

Supplement to “Building Blocks for Effective Data Use in Classrooms”

This handout provides the univariate distributions for each of the survey items shown in our presentation. Due to time and space, we often present selected items within an item set. However, all of the items are included in the corresponding scales.

Teacher Practices

How often have you reviewed interim assessment data with...?	<i>With all teachers</i>	<i>With instructional leader(s)</i>	<i>With teacher teams</i>	<i>Independently</i>
At least monthly	43.3	72.6	87.9	91.1
Never	17.1	5.7	2.0	1.4
Once or twice a year	39.6	21.7	10.0	7.5
Once or twice a month	36.5	59.1	64.0	56.2
Weekly	5.5	11.9	20.9	26.4
More than once a week	1.2	1.6	3.1	8.5

How often have you used interim assessment data to...?	<i>Identify gaps in the school's core curriculum</i>	<i>Set individual learning goals</i>	<i>Identify and target instruction to bubble students</i>	<i>Reflect on success of instruction</i>	<i>Measure student progress toward goals</i>	<i>Determine which students have not mastered specific standards/skills</i>	<i>Understand if a skill should be re/taught to class, small group, individual</i>	<i>Adjust teaching plans to meet students' needs</i>
At least monthly	73.2	83.8	88.5	88.7	89.9	91.2	91.4	91.6
Never	7.9	4.3	3.7	1.9	1.4	2.1	0.8	1.4
Once or twice a year	18.9	11.9	7.8	9.5	8.6	6.8	7.8	7.0
Monthly	39.4	46.8	43.4	39.8	49.1	49.6	38.1	37.3
Weekly	27.8	31.8	36.4	37.0	34.3	35.0	41.2	42.6
More than once a week	6.0	5.1	8.6	11.9	6.6	6.6	12.1	11.7

When planning instruction, how often do you...?	<i>Schedule reteaching time outside of class time</i>	<i>Use future interim assessment content to plan lesson/unit</i>	<i>Schedule reteaching time into plans</i>	<i>Use scope/sequence to design lesson/unit plan</i>	<i>Begin by identifying target state standard</i>	<i>Create differentiated instructional plans</i>	<i>Begin by identifying target skill/goal</i>
At least often	35.0	59.9	66.4	73.8	79.7	80.9	95.3
Never	7.5	2.6	0.8	1.4	1.0	0.2	0.0
Rarely	23.8	7.7	5.3	5.1	5.3	2.4	0.2
Sometimes	33.8	29.8	27.5	19.8	14.0	16.5	4.5
Often	24.8	35.6	44.2	37.2	35.1	43.4	33.0
Almost Always	10.2	24.3	22.2	36.6	44.6	37.5	62.3

How often have you discussed instructional strategies with other teachers...?	<i>In your school</i>	<i>In other schools</i>	<i>Outside your district</i>
At least monthly	97.1	36.0	19.2
Never	0.2	19.1	48.7
Once or twice a year	2.7	44.9	32.1
Monthly	17.2	27.4	13.1
Weekly	39.5	6.7	3.8
More than once a week	40.3	2.0	2.4

How often do you do each of the following?	<i>Provide homework/worksheets to indiv or groups</i>	<i>Provide time for work with software/other tech</i>	<i>Re/teach to individuals</i>	<i>Re/teach to whole class</i>	<i>Re/teach to small groups</i>
At least often	47.6	55.5	64.8	73.3	82.1
Never	3.4	3.9	0.4	0.2	0.2
Rarely	14.2	14.1	4.6	2.6	1.8
Sometimes	34.8	26.5	30.2	24.0	15.9
Often	31.0	36.9	44.9	51.9	53.2
Almost Always	16.6	18.6	20.0	21.4	28.9

Barriers & Supports

How confident are you in your ability to...?	<i>Identify new materials to supplement curriculum</i>	<i>Identify gaps in school's curriculum</i>	<i>Identify and target instruction to bubble students</i>	<i>Set individual learning goals for students</i>	<i>Reflect on success of instruction</i>	<i>Identify skills needed to answer test item correctly</i>	<i>Adjust teaching plans to meet students' needs</i>	<i>Measure student progress toward goals</i>	<i>Understand if skill should be retaught to whole group/small group/indy</i>	<i>Determine which student have not mastered specific standards/skills</i>
At least confident	68.7	69.5	78.0	81.1	81.7	81.8	84.3	84.6	85.0	87.6
I don't know how	1.23	1.43	0.81	1.22	0.41	0.41	0.20	0.41	0.20	0.41
Not at all confident	6.15	6.35	2.85	1.83	2.44	1.02	1.22	1.42	1.22	1.02
Somewhat confident	23.98	22.75	18.29	15.89	15.45	16.77	14.26	13.62	13.62	11.02
Confident	48.77	48.57	55.89	55.40	56.30	54.60	58.86	55.89	56.30	56.94
Highly confident	19.88	20.90	22.15	25.66	25.41	27.20	25.46	28.66	28.66	30.61

