "1" to those who indicated "Agree" or "Strongly agree" on each item. From here, we calculated the proportion of participants who indicated some level of agreement ("1") at baseline and at the end of the year and used hypothesis testing to determine whether the difference was statistically significant. As noted in all figures, significant differences ($p<.05$) are indicated through the use of an arrow. Statistical significance is dependent, in part, on sample size. In the case of smaller samples, such as administrators in our analyses, differences that appear large in magnitude may not be statistically significant. Specifics on the categorization of other scales (e.g., usefulness, frequency) can be found in the notes of each figure. We also reviewed open-ended survey items and summarized responses by theme, using a descriptive coding technique in which respondents' comments were "coded" and grouped together with like response (Saldaña, 2015). Findings from our analysis of open-ended response are integrated into our quantitative survey results.

[4] The August 2019 School Transformation Teams session met for three days. Sessions throughout the school year were limited to two days.

Our approach to analyzing professional learning session data followed a similar approach. Again, we conflated Likert-scale responses into binary outcomes, where we assigned a "0" to those who indicated "Strongly disagree" or "Disagree" and a "1" to those who indicated "Agree" or "Strongly agree" on each item. We display these results using trend lines to allow the reader to see changes over time across all four professional learning sessions. As with our analysis of data use survey data, we also reviewed open-ended responses from the most recent professional learning session and incorporated key takeaways from these data into our description of findings from professional learning sessions.

Because no additional site visits were conducted after our third quarterly report, we instead focus on overall takeaways from these previously collected data in this report. In our previous report, we calculated overall scores for each school based on averages across observer ratings. We also calculated average sub scores for each of the four evaluation areas—intentional, data-driven, action-oriented, and reflective—across all sites visits. Observers reported "glows" and "grows," areas of strength and areas for improvement, for each school, and we reviewed comments summarized responses.

Changes in Data Use Practices

Highlights from comparisons between baseline and end-of-year survey responses

Organizational Resources

- There was a statistically significant increase in the proportion of teachers and administrators who agree that they are receiving (teachers) or giving (administrators) deliberate feedback on how to use data to change instructional practice. Rates of agreement for teachers increased from 62% to 74%, and rates for administrators increased from 47% to 88%
- More administrators agree that they are now able to answer teachers' questions about data. This increase was statistically significant (71% to 100%).
- Although there were no statistically significant changes in leadership practices, many individual survey items suggest improvement. For example, 75% of teachers agreed that administrators created protected time for data use, up from 64% in the baseline survey. More administrators also reported that they were making sure teachers received professional learning in data use; the rate of agreement increased from 61% at baseline to 86%.
- There were no significant changes in reports on technology use, but both teachers and administrators were more likely to agree that computer systems in their school/district provided them with access to a variety of data.

Attitudes Toward Data

- Administrators and teachers continue to see value in data. Across all measures of attitudes toward data, at least 80% of respondents indicated positive views of data.
- Although there were no statistically significant changes, we find that 94% of teachers agree that data helps students know what students are learning (up from 82% at baseline). Administrator agreement that data helps teachers plan instruction and identify learning intentions also increased.

Collaboration

- Both administrators and teachers reported a significant increase in their agreement that collaborative meetings are often more productive than independent work. Teachers increased from 47% to 59%; administrators increased from 58% to 94%.

- Administrator agreement that it is acceptable for team members to discuss feelings and worries increased from 69% to 100%.
- Trends in views on teamwork were positive. There were numerous statistically significant increases in this topic. For example, teachers are more likely to look at data before drawing conclusions and identify solutions based on data. Administrators are more likely to use data to make links between instruction and student outcomes (42% to 89%).
- Participants report frequent use of short-term data to make instructional decisions. There was a statistically significant increase for teachers from 67% to 81%; for administrators, reports of frequent use increased from 61% to 94%.

Implementation of Data Use Practices

- Teachers report using medium- and long-term data more frequently. Statistically significant increase were found in both areas. Frequent use of long-term data increased from 25% to 34%; frequent use of medium-term data increased from 64% to 75%. Positive (but insignificant) trends were found in administrator data use as well.
- There was little change in teachers' reported use of data for instructional decision-making; yet, administrators exhibited positive trends in their use of short- and long-term data to predict student success, as well as their use of data to identify areas of instruction that need to be improved (increase from 58% to 89%).
- There were no changes in teachers' reported communication with data. There were positive trends in administrators' reported communication with data, but no significant findings.

Competence in Using Data

- Although teachers report little change in their ability to engage in activities related data use for instructional planning and delivery, administrators report statistically significant changes in teachers' abilities to do. Specifically, survey findings indicate that more administrators believe teachers are doing a better job of communicating student-friendly learning intentions, a rationale for learning, and success criteria to students. More administrators also report that teachers are collecting evidence to demonstrate student proficiency.

Survey Respondent Demographics

In our examination of changes in reported data use practices from baseline to the end of the year, we limit our analyses to only those individuals who completed a survey at both points in time. This allows us to more accurately attribute changes to growth that occurred during the year, rather than a change in the sample of respondents.

The following tables summarize participants' reported demographics at the time they completed the baseline survey. A total of 19 administrators and 176 teachers provided demographic information.

Table 2. Administrator Roles

	Administrators	
	Count	**%**
Principal or Asst. Principal	N<10	N<10
Other	N<10	N<10
Overall Total	**19**	**100%**

Table 3 Teacher Roles

	Teachers	
	Count	**%**
Classroom teacher	151	86%
Instructional coach	N<10	N<10
Specialist	N<10	N<10
Other	17	10%
Overall Total	**176**	**100%**

Table 4 Length of Time in Role

	Administrators		Teachers	
	Count	**%**	**Count**	**%**
Less than one year	N<10	N<10	55	31%
1 to 5 years	N<10	N<10	43	24%
6 to 10 years	N<10	N<10	45	26%
11 or more years	16	84%	33	19%
Overall Total	**19**	**100%**	**176**	**100%**

Table 5 Age of Survey Respondents

	Administrators		Teachers	
	Count	%	Count	%
29 or younger	N<10	N<10	24	14%
30 to 39	N<10	N<10	53	30%
40 to 49	N<10	N<10	42	24%
50 or older	N<10	N<10	55	31%
Overall Total	**19**	**100%**	**174**	**100%**

Note: Two teachers did not provide their age.

Table 6 Race/Ethnicity of Survey Respondents

	Administrators		Teachers	
	Count	%	Count	%
American Indian or Alaska Native	N<10	N<10	N<10	N<10
Asian	N<10	N<10	N<10	N<10
Black or African American	N<10	N<10	N<10	N<10
Native Hawaiian or Pacific Islander	N<10	N<10	N<10	N<10
Prefer not to answer	N<10	N<10	18	10%
Some other race	N<10	N<10	N<10	N<10
White	18	95%	146	83%
Overall Total	**19**	**100%**	**176**	**100%**

The figures that follow capture changes in participants' responses from baseline to end of year across the following subdomains: Organizational Resources; Attitudes Toward Data; Collaboration; Implementation of Data Use Practices; and Competence in Using Data. We also include comments from survey respondents that illustrate the key themes related to the respective domains and subdomains.

We encourage readers to consult the notes found at the bottom of each figure for specific instructions on how to interpret results. As a general rule, we note baseline results in orange and end of year results in teal. Arrows are used to indicate statistically significant changes.

Organizational Resources

Support for Data Use

This section of the survey is about supports available in schools for using data. Teachers and administrators indicated how much they agree or disagree with the following statements. In addition, administrators answered the questions regarding teachers in their buildings. Table 7 highlights an example of how the question stems were altered depending on who the question was about.

Table 7 Example of Changes in Question Stems for Support for Data Use for Administrators and Teachers

Stakeholder	Who They are Answering Question About	Question Stem
Administrators	Teachers	Teachers in my building are adequately supported in the effective use of data to improve student learning.
Teachers	Themselves	I am adequately supported in the effective use of data to improve student learning.
Administrators	Themselves	I am adequately supported in the effective use of data to improve student learning.

Teacher and administrator survey responses indicated relatively high levels of support for data use. Comments shared in the open-ended responses provided a number of examples of the ways in which teachers were supported for data use. Below are examples of responses, including the type of focus addressed with school-wide supports and the involvement of school leaders to facilitate the support for data use:

- "We discuss on a school-wide level how we're doing and what is expected across grade levels. This is especially helpful when we meet with those teachers a year below, and a year above my own grade level so we can see where the students are before they come to us, and where they need to be once they've moved on to the next grade." (Teacher Survey)
- "The entire school has started to shift in a positive direction. [Our administrators] are tenacious. They have great follow-through and it doesn't feel like this is a 'fad' that we can do a minimum amount of effort until it passes. They have made it clear that this is the way we operate. They have provided extra time for teachers to collaborate on learning targets, success criteria, and common formative assessments." (Teacher Survey)

While the majority of survey responses indicated strong support for data use, there were a number of respondents that described several remaining challenges, including the need for more opportunities to learn how to translate data into changes in instruction and the degree to which all teachers are engaged in learning how to best use data:

- "Data use is very important. Though we talk about it a lot, there are still teachers who struggle with figuring out which data to analyze to help them do better. Many teachers have the data but still don't know how to analyze in a way that will be informative for them." (Teacher Survey)
- "I would like to see more collaboration with ALL faculty members. At the beginning of the year we were told the goals that this school had, rather than asking for input. I have witnessed many teachers not embrace our school goals due to lack of buy in. Some goals were only mentioned at the beginning of the year. Most teachers still don't know how we are going to measure success of goals. Finally, the successes that we had weren't communicated well to all faculty." (Teacher Survey)
-

Figure 5. Support for Data Use: Teachers

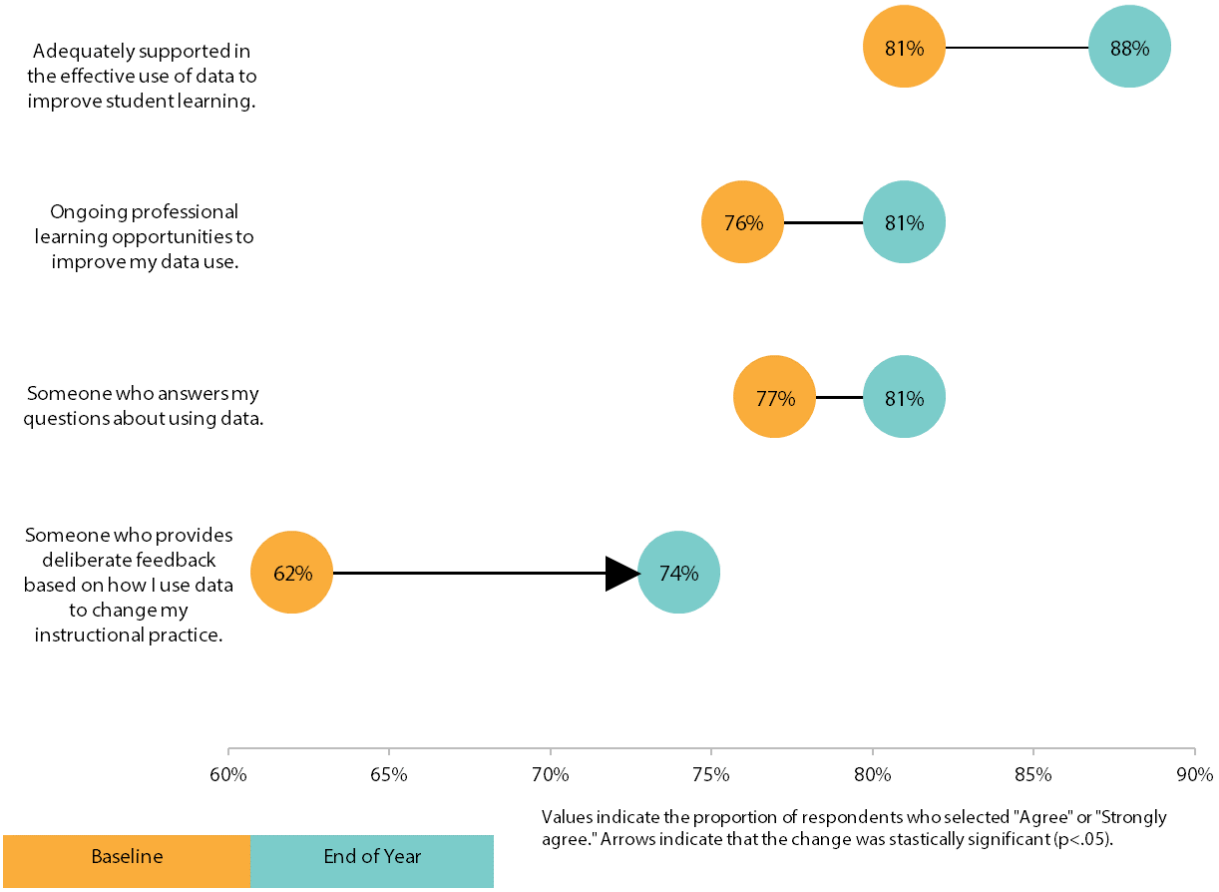


Figure 6. Support for Data Use: Administrators (About Themselves)

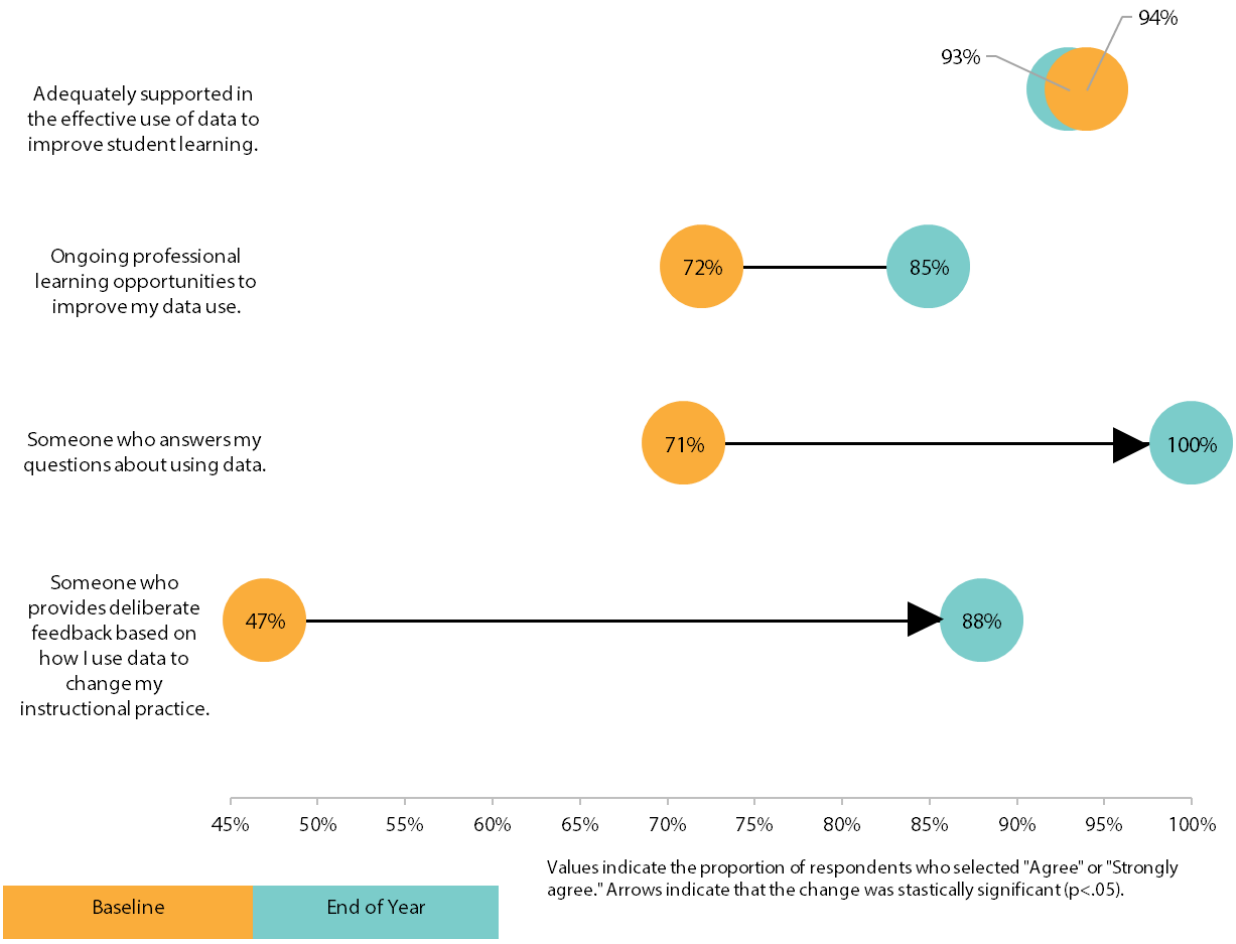
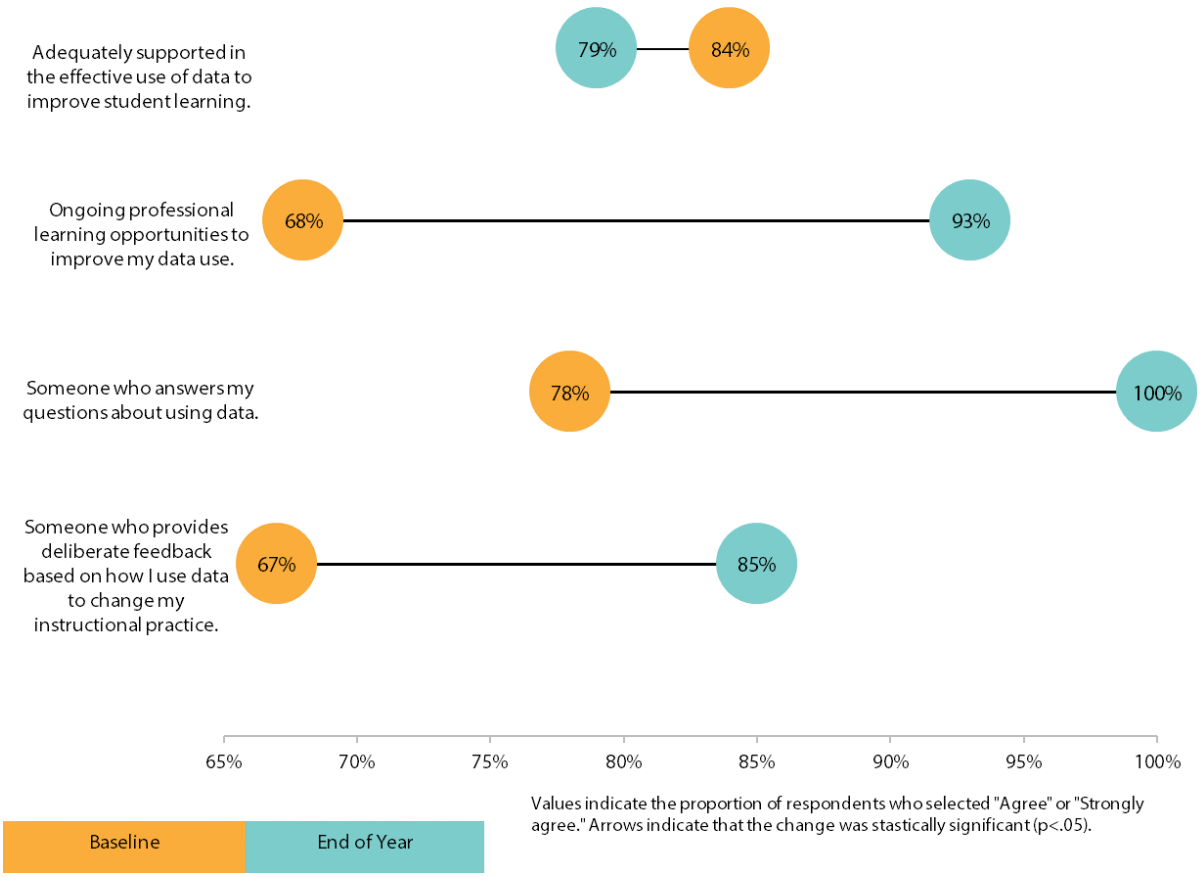


Figure 7. Support for Data Use: Administrators (About Teachers)



Leadership

This section of the survey is about how administrators support teachers in the building to use data. Administrators answered about themselves, while teachers answered about their administrators. Table 8 highlights an example of how the question stems were altered depending on who the question was about.

Table 8 Example of Question Stems for Leadership

Stakeholder	Who They are Answering Question About	Question Stem
Administrators	Themselves	I encourage data use as a tool to support effective teaching.
Teachers	Administrators	My administrator encourages data use as a tool to support effective teaching.

Survey responses indicated relatively high levels of leadership support for data use. Comments shared in the open-ended responses provided examples of how leadership supported data use:

- "Leadership was more focused than usual on getting changes implemented in learning intentions, rationale, and success criteria." (Teacher Survey)
- "I appreciate our administration and how hard they try to share data based information with us and why it is useful." (Teacher Survey)
- School leadership is very focused on data. We train a lot here. I think they are doing strong work to ensure that data is used properly in the school." (Teacher Survey)

Figure 8. Leadership: Teachers

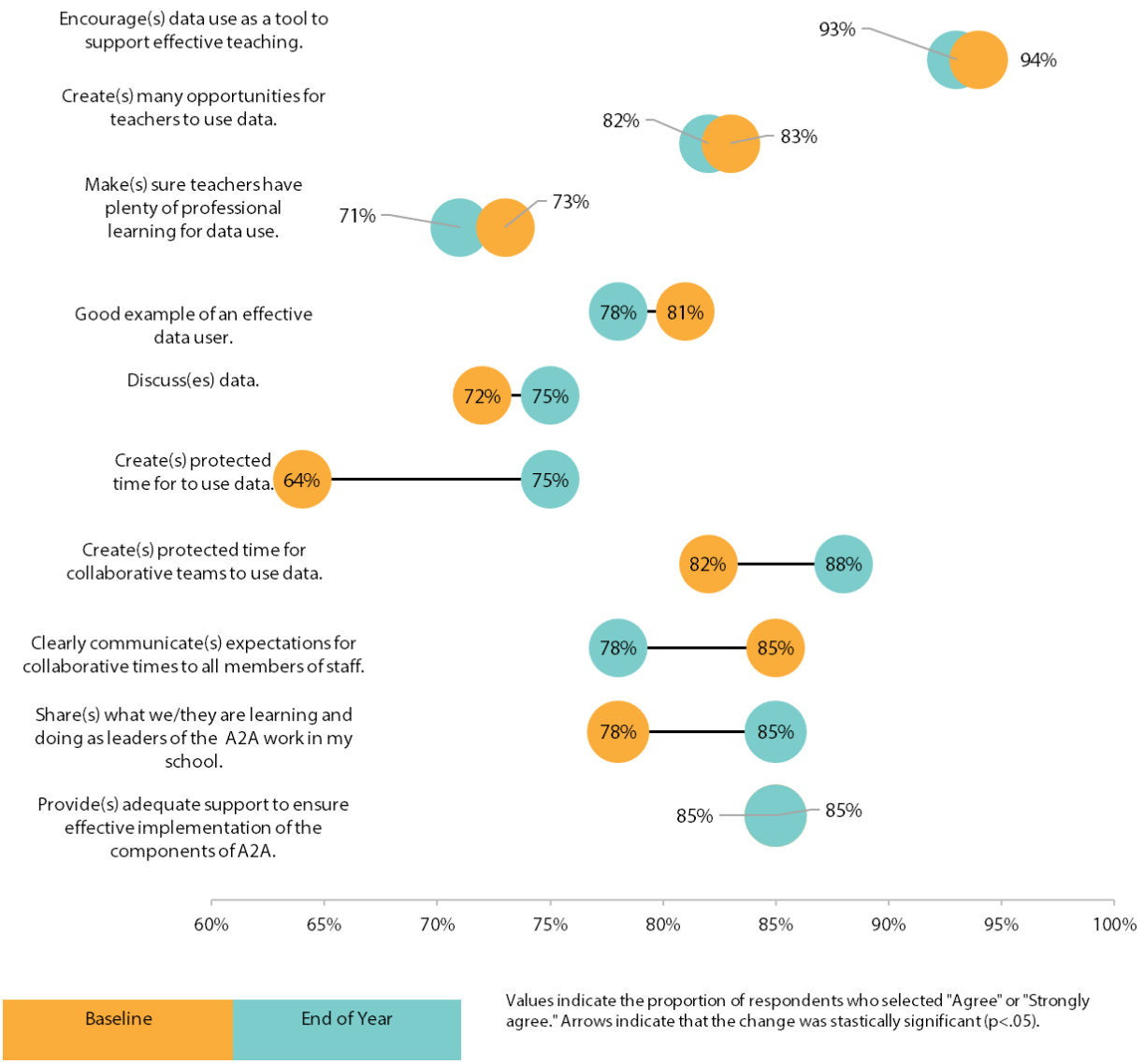
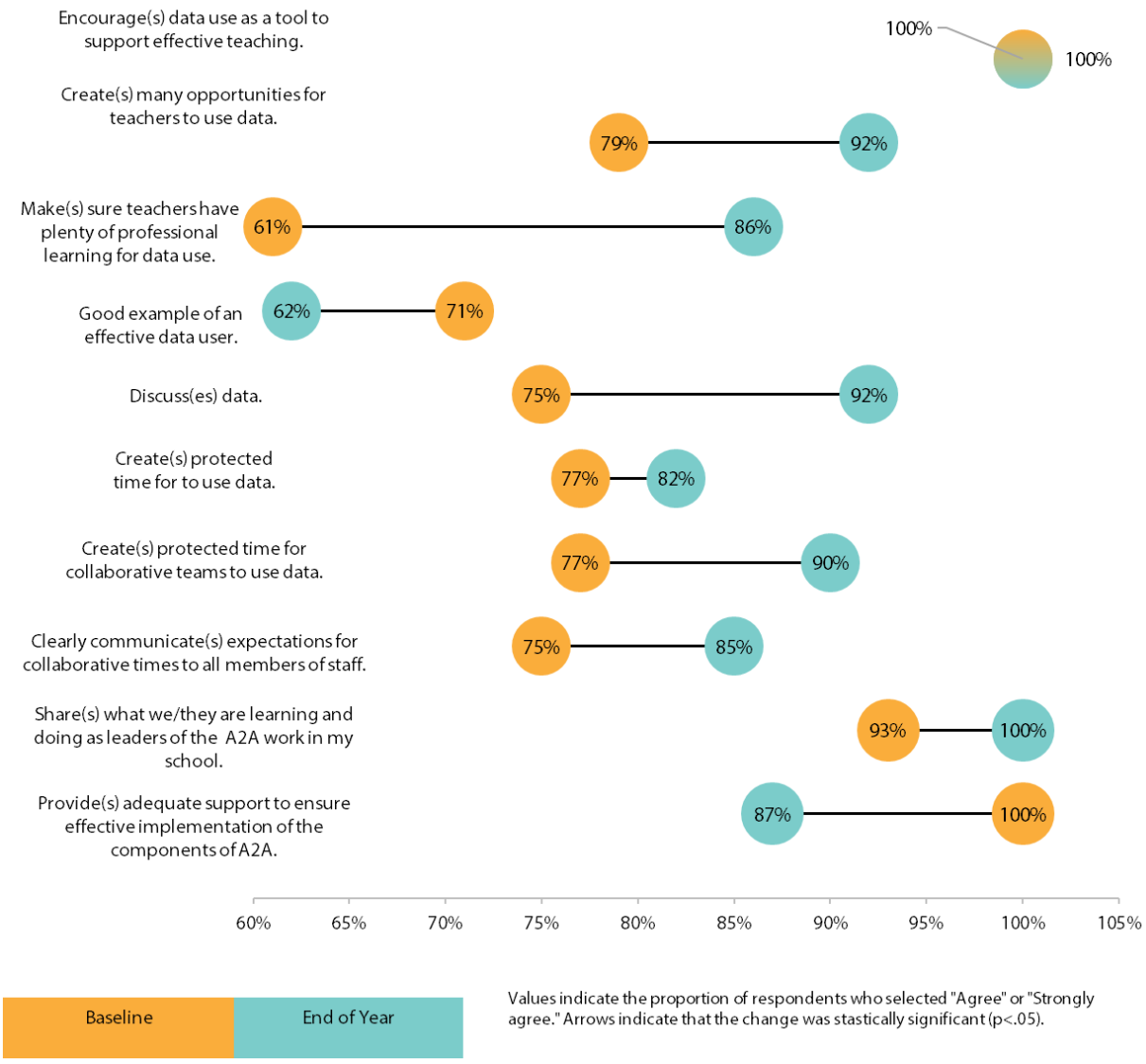


Figure 9. Leadership: Administrators



Technology

This section of the survey is about how schools or districts give administrators and teachers programs, systems, and other technology to help assess and use student data. Administrators and teachers indicated the extent to which they agree with the following statements about their computer systems.

