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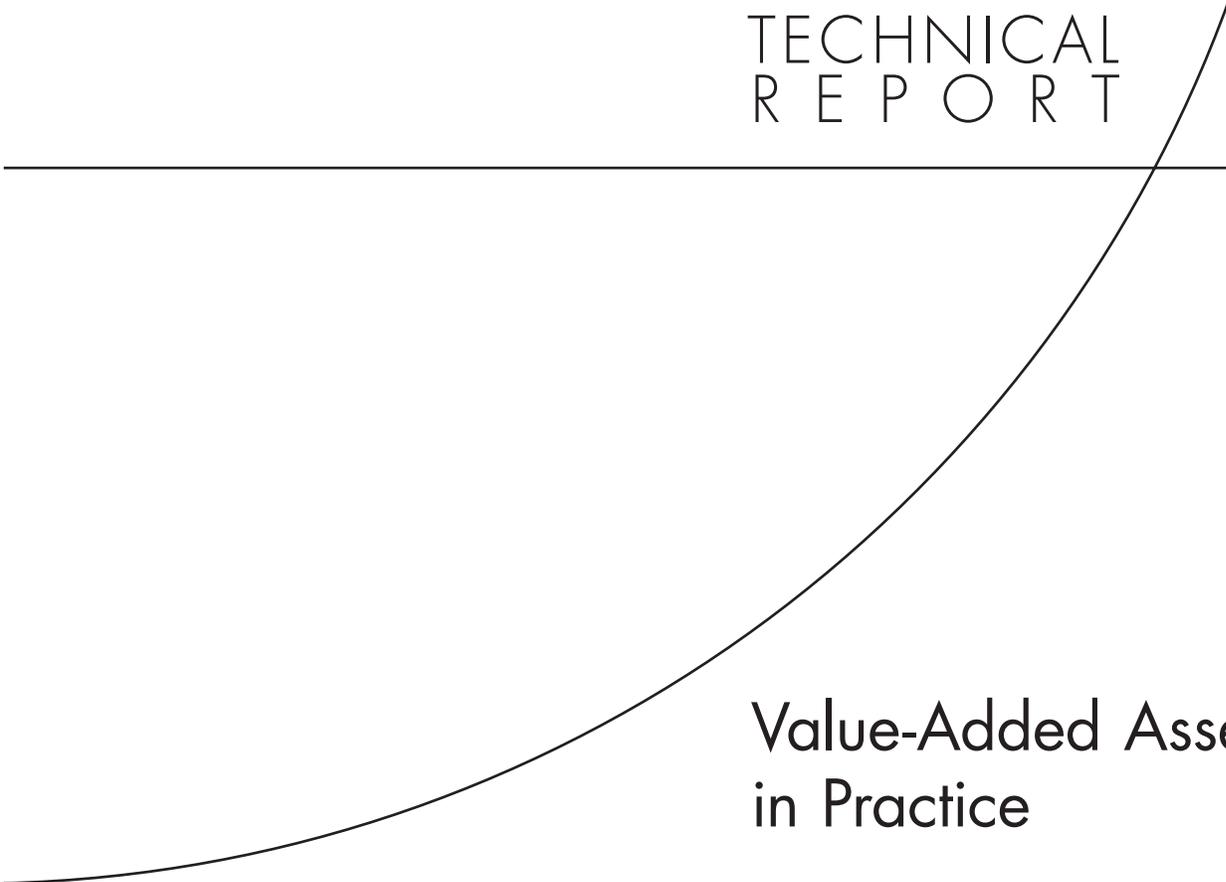
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TECHNICAL
R E P O R T



Value-Added Assessment in Practice

Surveys

Daniel F. McCaffrey, Laura S. Hamilton

Supported by the Carnegie Corporation of New York,
the Ewing Marion Kauffman Foundation, the National Education Association,
and the Pennsylvania State Education Association



RAND EDUCATION

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PRINCIPAL SURVEY

In the questions that ask about “district standardized tests” we mean the standardized tests that the district administers other than the Pennsylvania System of School Assessment (PSSA), including tests given in grades that are not tested by PSSA. Examples include the Terra Nova, Iowa Tests of Basic Skills, and Stanford 9.

1. During the current (2005-06) school year, were the following sources of information about the performance of students in your school available to you? If available, how useful is each source of information for making decisions about instructional matters at your school? (Mark one number in each row. Mark “1” if you have never heard of this source or if it is unavailable to you.)

	Not available or haven't heard of this	Available; and it was			
		Not <u>useful</u>	Minimally <u>useful</u>	Moderately <u>useful</u>	Very <u>useful</u>
a. Percent of students at each performance level (basic, proficient, etc.) on either the Pennsylvania System of School Assessment (PSSA) or district standardized tests	1	2	3	4	5
b. Scale scores (e.g., percentile ranks, NCE's, grade equivalent scores) on PSSA or district standardized tests	1	2	3	4	5
c. Schoolwide results on the PSSA or district standardized tests summarized for each student subgroup (e.g., special education, race/ethnicity, economically disadvantaged).....	1	2	3	4	5
d. Schoolwide results on the PSSA or district standardized tests broken down by topic or skill ...	1	2	3	4	5
e. Student performance on interim or diagnostic assessments (e.g., DIBELS, DRA, or district-developed interim assessments)	1	2	3	4	5
f. Student results on assessments that are provided as part of the curriculum materials (e.g., end-of-chapter tests in textbooks)	1	2	3	4	5
g. Reports of individual student <i>growth</i> in achievement from one year to the next on any achievement test.....	1	2	3	4	5
h. Analysis or reports provided by a school-based data team (i.e., a team of teachers and/or administrators tasked with analyzing and summarizing student achievement test results).....	1	2	3	4	5
i. Information from the Standard and Poors reports (schoolmatters.com)	1	2	3	4	5
j. Reports from the Grow Network	1	2	3	4	5
k. Information from the PSSA e-metric tool	1	2	3	4	5

2. Which *three* sources of information listed in Question 1 above were the most useful for guiding your instructional leadership and school improvement efforts? (Mark 3 letters.)

a b c d e f g h i j k

3. Are the following resources related to results on state or district tests available to you? If available, how useful is each resource for making decisions about instructional matters at your school? (Mark one number in each row.)