How confident are you in your ability to...?	<i>Fit reteaching into existing scope/sequence</i>	<i>Use scope/sequence to design lesson/unit plan</i>	<i>Create differentiated instructional plans to meet students' needs</i>	<i>Use future interim assessment content to plan lesson/unit</i>	<i>Gauge individual students' mastery of specific standards</i>	<i>Reteach content not mastered the first time</i>	<i>Plan/modify instruction to meet students' needs</i>	<i>Motivate students who show little interest in school work</i>	<i>Provide appropriate challenges for very capable students</i>
At least confident	70.0	85.1	85.3	85.9	87.5	91.1	92.0	73.5	81.1
Not at all confident	3.7	2.2	0.4	1.8	0.2	0.4	0.2	2.4	1.4
Somewhat confident	26.3	12.7	14.3	12.4	12.4	8.5	7.8	24.1	17.6
Confident	49.4	47.8	52.3	53.6	57.7	56.9	52.0	48.6	54.9
Highly confident	20.6	37.4	33.0	32.2	29.8	34.3	40.0	24.9	26.2

Which of these factors, if any, hinder you from using interim assessment data to plan or modify instruction?	<i>Data do not identify questions on which indiv students struggled</i>	<i>Data are received too late</i>	<i>Data unclear or difficult to understand</i>	<i>Comparison data are not available</i>	<i>Data do not identify which students are struggling</i>	<i>Test data are not aligned with state standards</i>	<i>Policies do not allow me flexibility to adjust my instruction</i>	<i>Tests are given at wrong time of year</i>	<i>Tests are inappropriate for my students</i>	<i>Test data are not aligned with curriculum</i>	<i>My students do not always try their best</i>
Yes	6.8	10.1	10.6	11.3	16.0	19.0	21.0	24.5	26.1	31.6	54.2
No	93.3	89.9	89.4	88.7	84.1	81.0	79.0	75.5	73.9	68.5	45.8

How would you rate your instructional leader(s)' ability to do each of the following?	<i>Provide actionable feedback on instructional plans</i>	<i>Participate in instructional planning with teachers</i>	<i>Support teachers' implementation of PD</i>	<i>Monitor the quality of teaching</i>	<i>Set grade- or classroom-level instructional goals</i>	<i>Institute practices that encourage data use to improve learning</i>	<i>Communicate a clear vision for teaching & learning</i>	<i>Track students' progress toward goals</i>	<i>Set high standards for student learning</i>
At least good	58.3	59.5	59.9	63.5	68.9	69.0	71.5	76.1	76.8
Very poor	6.5	5.7	5.1	3.7	3.3	2.4	3.1	2.9	2.6
Poor	10.2	13.0	11.5	11.0	6.7	8.3	7.4	4.7	4.1
Fair	25.0	21.8	23.5	21.8	21.1	20.4	18.0	16.3	16.5
Good	33.7	34.8	32.4	38.4	40.9	36.5	39.7	46.1	38.3
Excellent	24.6	24.8	27.5	25.1	28.0	32.4	31.8	30.0	38.5

Program Components

Thinking about your math interim assessments, please rate the rigor of test items compared to....	<i>State math standards</i>	<i>State EOY assessment</i>	<i>District/school curriculum</i>
Much less rigorous	0.5	0.5	0.5
Less rigorous	3.2	4.9	2.2
About as rigorous	55.3	53.7	50.9
More rigorous	30.6	29.3	33.3
Much more rigorous	10.4	11.7	13.1

Thinking about your math interim assessments, please rate their alignment with....	<i>State math standards</i>	<i>State EOY assessment</i>	<i>District/school curriculum</i>	<i>District/school curricular scope and sequence</i>
At least good	72.3	69.8	58.1	53.8
Very poor	1.0	1.2	2.9	5.2
Poor	4.4	2.9	8.8	10.1
Fair	22.3	26.1	30.2	31.0
Good	57.5	57.3	49.5	44.7
Excellent	14.8	12.4	8.5	9.1

Please rate how satisfied you are with the following....	<i>Clarity of the data</i>	<i>Time to receive student scores</i>
At least satisfied	81.0	81.9
Very dissatisfied	1.2	1.2
Dissatisfied	5.2	4.3
Neutral	12.6	12.6
Satisfied	53.4	49.0
Very satisfied	27.6	32.9

How satisfied are you with the overall quality of the support you receive from your coach or external provider in the following...?

	<i>Improving instructional practice to meet students' needs</i>	<i>Setting student performance goals</i>	<i>Data analysis</i>	<i>Timeliness of response to questions</i>
At least satisfied	56.6	58.2	59.9	63.2
Very dissatisfied	3.9	3.5	3.7	3.5
Dissatisfied	10.9	8.8	6.5	7.2
Neutral	28.7	29.5	29.9	26.1
Satisfied	45.3	46.7	46.0	49.6
Very satisfied	11.3	11.5	13.9	13.6