While the ratings of support for data use related to availability of technology was relatively high, comments shared in the open-ended responses provided a number of suggestions for how this support could be improvement. Below are examples of responses, including the limitations to user-friendly assessment data that is integrated and accessible:

- "I believe the data we are provided from the state needs to be much more user-friendly and actionable. Our RISE data is vague (only given in the most general reporting categories), late, and it is very difficult to get it disaggregated by student subgroups. If that is how the state is going to determine schools in various forms of sanction, they need to give us the tools to examine and use that data more effectively." (Administrator Survey)
- "It would be good to have an integrated computer system to have access to all data. That would reduce efforts and time spent reviewing data. Also, teachers could be more efficient using that information rather than spending too much time collecting it." (Teacher Survey)
- "Our District has mandated 6 Benchmark examinations per year for ELA and Math. The data we get from these has been a valuable tool to assess and modify our individual instruction, but the data from these assessments is not easily available to teachers across grade levels, across schools, or across academic years." (Teacher Survey)
- "I feel like data has the potential to impact student learning in a very positive way. Two things would assist with this goal: 1) more paid planning time specifically set aside to review long, medium, and short term data and 2) a better system for viewing that data all in one place - for example, being able to easily export it into and manipulate it in Excel." (Teacher Survey)

Figure 10. Technology: Teachers

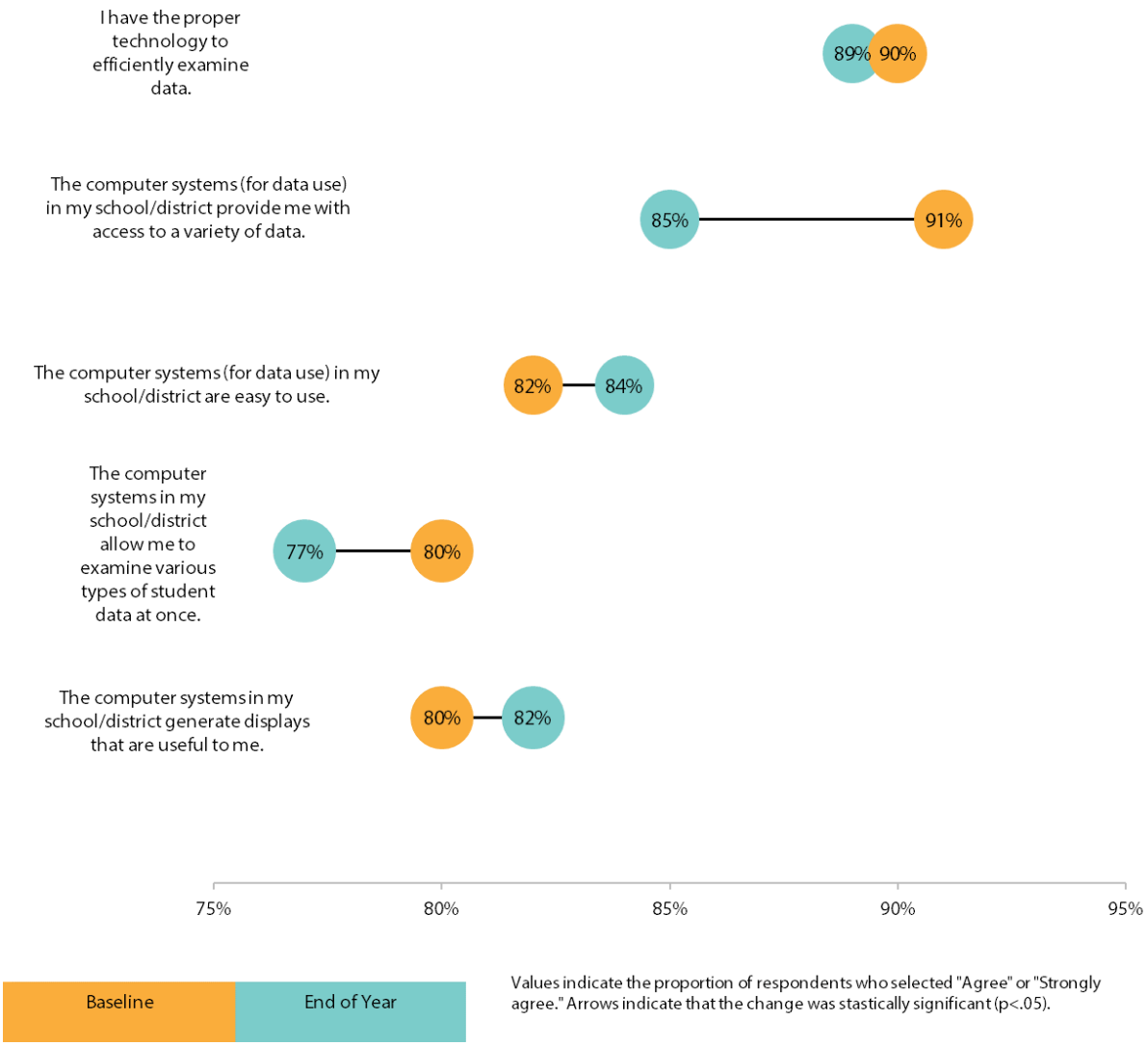
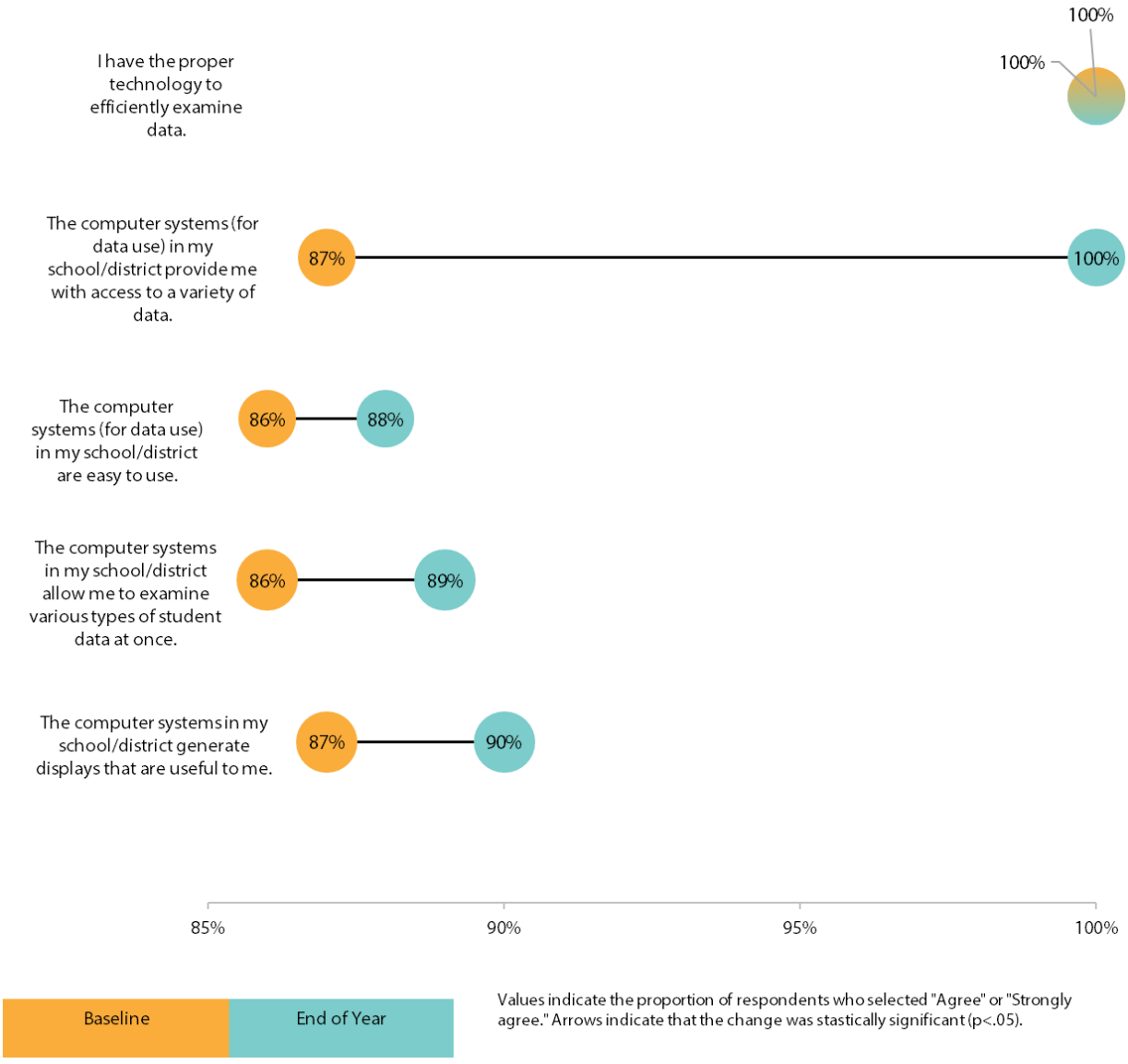
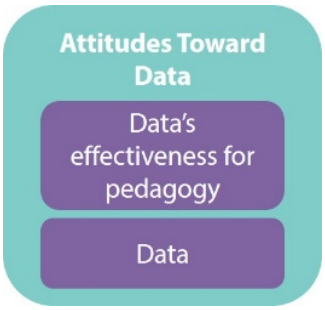


Figure 11. Technology: Administrators





Attitudes Toward Data

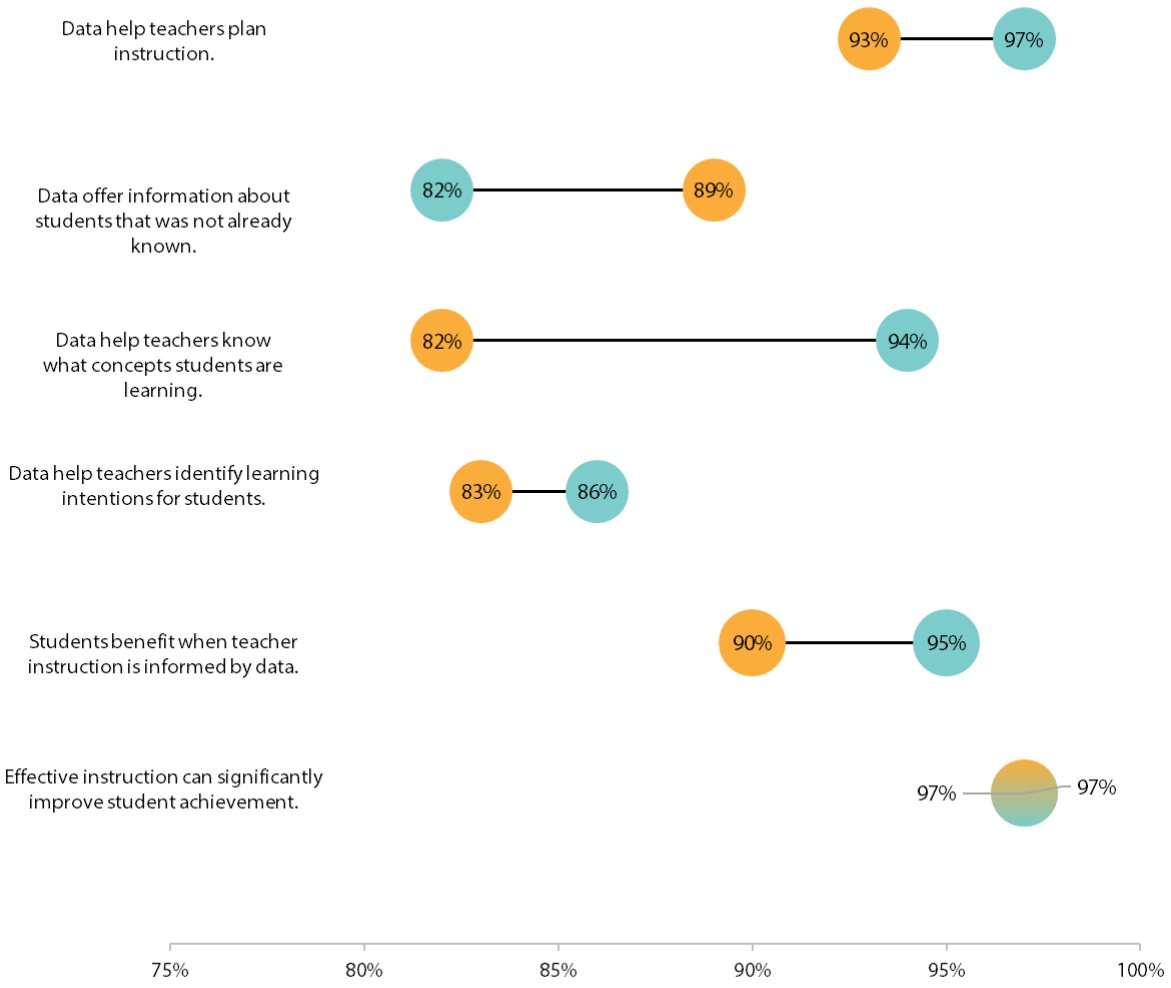
Data's Effectiveness for Pedagogy

This section of the survey is about administrator and teacher attitudes and opinions regarding the use of data to inform instructional practices. Administrators and teachers indicated the extent to which they agree with the following statements.

Survey responses indicated relatively positive attitudes about using data to improve instruction. Comments shared in the open-ended responses provided examples of the perspectives teachers have about using data for improving instruction, including the use of short-term, mid-term, and long-term data:

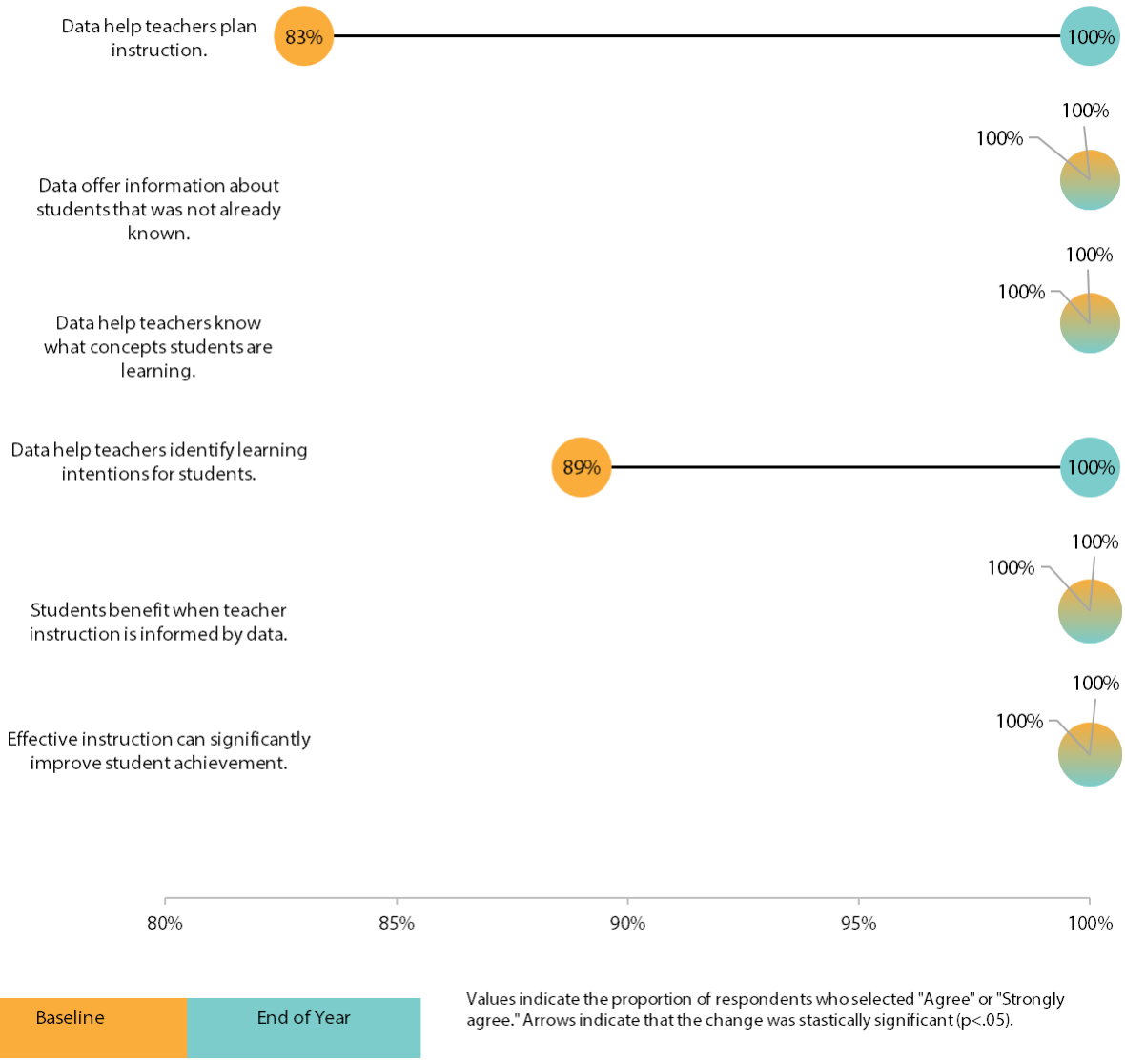
- "I think as long as we can focus on the data and continue to look towards it to guide us, we can assist students." (Teacher Survey)
- "Positive impacts include more informed teaching. I think data is the key to improving instruction." (Teacher Survey)
- "I have a strong belief in the power of data in the classroom and in a child's learning."
- "Need to work from trends to more focus on individual students with plans tailored to address individual behaviors and achievement causes and solutions." (Teacher Survey)
- "Data use greatly helps me adjust my instruction and zone in on individual, small group and whole group needs."

Figure 12. Attitudes Toward Data: Teachers



Values indicate the proportion of respondents who selected "Agree" or "Strongly agree." Arrows indicate that the change was stastically significant (p<.05).

Figure 13. Attitudes Toward Data: Administrators



Data Overall

This section of the survey is about overall attitudes and opinions regarding data. Administrators and teachers indicated the extent to which they agree with the following statements.

As above, comments from open-ended items indicated generally positive attitudes about data (e.g., “Data is used as a tool to help our scholars succeed.”). Several respondents highlighted the

importance of using a variety of data types and remembering the focus on students as individuals:

- "I'm all for using official recorded data. I think it has plenty of value and has its place. However, I also believe that anecdotal evidence (the teachers own observations and experience in their classroom with their students) is just as valuable (sometimes more valuable) but is often overlooked or disregarded." (Teacher Survey)
- "Data is super important, but sometimes we get to focused on the numbers that we forget that it is a person and we need to look at the students emotional needs."

Figure 14. Data: Teachers

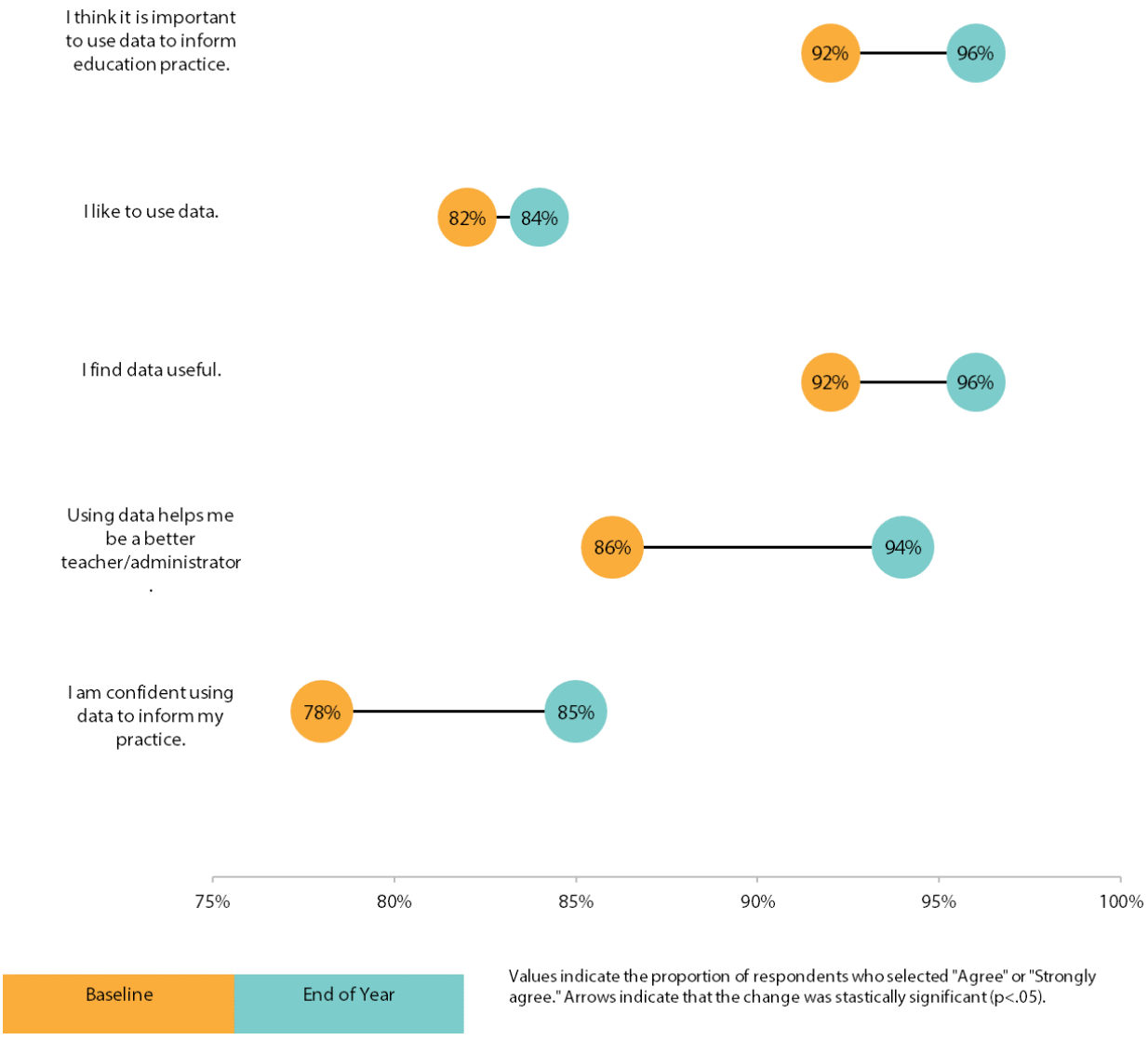
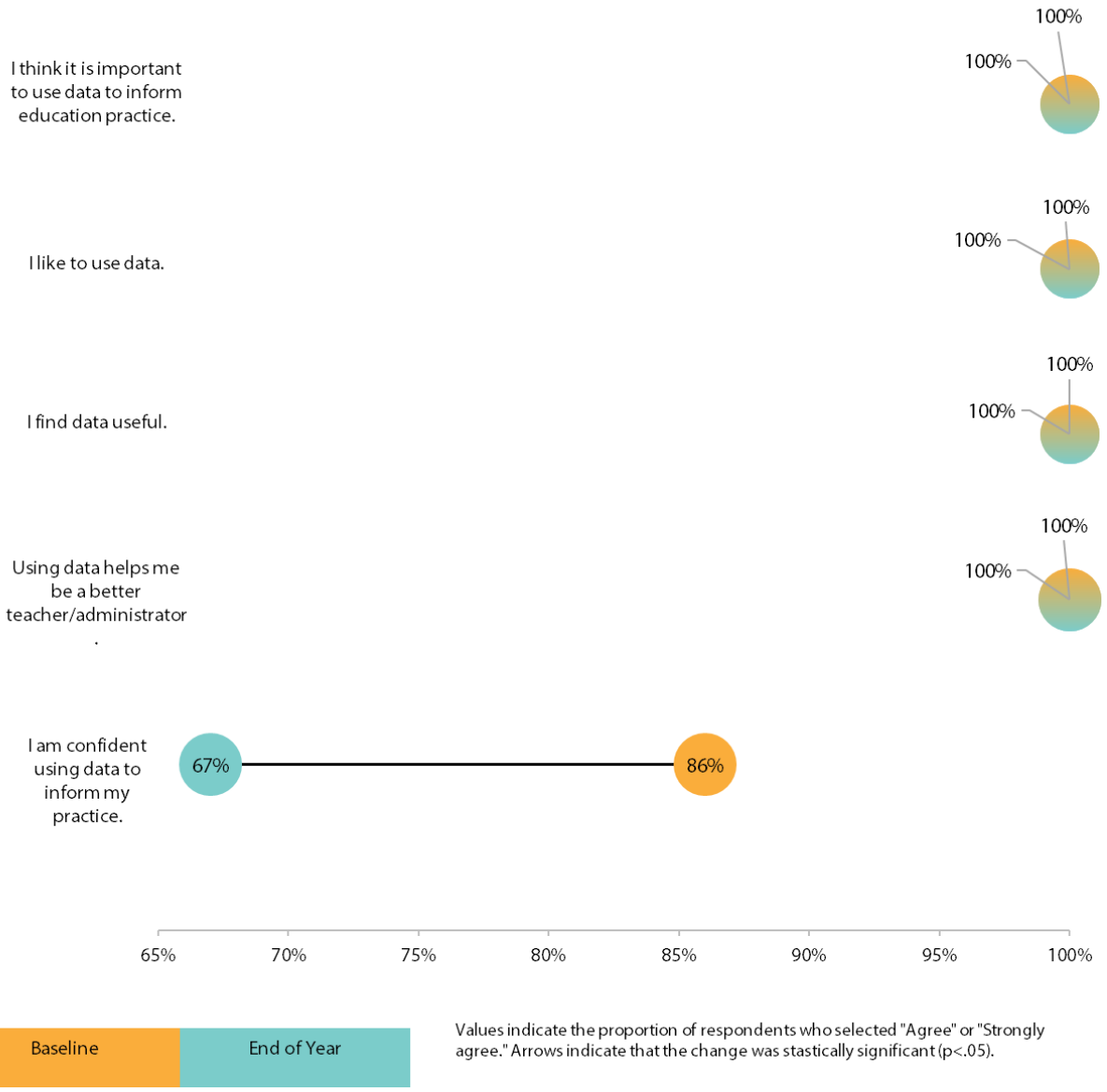


Figure 15. Data: Administrators



Collaboration

This section of the survey asks questions about work in collaborative teams. Collaborative teams include the following: PLCs, School Leadership Team, School Transformation Team, Collaborative Teacher Team, etc. Throughout the Collaboration section of the survey, both administrators and teachers answered the questions about themselves. In addition, administrators answered the questions about teachers in their building. Table 13 highlights an example of how the question stems were changed depending on who the question was about.