	Available; and it was				
	<u>Not available</u>	<u>Not useful</u>	<u>Minimally useful</u>	<u>Moderately useful</u>	<u>Very useful</u>
a. Workshops or meetings where test results are presented and explained.....	1	2	3	4	5
b. Training on how to use test results for instructional planning or school improvement.....	1	2	3	4	5
c. Information on available data analysis systems and/or guidance on selecting these systems.....	1	2	3	4	5
d. Technical assistance with data analysis	1	2	3	4	5
e. Technical assistance with technology.....	1	2	3	4	5

4. During the current school year, how many times have you engaged in the following activities focused on the analysis and use of student achievement data? If you engaged in an activity, how valuable was it for helping you make decisions about instructional matters at your school? (Mark one number for frequency and one number for value in each row.)

	Frequency of activity					Value of activity for your instructional decision making		
	<u>Never</u>	<u>A few times a year</u>	<u>Once or twice a month</u>	<u>Once or twice a week</u>	<u>Daily or almost daily</u>	<u>Not valuable</u>	<u>Moderately valuable</u>	<u>Very valuable</u>
a. Whole-staff planning meetings	1	2	3	4	5	1	2	3
b. Meetings with teachers in specific grade levels or departments	1	2	3	4	5	1	2	3
c. Meetings or discussions with individual teachers.....	1	2	3	4	5	1	2	3
d. Meetings with a school-based data team (i.e., a team of teachers and/or administrators tasked with analyzing and summarizing student achievement test results)	1	2	3	4	5	1	2	3
e. Meetings with administrators or staff at other schools in your district ..	1	2	3	4	5	1	2	3
f. Discussions of data with community or parent groups such as a PTO/PTA	1	2	3	4	5	1	2	3

5. During the past two school years (2004-05 and 2005-06), to what extent have you used the results from state and district achievement tests for each of the following purposes? (Mark one number in each row. Answer with respect to the current school year if you are new to the school this year.)

	<u>Did not use in this way</u>	<u>Used minimally</u>	<u>Used moderately</u>	<u>Used extensively</u>
a. Develop a school improvement plan	1	2	3	4
b. Identify low-performing students who need additional assistance	1	2	3	4
c. Identify high-performing students who need additional enrichment.....	1	2	3	4
d. Identify and correct gaps in the curriculum and instruction for all students.....	1	2	3	4
e. Communicate with parents	1	2	3	4
f. Set different learning goals for different students or classes	1	2	3	4
g. Assign or reassign students to teachers or instructional groups	1	2	3	4
h. Focus teacher professional development.....	1	2	3	4
i. Identify teacher strengths and weaknesses.....	1	2	3	4
j. Evaluate the effectiveness of specific programs	1	2	3	4
k. Celebrate staff or student accomplishments.....	1	2	3	4

6. Has your school and/or district done any of the following activities to help teachers prepare students for the Pennsylvania System of School Assessments (PSSA)? (Mark one number in each row.)

	<u>No</u>	<u>Yes</u>
a. Distributed commercial test preparation materials (e.g., practice tests).....	1	2
b. Distributed released copies of the PSSA test or items	1	2
c. Discussed methods for preparing students for the PSSA at staff meetings ...	1	2
d. Encouraged or required teachers to spend more time on tested subjects and less time on other subjects.....	1	2
e. Helped teachers identify content that is likely to appear on the PSSA so they can cover it adequately in their instruction	1	2
f. Encouraged teachers to focus on students <u>close</u> to meeting standards (e.g., close to proficient).....	1	2
g. Discussed the state's Assessment Anchors with teachers	1	2
h. Encouraged or required teachers to create ability-based student groups to prepare for PSSA	1	2

7. To what extent does each of the following factors hinder the effective use of state and district achievement data in your school? (Mark one number in each row.)

	<u>Not a hindrance</u>	<u>Slight hindrance</u>	<u>Moderate hindrance</u>	<u>Great hindrance</u>
a. Lack of access to achievement results for students currently enrolled in this school	1	2	3	4
b. Difficult-to-understand reports or displays of achievement results	1	2	3	4
c. Insufficient technology (e.g., computers, software, high-speed Internet connection)	1	2	3	4
d. Lack of district staff to assist me with interpretation of data	1	2	3	4
e. Lack of school or district staff to address technology problems	1	2	3	4
f. Lack of training for me on the interpretation and use of achievement results	1	2	3	4
g. Teachers' lack of skills or experience with analyzing data	1	2	3	4
h. Lack of flexibility to alter the curriculum (e.g., because of district requirements) when test-score data reveal problems or gaps	1	2	3	4
i. Receiving test results late in the year	1	2	3	4
j. Insufficient time to examine and interpret results carefully	1	2	3	4
k. Lack of access to information about student growth in achievement	1	2	3	4

8. To what extent do you agree or disagree with the following statements about student achievement growth on state and district standardized tests? (Mark one number in each row.)

	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly agree</u>
a. The growth that students attain each year is strongly related to their overall intelligence.....	1	2	3	4
b. The poverty level or family circumstances of students are more important than teacher effectiveness for determining student growth.....	1	2	3	4
c. Educators have a significant influence on the progress students make in their achievement each year	1	2	3	4
d. A year of exposure to an ineffective teacher can affect students' performance in future school years	1	2	3	4
e. School-level changes in PSSA scores are good indicators of whether <u>students</u> in those schools have achieved growth	1	2	3	4
f. A school cannot meet its performance expectations under NCLB if its students' scores are declining over time.....	1	2	3	4

9. To what extent do you agree or disagree with each of the following statements about the state's accountability system under NCLB, including PSSA testing and designation of AYP status? (Mark one number in each row.)

	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly agree</u>
a. Overall, the state's NCLB accountability system has been beneficial for students at my school.....	1	2	3	4
b. The state's NCLB accountability system leaves little time to teach content not on the PSSA.....	1	2	3	4
c. As a result of the state's NCLB accountability system, high-achieving students are not receiving appropriately challenging curriculum or instruction	1	2	3	4
d. We have made substantial changes in the school's curriculum and instructional strategies to improve student performance on the PSSA	1	2	3	4
e. <u>PSSA scores</u> accurately reflect the achievement of students in my school	1	2	3	4
f. <u>My school's AYP status</u> accurately reflects the overall performance of our school	1	2	3	4
g. Differences in student characteristics from year to year make it difficult for my school to make AYP	1	2	3	4
h. Because of pressure to meet the AYP target, my staff and I are focusing more on improving student achievement than we would without the AYP target	1	2	3	4
i. The state's NCLB accountability system does not adequately consider student growth	1	2	3	4

10. To what extent was each of the following areas of professional development for teachers a priority at your school this year (including last summer)? (Mark one number in each row).

	<u>Not a priority</u>	<u>Low priority</u>	<u>Medium priority</u>	<u>High priority</u>
a. Aligning curriculum and instruction with the Pennsylvania Academic Standards	1	2	3	4
b. Aligning curriculum and instruction with the Pennsylvania Assessment Anchors	1	2	3	4
c. Analyzing and interpreting student achievement data.....	1	2	3	4
d. Using achievement data to guide instruction.....	1	2	3	4
e. Familiarizing students with state or district test format and test-taking strategies	1	2	3	4
f. Reviewing and implementing a school improvement plan ...	1	2	3	4
g. Using student work to think about changing curricula or instruction	1	2	3	4

11. During your participation in professional development activities for principals in the prior (2004-05) and current (2005-06) school years (including last summer), how much emphasis was placed on the following areas? (Mark one number in each row.)

If you did not participate in any professional development in 2004-05 or 2005-06, Mark this circle and continue with Question 12 below.

	<u>No emphasis</u>	<u>Minor emphasis</u>	<u>Moderate emphasis</u>	<u>Major emphasis</u>
a. Managing staff or resources	1	2	3	4
b. Understanding the requirements of the accountability system under NCLB	1	2	3	4
c. Analyzing student achievement data	1	2	3	4
d. Using assessment results to guide school improvement	1	2	3	4
e. Working to engage parents in support of the school's efforts	1	2	3	4
f. Helping teachers understand standards and use curriculum materials	1	2	3	4
g. Meeting the needs of low-achieving students.....	1	2	3	4

12. To what extent do you agree or disagree with the following statements about your district leadership's role in improving schools? (Mark one number in each row.)

	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly agree</u>
a. District administrators communicate a clear academic vision for schools in our district	1	2	3	4
b. When schools are having difficulty, the district provides assistance needed to help them improve	1	2	3	4
c. District staff provide useful assistance in analyzing student achievement data	1	2	3	4

13. To what extent do you agree or disagree with the following statements about your school and your staff?
 (Mark one number in each row.)

	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly agree</u>
a. Most of the teachers in this school share a focus on student learning.....	1	2	3	4
b. Our school has clear strategies for improving instruction	1	2	3	4
c. Most of the teachers believe they can improve student achievement, regardless of students' background characteristics	1	2	3	4
d. Teacher morale is high.....	1	2	3	4
e. Most of the teachers in this school share my beliefs and values about what the central mission of the school should be.....	1	2	3	4
f. There is a great deal of cooperative effort among staff members	1	2	3	4
g. Most of the teachers in this school share a belief in the value of data as a school-improvement tool	1	2	3	4
h. Most of the teachers in this school use assessment data for instructional planning or to improve their instruction	1	2	3	4

14. How familiar are you with the Pennsylvania Value Added Assessment System (PVAAS)? (Mark one number.)

- I've never heard of it → Skip to Question 25 on page 19
- I've heard of it, but I don't know much about it → Continue with Question 15
- I'm somewhat familiar with it → Continue with Question 15
- I'm very familiar with it → Continue with Question 15

15. Is your school participating in the PVAAS program this year? (Mark one number.)

- Yes
- No
- I don't know

16. For each of the following resources related to PVAAS, please indicate whether you have seen or participated in it, and if so, how useful it was for guiding your school improvement efforts. (Mark one number in each row).

	I have not seen or participated in this	This was available to me; and it was			
		Not useful	Minimally useful	Moderately useful	Very useful
a. <i>The Introductory Guide for Pennsylvania Educators ("Understanding Value-Added Analysis")</i>	1	2	3	4	5
b. <i>The Resource Guide for the Pennsylvania Value-Added Assessment System</i> prepared by SAS	1	2	3	4	5
c. <i>The PVAAS Overview</i> presentation.....	1	2	3	4	5
d. Workshops on PVAAS provided by the district, intermediate unit, or state.....	1	2	3	4	5
e. Other information on PVAAS provided on district or PDE Internet sites (<u>not</u> the site where PVAAS scores are reported; i.e., http://evaas.sas.com)	1	2	3	4	5
f. Other articles, books, or Internet sites related to value-added assessment.....	1	2	3	4	5

17. To what extent do you agree or disagree with each of the following statements about PVAAS?
 (Mark one number in each row.)

	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly agree</u>	<u>I don't know</u>
a. PVAAS provides an accurate indication of how well our school is improving student achievement.....	1	2	3	4	9
b. I have made changes to my instructional leadership or school improvement efforts in response to information from PVAAS.....	1	2	3	4	9
c. PVAAS is discussed frequently during staff planning meetings in this school.....	1	2	3	4	9
d. PVAAS helps me communicate more effectively with parents about their children's progress than I could without PVAAS.....	1	2	3	4	9
e. Staff in this school use the PVAAS <u>projections</u> to identify students who are at risk of not meeting standards.....	1	2	3	4	9
f. PVAAS has caused the school to increase its focus on low-performing students.....	1	2	3	4	9
g. I am not sure I understand how to interpret my school's PVAAS school effect.....	1	2	3	4	9
h. The information on student growth in PVAAS helps to motivate me because I can see my efforts paying off.....	1	2	3	4	9
i. I am confident in my ability to explain conceptually (not necessarily mathematically) how a school's mean predicted score is calculated.....	1	2	3	4	9
j. The school focuses more on the needs of high-achieving students because of PVAAS than we would without the information from PVAAS.....	1	2	3	4	9

18. Please indicate whether you agree or disagree with each of the following statements about the meaning of PVAAS school effects and student-level projections. (Mark one number in each row.)