Table 9 Question Stem Examples for Collaboration

Stakeholder	Who They are Answering Question About	Question Stem
Administrators	Teachers	How often do teachers in your building participate in scheduled meetings to work in collaborative(s)?
Teachers	Themselves	How often do you have scheduled meetings to work in collaborative team(s)?
Administrators	Themselves	How often do you participate in scheduled meetings to work in collaborative team(s) with teachers in your building?

Frequency, Time, and Quality

The following figures summarize responses to these questions:

- How often do you have scheduled meetings to work in collaborative team(s)?
- On average, how long are your scheduled collaborative team meetings?
- How often is your work in collaborative teams more productive than your time working independently?

Comments from open-ended items suggested important improvements in the quality of teacher collaboration:

- "Our leadership team has done very well in making our meetings more effective and we are getting better and going through data and responding to that data." (Administrator Survey)
- "I have seen a difference in the way we talk and meet with each other. We have been able to consider the grade above and below us as we look at standards and base our instruction accordingly." (Teacher Survey)

- “Collaboration was more about "how can we get students to understand what is expected" rather than "what have we already done, and who achieved what." (Although there was that component as well.)” (Teacher Survey)
- “We have actual structure to our data meetings so that we have a way to actually use that data.” (Teacher Survey)
- My team has been able to make cross curricular connections between the school wide goal and other areas of instruction. It has been a pleasure to see how one goal (Opinion writing) can be woven into other topics.” (Teacher Survey)
- “Our meetings with our grade bands are a lot more focused and organized. We also have been trained to look for data that pertains to our current focus, clearing out the data that doesn't apply.” (Teacher Survey)
- “To be honest, my team wouldn't be meeting without being forced to do these A2A meetings.” (Teacher Survey)
- “Our team meetings have more structure and purpose. Also, each of us has a chance to lead the meetings, which has been great for all involved.” (Teacher Survey)

Figure 16. Frequency, Length, and Quality of Collaborative Meetings: Teachers

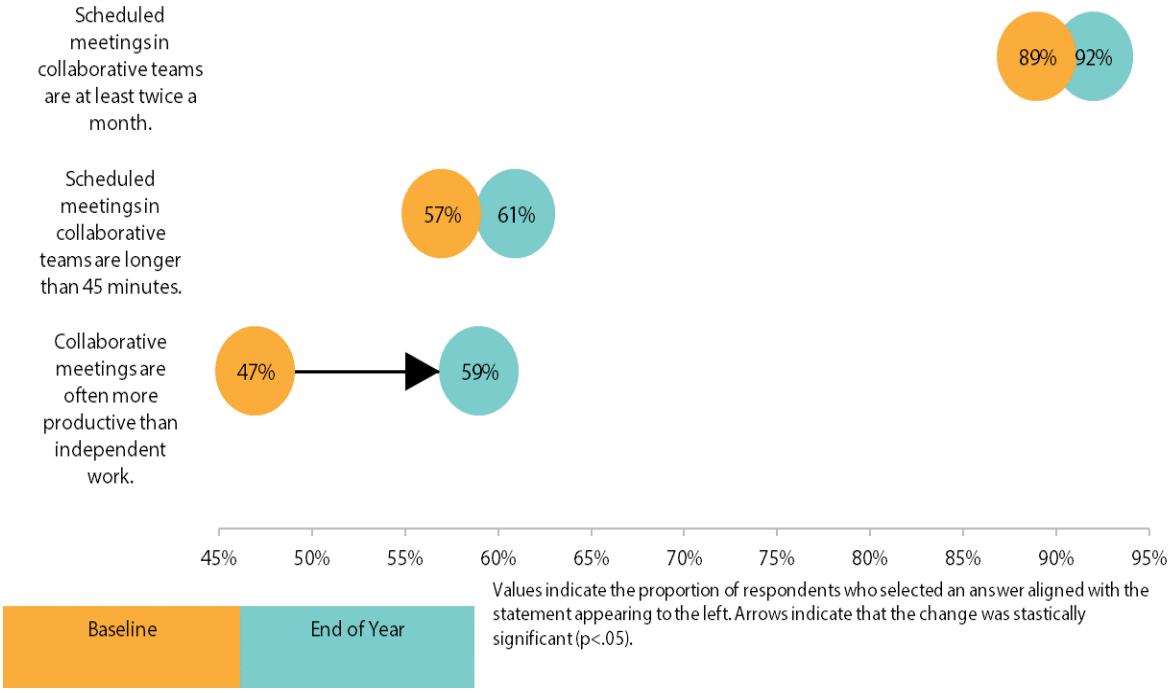
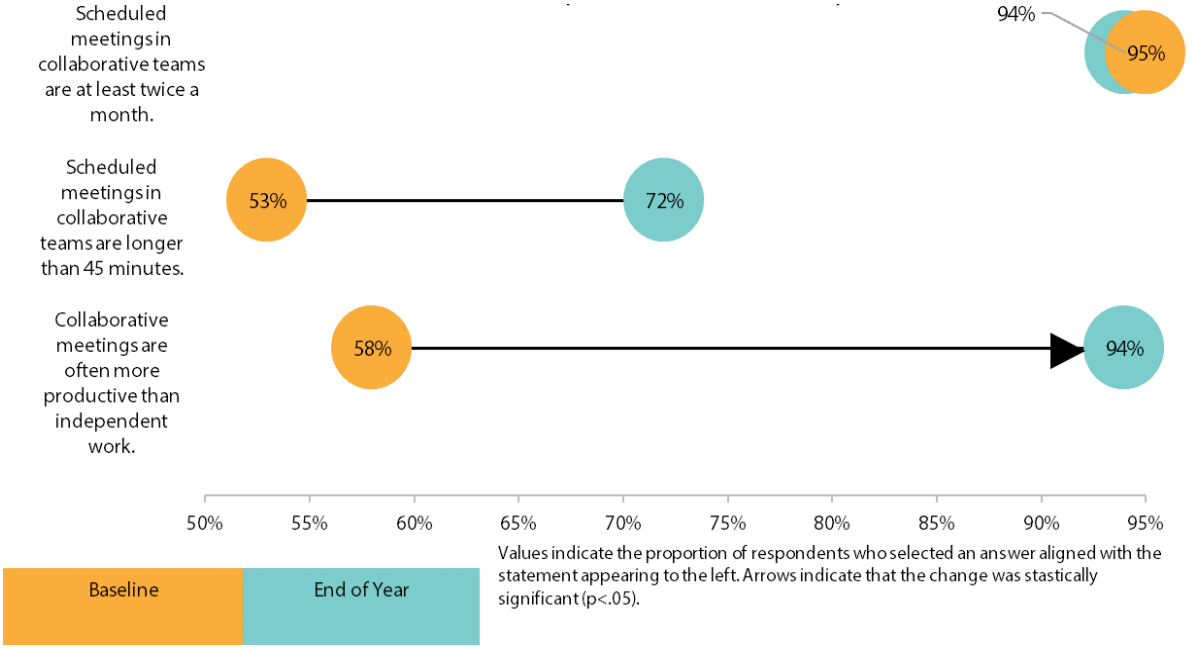
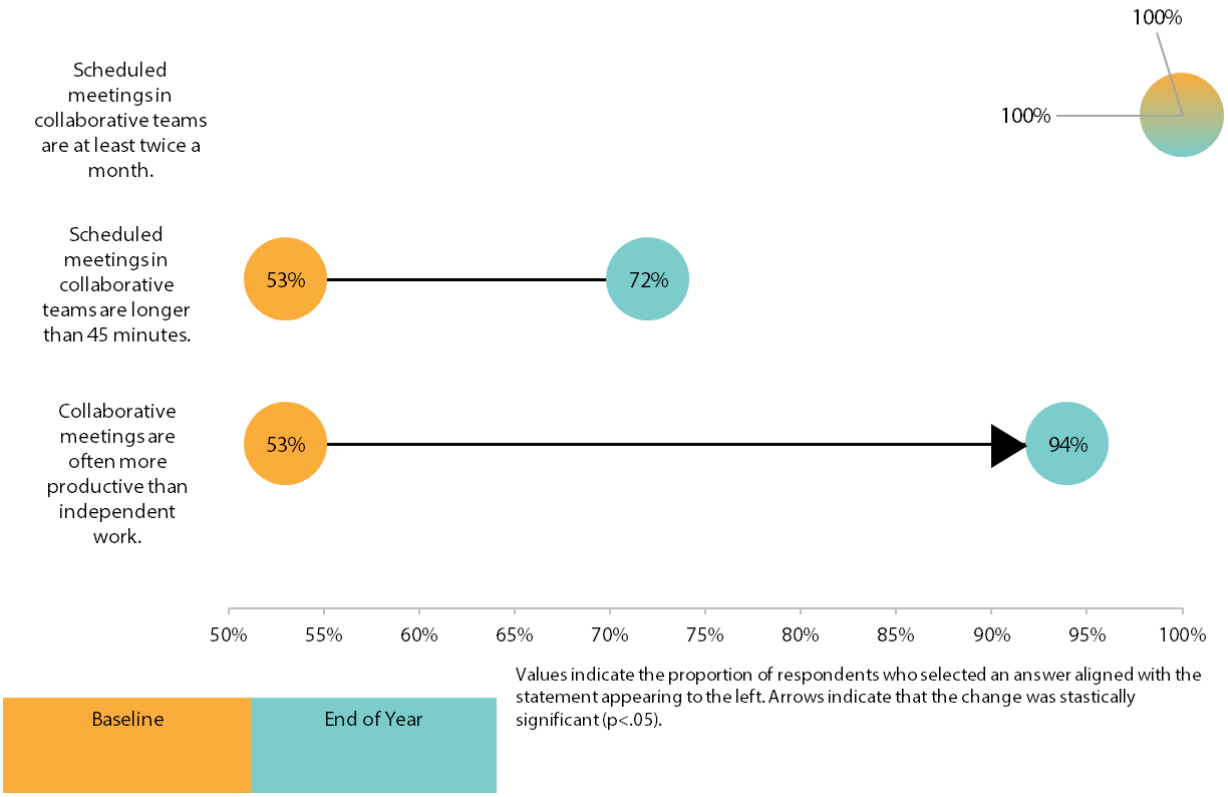


Figure 17. Frequency, Length, and Quality of Collaborative Meetings: Administrators (About Themselves)



Values indicate the proportion of respondents who selected an answer aligned with the statement appearing to the left. Arrows indicate that the change was stastically significant (p<.05).

Figure 18. Frequency, Length, and Quality of Collaborative Meetings: Administrators (About Teachers)



Values indicate the proportion of respondents who selected an answer aligned with the statement appearing to the left. Arrows indicate that the change was stastically significant (p<.05).

Trust

This section of the survey was about the concept of trust while working in collaborative teams. As administrators and teachers thought about collaborative teams, they indicated the extent to which they agree with the following statements.

The open-ended comments below highlight the ways in which trusting team relationships have been built, including the importance of communication:

- "Being a small school, it is really nice to meet weekly and have quality time to discuss, in-depth, our personal situations. We can remember what each teacher's plans are and it's neat to report back and to discuss progress or setbacks. Communication is key and trust is important." (Teacher Survey)
- "Build closer working relationships with other teachers. These improved relationships help improve the feel of support at work." (Teacher Survey)
- "Teachers are meeting regularly with each other, generating conversations, getting to know one another better, and sharing ideas and successes." (Teacher Survey)

Figure 19. Trust: Teachers

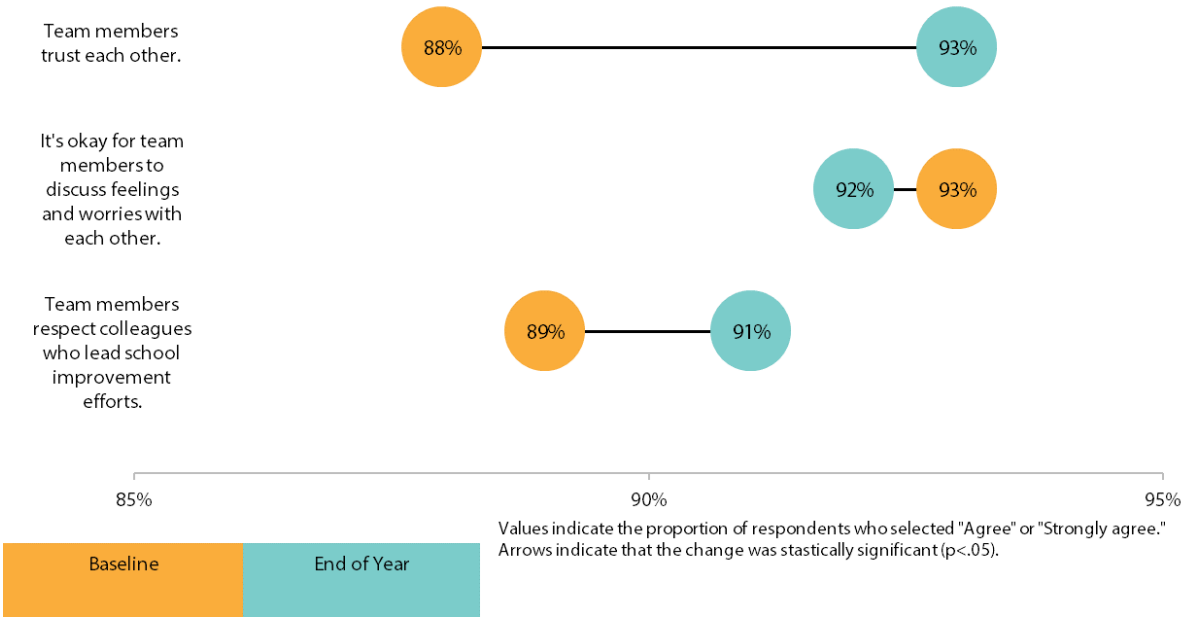


Figure 20. Trust: Administrators (About Themselves)

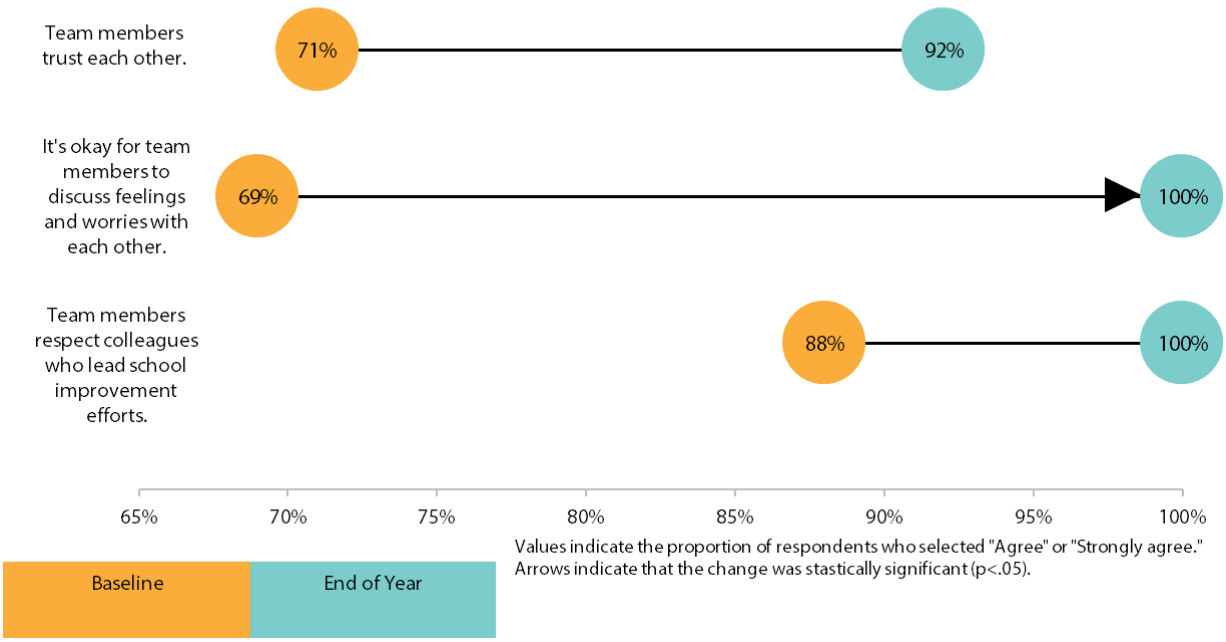


Figure 21. Trust: Administrators (About Teachers)

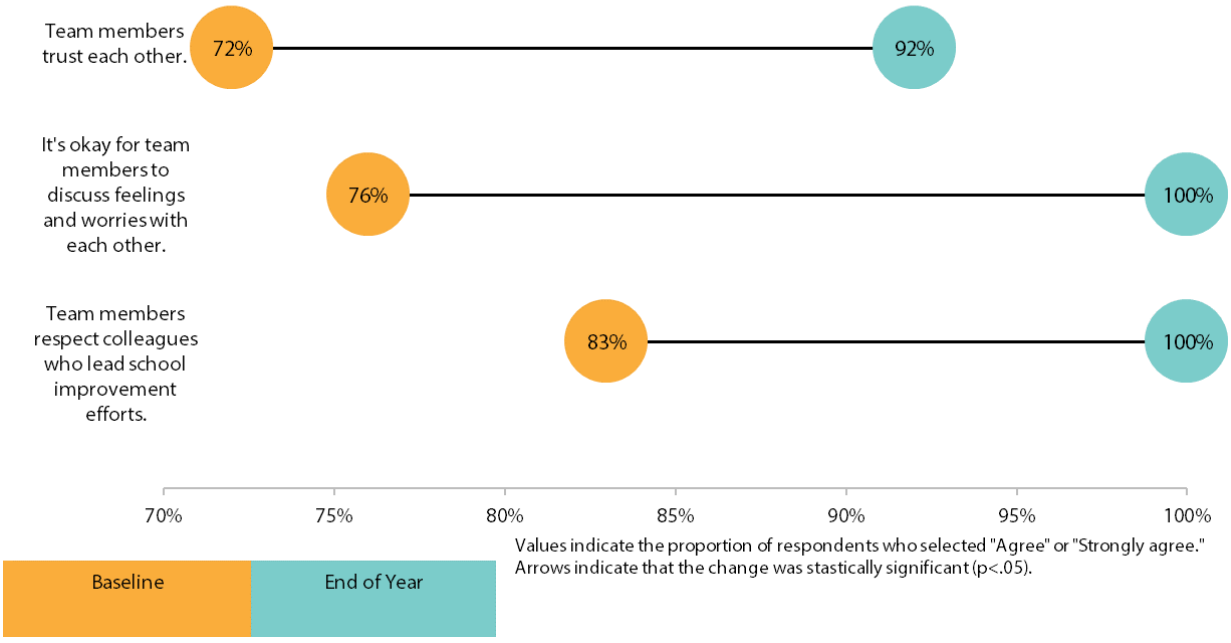
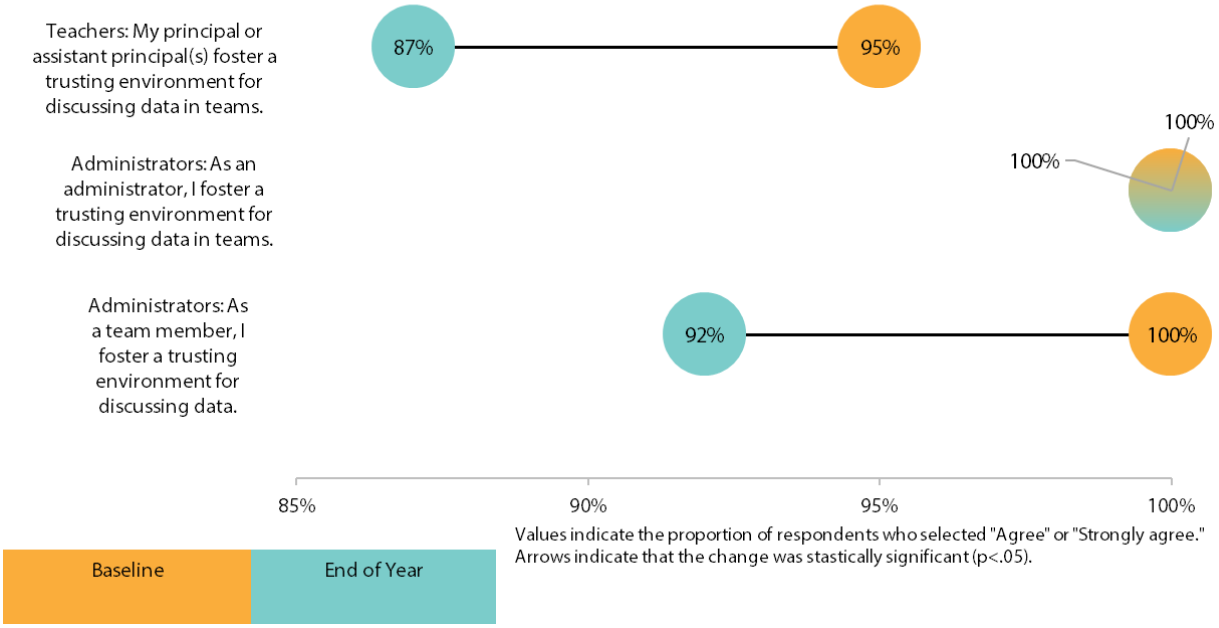


Figure 22. Trusting Environment: Teachers and Administrators



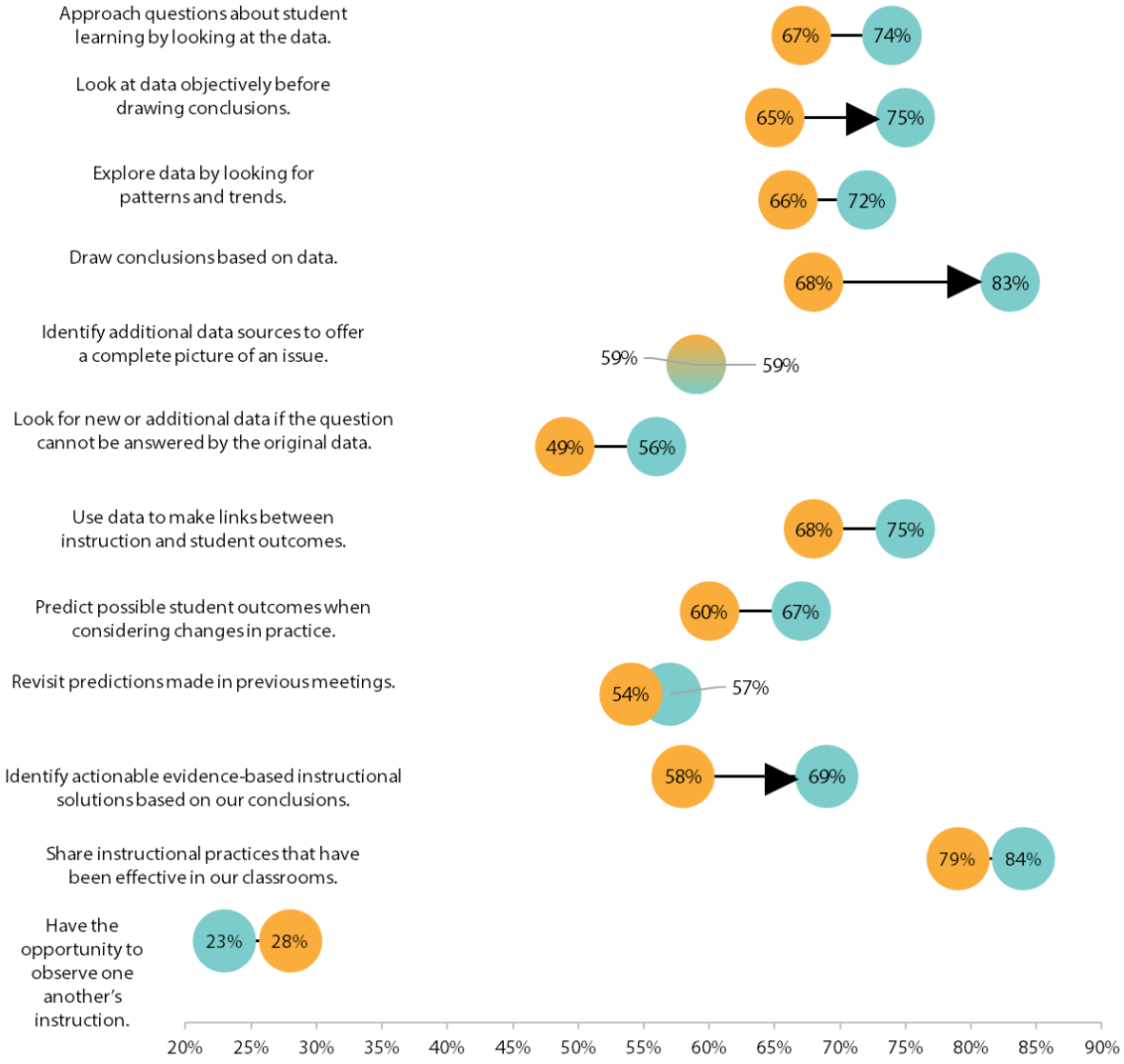
Teamwork

This section of the survey was about the work that takes place during the collaborative teams. For this teamwork subsection, administrators only provided responses about the work of teachers, not themselves.