	<u>Disagree</u>	<u>Agree</u>	<u>I don't know</u>
a. A school that is assigned a PVAAS school effect of NDD (no detectable difference) has achieved a year's worth of growth in student achievement.	1	2	3
b. A school's PVAAS effects are likely to remain the same even if different districts participate in PVAAS from one year to the next.	1	2	3
c. The PVAAS projections are based on an expectation that both low-achieving and high-achieving students will attain similar amounts of growth	1	2	3
d. The PVAAS school effect for grade 5 provides an indication of school effectiveness for all tested grades up to and including grade 5.....	1	2	3
e. PVAAS allows schools to determine how much progress each student made each year on the basis of where that student started the year	1	2	3
f. A negative PVAAS school effect for grade 5 indicates that 5 th graders this year scored lower on average than 5 th graders last year.....	1	2	3
g. PVAAS measures of individual student growth depend not only on the student's current and previous scores but on the scores attained by other students	1	2	3

19. Have you seen the PVAAS reports for your district or school? (Mark one number.)

Yes → Continue with Question 20

No → Skip to Question 25 on page 19

20. In what month and year did you receive access to the most recent PVAAS reports?

_____ month _____ year

21. In which of the following forms did you receive the PVAAS reports? (Mark all that apply)

Printed copies of reports

Access to the PVAAS web site

22. The PVAAS reports include several components. Please indicate whether you have seen each of the following PVAAS report components for your school, and if so, how useful it was for guiding your school improvement efforts.

	I have seen it; and it was				
	<u>I have not seen this</u>	<u>Not useful</u>	<u>Minimally useful</u>	<u>Moderately useful</u>	<u>Very useful</u>
a. School-level reports (table form).....	1	2	3	4	5
b. Graphs showing growth among students in different quintiles (part of the school-level diagnostic reports)	1	2	3	4	5
c. Graphs showing growth among students in the advanced, proficient, etc. categories (part of the school-level diagnostic reports)	1	2	3	4	5
d. Subgroup reports (results disaggregated by race/ethnicity, socioeconomic status, etc.)	1	2	3	4	5
e. Student-level reports of past performance	1	2	3	4	5
f. Student-level projections of future performance ..	1	2	3	4	5
g. Other custom reports prepared by your school or district staff.....	1	2	3	4	5
h. Summary reports for individual teachers	1	2	3	4	5
i. The “hints” feature on the PVAAS reporting web site	1	2	3	4	5

23. To what extent have you used PVAAS results for each of the following purposes? (Mark one number in each row.)

	<u>Did not use in this way</u>	<u>Used minimally</u>	<u>Used moderately</u>	<u>Used extensively</u>
a. Develop a school improvement plan.....	1	2	3	4
b. Identify low-performing students who need additional assistance.....	1	2	3	4
c. Identify high-performing students who need additional enrichment.....	1	2	3	4
d. Identify and correct gaps in the curriculum and instruction for all students.....	1	2	3	4
e. Communicate with parents.....	1	2	3	4
f. Set different learning goals for different students or classes	1	2	3	4
g. Assign or reassign students to teachers or instructional groups.....	1	2	3	4
h. Focus teacher professional development.....	1	2	3	4
i. Identify teacher strengths and weaknesses.....	1	2	3	4
j. Evaluate the effectiveness of specific programs	1	2	3	4
k. Celebrate staff or student accomplishments	1	2	3	4

24. To what extent do you agree or disagree with the following statements about the PVAAS reports? (Mark one number in each row.)

	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly agree</u>	<u>I don't know</u>
a. The PVAAS reports are clear and easy to understand. ...	1	2	3	4	9
b. The information I receive from PVAAS is more useful for my instructional leadership and school improvement efforts than the PSSA scores I receive from other sources	1	2	3	4	9
c. I refer to the PVAAS reports frequently throughout the year when planning my school improvement efforts.	1	2	3	4	9
d. I receive so many different reports on student achievement that I find it hard to figure out which reports to focus on	1	2	3	4	9
e. The PVAAS proficiency graphs in the school-level diagnostic report provide essentially the same information as the PSSA reports we receive from the state	1	2	3	4	9
f. Because PVAAS focuses on growth and the state's accountability system focuses on proficiency levels, staff in this school sometimes feel like they are forced to meet conflicting goals	1	2	3	4	9
g. Our school's performance looks better when evaluated according to growth on the PVAAS rather than according to AYP status	1	2	3	4	9
h. The PVAAS reports are available early enough in the school year to be useful.....	1	2	3	4	9

Your Background

25. Please indicate the number of years you have served as a teacher or an administrator in this school or in other schools.

<u>Position</u>	<u>Number of years at THIS school</u>	<u>Number of years at OTHER schools</u>				
a. Principal	<table border="1" style="display: inline-table; width: 40px; height: 20px; vertical-align: middle;"> <tr> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> </table>			<table border="1" style="display: inline-table; width: 40px; height: 20px; vertical-align: middle;"> <tr> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> </table>		
b. Assistant Principal	<table border="1" style="display: inline-table; width: 40px; height: 20px; vertical-align: middle;"> <tr> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> </table>			<table border="1" style="display: inline-table; width: 40px; height: 20px; vertical-align: middle;"> <tr> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> </table>		
c. Teacher.....	<table border="1" style="display: inline-table; width: 40px; height: 20px; vertical-align: middle;"> <tr> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> </table>			<table border="1" style="display: inline-table; width: 40px; height: 20px; vertical-align: middle;"> <tr> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> </table>		

26. Approximately what percentage of students either entered or left the school during the 2004-05 school year?
(Mark one number)

- Less than 5%
- Between 5% and 10%
- Between 10% and 20%
- Greater than 20%

27. Please answer the following questions about the regular teaching staff at your school in 2004-05.

- a. How many full-time regular classroom teachers are on your staff this school year? _____ teachers
(Please make your best estimate or check "Don't Know" if you do not know.) _____ Don't Know

- b. How many of these teachers are new to your school this year?..... _____ teachers
(Please make your best estimate or check "Don't Know" if you do not know.) _____ Don't Know

- c. How many of your regular classroom teachers have been teaching for less than 3 years?.... _____ teachers
(Please make your best estimate or check "Don't Know" if you do not know.) _____ Don't Know

PRINCIPAL SURVEY

In the questions that ask about “district standardized tests” we mean the standardized tests that the district administers other than the Pennsylvania System of School Assessment (PSSA), including tests given in grades that are not tested by PSSA. Examples include the Terra Nova, Iowa Tests of Basic Skills, and Stanford 9.

1. During the current (2005-06) school year, were the following sources of information about the performance of students in your school available to you? If available, how useful is each source of information for making decisions about instructional matters at your school? (Mark one number in each row. Mark “1” if you have never heard of this source or if it is unavailable to you.)