The open-ended comments below highlight the ways in which teamwork contributed to positive collaborative experiences, including the importance of learning together, developing shared language, and working towards common goals. (Note these did not include shared experiences collaborating in or observing each other's classroom practice.)

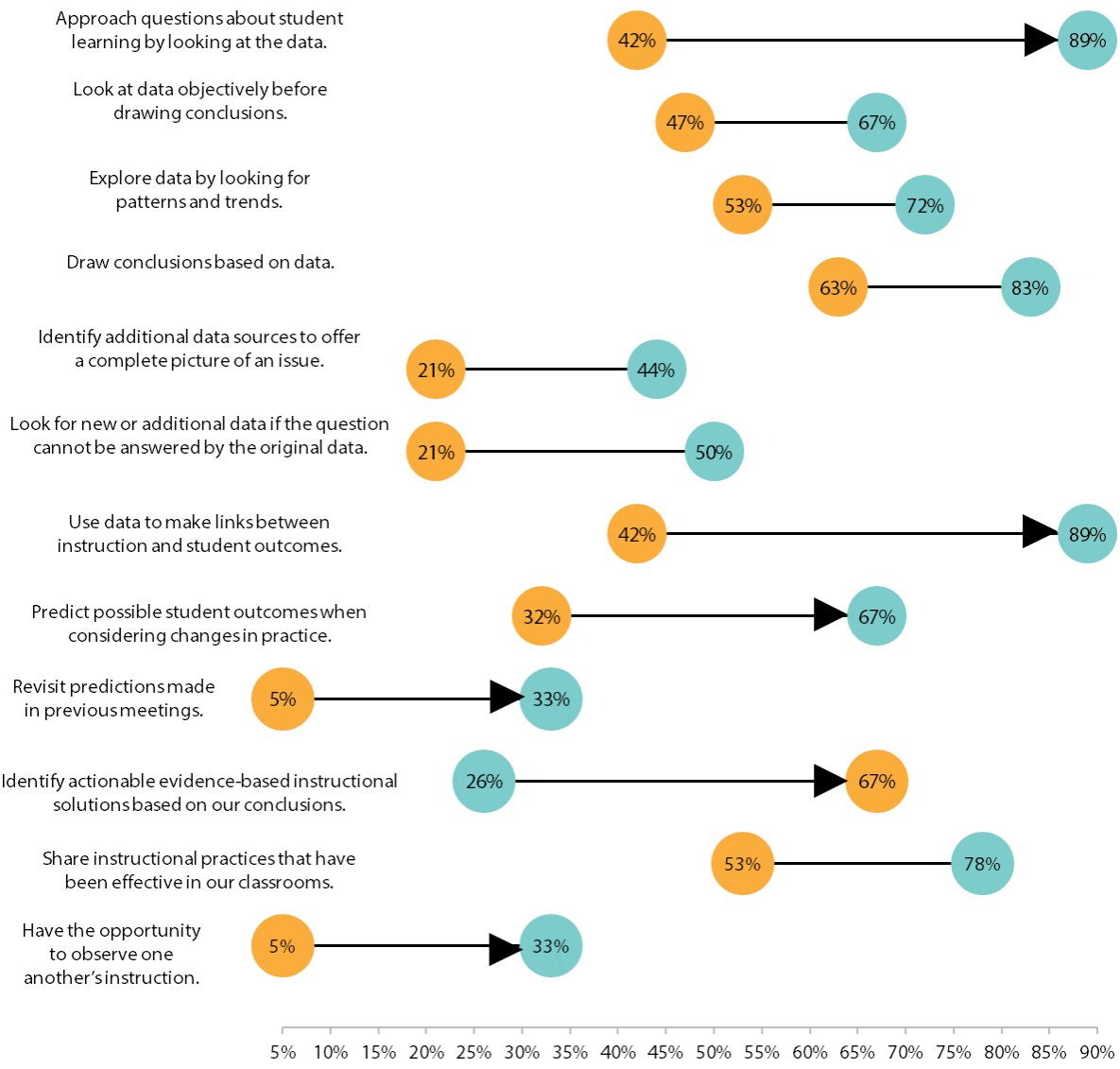
- "I had a great time working with my team and growing in data knowledge together." (Teacher Survey)
- "Awareness of what other teachers are doing, unified goals." (Teacher Survey)
- "We are working together better and more collaboratively." (Teacher Survey)
- "We are all working on the same goal of using student data so I can talk to anyone at school about questions and ideas regarding data." (Teacher Survey)
- "Our school has come together with a school wide goal and have come together as a team." (Teacher Survey)
- "The positive impacts I have seen is that it encourages a positive culture of growth. Data review is always presented in an encouraging way rather than something to feel nervous or stuck on. I love that we are always looking to better ourselves and our students." (Teacher Survey)

Figure 23. Teamwork: Teachers



Values indicate the proportion of respondents who selected "Often" or "A lot." Arrows indicate that the change was stastically significant (p<.05).

Figure 24. Teamwork: Administrators



Values indicate the proportion of respondents who selected "Often" or "A lot." Arrows indicate that the change was stastically significant (p<.05).

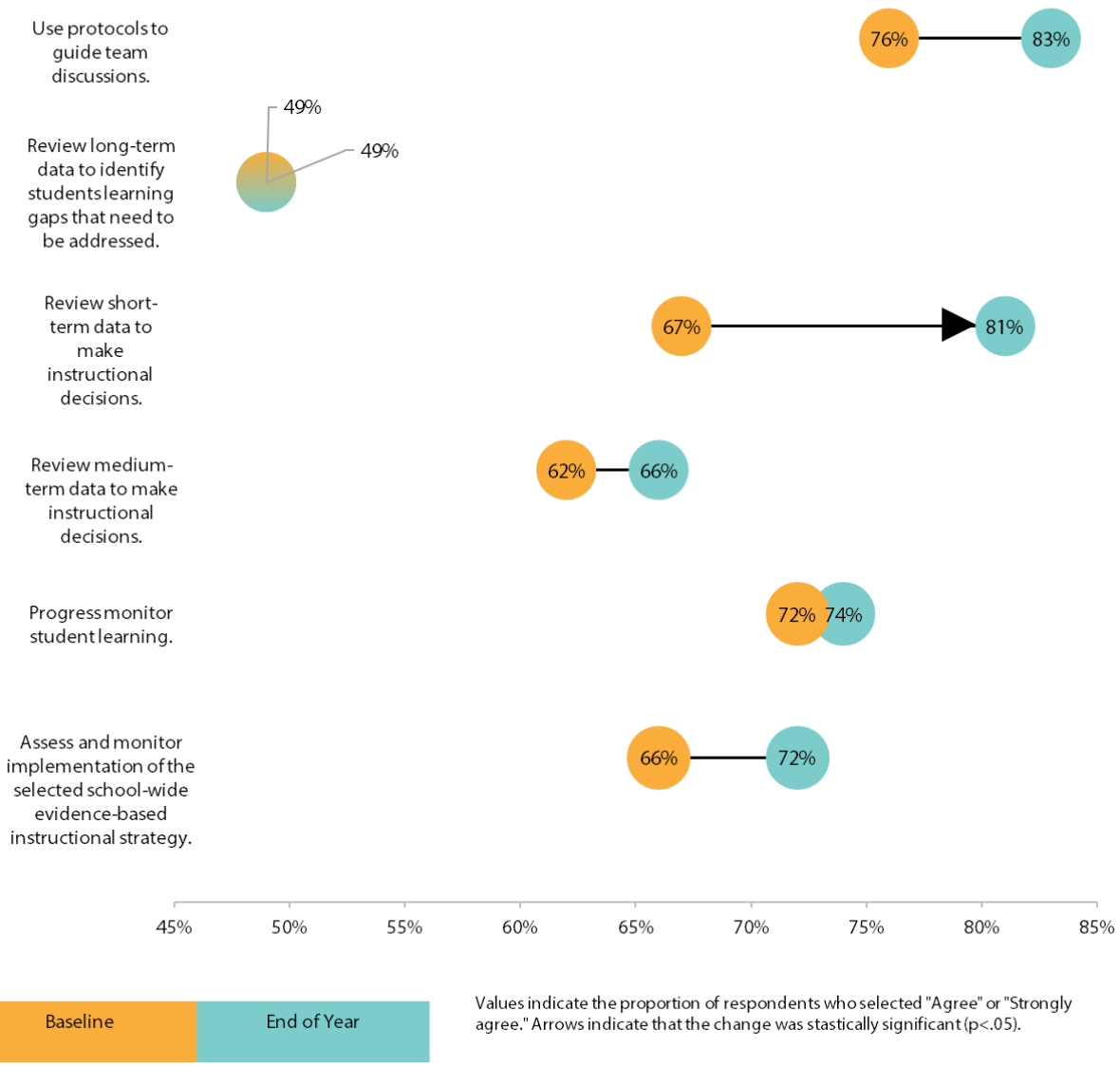
Rapid Improvement Cycle

This section of the survey was about the rapid improvement cycle that takes place during the collaborative teams. For this rapid improvement cycle subsection, administrators only answered overall about the work of teachers in collaborative teams.

Open-ended items provided a few insights into teachers' perspectives of the rapid improvement cycle, including their appreciation for reviewing data in teams and the value placed on short term data more than the long term data.

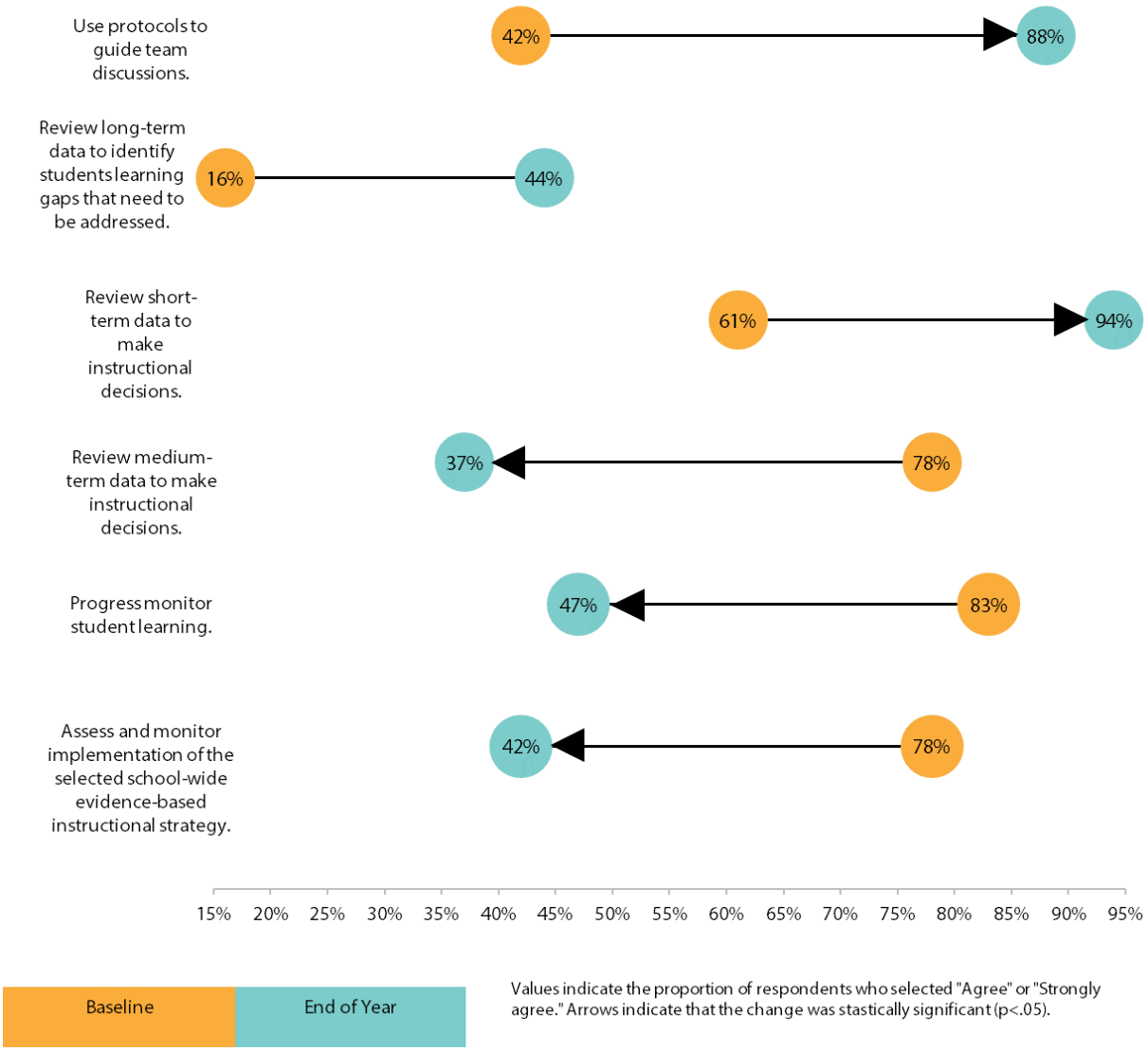
- "I have learned to record data and analyze it with a team. Take percentages, predict and drive decisions based on data collected by me for my class." (Teacher Survey)
- "We definitely review and look at data more frequently and use it to drive instruction." (Teacher Survey)
- "The short term data we collect has the greatest impact on how we can best adjust to assist students understand what they have learned. The middle term data helps us see what improvements have been made. The long term data doesn't really help as we see it well after the student has moved on to another grade level until this is corrected it is no use to a teacher but will help administration." (Teacher Survey)

Figure 25. Rapid Improvement Cycle: Teachers



Values indicate the proportion of respondents who selected "Agree" or "Strongly agree." Arrows indicate that the change was stastically significant (p<.05).

Figure 26. Rapid Improvement Cycle: Administrators



Implementation of Data Use Practices

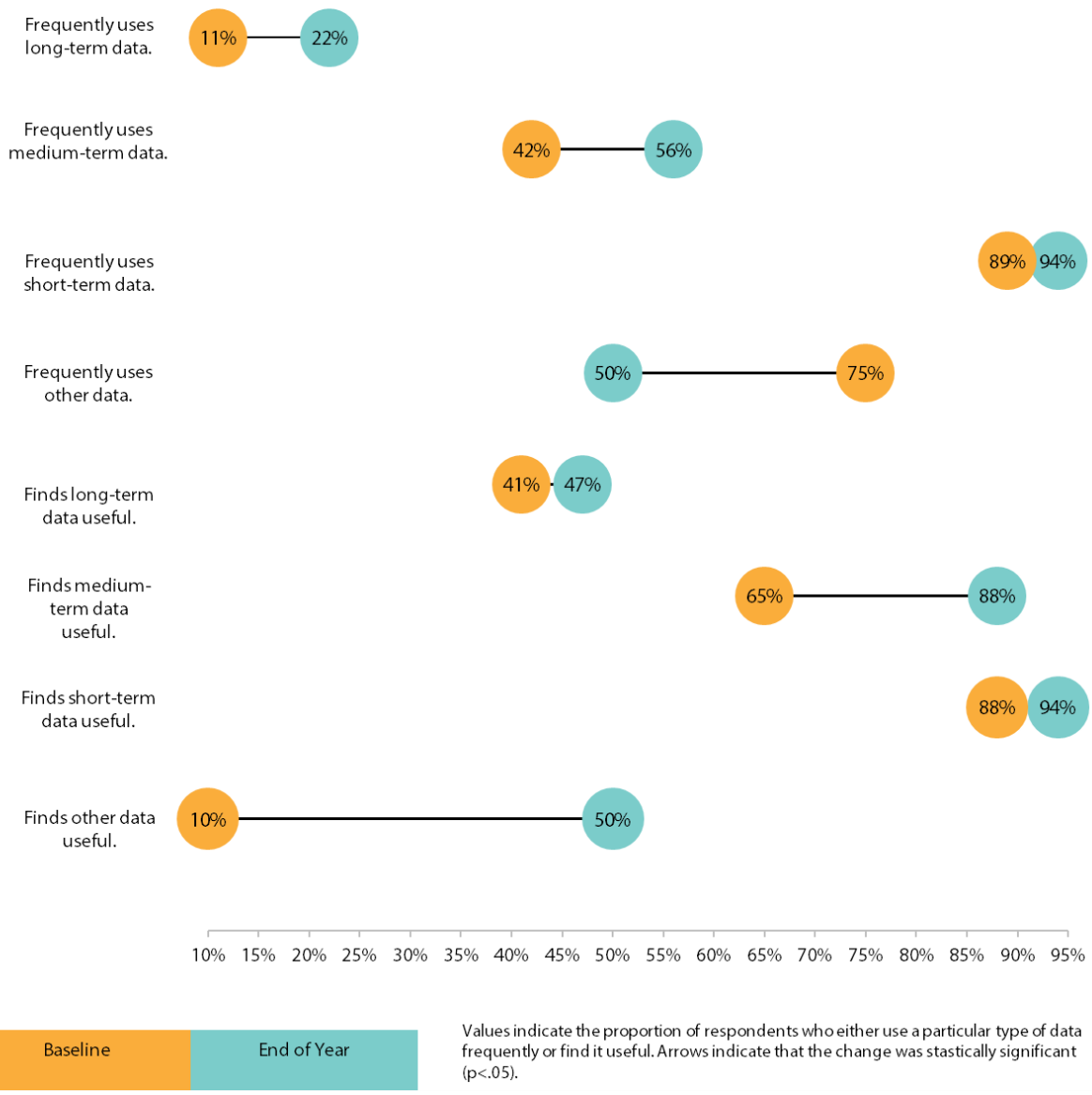
Frequency and Usefulness

Teachers use a variety of information (i.e. data) to monitor progress and plan for instruction that meets student learning needs. In this section administrators indicated how frequently teachers in their building use the following forms of data and how useful are the following forms of data to their practice. Teachers answered the same questions about themselves.

Figure 27. Data Use Frequency and Usefulness: Teachers

Values indicate the proportion of respondents who either use a particular type of data frequently or find it useful. Arrows indicate that the change was stastically significant ($p<.05$).

Figure 28. Data Use Frequency and Usefulness: Administrators



Values indicate the proportion of respondents who either use a particular type of data frequently or find it useful. Arrows indicate that the change was stastically significant ($p<.05$).

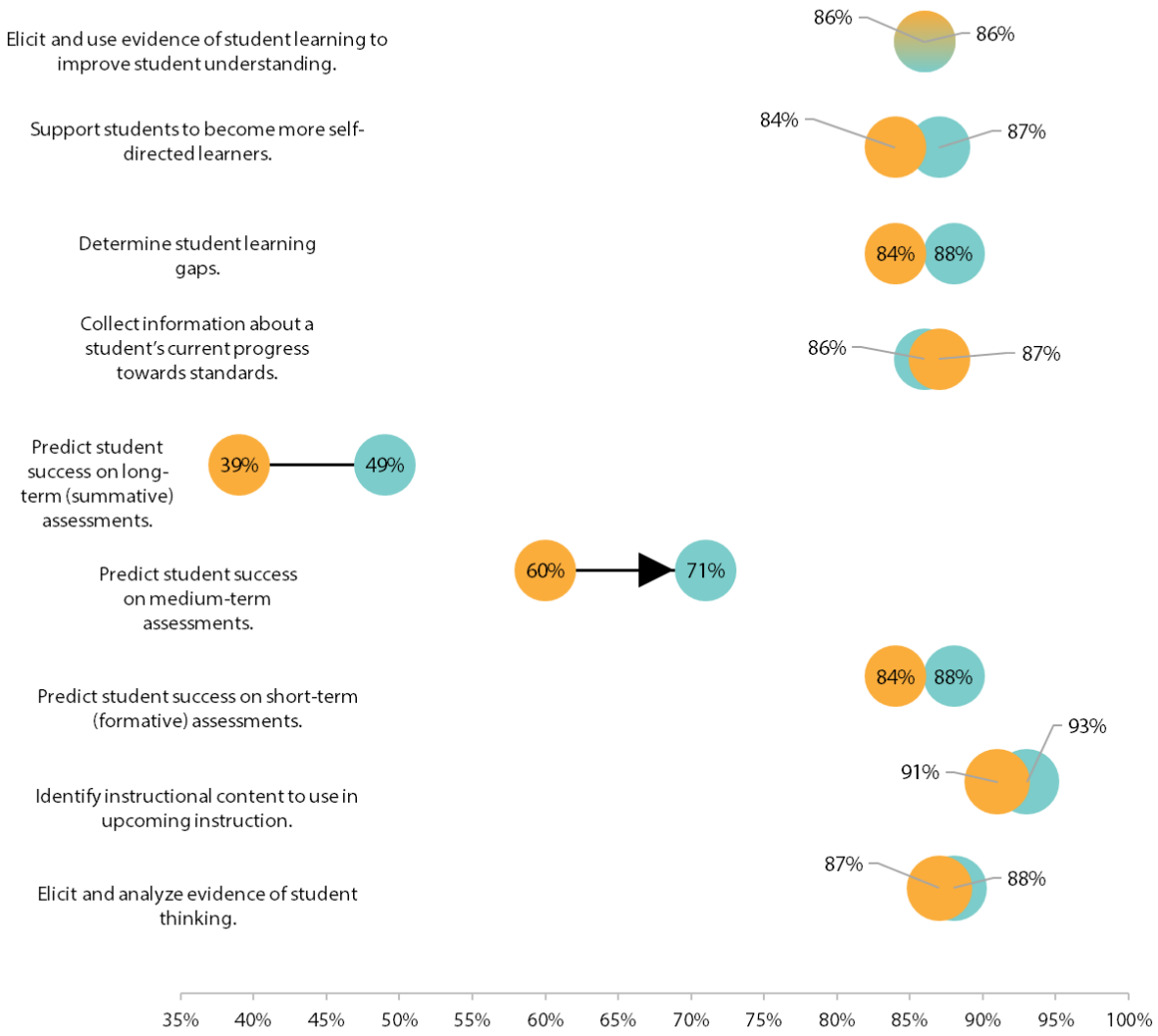
Data Use for Instructional Decision-Making

This section of questions asked about the use of data for instructional decision-making. Administrators indicated how frequently teachers in their building use data to do the following, while teachers answered about their practices.

While teachers reported relatively high levels of data use on the baseline survey, they provided a wide range of examples of how they are using data for decision making and improving instruction, including the use of multiple data sources, more focus on standards, designing lessons with a focus on student learning outcomes, and monitoring growth.