	Not available or haven't heard of this	Available; and it was			
		Not useful	Minimally useful	Moderately useful	Very useful
a. Percent of students at each performance level (basic, proficient, etc.) on either the Pennsylvania System of School Assessment (PSSA) or district standardized tests	1	2	3	4	5
b. Scale scores (e.g., percentile ranks, NCE's, grade equivalent scores) on PSSA or district standardized tests	1	2	3	4	5
c. Schoolwide results on the PSSA or district standardized tests summarized for each student subgroup (e.g., special education, race/ethnicity, economically disadvantaged).....	1	2	3	4	5
d. Schoolwide results on the PSSA or district standardized tests broken down by topic or skill ...	1	2	3	4	5
e. Student performance on interim or diagnostic assessments (e.g., DIBELS, DRA, or district-developed interim assessments)	1	2	3	4	5
f. Student results on assessments that are provided as part of the curriculum materials (e.g., end-of-chapter tests in textbooks)	1	2	3	4	5
g. Reports of individual student <i>growth</i> in achievement from one year to the next on any achievement test.....	1	2	3	4	5
h. Analysis or reports provided by a school-based data team (i.e., a team of teachers and/or administrators tasked with analyzing and summarizing student achievement test results).....	1	2	3	4	5
i. Information from the Standard and Poors reports (schoolmatters.com)	1	2	3	4	5
j. Reports from the Grow Network	1	2	3	4	5
k. Information from the PSSA e-metric tool	1	2	3	4	5

2. Which *three* sources of information listed in Question 1 above were the most useful for guiding your instructional leadership and school improvement efforts? (Mark 3 letters.)

a b c d e f g h i j k

3. Are the following resources related to results on state or district tests available to you? If available, how useful is each resource for making decisions about instructional matters at your school? (Mark one number in each row.)

	Available; and it was				
	<u>Not available</u>	<u>Not useful</u>	<u>Minimally useful</u>	<u>Moderately useful</u>	<u>Very useful</u>
a. Workshops or meetings where test results are presented and explained.....	1	2	3	4	5
b. Training on how to use test results for instructional planning or school improvement.....	1	2	3	4	5
c. Information on available data analysis systems and/or guidance on selecting these systems.....	1	2	3	4	5
d. Technical assistance with data analysis	1	2	3	4	5
e. Technical assistance with technology.....	1	2	3	4	5

4. During the current school year, how many times have you engaged in the following activities focused on the analysis and use of student achievement data? If you engaged in an activity, how valuable was it for helping you make decisions about instructional matters at your school? (Mark one number for frequency and one number for value in each row.)

	Frequency of activity					Value of activity for your instructional decision making		
	<u>Never</u>	<u>A few times a year</u>	<u>Once or twice a month</u>	<u>Once or twice a week</u>	<u>Daily or almost daily</u>	<u>Not valuable</u>	<u>Moderately valuable</u>	<u>Very valuable</u>
a. Whole-staff planning meetings	1	2	3	4	5	1	2	3
b. Meetings with teachers in specific grade levels or departments	1	2	3	4	5	1	2	3
c. Meetings or discussions with individual teachers.....	1	2	3	4	5	1	2	3
d. Meetings with a school-based data team (i.e., a team of teachers and/or administrators tasked with analyzing and summarizing student achievement test results)	1	2	3	4	5	1	2	3
e. Meetings with administrators or staff at other schools in your district ..	1	2	3	4	5	1	2	3
f. Discussions of data with community or parent groups such as a PTO/PTA	1	2	3	4	5	1	2	3

5. During the past two school years (2004-05 and 2005-06), to what extent have you used the results from state and district achievement tests for each of the following purposes? (Mark one number in each row. Answer with respect to the current school year if you are new to the school this year.)

	<u>Did not use in this way</u>	<u>Used minimally</u>	<u>Used moderately</u>	<u>Used extensively</u>
a. Develop a school improvement plan	1	2	3	4
b. Identify low-performing students who need additional assistance	1	2	3	4
c. Identify high-performing students who need additional enrichment.....	1	2	3	4
d. Identify and correct gaps in the curriculum and instruction for all students.....	1	2	3	4
e. Communicate with parents	1	2	3	4
f. Set different learning goals for different students or classes	1	2	3	4
g. Assign or reassign students to teachers or instructional groups	1	2	3	4
h. Focus teacher professional development.....	1	2	3	4
i. Identify teacher strengths and weaknesses.....	1	2	3	4
j. Evaluate the effectiveness of specific programs	1	2	3	4
k. Celebrate staff or student accomplishments.....	1	2	3	4

6. Has your school and/or district done any of the following activities to help teachers prepare students for the Pennsylvania System of School Assessment (PSSA)? (Mark one number in each row.)

	<u>No</u>	<u>Yes</u>
a. Distributed commercial test preparation materials (e.g., practice tests).....	1	2
b. Distributed released copies of the PSSA test or items	1	2
c. Discussed methods for preparing students for the PSSA at staff meetings ...	1	2
d. Encouraged or required teachers to spend more time on tested subjects and less time on other subjects.....	1	2
e. Helped teachers identify content that is likely to appear on the PSSA so they can cover it adequately in their instruction	1	2
f. Encouraged teachers to focus on students <u>close</u> to meeting standards (e.g., close to proficient).....	1	2
g. Discussed the state's Assessment Anchors with teachers	1	2
h. Encouraged or required teachers to create ability-based student groups to prepare for PSSA	1	2

7. To what extent does each of the following factors hinder the effective use of state and district achievement data in your school? (Mark one number in each row.)

	<u>Not a hindrance</u>	<u>Slight hindrance</u>	<u>Moderate hindrance</u>	<u>Great hindrance</u>
a. Lack of access to achievement results for students currently enrolled in this school	1	2	3	4
b. Difficult-to-understand reports or displays of achievement results	1	2	3	4
c. Insufficient technology (e.g., computers, software, high-speed Internet connection)	1	2	3	4
d. Lack of district staff to assist me with interpretation of data	1	2	3	4
e. Lack of school or district staff to address technology problems	1	2	3	4
f. Lack of training for me on the interpretation and use of achievement results	1	2	3	4
g. Teachers' lack of skills or experience with analyzing data	1	2	3	4
h. Lack of flexibility to alter the curriculum (e.g., because of district requirements) when test-score data reveal problems or gaps	1	2	3	4
i. Receiving test results late in the year	1	2	3	4
j. Insufficient time to examine and interpret results carefully	1	2	3	4
k. Lack of access to information about student growth in achievement	1	2	3	4

8. To what extent do you agree or disagree with the following statements about student achievement growth on state and district standardized tests? (Mark one number in each row.)