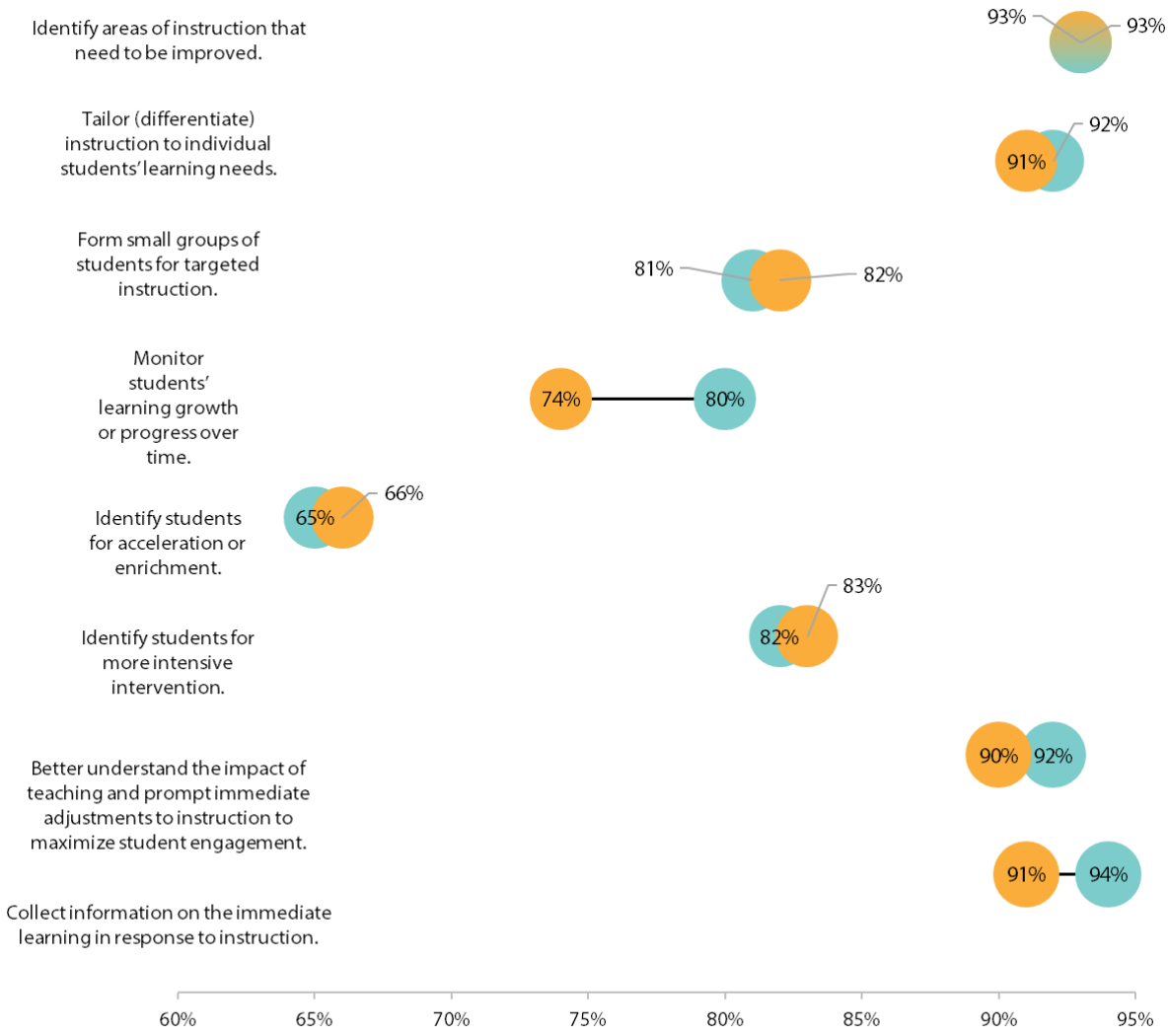
- "I have had a greater focus on my data as a whole. While my school and my team put the most emphasis on our common learning challenge, I found that I was approaching other points of data in a similar way and seeing incredible growth!" (Teacher Survey)
- "The A2A program is a great tool to use in helping teachers identify ways to improve learning and understanding of lessons and what the outcome looks like." (Teacher Survey)
- "We are data driven which helps us to teach based on what our students need, that helps us to improve our teaching strategies for the whole class, small groups and for individual students." (Teacher Survey)
- "Better focus on student learning outcomes; better use of standardized testing data;
- "Teachers are looking at the data to understand how to assist students learn. We had start moving towards having students take responsibility for their own education which we will continue with in the new school year." (Teacher Survey)
- "Alignment of state curriculum to learning intentions and success criteria in all content areas." (Teacher Survey)
- "We have used a variety of assessments that haven't been used before. These assessments have given us more information that helps us identify the struggles a student may have that other assessments haven't shown." (Teacher Survey)
- "Having the objectives, rationale, and success criteria for that day visible and reviewed with students." (Teacher Survey)
- "When we discuss data about students who are outliers, we can monitor their growth and performance to help them improve in the various areas each of my team members teach." (Teacher Survey)
- "I focus a little more on outcomes than perhaps I did before." (Teacher Survey)
- "We are looking at the standards more. (Teacher Survey)
- "I think our teachers are better able to look at their own data to see how their instruction needs to be changed." (Administrator Survey)
- "It has definitely increased our ability to use data to drive instruction in our building." (Administrator Survey)

Figure 29. Data Use for Instructional Decision-Making: Teachers



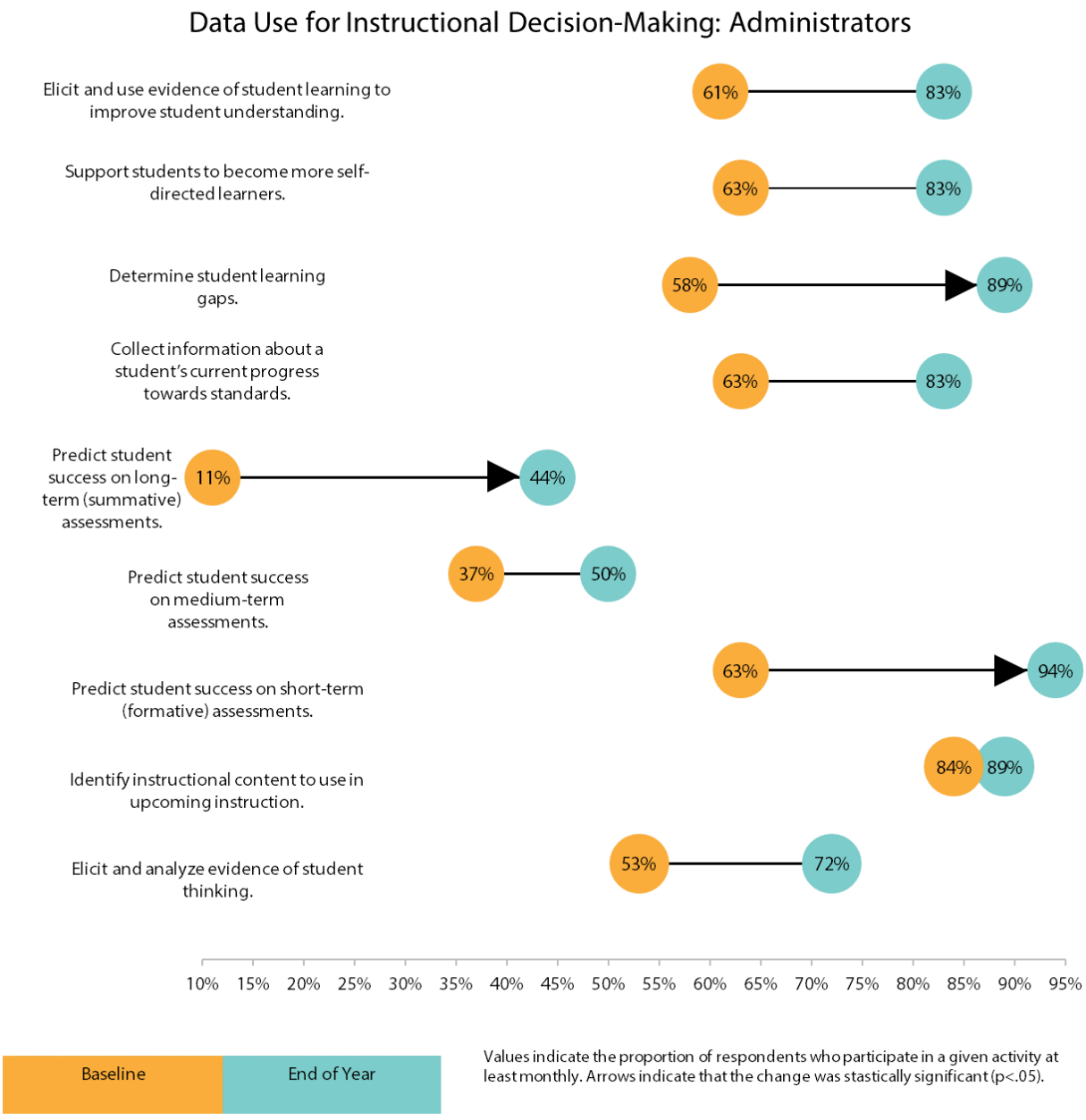
Values indicate the proportion of respondents who participate in a given activity at least monthly. Arrows indicate that the change was stastically significant (p<.05).

Data Use for Instructional Decision-Making: Teachers (continued)

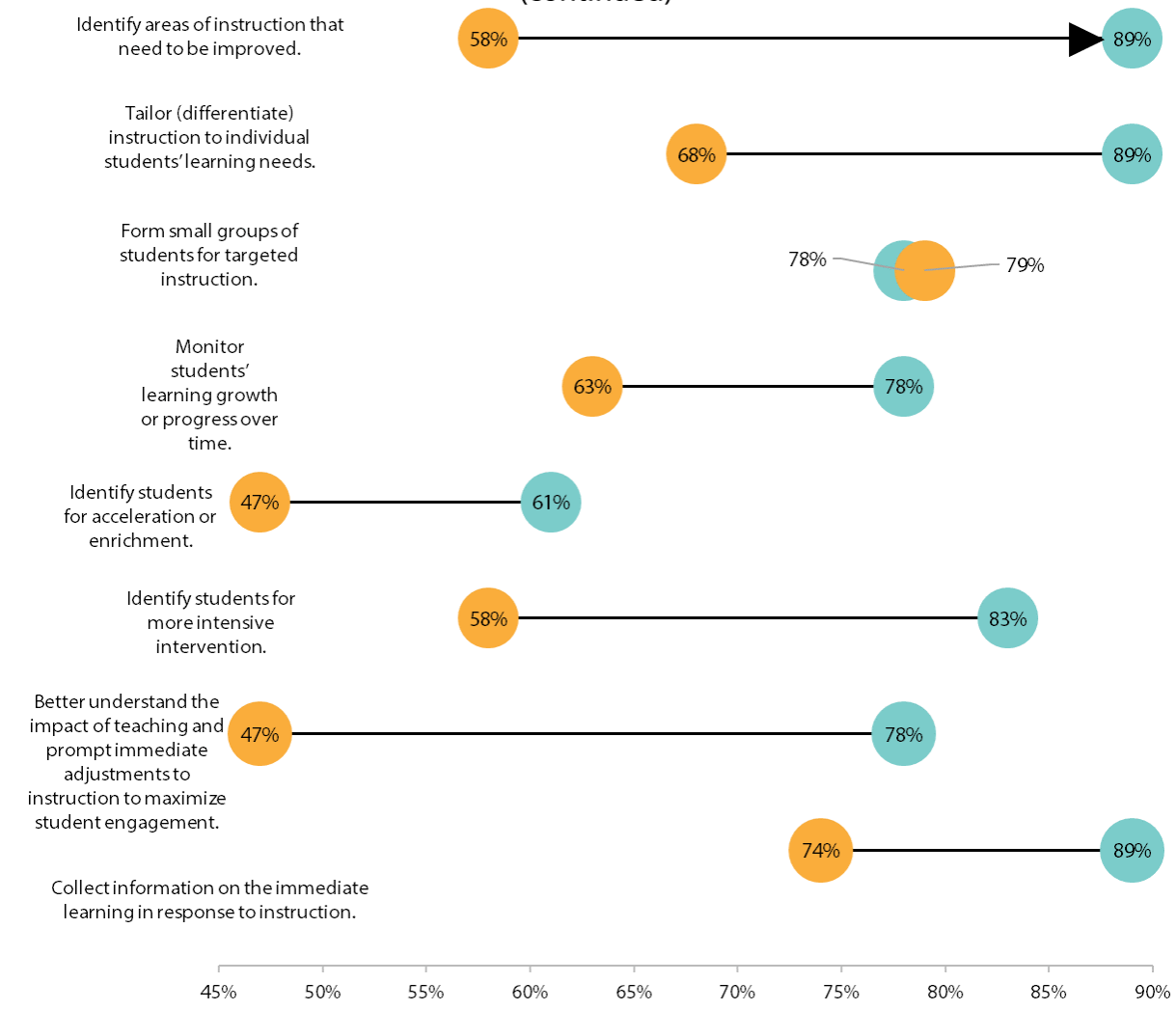


Values indicate the proportion of respondents who participate in a given activity at least monthly. Arrows indicate that the change was stastically significant (p<.05).

Figure 30. Data Use for Instructional Decision-Making: Administrators



Data Use for Instructional Decision-Making: Administrators (continued)



Values indicate the proportion of respondents who participate in a given activity at least monthly. Arrows indicate that the change was stastically significant (p<.05).

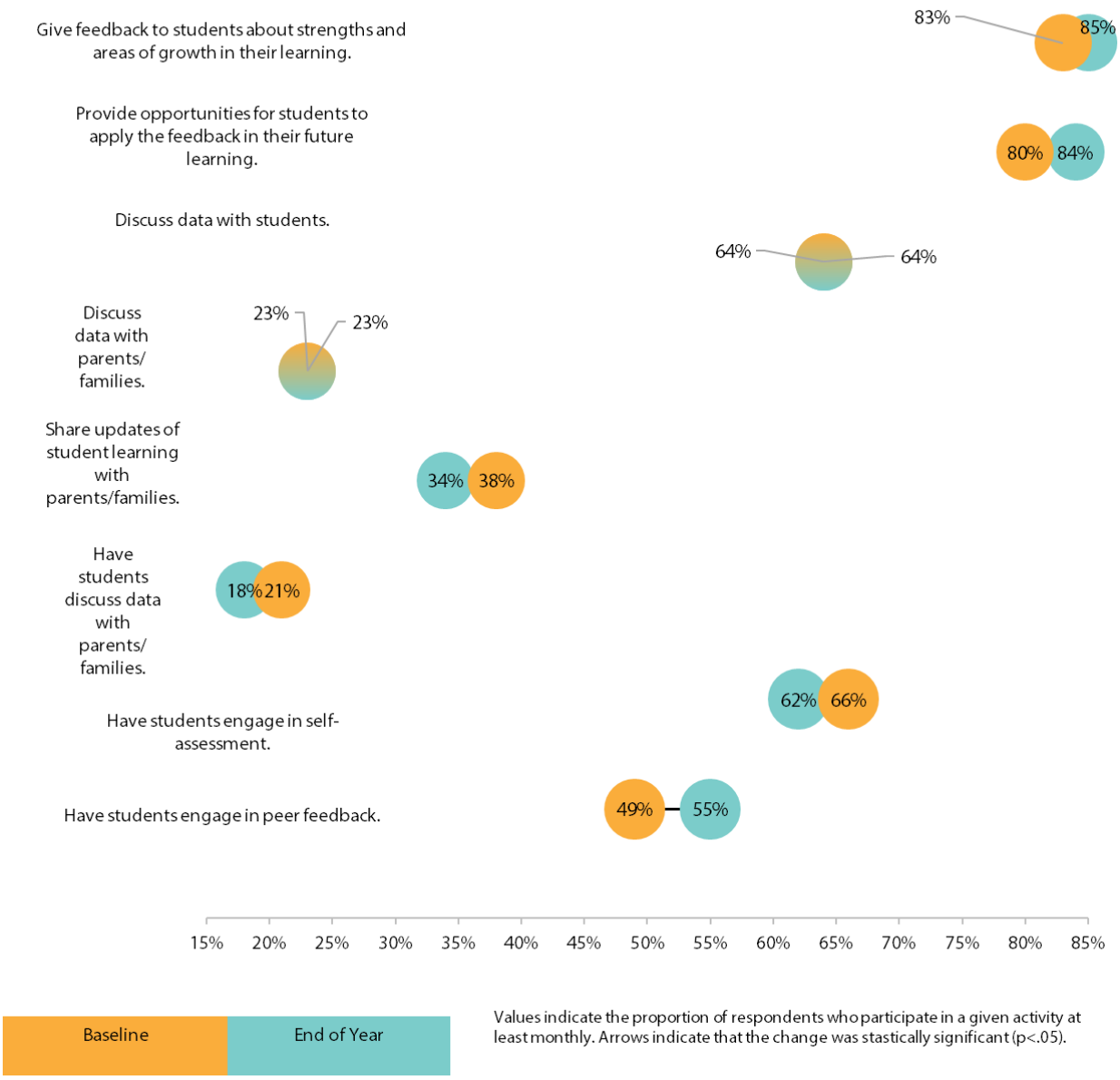
Communicating with Data

This section of questions asked about the use of data for communication in relation to instruction. Administrators indicated how frequently teachers in their building use data to do the following, while teachers answered about their practices.

Open-ended items provided examples of how teachers and leaders are using data for communication, including increasing clarity about instructional expectations and the importance of communicating with parents (although this practice is not as common).

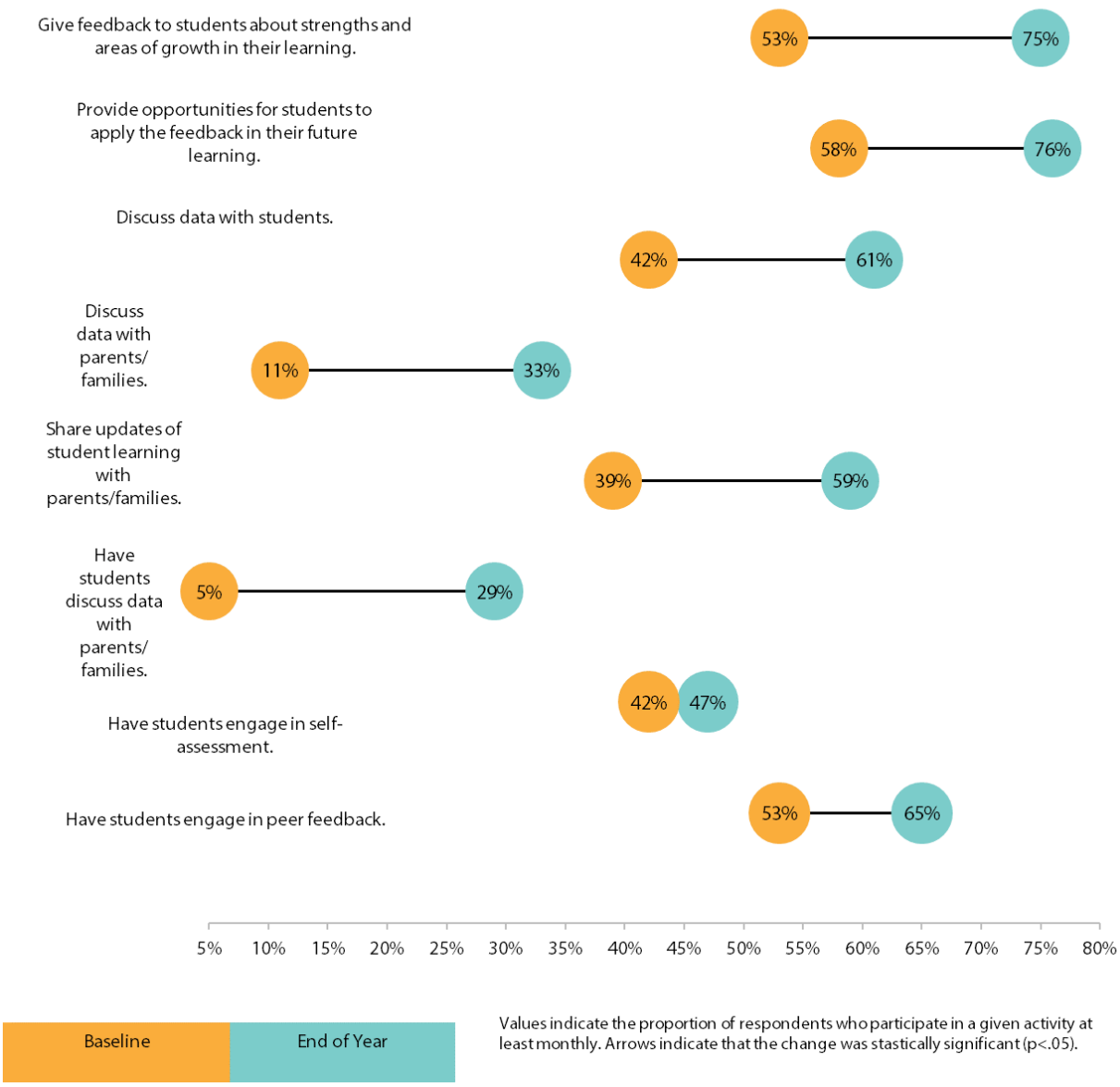
- "I have gotten clarity about writing levels for different grades. The standard that my school chose to focus on was a writing standard, and it was very helpful to see where my students should be when writing responses. As an arts teacher, I teach all middle school grades at the same time and I have struggled in the past justifying a difference in the way I grade the writing of a 6th grade student vs. a 9th grade student. This has helped me be clearer in communicating my expectations to students." (Teacher Survey)
- "Data driven instruction happens daily in the classroom, but is especially helpful for these parent nights, supporting students by increasing parent understanding of areas they need additional support. I feel it's been an effective way to get parents more involved. When they can visually see data on graphs and displays that directly relates to student progress; then, are shown ways to help improve proficiency, results are more likely to happen because they are directly correlated." (Teacher Survey)
- "Unified Language and Expectations throughout all the classrooms." (Teacher Survey)
- "People have discussed what they are teaching and making things clear for the students." (Teacher Survey)
- "There seems to be improvement in the communication of information to teachers." (Teacher Survey)
- "Better communication driven by data between students, teachers and parents." (Teacher Survey)

Figure 31. Communicating with Data: Teachers



Values indicate the proportion of respondents who participate in a given activity at least monthly. Arrows indicate that the change was stastically significant (p<.05).

Figure 32. Communicating with Data: Administrators



Values indicate the proportion of respondents who participate in a given activity at least monthly. Arrows indicate that the change was stastically significant (p<.05).

Competence in Using Data

Data Use for Instructional Planning and Delivery

This section of the survey was about perceptions of teachers' abilities to do various data tasks. Administrators answered about teachers in their building and teachers answered about themselves.

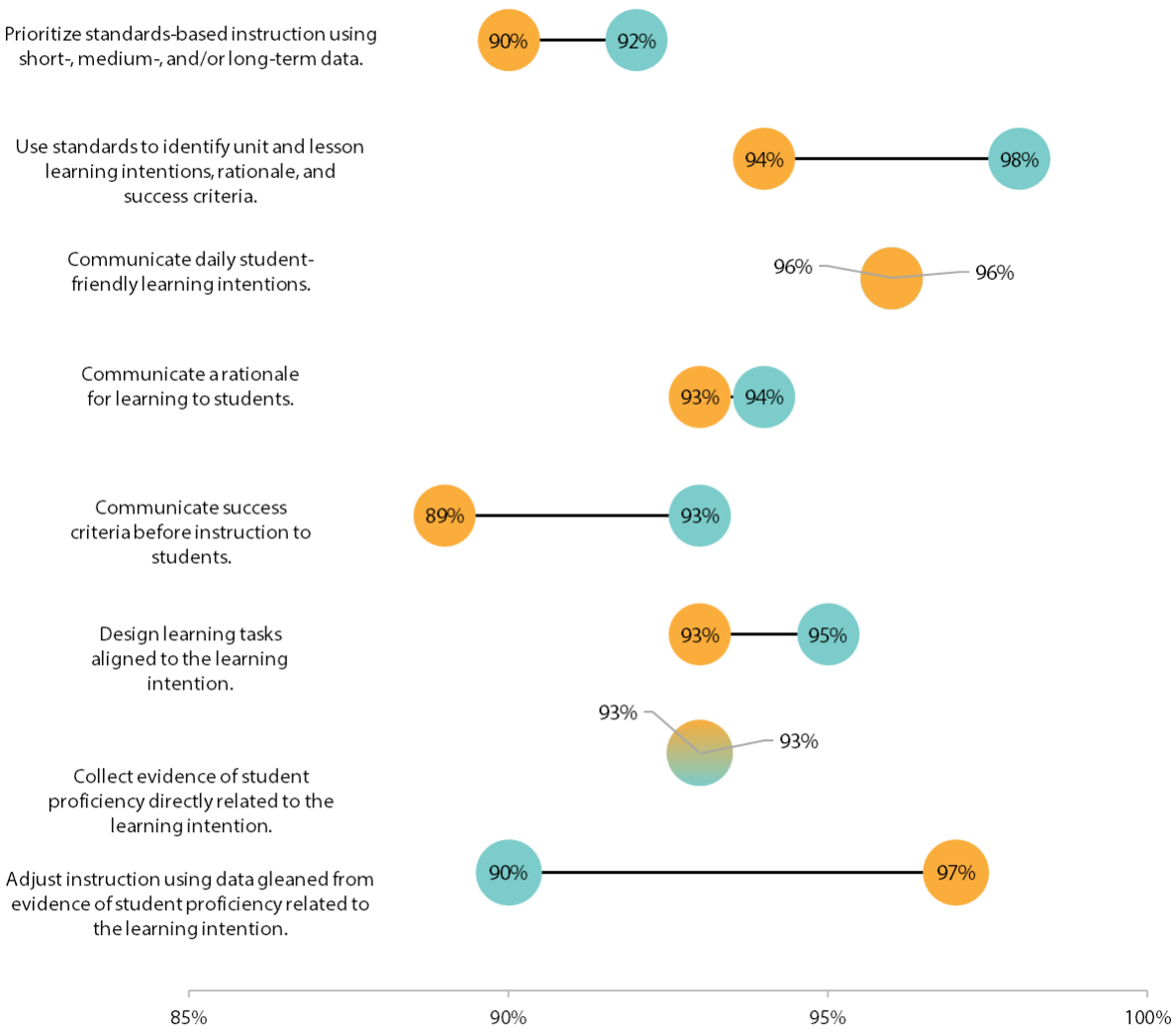
Similarly to the use of data for instructional decision-making, teachers reported relatively high levels of teachers' abilities to enact various data tasks on the baseline survey. They also provided a wide range of examples of improvements in data use for instructional planning and delivery, including the benefits of teacher clarity, learning targets and success criteria, student feedback, and formative assessment practices.

- "I feel like my teaching has improved. My students have made comments that teacher clarity has improved. The what, why, and how we are learning is clear as well as the success criteria." (Teacher Survey)
- "I have seen that we are identifying essential standards and writing targets with those standards to guide our teaching. I also have enjoyed learning to state our success criteria to our students. That has been a challenge and I still need to adjust my implementation but support the use of stating the success criteria to the students." (Teacher Survey)
- "I feel like the lessons they have given us has significantly impacted my instruction." (Teacher Survey)
- "There has been more focus on learning intentions being presented to the students. Also, using student work, to determine what needs to be retaught or what a majority of students are struggling with." (Teacher Survey)
- "I have really found that telling students what the learning outcomes should be at the end of a lesson in student friendly terms is super crucial. I have also liked telling them why we should be learning something. They become more involved in their learning and end up learning how to asses themselves and where they may be at in mastering a concept or content." (Teacher Survey)
- "We have become more focused on our teaching habits and have become more purposeful in the delivery of our content. Teacher Clarity is one component we have been working to improve and I believe we will see better results in the future." (Teacher Survey)
- "The students are more involved when they receive feedback in a timely manner." (Teacher Survey)
- "Differentiated instruction to help all students (even if they have no IEP)." (Teacher Survey)
- "I use more of the formative and summative results from my own classroom in my own instructional guidance." (Teacher Survey)

While teachers reported considerable levels of data use for instructional planning and delivery, respondents also reported several limitations, including a lack of time for planning and the need for more professional learning and support for translating data analyses into improved teaching practices.

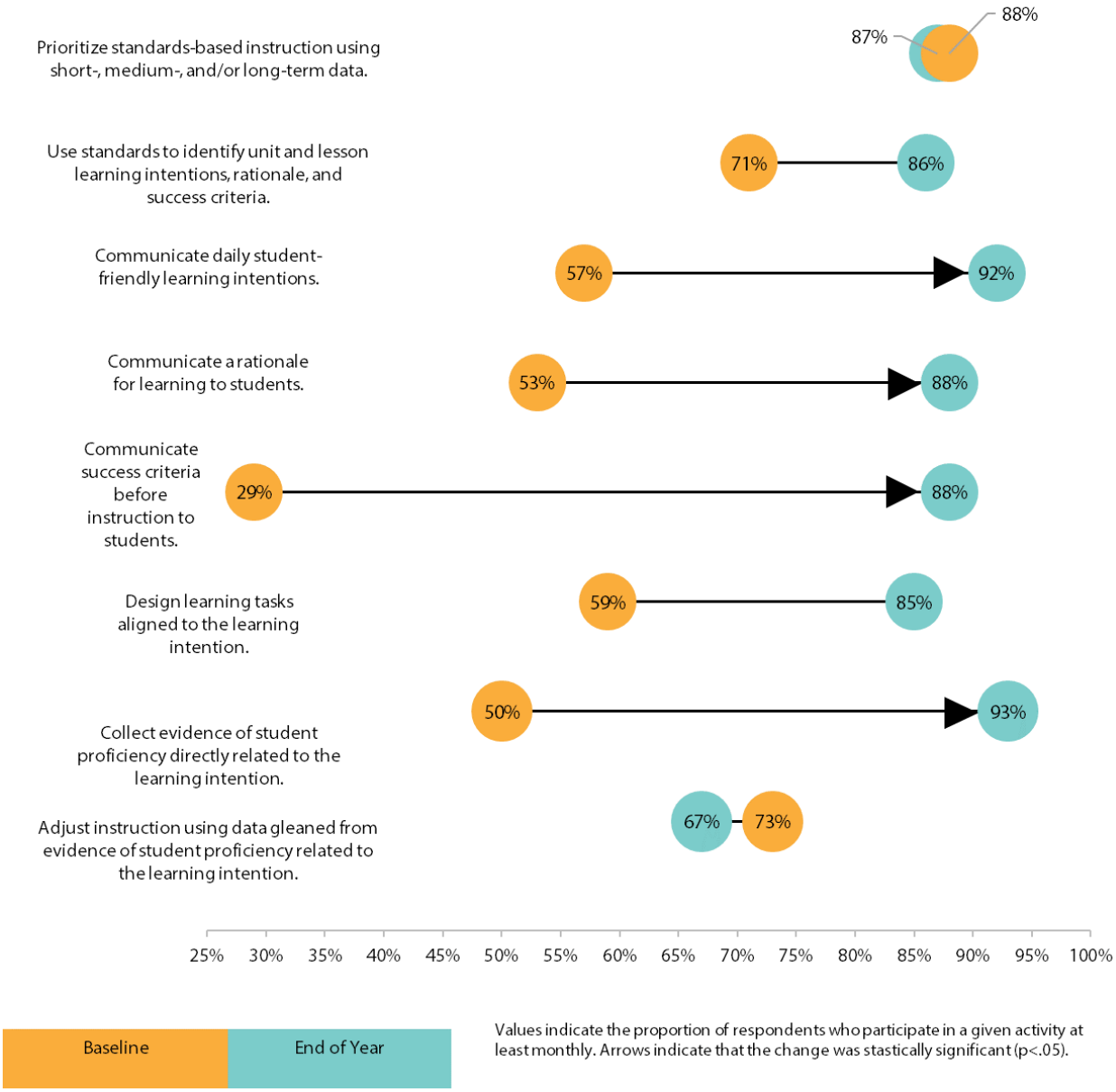
- "We spend so much time examining data but do not have adequate time to implement ideas and practices into lesson plans." (Teacher Survey)
- "We might gather data but as a whole we are not using the data to make changes." (Teacher Survey)
- "I feel like we need more instruction or guidance on the next steps after looking at data." (Teacher Survey)
- "I feel that our school has gone way overboard with attempting to use data to the point where we are using data just for data sake. I don't feel we've been effective turning numbers into realistic classroom expectations. I am not saying this because expectations have been too high. I'm saying this because I have no idea what the expectations were." (Teacher Survey)

Figure 33. Data Use for Instructional Planning and Delivery: Teachers



Values indicate the proportion of respondents who participate in a given activity at least monthly. Arrows indicate that the change was stastically significant (p<.05).

Figure 34. Data Use for Instructional Planning and Delivery: Administrators



Values indicate the proportion of respondents who participate in a given activity at least monthly. Arrows indicate that the change was stastically significant (p<.05).

Influence of Professional Learning on Practice

Highlights from comparisons across professional learning sessions surveys

School Objectives

- The professional learning feedback survey data continues to show strong evidence that schools have a culture that prioritizes student growth.
- The proportion of School Transformation Team participants who agree that teachers routinely observe one another's instruction increased from around 40% to over 60% by the fourth professional learning session.
- Leadership Teams increased their levels of agreement with various school objectives being met across all four areas. For example, there was an increase from just over 80% to 100% in the proportion of administrators who agree that collaborative teams meet regularly.

Standards for Professional Learning

- Although School Transformation Team participants' perspectives on the second professional learning session were a bit lower than others, perspectives on the sessions ended on a high note with nearly all participants, including Leadership Teams, agreeing that the standards for professional learning were enacted in the learning sessions.

Area of Focus

- High percentages of School Transformation Team participants continued to agree that they gained: 1) an understanding of evidence-based instructional strategies, 2) collaborative practices to improve their teams, 3) data-informed decision making skills, and 4) how to narrow their focus to help prioritize high impact actions.
- Additionally, nearly 100% of Leadership Teams agreed that they gained capacity in these same four areas of focus: evidence-based instructional strategies, collaborative practices, decision making skills, and narrowing the focus.

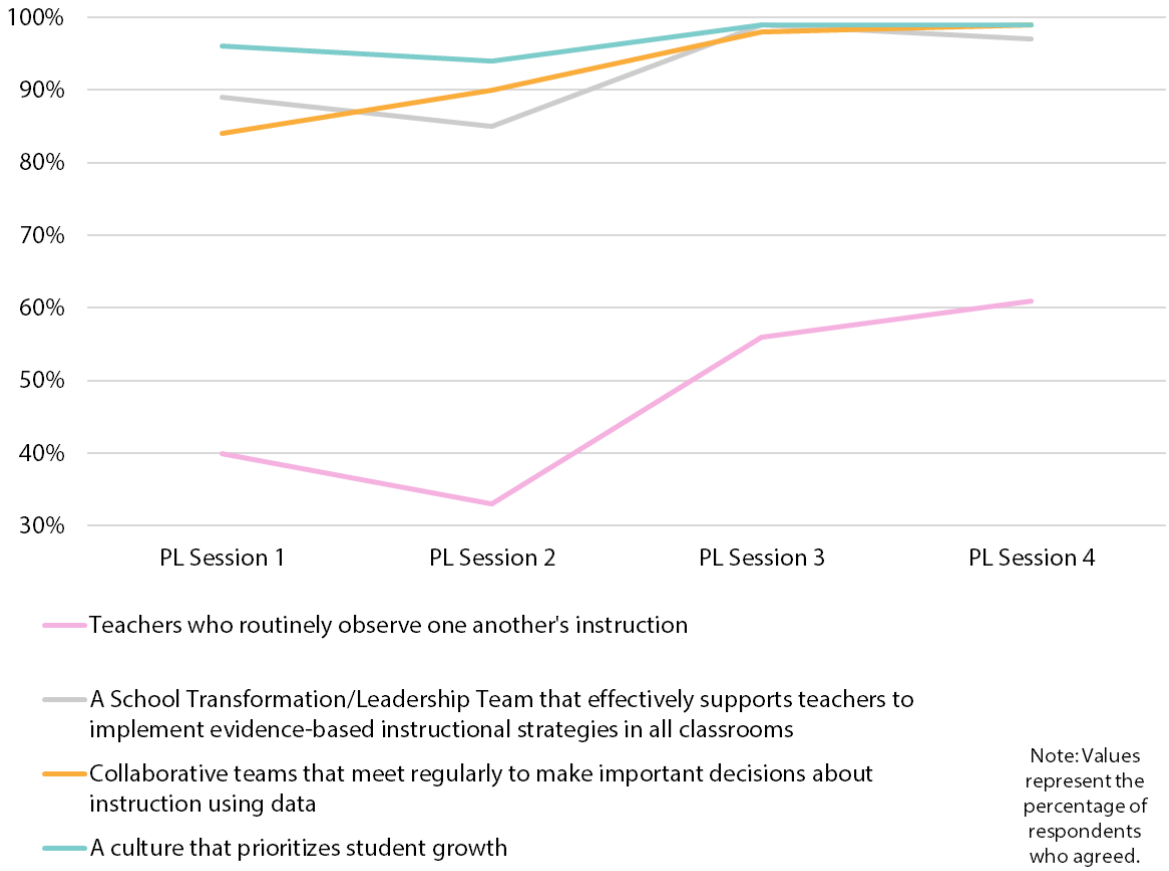
Professional Learning Feedback Survey Findings

In contrast to previous quarterly reports, we provide a broader look at feedback provided by teachers and administrators across all four professional learning session. In doing so, the reader can more readily observe perspectives on the sessions relative to each other and view changes over time. We also provide comments from the professional learning feedback surveys to illustrate the key takeaways from participants' experiences.

School Objectives

Administrators and teachers answered to what extent they agree or disagree about their school on the following items.

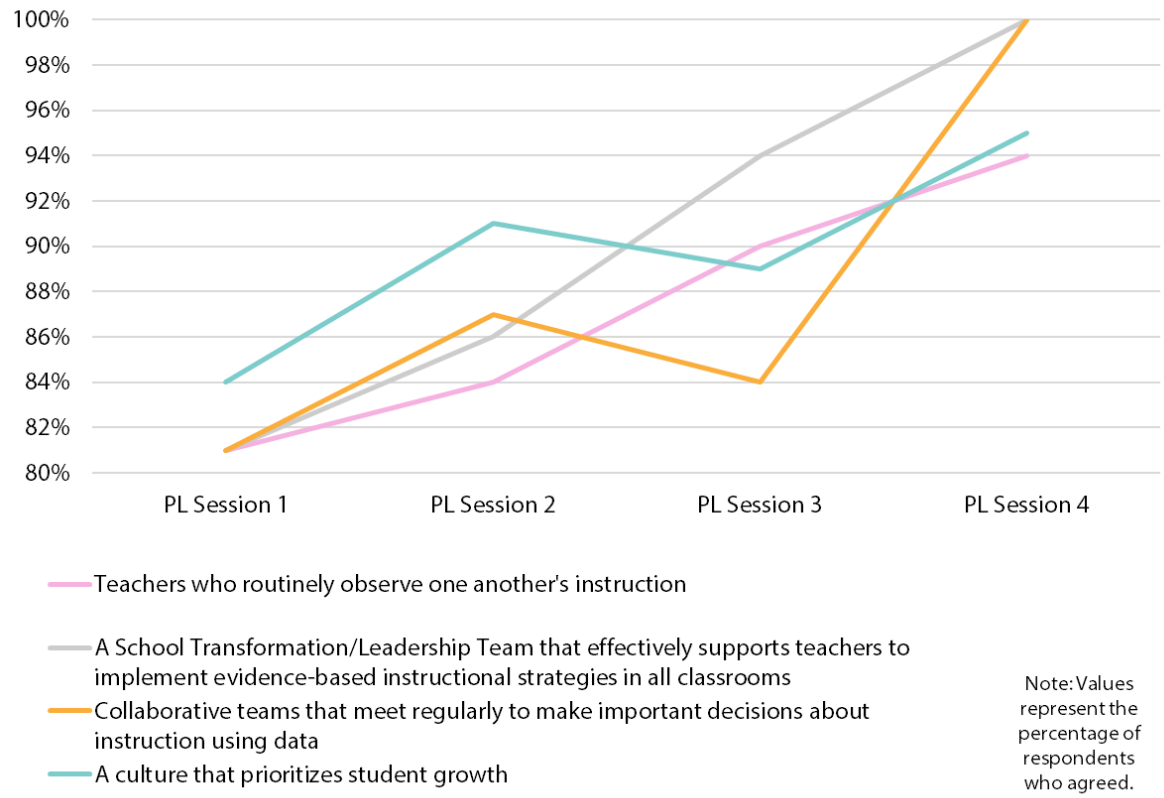
Figure 35. Professional Learning Sessions: School Objectives - Teachers



Additional open-ended items highlighted teachers' key takeaways and accomplishments related to school objectives:

- "Our team is firing on all cylinders."
- "We have teacher buy-in with the implementation of teacher clarity."
- "We have an action plan that will promote growth in our students."
- "I am proud that I feel like a valued member of my STT team."
- "Being engaged and active and contributing to productive conversation."
- "Our action plan, which is to re-focus on our Common Learning Challenge. We are going to post it in our classrooms."

Figure 36. Professional Learning Sessions: School Objectives - Administrators



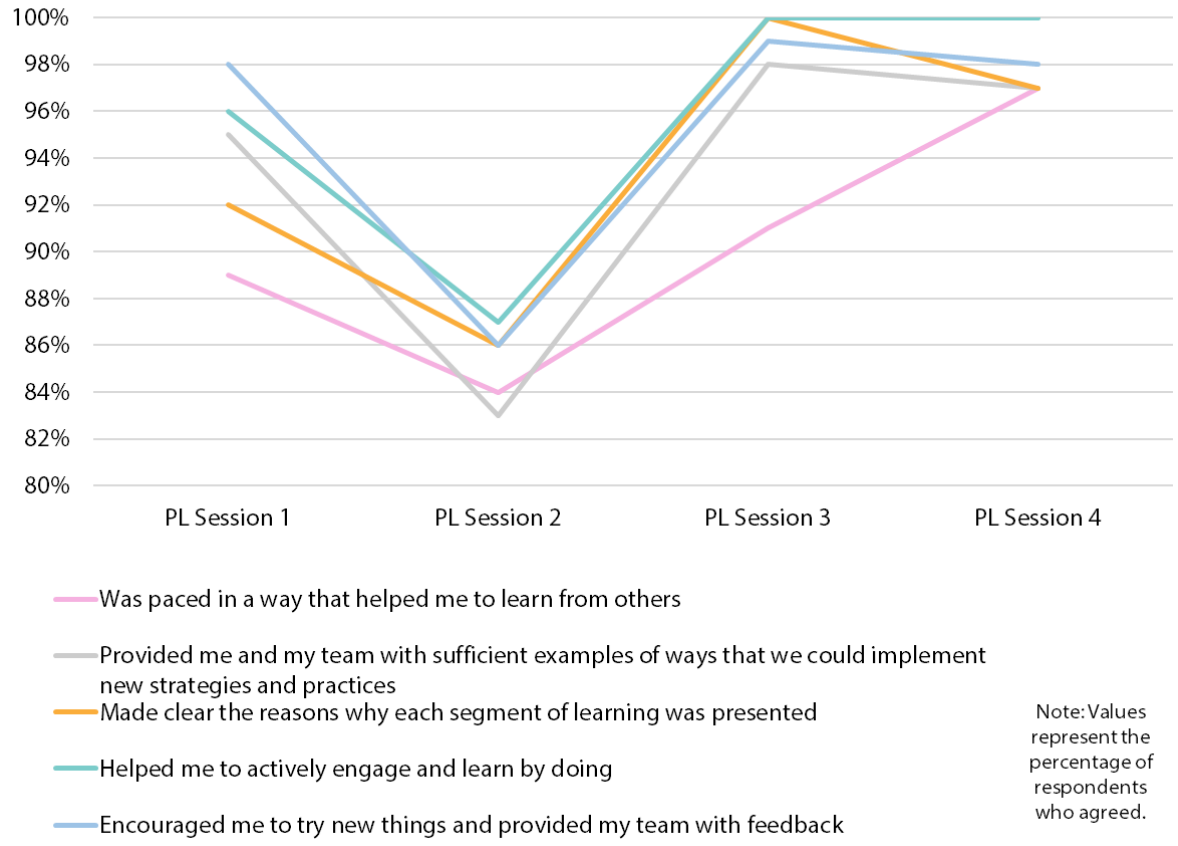
Additional open-ended items highlighted administrators' key takeaways and accomplishments related to school objectives:

- "We are doing a good job. Efficacy is high."
- "An effective, well-functioning team that deeply cares for each other and the success of our teachers and students."
- "We've been able to identify target areas for improvement in the structure of our teams. Also learned to address resistance from teachers. Gained better context of the next year."

Standards for Professional Learning

Administrators and teachers responded about the extent to which they agree or disagree with the following items about the professional learning session.

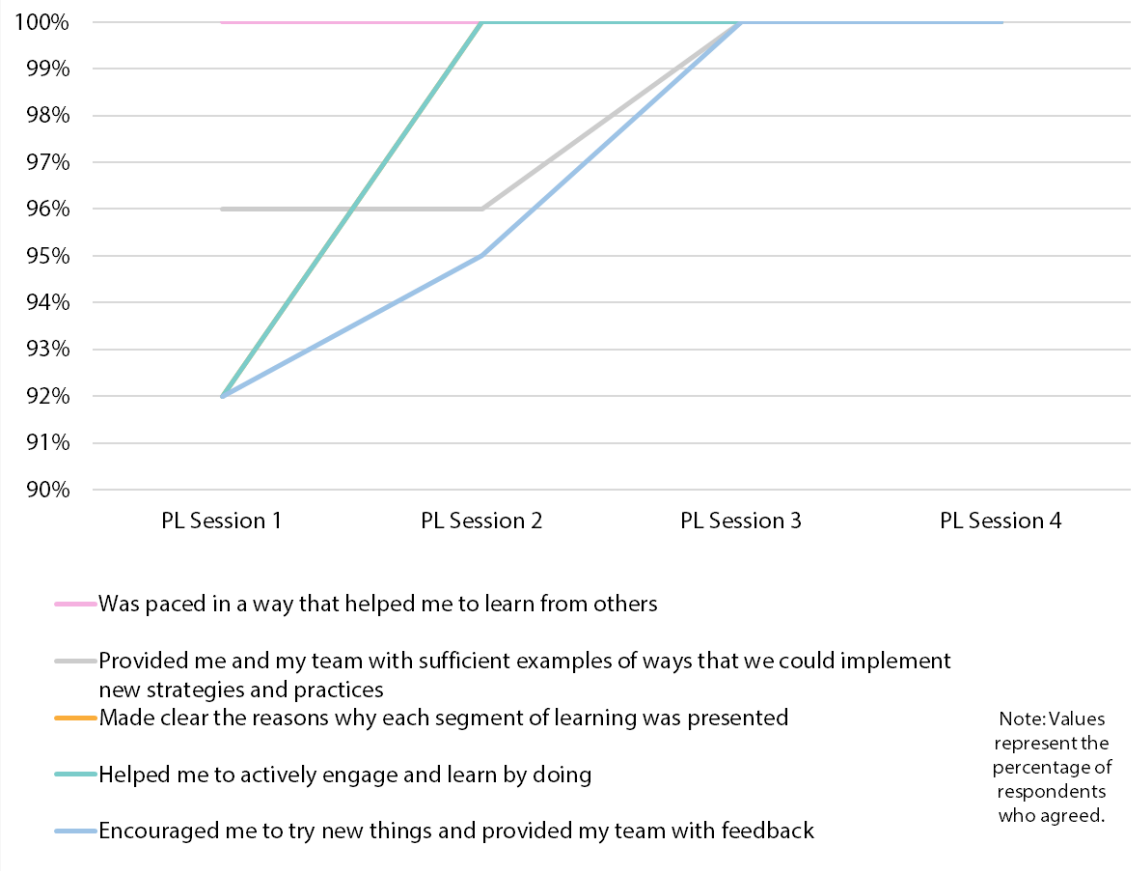
Figure 37. Professional Learning Sessions: Standards for Professional Learning - Teachers



Additional open-ended items highlighted teachers' key takeaways and accomplishments related to the professional learning design:

- "I really liked having feedback from another school in our district. It was amazing how differently they saw our process."
- "We still need clarity, each grade may need PD for their own grade, keep the momentum going"

Figure 38. Professional Learning Sessions: Standards for Professional Learning - Administrators



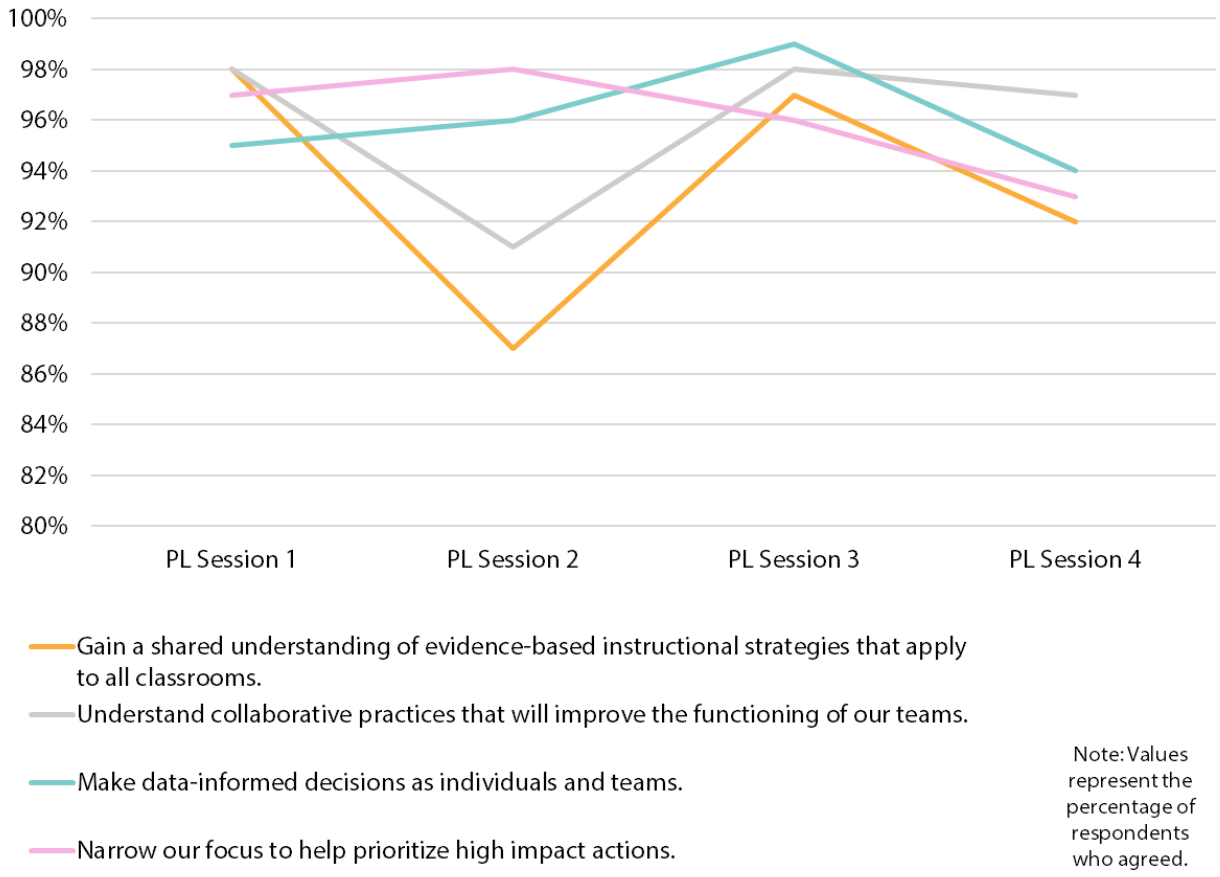
Additional open-ended items highlighted administrators' key takeaways and accomplishments related to the professional learning design:

- "First of all, I liked how this session was paced. A major takeaway is: Reflection does and will help move our growth forward. It was good to look back and discern what we had missed, and what our next steps forward are."
- "I was most proud of our SLT team's accomplishments this year. We have made tremendous growth and learned so much. A special thanks to the in-service leaders who facilitated these sessions this year. They were professional, focused, and effective in their presentations."

Area of Focus

Administrators and teachers responded about the extent to which they agree or disagree with the following items about the help they received from the professional learning session.