	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly agree</u>
a. The growth that students attain each year is strongly related to their overall intelligence.....	1	2	3	4
b. The poverty level or family circumstances of students are more important than teacher effectiveness for determining student growth.....	1	2	3	4
c. Educators have a significant influence on the progress students make in their achievement each year	1	2	3	4
d. A year of exposure to an ineffective teacher can affect students' performance in future school years	1	2	3	4
e. School-level changes in PSSA scores are good indicators of whether <u>students</u> in those schools have achieved growth	1	2	3	4
f. A school cannot meet its performance expectations under NCLB if its students' scores are declining over time.....	1	2	3	4

9. To what extent do you agree or disagree with each of the following statements about the state's accountability system under NCLB, including PSSA testing and designation of AYP status? (Mark one number in each row.)

	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly agree</u>
a. Overall, the state's NCLB accountability system has been beneficial for students at my school.....	1	2	3	4
b. The state's NCLB accountability system leaves little time to teach content not on the PSSA.....	1	2	3	4
c. As a result of the state's NCLB accountability system, high-achieving students are not receiving appropriately challenging curriculum or instruction	1	2	3	4
d. We have made substantial changes in the school's curriculum and instructional strategies to improve student performance on the PSSA	1	2	3	4
e. <u>PSSA scores</u> accurately reflect the achievement of students in my school	1	2	3	4
f. <u>My school's AYP status</u> accurately reflects the overall performance of our school	1	2	3	4
g. Differences in student characteristics from year to year make it difficult for my school to make AYP	1	2	3	4
h. Because of pressure to meet the AYP target, my staff and I are focusing more on improving student achievement than we would without the AYP target	1	2	3	4
i. The state's NCLB accountability system does not adequately consider student growth	1	2	3	4

10. To what extent was each of the following areas of professional development for teachers a priority at your school this year (including last summer)? (Mark one number in each row).

	<u>Not a priority</u>	<u>Low priority</u>	<u>Medium priority</u>	<u>High priority</u>
a. Aligning curriculum and instruction with the Pennsylvania Academic Standards	1	2	3	4
b. Aligning curriculum and instruction with the Pennsylvania Assessment Anchors	1	2	3	4
c. Analyzing and interpreting student achievement data.....	1	2	3	4
d. Using achievement data to guide instruction.....	1	2	3	4
e. Familiarizing students with state or district test format and test-taking strategies	1	2	3	4
f. Reviewing and implementing a school improvement plan ...	1	2	3	4
g. Using student work to think about changing curricula or instruction	1	2	3	4

11. During your participation in professional development activities for principals in the prior (2004-05) and current (2005-06) school years (including last summer), how much emphasis was placed on the following areas? (Mark one number in each row.)

If you did not participate in any professional development in 2004-05 or 2005-06, check this box and continue with Question 12 below.

	<u>No emphasis</u>	<u>Minor emphasis</u>	<u>Moderate emphasis</u>	<u>Major emphasis</u>
a. Managing staff or resources	1	2	3	4
b. Understanding the requirements of the accountability system under NCLB	1	2	3	4
c. Analyzing student achievement data	1	2	3	4
d. Using assessment results to guide school improvement	1	2	3	4
e. Working to engage parents in support of the school's efforts	1	2	3	4
f. Helping teachers understand standards and use curriculum materials	1	2	3	4
g. Meeting the needs of low-achieving students.....	1	2	3	4

12. To what extent do you agree or disagree with the following statements about your district leadership's role in improving schools? (Mark one number in each row.)

	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly agree</u>
a. District administrators communicate a clear academic vision for schools in our district	1	2	3	4
b. When schools are having difficulty, the district provides assistance needed to help them improve	1	2	3	4
c. District staff provide useful assistance in analyzing student achievement data	1	2	3	4

13. To what extent do you agree or disagree with the following statements about your school and your staff?
 (Mark one number in each row.)

	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly agree</u>
a. Most of the teachers in this school share a focus on student learning.....	1	2	3	4
b. Our school has clear strategies for improving instruction	1	2	3	4
c. Most of the teachers believe they can improve student achievement, regardless of students' background characteristics	1	2	3	4
d. Teacher morale is high.....	1	2	3	4
e. Most of the teachers in this school share my beliefs and values about what the central mission of the school should be.....	1	2	3	4
f. There is a great deal of cooperative effort among staff members	1	2	3	4
g. Most of the teachers in this school share a belief in the value of data as a school-improvement tool	1	2	3	4
h. Most of the teachers in this school use assessment data for instructional planning or to improve their instruction	1	2	3	4

Your Background

14. Please indicate the number of years you have served as a teacher or an administrator in this school or in other schools.

<u>Position</u>	<u>Number of years at THIS school</u>	<u>Number of years at OTHER schools</u>				
a. Principal	<table border="1" style="display: inline-table; width: 40px; height: 20px;"> <tr> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> </table>			<table border="1" style="display: inline-table; width: 40px; height: 20px;"> <tr> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> </table>		
b. Assistant Principal	<table border="1" style="display: inline-table; width: 40px; height: 20px;"> <tr> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> </table>			<table border="1" style="display: inline-table; width: 40px; height: 20px;"> <tr> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> </table>		
c. Teacher.....	<table border="1" style="display: inline-table; width: 40px; height: 20px;"> <tr> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> </table>			<table border="1" style="display: inline-table; width: 40px; height: 20px;"> <tr> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> </table>		

15. Approximately what percentage of students either entered or left the school during the 2004-05 school year? (Mark one response.)

- Less than 5%
- Between 5% and 10%
- Between 10% and 20%
- Greater than 20%

16. Please answer the following questions about the regular teaching staff at your school in 2004-05.

- a. How many full-time regular classroom teachers are on your staff this school year? ____ teachers
(Please make your best estimate or check "Don't Know" if you do not know.) ____ Don't Know
- b. How many of these teachers are new to your school this year? ____ teachers
(Please make your best estimate or check "Don't Know" if you do not know.) ____ Don't Know
- c. How many of your regular classroom teachers have been teaching for less than 3 years? ____ teachers
(Please make your best estimate or check "Don't Know" if you do not know.) ____ Don't Know

6. In a typical week, to how many students do you teach mathematics or reading/language arts/English?

a. Mathematics _____ students

b. Reading/Language Arts/English _____ students

We recognize you may be teaching more than one grade level and subject, and that your approach may be different for different grade levels and subjects. Please answer the survey questions based on what is typical of your teaching overall.