Figure 39. Professional Learning Sessions: Area of Focus - Teachers

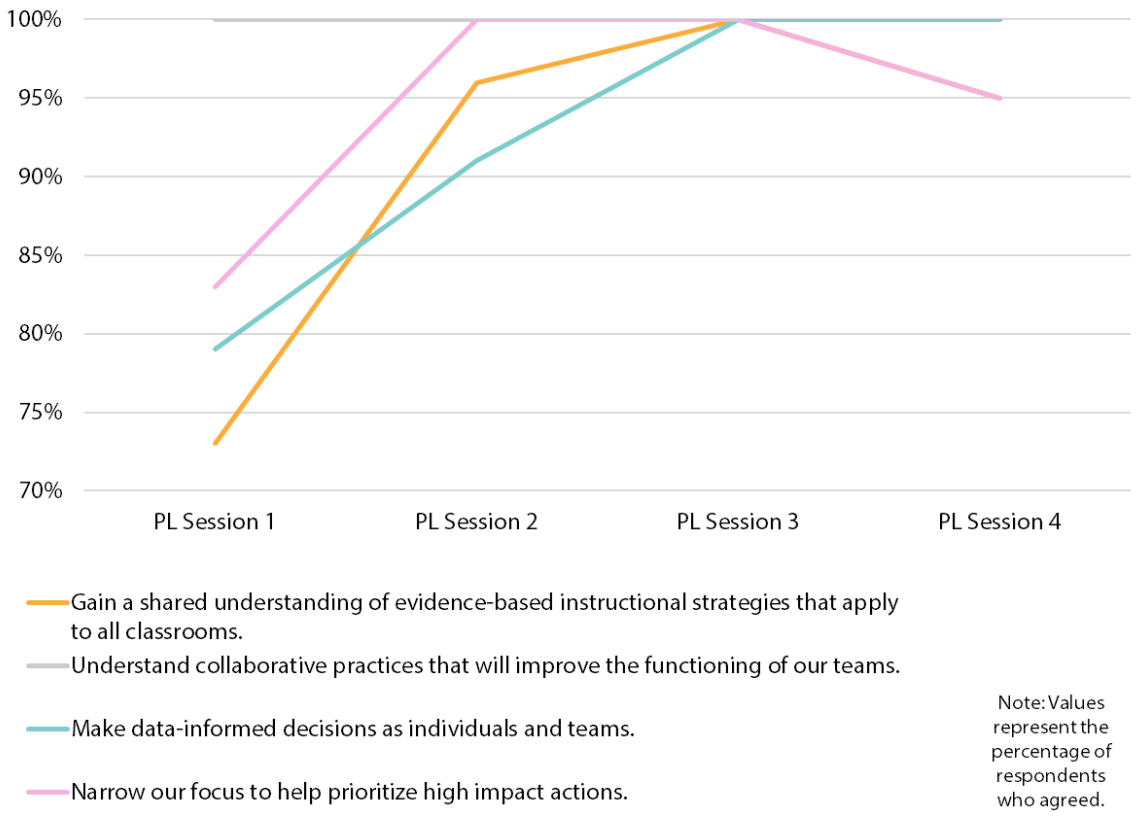


Additional open-ended items highlighted teachers' key takeaways and accomplishments:

- "We now have a plan to refocus on our common learning challenge and work it into our teacher clarity goal."
- "I really liked having feedback from another school in our district. It was amazing how differently they saw our process."
- "We came up with some great next steps. The main one is how to tie our common learning objective into teacher clarity."
- "We are actually doing pretty well. It was great to look over our yearly goals and see the progress that we have made as a school."

- "We need to focus on doing one or two things really well instead of trying to do everything and creating confusion and losing people."
- "Evidence Based instructional strategies and using data in every meeting will help us be more focused."

Figure 40. Professional Learning Sessions: Area of Focus - Administrators



Additional open-ended items highlighted administrators' key takeaways and accomplishments:

- "Understanding of a change leader and how we can have more impact on our teachers and their attitude toward the changes we are making."
- "We've been able to identify target areas for improvement in the structure of our teams. Also learned to address resistance from teachers. Gained better context of the next year."
- "My major take away was that we need to stay focused on our end goal and keep the momentum going. We play a large role in that."

Site Visits to Support Implementation

Highlights to note from sections of the feedback forms

Qualitative Data

- Information gathered during site visits provided additional data about the School Transformation Teams' strengths and areas for improvement. While teams are making progress, site visit observations indicated areas for growth related to opportunities for reflection and setting clear expectations for action items between meetings, including assigning owners, deadlines, specific to-dos, and possible supports needed.
- Additionally, site visits provided information about School Transformation Teams' opportunities to continue refining their strategies for narrowing options and making decisions, as well as staying low on the ladder of inference when it comes to analyzing student data.

Quantitative Data

- With 4 points possible in each category, the intentional category had the highest overall average score of 2.6 in the third site visit. The reflective category had the lowest overall average score with 1.8.
- All overall average scores in each category increased between the first and third site visits.
- 54% of participating schools increased their scores, 31% decreased, and 15% of schools have seen no change in their scores between the first and third site visits.

Breakdown of Site Visit Feedback Forms

Each of the fourteen participating schools were visited by one Ed Direction and one USBE team member during three site visit sessions throughout the year. The goal of the site visits was to observe the School Transformation Team during one of their collaborative team meetings. Each observer completed a rubric that included four areas of evaluation (intentional, data-driven, action-oriented, and reflective) that were on a four-point scale, illustrated in Table 10. In addition, feedback in the form of glows (areas of strength) and grows (areas for improvement) was compiled for each site visit. These data were captured electronically for evaluation purposes and an Ed Direction team member followed up with each school to share feedback.

Table 10 Site Visit Observation Evaluation Categories

Intentional	Data-driven	Action-oriented	Reflective
Team adheres to agenda with objectives. Members have defined roles and protocols are implemented to use time effectively and collaborate meaningfully.	Team collaboratively reviews and analyzes implementation data or student performance data during the meeting.	Team thinks broadly about solutions and considers multiple options before identifying next steps. All members participate in identifying actionable next steps and owners and deadlines are assigned to each task.	Team connects this meeting to improved student outcomes. Members reflect on both their personal participation in team efforts and the overall team's effort as a whole.

Figure 41. Comparison of Average Observation Scores Across All Three Site Visits

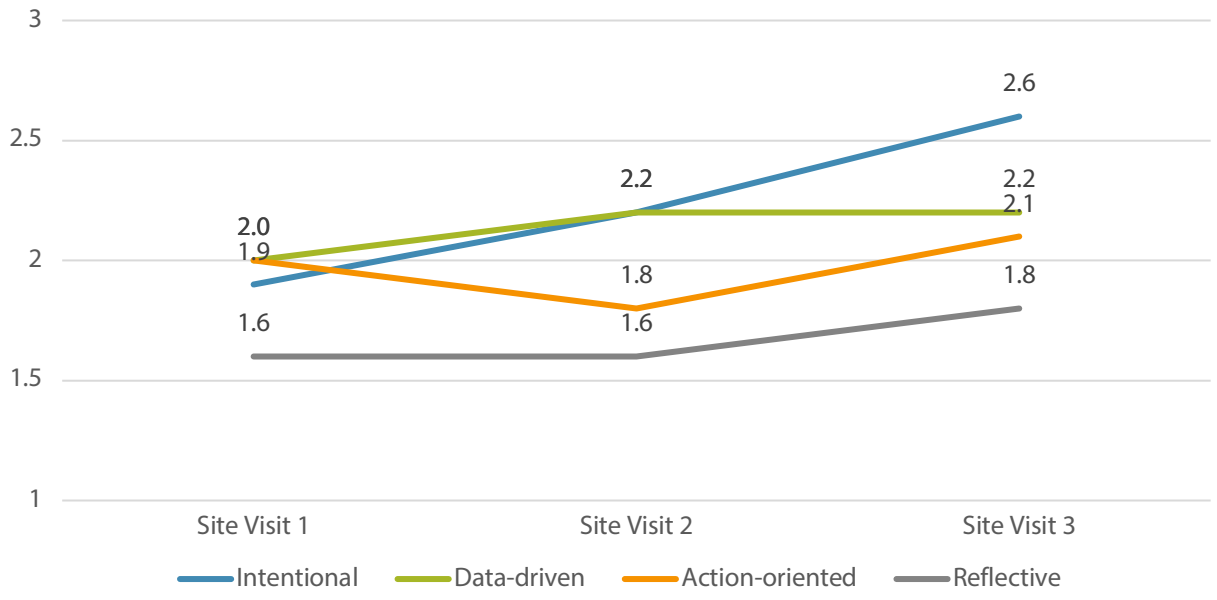


Table 11 Overall Site Visit Feedback Form Scores Across All Three Site Visits

School	Site Visit 1 Total Score 32 Points Possible Across Two Reviewers	Site Visit 2 Total Score 32 Points Possible Across Two Reviewers	Site Visit 3 Total Score 32 Points Possible Across Two Reviewers	Change Between Site Visit 1 and 2	Change Between Site Visit 2 and 3
School E	17	18	20	?	?
School I	13	14	26	?	?
School J	12	16	18	?	?
School M	8	12	14	?	?
School C	18	20	20	?	?
School H	15	22	19	?	?
School A	24	16	18	?	?
School B	23	18	20	?	?
School F	16	12	14	?	?
School K	11	8	18	?	?
School D	18	16	12	?	?
School G	16	16	16	?	?
School N	8	8	8	?	?

Conclusions and Considerations

In this first annual evaluation of A2A, we found evidence that participants grew in their reported and observed data use practices during the 2019-20 school year, as evidenced by longitudinal survey data and site visit feedback. We also found that participants had positive experiences with A2A professional learning sessions and reported intentions to enact practices shared in these learning experiences. In relation to the A2A project objectives, the evaluation findings suggest that considerable progress was made with Cohort 3 in developing district, school, and teacher leaders to collaborate and lead with a focus on student learning, using multiple types of data to inform decisions about teaching and learning, and implementing evidence-based strategies in the classroom.

> "I have seen an **amazing improvement on my students grades**, and a better comprehension of what they should be doing in my classes. It has helped them be responsible for their own learning, now they know how learning looks like when they reach their success criteria." (Teacher Survey)

Considerations for Ongoing Improvement

In each of the quarterly reports, we offered a set of considerations for Ed Direction, USBE, School Transformation Teams, and administrators and teachers in participating schools. We hope the considerations from these quarterly reports were valuable for ongoing improvement throughout the year. In this summary report of findings from across the entire year, we conclude with a set of additional considerations based on findings from our evaluation Cohort 3 during the 2019-1920 school year. These considerations are intended to inform the future work of the A2A project moving into the 2020-21 school year and beyond.

Building collaborative practices is a strength of the A2A program; continue to build upon these aspects of the project with future cohorts.

We found numerous statistically significant increases in teachers' and administrators' reports of data-focused practices while working in collaborative teams. After participating in A2A, more teachers reported frequently drawing conclusions based on data and identifying actionable evidence-based instructional strategies based on those conclusions. Administrators also reported numerous increases in collaborative practices.

These findings indicate that A2A has the potential to continue to impact the collaborative practices of future cohorts of educators. These findings also suggest that strengthening the work of collaborative teams is a bright spot of the A2A project.

As A2A moves forward with Cohort 4 in the 2020-21 school year, strengthening teamwork in collaborative teams should continue to be a focus of the project.

Continue to emphasize the use of a variety of data sources.

Disruptions in state testing due to COVID-19 mean that schools will not have current standardized achievement data to draw upon in their work during the coming school year. Other student data collection may also be disrupted.

Data use survey results indicate that teachers in the A2A project increased the frequency with which they use a variety of data types. In particular, we found statistically significant increases in teachers' use of long-term data (34% report frequent use, up from 25%) and medium-term data (75% reported frequent use, up from 65%).

While these results are promising, it will be important for educators and leaders to identify a variety of data sources that can be used in lieu of state testing data in the coming year. As Cohort 4 enters A2A, professional learning must be ready to adapt to changes in the availability of data sources during the COVID-19 crisis, particularly as teachers are assessing learning gaps and needs as students return to school in the fall.

Create more time for teachers to observe one another's instruction.

Participating schools reported a number of improvements to the structures and processes to support effective collaboration, including peer observations of teaching. Although there was an increase in the proportion of School Transformation Team members who agreed that other teachers in their building routinely observe one another's instruction, this only represents around 60% of respondents as of the final professional learning session, up from 40% at the beginning of the 2019-20 school year. This is in contrast to the fact that nearly all Leadership Team members agreed teachers were regularly observing each other.

This mismatch in perceptions suggests that administrators may need to be more intentional in their efforts to allow teachers the time and space to observe each other. School leaders may need to reconsider scheduling and staffing allocations to facilitate more opportunities for observation, given the benefits of this collaborative practice for improving instructional practices.

Continue planning for sustainability and scale of the A2A practices.

Finally, the A2A project is intentionally designed to support the implementation of various evidence-based strategies that support effective data use, collaboration, and instruction leading to improved student learning and achievement. To enhance the planning for schools and district to sustain and potentially scale up their efforts after project ends in four years, we offer Coburn's Dimensions of Scale as a framework to support planning (Coburn, 2003). As Coburn explains, scaling-up an effort requires more than simply "expanding a reform to multiple settings" (p. 4). She provides four interrelated dimensions of scale — depth,

sustainability, spread, and shift in ownership. We provide a general characterization of each below with questions that may inform planning in future years:[5]

Spread: Diffusion of efforts to larger numbers of users (e.g., throughout a school or across the district) as well as breadth of efforts, underlying beliefs, norms, and principles; Creating knowledgeable leaders who can influence policy, procedures, professional learning and values.
How has the reform expanded to school or district policy, funding allocations, professional learning systems/structures, etc.?

Depth: Focus is on the nature and quality of change; Requires deep and consequential change that alters beliefs, norms of social interaction, and pedagogical principles as enacted; Not just the total number of teams or schools a particular reform has scaled.
How embedded is the change in a given school or district? To what extent has the reform initiative changed beliefs and/or norms of social interaction and underlying principles?

Shift in Ownership: Buy-in and acceptance must be created; Shift from external ownership to internal ownership.
To what extent has the reform that started from an external source been adopted by those who have the capacity to deepen, spread and sustain the reform themselves (e.g., across the school or district)?

Sustainability: Changes are maintained over time; Distribution and adoption of efforts, beliefs, norms, social interactions, principles; Involves persistence and can only be measured longitudinally.
What happens to the reform idea or change when leadership, personnel and funding change over the years?

Next Steps

As Cohort 3 completes its first year of participation in A2A, Cohort 4 teachers and administrators are gearing up for their first year of participation in the project in the 2020-21 school year. A baseline data use survey was administered to Cohort 4 in spring 2020. This cohort of teachers and administrators will begin with their first professional learning session in August 2020.

The appendix provides a detailed breakdown of Cohort 4 participants' reported data use at baseline. In total, we received responses from 15 administrators and 155 teachers. Here, we

[5] This resource on scaling up reform is an additional useful resource on Coburn's Dimensions of Scale: https://implementationmatrix.wested.org/research. See also, Morel, Coburn et al (2019).

highlight a few findings from this baseline survey that capture how Cohort 4 participants' baseline practices compare to those of Cohort 3 at baseline. We note that differences between cohorts are limited primarily to administrator responses.

- Cohort 4 administrators were less likely to report that teachers in their building are adequately supported in the effective use of data to improve student learning; only 29% of Cohort 4 administrators agreed versus 78% of Cohort 3 administrators.
- Cohort 4 administrators were also less likely to report that they clearly communicate expectations for collaborative times; 43% of Cohort 4 respondents agreed versus 75% of Cohort 3 respondents.
- Cohort 4 respondents' views on leadership, technology, and data appear to be similar to those of Cohort 3 at baseline.
- Cohort 4 administrators report less frequent scheduled meetings to work in collaborative teams than Cohort 3 administrators. For example, 29% of Cohort 4 administrators report meeting weekly versus 68% of Cohort 3 administrators.
- Other collaborative practices appear to be relatively similar across cohorts.
- Frequency and perceived usefulness of long-, medium-, and short-term data use are similar across cohorts.
- Cohort 4 administrators report that their teachers use data less frequently in instructional decision-making across a variety of survey items. Yet, teachers in both cohorts report similar frequencies.
- Responses related to communicating with data and data use for instructional planning and delivery are similar across cohorts.

Finally, the evaluation plan included an analysis of student achievement data during the 2020-21 academic year using data from the spring 2019 assessments. Due to the suspension of state assessments, this ad hoc analysis is on hold, pending access to RISE, Acadience, and other student demographic data. Once state achievement data are available, this analysis will permit a better understanding of proficiency changes associated with project implementation efforts.

As we conclude this first year of the A2A evaluation, we look forward to continued collaboration and learning about the A2A project implementation and outcomes for educators, leaders, and students in participating schools.

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Appendix. Cohort 4 Baseline Data Use Survey

Demographics

Table 12 Administrator Roles

	Administrators	
	Count	**%**
Principal or Asst. Principal	N<10	N<10
Other	N<10	N<10
Overall Total	**15**	**100%**

Table 13 Teacher Roles

	Teachers	
	Count	**%**
Classroom teacher	139	90%
Instructional coach	N<10	N<10
Specialist	N<10	N<10
Other	N<10	N<10
Overall Total	**155**	**100%**

Table 14 Length of Time in Role

	Administrators		Teachers	
	Count	**%**	**Count**	**%**
>1 to 5 years	N<10	N<10	45	30%
6 to 10 years	N<10	N<10	38	25%
11 to 20 years	N<10	N<10	48	31%
More than 20 years	N<10	N<10	24	15%
Overall Total	**15**	**100%**	**155**	100%

Table 15 Age of Survey Respondents

	Administrators		Teachers	
	Count	**%**	**Count**	**%**
29 or younger	N<10	N<10	24	15%
30 to 39	N<10	N<10	40	26%
40 to 49	N<10	N<10	39	25%
50 to 59	N<10	N<10	33	21%
60 or older	N<10	N<10	19	12%
Overall Total	**15**	**100%**	**155**	**100%**

Table 16 Race/Ethnicity of Survey Respondents

	Administrators		Teachers	
	Count	**%**	**Count**	**%**
American Indian or Alaska Native	N<10	N<10	N<10	N<10
Asian	N<10	N<10	N<10	N<10
Black or African American	N<10	N<10	N<10	N<10
Native Hawaiian or Pacific Islander	N<10	N<10	N<10	N<10
Prefer not to answer	N<10	N<10	N<10	N<10
Some other race	N<10	N<10	N<10	N<10
White	14	93%	135	87%
Overall Total	**15**	**100%**	**155**	**100%**

Organizational Resources

Support for Data Use

This section of the survey is about supports available in schools for using data. Teachers and administrators indicated how much they agree or disagree with the following statements. In addition, administrators answered the questions in regards to teachers in their buildings. Table 17 highlights an example of how the question stems were altered depending on who the question was about.

Table 17 Example of Question Stems for Support for Data Use

Stakeholder	Who They are Answering Question About	Question Stem
Administrators	Teachers	Teachers in my building are adequately supported in the effective use of data to improve student learning.
Teachers	Themselves	I am adequately supported in the effective use of data to improve student learning.
Administrators	Themselves	I am adequately supported in the effective use of data to improve student learning.

Table 18 Support for Data Use

		Administrators Answering about teachers		Teachers Answering about themselves		Administrators Answering about themselves	
		Count	%	Count	%	Count	%
Adequately supported in the effective use of data to improve student learning.	Strongly disagree	0	0%	5	3%	0	0%
	Disagree	10	71%	24	16%	1	7%
	Agree	4	29%	91	59%	12	80%
	Strongly agree	0	0%	32	21%	2	13%
	TOTAL	**14**	**100%**	**154**	**100%**	**15**	**100%**
Ongoing professional learning opportunities to improve my data use.	Strongly disagree	0	0%	4	3%	0	0%
	Disagree	7	50%	28	18%	3	20%
	Agree	6	43%	89	58%	11	73%
	Strongly agree	1	7%	30	20%	1	7%
	TOTAL	**14**	**100%**	**153**	**100%**	**15**	**100%**
Someone who answers my questions about using data.	Strongly disagree	0	0%	3	2%	0	0%
	Disagree	1	7%	25	16%	1	7%
	Agree	12	86%	93	60%	13	87%
	Strongly agree	1	7%	31	20%	1	7%
	TOTAL	**14**	**100%**	**154**	**100%**	**15**	**100%**
Someone (e.g. instructional coach, data coach, administrator, supervisor, consultant) who provides deliberate feedback based on how I use data to change my instructional practice.	Strongly disagree	0	0%	8	5%	0	0%
	Disagree	4	29%	41	27%	4	27%
	Agree	8	57%	76	49%	11	73%
	Strongly agree	2	14%	27	18%	0	0%
	TOTAL	**14**	**100%**	**154**	**100%**	**15**	**100%**

Leadership

This section of the survey is about how administrators support teachers in the building to use data. Administrators answered about themselves, while teachers answered about their administrators. Table 19 highlights an example of how the question stems were altered depending on who the question was about.

Table 19 Example of Question Stems for Leadership

Stakeholder	Who They are Answering Question About	Question Stem
Administrators	Themselves	I encourage data use as a tool to support effective teaching.
Teachers	Administrators	My administrator encourages data use as a tool to support effective teaching.

Table 20 Leadership

		Administrators Answering about themselves		Teachers Answering about administrators	
		Count	%	Count	%
Encourage(s) data use as a tool to support effective teaching.	Strongly disagree	0	0%	1	1%
	Disagree	1	7%	4	3%
	Agree	9	64%	82	53%
	Strongly agree	4	29%	68	44%
	TOTAL	**14**	**100%**	**155**	**100%**
Create(s) many opportunities for teachers to use data.	Strongly disagree	0	0%	1	1%
	Disagree	5	36%	26	17%
	Agree	8	57%	72	46%
	Strongly agree	1	7%	56	36%
	TOTAL	**14**	**100%**	**155**	**100%**
Make(s) sure teachers have plenty of professional learning for data use.	Strongly disagree	0	0%	4	3%
	Disagree	5	57%	32	21%
	Agree	8	36%	75	48%
	Strongly agree	1	7%	44	28%
	TOTAL	**14**	**100%**	**155**	**100%**

		Administrators		Teachers	
Good example of an effective data user.	Strongly disagree	0	0%	4	3%
	Disagree	3	21%	20	13%
	Agree	10	71%	80	52%
	Strongly agree	1	7%	51	33%
	TOTAL	**14**	**100%**	**155**	**100%**
Discuss(es) data.	Strongly disagree	0	0%	2	1%
	Disagree	1	7%	37	24%
	Agree	11	79%	67	43%
	Strongly agree	2	14%	49	32%
	TOTAL	**14**	**100%**	**155**	**100%**
Create(s) protected time for to use data.	Strongly disagree	0	0%	7	5%
	Disagree	0	0%	32	21%
	Agree	13	93%	79	51%
	Strongly agree	1	7%	37	24%
	TOTAL	**14**	**100%**	**155**	**100%**
Create(s) protected time for collaborative teams to use data.	Strongly disagree	0	0%	5	3%
	Disagree	0	0%	17	11%
	Agree	13	93%	87	56%
	Strongly agree	1	7%	46	30%
	TOTAL	**14**	**100%**	**155**	**100%**
Clearly communicate(s) expectations for collaborative times (e.g. grade levels, departments, PLCs, Collaborative Teacher Teams, School Transformation Teams) to all members of staff.	Strongly disagree	0	0%	6	4%
	Disagree	8	57%	24	15%
	Agree	5	36%	77	50%
	Strongly agree	1	7%	48	31%
	TOTAL	**14**	**100%**	**155**	**100%**

Share(s) what we/they are learning and doing as leaders of the Assessment to Achievement (A2A) work in my school.	Strongly disagree	0	0%	7	5%
	Disagree	5	38%	50	33%
	Agree	6	46%	67	44%
	Strongly agree	2	15%	29	19%
	TOTAL	**13**	**100%**	**153**	**100%**
Provide(s) adequate support to ensure effective implementation of the components of Assessment to Achievement (A2A).	Strongly disagree	0	0%	10	7%
	Disagree	7	54%	41	27%
	Agree	4	31%	73	48%
	Strongly agree	2	15%	28	18%
	TOTAL	**13**	**100%**	**152**	**100%**

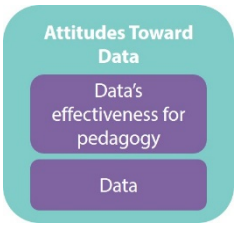
Technology

This section of the survey is about how schools or districts give administrators and teachers programs, systems, and other technology to help assess and use student data. Administrators and teachers indicated how much they agree or disagree with the following statements about their computer systems.

Table 21 Technology

		Administrators Answering about themselves		**Teachers Answering about themselves**	
		Count	**%**	**Count**	**%**
I have the proper technology to efficiently examine data.	Strongly disagree	0	0%	2	1%
	Disagree	1	7%	22	14%
	Agree	10	67%	81	53%
	Strongly agree	4	27%	48	31%
	TOTAL	**15**	**100%**	**154**	**100%**
The computer systems (for data use) in my school/district provide me with access to a variety of data.	Strongly disagree	0	0%	1	1%
	Disagree	1	7%	22	14%
	Agree	10	67%	82	53%
	Strongly agree	4	27%	48	31%
	TOTAL	**15**	**100%**	**154**	**100%**
	Strongly disagree	0	0%	3	2%

The computer systems (for data use) in my school/district are easy to use.	Disagree	1	7%	25	16%
	Agree	10	67%	86	56%
	Strongly agree	4	27%	38	25%
	TOTAL	**15**	**100%**	**153**	**100%**
The computer systems in my school/district allow me to examine various types of student data at once (e.g. attendance, achievement, demographics).	Strongly disagree	0	0%	4	3%
	Disagree	3	20%	33	21%
	Agree	10	67%	78	51%
	Strongly agree	2	13%	38	25%
	TOTAL	**15**	**100%**	**154**	**100%**
The computer systems in my school/district generate displays (e.g. reports, graphs, tables) that are useful to me.	Strongly disagree	0	0%	3	2%
	Disagree	3	20%	33	21%
	Agree	9	60%	81	53%
	Strongly agree	3	20%	36	23%
	TOTAL	**15**	**100%**	**154**	**100%**



Attitudes Toward Data

Data's Effectiveness for Pedagogy

This section of the survey is about administrator and teacher attitudes and opinions regarding the use of data to inform instructional practices. Administrators and teachers indicated how much they agree or disagree with the following statements.