Also, in the questions that ask about "district standardized tests" we mean the standardized tests that the district administers other than the Pennsylvania System of School Assessment (PSSA), including tests given in grades that are not tested by the PSSA. Examples include the Terra Nova, Iowa Tests of Basic Skills, and Stanford 9.

7. During the current (2005-06) school year, were the following sources of information about student performance available to you? If available, how useful was each source of information for guiding your instruction? (Mark one number in each row. Mark "1" if you have never heard of this source or if it is unavailable to you.)

	Not available or haven't heard of <u>this</u>	Available; and it was			
		<u>Not useful</u>	<u>Minimally useful</u>	<u>Moderately useful</u>	<u>Very useful</u>
a. School-wide student results on the PSSA or district standardized tests	1	2	3	4	5
b. Percent of <i>your current students</i> at each performance level (basic, proficient, etc.) on either the PSSA or district standardized tests	1	2	3	4	5
c. Scale scores (e.g., percentile ranks, NCE's, grade equivalent scores) on the PSSA or district standardized tests for <i>your current students</i>	1	2	3	4	5
d. Your students' results on the PSSA or district standardized tests summarized for each student subgroup (e.g., special education, race/ethnicity, economically disadvantaged)	1	2	3	4	5
e. Your students' results on the PSSA or district standardized tests broken down by topic or skill .	1	2	3	4	5
f. Student results on assessments that are provided as part of the curriculum materials (e.g., end-of-chapter tests in textbooks)	1	2	3	4	5
g. Student results on assessments that you develop and administer in your class	1	2	3	4	5
h. Your students' performance on interim or diagnostic assessments (e.g., DIBELS, DRA, or district-developed interim assessments)	1	2	3	4	5
i. Reports of individual student <i>growth</i> in achievement from one year to the next	1	2	3	4	5
j. Analysis or reports provided by a school-based data team (i.e., a team of teachers and/or administrators tasked with analyzing and summarizing student achievement test results) ..	1	2	3	4	5
k. Information from the Standard and Poors reports (schoolmatters.com)	1	2	3	4	5
l. Reports from the Grow Network	1	2	3	4	5
m. Information from the PSSA e-metric tool	1	2	3	4	5

8. Which *three* of the sources of information listed in Question 7 above were the most useful for instructional planning this year? (Mark 3 letters)

a b c d e f g h i j k l m

9. During the current school year, how many times did you engage in the following activities focused on the analysis and use of student achievement data? If you engaged in an activity, how valuable was it for helping you use the data to guide your instruction? (Mark one number for frequency and one number for value in each row.)

ACTIVITIES FOCUSING ON STUDENT ACHIEVEMENT DATA	Frequency of activity					Value of activity for using data to guide instruction		
	<u>Never</u>	<u>A few times a year</u>	<u>Once or twice a month</u>	<u>Once or twice a week</u>	<u>Daily or almost daily</u>	<u>Not valuable</u>	<u>Moderately valuable</u>	<u>Very valuable</u>
a. Whole-school planning meetings	1	2	3	4	5	1	2	3
b. Grade-level or department planning meetings for teachers at your school.....	1	2	3	4	5	1	2	3
c. Meetings with teachers at other schools in your district ..	1	2	3	4	5	1	2	3
d. Informal discussions with colleagues.....	1	2	3	4	5	1	2	3
e. Meetings with your principal or assistant principal.....	1	2	3	4	5	1	2	3
f. Meetings with a school data team (i.e., a team of teachers and/or administrators tasked with analyzing and summarizing student achievement test results).....	1	2	3	4	5	1	2	3

10. During the current and prior school year (including summer), about how many hours of professional development did you receive in each of the following areas? (Mark one number in each row.)

HOURS OF PROFESSIONAL DEVELOPMENT

	<u>None</u>	<u>1-5 hours</u>	<u>6-24 hours</u>	<u>25-40 hours</u>	<u>41-80 hours</u>	<u>More than 80 hours</u>
a. Analyzing and interpreting student achievement data	1	2	3	4	5	6
b. Preparing students to take state or district tests	1	2	3	4	5	6
c. Understanding and using the Pennsylvania Academic Standards.....	1	2	3	4	5	6
d. Understanding and using the Pennsylvania Assessment Anchors	1	2	3	4	5	6

11. How well-prepared do you feel to perform each of the following tasks? (Mark one number in each row.)

	<u>Not at all prepared</u>	<u>Minimally prepared</u>	<u>Moderately prepared</u>	<u>Very well prepared</u>
a. Interpret results of standardized tests	1	2	3	4
b. Use test results to make changes in your practice.....	1	2	3	4

12. During the past two school years (2004-05 and 2005-06), to what extent have you used the results from achievement tests for each of the following purposes? (Mark one number in each row. Answer with respect to the current school year if you are new to the school this year If you teach more than one subject, focus on the subject(s) for which you receive the most achievement data.)

	<u>Did not use in this way</u>	<u>Used minimally</u>	<u>Used moderately</u>	<u>Used extensively</u>
a. Identify low-performing students who need additional assistance.....	1	2	3	4
b. Identify high-performing students who need additional enrichment.....	1	2	3	4
c. Identify and correct gaps in the curriculum and instruction for all students	1	2	3	4
d. Identify areas where I need to strengthen my own content knowledge or teaching skills	1	2	3	4
e. Assign or reassign students to instructional groups.....	1	2	3	4
f. Set different learning goals for different students	1	2	3	4
g. Improve or increase the involvement of parents in student learning	1	2	3	4

13. To what extent does each of the following factors hinder your ability to use achievement data effectively? (Mark one number in each row.)