Table 22 Attitudes Toward Data

		Administrators Answering about themselves		Teachers Answering about themselves	
		Count	%	Count	%
Data help teachers plan instruction.	Strongly disagree	0	0%	0	0%
	Disagree	2	13%	5	3%
	Agree	1	7%	75	48%
	Strongly agree	12	80%	75	48%
	TOTAL	**15**	**100%**	**155**	**100%**
Data offer information about students that was not already known.	Strongly disagree	0	0%	0	0%
	Disagree	1	7%	19	12%
	Agree	4	27%	87	56%
	Strongly agree	10	67%	48	31%
	TOTAL	**15**	**100%**	**154**	**100%**

Data help teachers know what concepts students are learning.	Strongly disagree	0	0%	0	0%
	Disagree	1	7%	9	6%
	Agree	3	20%	85	55%
	Strongly agree	11	73%	60	39%
	TOTAL	**15**	**100%**	**154**	**100%**
Data help teachers identify learning intentions for students.	Strongly disagree	0	0%	1	1%
	Disagree	2	13%	20	13%
	Agree	3	20%	77	50%
	Strongly agree	10	67%	55	36%
	TOTAL	**15**	**100%**	**153**	**100%**
Students benefit when teacher instruction is informed by data.	Strongly disagree	0	0%	1	1%
	Disagree	0	0%	8	5%
	Agree	2	13%	73	47%
	Strongly agree	13	87%	73	47%
	TOTAL	**15**	**100%**	**155**	**100%**
Effective instruction can significantly improve student achievement.	Strongly disagree	0	0%	0	0%
	Disagree	0	0%	1	1%
	Agree	0	0%	48	31%
	Strongly agree	15	100%	105	68%
	TOTAL	**15**	**100%**	**154**	**100%**

Data

This section of the survey is about overall attitudes and opinions regarding data. Administrators and teachers indicated how much they agree or disagree with the following statements.

Table 23 Data

		Administrators Answering about themselves		Teachers Answering about themselves	
		Count	%	Count	%
I think it is important to use data to inform education practice.	Strongly disagree	0	0%	0	0%
	Disagree	0	0%	4	3%
	Agree	1	7%	74	48%
	Strongly agree	14	93%	77	50%
	TOTAL	**15**	**100%**	**155**	**100%**
I like to use data.	Strongly disagree	0	0%	1	1%
	Disagree	0	0%	15	10%
	Agree	1	7%	76	49%
	Strongly agree	14	93%	63	41%
	TOTAL	**15**	**100%**	**155**	100%
I find data useful.	Strongly disagree	0	0%	1	1%
	Disagree	0	0%	9	6%
	Agree	0	0%	76	49%
	Strongly agree	15	100%	68	44%
	TOTAL	**15**	**100%**	**154**	**100%**
Using data helps me be a better teacher/administrator.	Strongly disagree	0	0%	1	1%
	Disagree	0	0%	7	5%
	Agree	1	7%	75	48%
	Strongly agree	14	93%	72	46%
	TOTAL	**15**	**100%**	**155**	**100%**
I am confident using data to inform my practice.	Strongly disagree	0	0%	1	1%
	Disagree	0	0%	23	15%
	Agree	6	40%	78	50%
	Strongly agree	9	60%	53	34%
	TOTAL	**15**	**100%**	**155**	**100%**

Collaboration

This section of the survey asks questions ask about work in collaborative teams. Collaborative teams include the following: PLCs, School Leadership Team, School Transformation Team, Collaborative Teacher Team, etc. Throughout the Collaboration section of the survey, both administrators and teachers answered the questions about themselves. In addition, administrators answered the questions about teachers in their building. Table 13 highlights an example of how the question stems were changed depending on who the question was about.

Table 24 Question Stem Examples for Collaboration

Stakeholder	Who They are Answering Question About	Question Stem
Administrators	Teachers	How often do teachers in your building participate in scheduled meetings to work in collaborative(s)?
Teachers	Themselves	How often do you have scheduled meetings to work in collaborative team(s)?
Administrators	Themselves	How often do you participate in scheduled meetings to work in collaborative team(s) with teachers in your building?

Frequency

How often do you have scheduled meetings to work in collaborative team(s)?

Table 25 Frequency

	Administrators Answering about teachers		Teachers Answering about themselves		Administrators Answering about themselves	
	Count	%	Count	%	Count	%
Weekly	8	57%	105	68%	4	29%
Twice a month	5	36%	27	17%	5	36%
Once a month	1	7%	19	12%	4	29%
Less than 1 a month	0	0%	0	0%	0	0%
I/Teachers do not have scheduled meetings to work in collaborative teams.	0	0%	2	1%	1	7%
TOTAL	**14**	**100%**	**155**	**100%**	**14**	**100%**

Time

On average, how long are your scheduled collaborative team meetings?

Table 26 Time

	Administrators Answering about teachers		Teachers Answering about themselves		Administrators Answering about themselves	
	Count	%	Count	%	Count	%
15 - 30 minutes	0	0%	18	12%	1	8%
31 - 45 minutes	8	53%	76	50%	7	54%
46 - 60 minutes	6	40%	49	32%	3	23%
Longer than 60 minutes	1	7%	10	7%	2	15%
TOTAL	**15**	**100%**	**153**	**100%**	**13**	**100%**

Quality

How often is your work in collaborative teams more productive than your time working independently?

Table 27 Quality

	Administrators Answering about teachers		Teachers Answering about themselves		Administrators Answering about themselves	
	Count	%	Count	%	Count	%
Never	0	0%	7	5%	0	0%
Sometimes	7	27%	71	46%	6	23%
Often	6	40%	54	35%	7	54%
A lot	2	13%	21	14%	0	0%
TOTAL	**15**	**100%**	**153**	**100%**	**13**	**100%**

Trust

This section of the survey was about the concept of trust while working in collaborative teams. As administrators and teachers thought about collaborative teams, they indicated how much they agree or disagree with the following statements.

Table 28 Trust

		Administrators Answering about teachers		Teachers Answering about themselves		Administrators Answering about themselves	
		Count	%	Count	%	Count	%
Team members trust each other.	Strongly disagree	0	0%	2	1%	0	0%
	Disagree	0	0%	0	8%	0	0%
	Agree	13	93%	78	51%	12	92%
	Strongly agree	1	7%	78	39%	1	8%
	TOTAL	**14**	**100%**	**153**	**100%**	**13**	**100%**
It's okay for team members to discuss feelings and worries with each other.	Strongly disagree	0	0%	3	2%	0	0%
	Disagree	1	7%	0	10%	1	8%
	Agree	10	71%	76	50%	9	69%
	Strongly agree	3	21%	76	38%	3	23%
	TOTAL	**14**	**100%**	**153**	**100%**	**13**	**100%**
Team members respect colleagues who lead school improvement efforts	Strongly disagree	0	0%	1	1%	0	0%
	Disagree	1	7%	0	9%	0	0%
	Agree	11	79%	89	58%	12	92%
	Strongly agree	2	14%	89	32%	1	8%
	TOTAL	**14**	**100%**	**153**	**100%**	**13**	**100%**

Table 29 Trusting Environment

		Administrators Answering about teachers	
As an administrator, I foster a trusting environment for discussing data in teams.	Strongly disagree	0	0%
	Disagree	0	0%
	Agree	11	79%
	Strongly agree	3	21%
	TOTAL	**14**	**100%**
		Teachers Answering about administrators	
My principal or assistant principal(s) foster a trusting environment for discussing data in teams.	Strongly disagree	4	3%
	Disagree	0	5%
	Agree	78	51%
	Strongly agree	78	41%
	TOTAL	**153**	**100%**
		Administrators Answering about themselves	
As a team member, I foster a trusting environment for discussing data.	Strongly disagree	0	0%
	Disagree	0	0%
	Agree	10	77%
	Strongly agree	3	23%
	TOTAL	**13**	**100%**

Teamwork

This section of the survey was about the work that takes place during the collaborative teams. For this teamwork subsection, administrators only answered overall about the work of teachers in collaborative teams.

Table 30 Teamwork

		Administrators Answering about teachers		Teachers Answering about themselves	
		Count	%	Count	%
Approach questions about student learning by looking at the data.	Never	1	7%	3	2%
	Sometimes	10	38%	41	27%
	Often	2	14%	66	43%
	A lot	0	0%	43	28%
	TOTAL	**14**	**100%**	**153**	**100%**
Look at data objectively before drawing conclusions.	Never	1	7%	6	4%
	Sometimes	10	38%	43	28%
	Often	2	14%	70	46%
	A lot	0	0%	34	22%
	TOTAL	**14**	**100%**	**153**	**100%**
Explore data by looking for patterns and trends.	Never	2	14%	5	3%
	Sometimes	10	38%	52	34%
	Often	1	7%	58	38%
	A lot	0	0%	38	25%
	TOTAL	**14**	**100%**	**153**	**100%**
Draw conclusions based on data.	Never	1	7%	2	1%
	Sometimes	9	35%	38	25%
	Often	3	21%	73	48%
	A lot	0	0%	40	26%
	TOTAL	**14**	**100%**	**153**	**100%**
Identify additional data sources to offer a complete picture of an issue.	Never	4	29%	11	7%
	Sometimes	9	35%	62	41%
	Often	0	0%	53	35%
	A lot	0	0%	26	17%
	TOTAL	**14**	**100%**	**152**	**100%**

Look for new or additional data if the question cannot be answered by the original data we examine.	Never	6	43%	14	9%
	Sometimes	7	27%	68	44%
	Often	0	0%	48	31%
	A lot	0	0%	23	15%
	TOTAL	**14**	**100%**	**153**	**100%**
Use data to make links between instruction and student outcomes.	Never	2	14%	2	1%
	Sometimes	9	35%	40	26%
	Often	2	14%	75	49%
	A lot	0	0%	36	24%
	TOTAL	**14**	**100%**	**153**	**100%**
Predict possible student outcomes when considering changes in practice.	Never	3	21%	12	8%
	Sometimes	9	35%	57	37%
	Often	1	7%	57	37%
	A lot	0	0%	27	18%
	TOTAL	**14**	**100%**	**153**	**100%**
Revisit predictions made in previous meetings.	Never	3	21%	20	13%
	Sometimes	9	35%	72	47%
	Often	1	7%	42	27%
	A lot	0	0%	19	12%
	TOTAL	**14**	**100%**	**153**	**100%**
Identify actionable evidence-based instructional solutions based on our conclusions.	Never	3	21%	10	7%
	Sometimes	9	35%	55	36%
	Often	1	7%	64	42%
	A lot	0	0%	23	15%
	TOTAL	**14**	**100%**	**152**	**100%**
Share instructional practices that have been effective in our classrooms.	Never	1	7%	2	1%
	Sometimes	6	23%	32	21%
	Often	6	43%	59	39%
	A lot	0	0%	60	39%
	TOTAL	**14**	**100%**	**153**	**100%**
Have the opportunity to observe one another's instruction.	Never	6	43%	47	31%
	Sometimes	5	19%	68	45%
	Often	2	14%	26	17%
	A lot	0	0%	11	7%
	TOTAL	**14**	**100%**	**152**	**100%**

Rapid Improvement Cycle

This section of the survey was about the rapid improvement cycle that takes place during the collaborative teams. For this rapid improvement cycle subsection, administrators only answered overall about the work of teachers in collaborative teams.

Table 31 Rapid Improvement Cycle

		Administrators Answering about teachers		Teachers Answering about themselves	
		Count	%	Count	%
Use protocols (i.e., formalized procedures) to guide team discussions.	Never	2	14%	17	11%
	Sometimes	9	35%	59	39%
	Often	2	14%	55	36%
	A lot	1	7%	21	14%
	TOTAL	**14**	**100%**	**152**	**100%**
Review long-term data (e.g., RISE, Utah Aspire Plus) to identify students learning gaps that need to be addressed.	Never	1	7%	18	12%
	Sometimes	11	42%	90	59%
	Often	2	14%	30	20%
	A lot	0	0%	15	10%
	TOTAL	**14**	**100%**	**153**	**100%**
Review short-term data to make instructional decisions.	Never	1	7%	5	3%
	Sometimes	7	27%	33	22%
	Often	5	36%	74	48%
	A lot	1	7%	41	27%
	TOTAL	**14**	**100%**	**153**	**100%**
Review medium-term data to make instructional decisions.	Never	2	14%	3	2%
	Sometimes	10	38%	49	32%
	Often	1	7%	72	47%
	A lot	1	7%	29	19%
	TOTAL	**14**	**100%**	**153**	**100%**
Progress monitor student learning.	Never	1	7%	6	4%
	Sometimes	7	27%	31	20%
	Often	5	36%	58	38%
	A lot	1	7%	57	38%
	TOTAL	**14**	**100%**	**152**	**100%**
Assess and monitor implementation of the selected	Never	2	14%	12	8%
	Sometimes	9	35%	46	30%

school-wide evidence-based instructional strategy.	Often	3	21%	69	45%
	A lot	0	0%	26	17%
	TOTAL	**14**	**100%**	**153**	**100%**

Implementation of Data Use Practices

Frequency and Usefulness

Teachers use a variety of information (i.e. data) to monitor progress and plan for instruction that meets student learning needs. In this section administrators indicated how frequently teachers in their building use the following forms of data and how useful are the following forms of data to their practice. Teachers answered the same questions about themselves.

Table 32 Frequency of Data Use

		Administrators Answering about teachers		Teachers Answering about themselves	
		Count	%	Count	%
Long-Term Data	Weekly or more	0	0%	13	8%
	Less than 1 time a month	1	7%	25	15%
	1 or 2 times a month	1	7%	27	16%
	1 or 2 times a year	13	87%	92	56%
	Do not use	0	0%	7	4%
	TOTAL	**15**	**100%**	**164**	**100%**
Medium-Term Data	Weekly or more	0	0%	31	19%
	Less than 1 time a month	5	36%	51	31%
	1 or 2 times a month	5	36%	71	43%
	1 or 2 times a year	2	14%	11	7%
	Do not use	2	14%	0	0%
	TOTAL	**14**	**100%**	**164**	**100%**
Short-Term Data	Weekly or more	6	43%	128	79%
	Less than 1 time a month	2	14%	3	2%
	1 or 2 times a month	6	43%	29	18%
	1 or 2 times a year	0	0%	2	1%
	Do not use	0	0%	1	1%
	TOTAL	**14**	**100%**	**163**	**100%**
Other	Weekly or more	0	0%	22	51%
	Less than 1 time a month	1	20%	2	5%
	1 or 2 times a month	0	0%	5	12%
	1 or 2 times a year	1	20%	1	2%
	Do not use	3	60%	13	30%
	TOTAL	**5**	**100%**	**43**	**100%**

Other write in responses included: state reading test, observations, exit tickets

Table 33 Usefulness of Data

		Administrators Answering about teachers		Teachers Answering about themselves	
		Count	**%**	**Count**	**%**
Long-Term Data	Very useful	2	13%	26	17%
	Somewhat useful	5	33%	42	28%
	Useful	8	53%	62	42%
	Not useful	0	0%	19	13%
	TOTAL	**15**	**100%**	**149**	**100%**
Medium-Term Data	Very useful	3	21%	40	27%
	Somewhat useful	5	36%	79	53%
	Useful	4	29%	28	19%
	Not useful	2	14%	1	1%
	TOTAL	**14**	**100%**	**148**	**100%**
Short-Term Data	Very useful	6	40%	92	63%
	Somewhat useful	4	27%	51	35%
	Useful	5	33%	3	2%
	Not useful	0	0%	1	1%
	TOTAL	**15**	**100%**	**147**	**100%**
Other	Very useful	0	0%	23	66%
	Somewhat useful	1	33%	5	14%
	Useful	1	33%	0	0%
	Not useful	1	33%	7	20%
	TOTAL	**3**	**100%**	**35**	**100%**

Other write in responses included: state reading test, observations, exit tickets

Data Use for Instructional Decision-Making

This section of questions asked about the use of data for instructional decision-making. Administrators indicated how frequently teachers in their building use data to do the following, while teachers answered about their practices.

Table 34 Data Use for Instructional Decision-Making

		Administrators Answering about teachers		Teachers Answering about themselves	
		Count	%	Count	%
Elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes.	Weekly	1	8%	107	69%
	Monthly	6	46%	33	21%
	One or two times a year	0	0%	0	0%
	Three to six times a year	3	23%	7	4%
	Do not use	1	8%	2	1%
	TOTAL	**13**	**100%**	**156**	**100%**
Support students to become more self-directed learners.	Weekly	3	21%	89	57%
	Monthly	1	7%	50	32%
	One or two times a year	0	0%	0	0%
	Three to six times a year	5	36%	9	6%
	Do not use	2	14%	4	3%
	TOTAL	**14**	**100%**	**157**	**100%**
Determine student learning gaps.	Weekly	2	14%	96	61%
	Monthly	3	21%	50	32%
	One or two times a year	0	0%	0	0%
	Three to six times a year	8	57%	8	5%
	Do not use	0	0%	0	0%
	TOTAL	**14**	**100%**	**158**	100%
Collect information about a student's current progress towards on-time mastery of the standards that have been taught.	Weekly	2	14%	79	50%
	Monthly	7	50%	56	36%
	One or two times a year	0	0%	0	0%
	Three to six times a year	3	21%	14	9%
	Do not use	1	7%	4	3%
	TOTAL	**14**	**100%**	**157**	**100%**

Predict student success on long-term (summative) assessments.	Weekly	0	0%	17	11%
	Monthly	1	7%	59	37%
	One or two times a year	0	0%	0	0%
	Three to six times a year	2	14%	41	26%
	Do not use	2	14%	16	10%
	TOTAL	**14**	**100%**	**158**	**100%**
Predict student success on medium-term assessments.	Weekly	1	7%	36	23%
	Monthly	0	0%	64	41%
	One or two times a year	0	0%	0	0%
	Three to six times a year	4	29%	34	22%
	Do not use	1	7%	13	8%
	TOTAL	**14**	**100%**	**158**	**100%**
Predict student success on short-term (formative) assessments.	Weekly	2	14%	103	65%
	Monthly	6	43%	34	22%
	One or two times a year	0	0%	0	0%
	Three to six times a year	3	21%	9	6%
	Do not use	0	0%	9	6%
	TOTAL	**14**	**100%**	**158**	**100%**
Identify instructional content to use in upcoming instruction.	Weekly	4	29%	108	69%
	Monthly	6	43%	37	24%
	One or two times a year	0	0%	0	0%
	Three to six times a year	2	14%	8	5%
	Do not use	2	14%	2	1%
	TOTAL	**14**	**100%**	**157**	**100%**
Elicit and analyze evidence of student thinking.	Weekly	1	7%	99	63%
	Monthly	5	36%	37	24%
	One or two times a year	0	0%	0	0%
	Three to six times a year	3	21%	9	6%
	Do not use	5	36%	5	3%
	TOTAL	**14**	**100%**	**156**	**100%**
Identify areas of instruction that need to be improved.	Weekly	1	7%	103	65%
	Monthly	4	29%	39	25%
	One or two times a year	0	0%	0	0%
	Three to six times a year	6	43%	11	7%
	Do not use	2	14%	1	1%
	TOTAL	**14**	**100%**	**158**	**100%**

Tailor (differentiate) instruction to individual students' learning needs.	Weekly	4	29%	120	76%
	Monthly	3	21%	30	19%
	One or two times a year	0	0%	0	0%
	Three to six times a year	5	36%	5	3%
	Do not use	1	7%	1	1%
	TOTAL	**14**	**100%**	**157**	**100%**
Form small groups of students for targeted instruction.	Weekly	4	29%	95	61%
	Monthly	6	43%	44	28%
	One or two times a year	0	0%	0	0%
	Three to six times a year	3	21%	10	6%
	Do not use	1	7%	5	3%
	TOTAL	**14**	**100%**	**157**	**100%**
Monitor students' learning growth or progress over time.	Weekly	1	7%	67	42%
	Monthly	5	36%	66	42%
	One or two times a year	0	0%	0	0%
	Three to six times a year	6	43%	20	13%
	Do not use	1	7%	1	1%
	TOTAL	**14**	**100%**	**158**	**100%**
Identify students for acceleration or enrichment.	Weekly	1	7%	48	30%
	Monthly	3	21%	60	38%
	One or two times a year	0	0%	0	0%
	Three to six times a year	4	29%	24	15%
	Do not use	5	36%	13	8%
	TOTAL	**14**	**100%**	**158**	**100%**
Identify students for more intensive intervention.	Weekly	3	21%	81	51%
	Monthly	5	36%	59	37%
	One or two times a year	0	0%	0	0%
	Three to six times a year	4	29%	12	8%
	Do not use	1	7%	4	3%
	TOTAL	**14**	**100%**	**158**	**100%**
	Weekly	2	14%	102	65%

Better understand the impact of teaching and prompt immediate adjustments to instruction to maximize student engagement.	Monthly	4	29%	43	27%
	One or two times a year	0	0%	0	0%
	Three to six times a year	4	29%	7	4%
	Do not use	2	14%	2	1%
	TOTAL	**14**	**100%**	**157**	**100%**
Collect information on the immediate learning in response to instruction.	Weekly	5	36%	127	81%
	Monthly	4	29%	24	15%
	One or two times a year	0	0%	0	0%
	Three to six times a year	1	7%	5	3%
	Do not use	2	14%	1	1%
	TOTAL	**14**	**100%**	**157**	**100%**

Communicating with Data

This section of questions asked about the use of data for communication in relation to instruction. Administrators indicated how frequently teachers in their building use data to do the following, while teachers answered about their practices.

Table 35 Communicating With Data

		Administrators Answering about teachers		**Teachers Answering about themselves**	
		Count	**%**	**Count**	**%**
Give feedback to students about strengths and areas of growth in their learning.	Weekly	1	7%	83	53%
	Monthly	8	57%	48	31%
	1 or 2 times a year	2	14%	3	2%
	Three to six times a year	3	21%	14	9%
	TOTAL	**14**	**100%**	**156**	**100%**
Provide opportunities for students to apply the feedback in their future learning.	Weekly	1	7%	77	49%
	Monthly	5	36%	47	30%
	1 or 2 times a year	3	21%	9	6%
	Three to six times a year	5	36%	16	10%
	TOTAL	**14**	**100%**	**156**	**100%**
	Weekly	0	0%	47	30%

Discuss data with students.	Monthly	3	21%	56	36%
	1 or 2 times a year	6	43%	11	7%
	Three to six times a year	5	36%	28	18%
	TOTAL	**14**	**100%**	**155**	100%
Discuss data with parents/families.	Weekly	0	0%	4	3%
	Monthly	0	0%	29	19%
	1 or 2 times a year	9	64%	48	31%
	Three to six times a year	5	36%	70	45%
	TOTAL	**14**	**100%**	**154**	**100%**
Share updates of student learning with parents/families.	Weekly	0	0%	17	11%
	Monthly	0	0%	38	25%
	1 or 2 times a year	7	50%	33	21%
	Three to six times a year	7	50%	62	40%
	TOTAL	**14**	**100%**	**155**	**100%**
Have students discuss data with parents/families.	Weekly	0	0%	7	5%
	Monthly	0	0%	23	15%
	1 or 2 times a year	12	86%	73	47%
	Three to six times a year	2	14%	48	31%
	TOTAL	**14**	**100%**	**154**	**100%**
Have students engage in self-assessment.	Weekly	0	0%	35	23%
	Monthly	2	14%	39	25%
	1 or 2 times a year	5	36%	31	20%
	Three to six times a year	7	50%	44	28%
	TOTAL	**14**	**100%**	**155**	**100%**
Have students engage in peer feedback.	Weekly	0	0%	26	17%
	Monthly	2	15%	38	25%
	1 or 2 times a year	4	31%	48	31%
	Three to six times a year	7	54%	35	23%
	TOTAL	**13**	**100**	**154**	**100%**

Competence in Using Data

Data Use for Instructional Planning and Delivery

This section of the survey was about perceptions of teachers' abilities to do various data tasks. Administrators answered about teachers in their building and teachers answered about themselves.

Table 36 Data Use for Instructional Planning and Delivery

		Administrators Answering about teachers		Teachers Answering about themselves	
		Count	%	Count	%
Prioritize standards-based instruction using short-, medium-, and/or long-term data.	Strongly disagree	2	14%	0	0%
	Disagree	5	36%	8	5%
	Agree	7	50%	95	63%
	Strongly agree	0	0%	49	32%
	TOTAL	**14**	**100%**	**152**	**100%**
Use standards to identify unit and lesson learning intentions, rationale, and success criteria.	Strongly disagree	1	7%	1	1%
	Disagree	6	43%	2	1%
	Agree	6	43%	94	62%
	Strongly agree	1	7%	55	36%
	TOTAL	**14**	**100%**	**152**	**100%**
Communicate daily student-friendly learning intentions.	Strongly disagree	1	7%	2	1%
	Disagree	7	50%	8	5%
	Agree	5	36%	79	52%
	Strongly agree	1	7%	63	41%
	TOTAL	**14**	**100%**	**152**	**100%**
Communicate a rationale for learning to students.	Strongly disagree	1	7%	1	1%
	Disagree	7	50%	5	3%
	Agree	6	43%	79	53%
	Strongly agree	0	0%	65	43%
	TOTAL	**14**	**100%**	**150**	**100%**
	Strongly disagree	2	14%	2	1%

Communicate success criteria before instruction to students.	Disagree	7	50%	10	7%
	Agree	5	36%	88	58%
	Strongly agree	0	0%	52	34%
	TOTAL	**14**	**100%**	**152**	**100%**
Design learning tasks aligned to the learning intention that provide students with opportunities to practice and become proficient with skills.	Strongly disagree	1	7%	0	0%
	Disagree	2	14%	5	3%
	Agree	11	79%	81	53%
	Strongly agree	0	0%	66	43%
	TOTAL	**14**	**100%**	**152**	**100%**
Collect evidence of student proficiency directly related to the learning intention.	Strongly disagree	1	7%	0	0%
	Disagree	3	21%	6	4%
	Agree	9	64%	77	51%
	Strongly agree	1	7%	69	45%
	TOTAL	**14**	**100%**	**152**	**100%**
Adjust instruction using data gleaned from evidence of student proficiency related to the learning intention.	Strongly disagree	1	7%	0	0%
	Disagree	8	57%	6	4%
	Agree	5	36%	79	52%
	Strongly agree	0	0%	67	44%
	TOTAL	**14**	**100%**	**152**	**100%**