	<u>Not a hindrance</u>	<u>Slight hindrance</u>	<u>Moderate hindrance</u>	<u>Great hindrance</u>
a. Lack of access to achievement results for my current students.....	1	2	3	4
b. Difficult-to-understand reports or displays of achievement results	1	2	3	4
c. Insufficient technological resources (computers, software, high-speed Internet connection).....	1	2	3	4
d. Lack of school or district staff to assist teachers with interpretation of data	1	2	3	4
e. Lack of school or district staff to address technology problems	1	2	3	4
f. Lack of training on the interpretation and use of achievement results	1	2	3	4
g. Insufficient time to examine and interpret results carefully	1	2	3	4
h. Lack of flexibility to alter instruction and curriculum pacing when results identify areas that require re-teaching.....	1	2	3	4
i. Receiving test results late in the year	1	2	3	4
j. Lack of access to information about student growth in achievement.....	1	2	3	4

14. To what extent do you agree or disagree with the following statements about student achievement growth on state and district standardized tests? (Mark one number in each row.)

	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly agree</u>
a. The growth that students attain each year is strongly related to their overall intelligence.....	1	2	3	4
b. The poverty level or family circumstances of students are more important than teacher effectiveness for determining student growth.....	1	2	3	4
c. Educators have a significant influence on the progress students make in their learning each year	1	2	3	4
d. A year of exposure to an ineffective teacher can affect students' performance in future school years	1	2	3	4
e. School-level changes in PSSA scores are good indicators of whether <u>students</u> in those schools have achieved growth	1	2	3	4
f. A school cannot meet its performance expectations under NCLB if its student's scores are declining over time.....	1	2	3	4

15. To what extent do you agree or disagree with each of the following statements about the state's accountability system under NCLB (i.e., the PSSA and the Pennsylvania Academic Standards)? (Mark one number in each row.)

	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly agree</u>
a. The state's NCLB accountability system supports my personal approach to teaching and learning.....	1	2	3	4
b. The state's NCLB accountability system leaves little time to teach content not on the PSSA.....	1	2	3	4
c. Because of pressure to meet the school's Adequate Yearly Progress (AYP) target, I am focusing more on improving student achievement at my school.....	1	2	3	4
d. The state's NCLB accountability system does not adequately consider student growth.	1	2	3	4
e. Overall, the state's NCLB accountability system has been beneficial for students at my school.....	1	2	3	4
f. As a result of the state's NCLB accountability system, high-achieving students are not receiving appropriately challenging curriculum or instruction.....	1	2	3	4
g. As a result of the state's NCLB accountability system, teachers are sometimes unfairly blamed for poor instruction that occurred at earlier grades	1	2	3	4

16. Think about ways in which your teaching is different because of the PSSA reading and mathematics assessments than it would be without the PSSA. How much do the following statements describe differences in your teaching due to the PSSA? (Mark one number in each row.)

As a result of the PSSA:	My teaching differs by:			
	<u>No difference</u>	<u>A small amount</u>	<u>A moderate amount</u>	<u>A great deal</u>
a. I focus more on the Pennsylvania Academic Standards or Assessment Anchors	1	2	3	4
b. I focus more on topics emphasized in the PSSA assessment.....	1	2	3	4
c. I look for particular styles and formats of problems in the PSSA assessment and emphasize those in my instruction (e.g., using particular styles of graphs; using specific key phrases).....	1	2	3	4
d. I spend more time teaching general test-taking strategies (e.g., time management, eliminating wrong multiple-choice options, filling in answer sheets)	1	2	3	4
e. I spend more time teaching mathematics or reading content (e.g., by replacing non-instructional activities with mathematics or reading instruction)	1	2	3	4
f. I focus more effort on students who are <u>close to proficient</u> (i.e., close to meeting the standard) on the PSSA than on other students	1	2	3	4

17. Think about the leadership your principal provides at your school. To what extent do you agree or disagree with each of the following statements about your principal's leadership? (Mark one number in each row.)

The principal at my school...	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly agree</u>
a. Communicates a clear academic vision for my school	1	2	3	4
b. Sets high standards for teaching and learning.....	1	2	3	4
c. Makes data-driven decision making a focus of school improvement efforts	1	2	3	4
d. Helps teachers understand and interpret standardized test results	1	2	3	4
e. Ensures that teachers have sufficient time for professional development	1	2	3	4
f. Makes the school run smoothly.....	1	2	3	4

18. To what extent do you agree or disagree with the following statements about your school and your colleagues? (Mark one number in each row.)

	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly agree</u>
a. Most of my colleagues share a focus on student learning...	1	2	3	4
b. Our school has clear strategies for improving instruction	1	2	3	4
c. Most of my colleagues believe teachers can improve student achievement, regardless of students' background characteristics	1	2	3	4
d. Teacher morale is high.....	1	2	3	4
e. Most of my colleagues share my beliefs and values about what the central mission of the school should be	1	2	3	4
f. There is a great deal of cooperative effort among staff members	1	2	3	4
g. Most of my colleagues share a belief in the value of data as a school-improvement tool	1	2	3	4

19. How familiar are you with the Pennsylvania Value Added Assessment System (PVAAS)? (Mark one number.)

- I've never heard of it.....1 → Skip to Question 30 on page 18
- I've heard of it, but I don't know much about it.....2 → Continue with Question 20
- I'm somewhat familiar with it3 → Continue with Question 20
- I'm very familiar with it.....4 → Continue with Question 20

20. Is your school participating in the PVAAS program this year? (Mark one number.)

- Yes 1
- No..... 2
- I don't know 3

21. For each of the following resources related to PVAAS, please indicate whether you have seen or participated in it, and if so, how useful it was for guiding your instruction. (Mark one number in each row).

	I have not seen or participated in this	This was available to me; and it was			
		Not useful	Minimally useful	Moderately useful	Very useful
a. <i>The Introductory Guide for Pennsylvania Educators</i> ("Understanding Value-Added Analysis").....	1	2	3	4	5
b. <i>The Resource Guide for the Pennsylvania Value-Added Assessment System</i> prepared by SAS	1	2	3	4	5
c. <i>The PVAAS Overview</i> presentation	1	2	3	4	5
d. Workshops on PVAAS provided by the district, intermediate unit, or state	1	2	3	4	5
e. Other information on PVAAS provided on district or PDE Internet sites (<u>not</u> the site where PVAAS scores are reported; i.e., http://evaas.sas.com)	1	2	3	4	5
f. Other articles, books, or Internet sites related to value-added assessment	1	2	3	4	5

22. To what extent do you agree or disagree with each of the following statements about PVAAS? (Mark one number in each row.)

	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly agree</u>	<u>I don't know</u>
a. PVAAS provides an accurate indication of how well our school is improving student achievement	1	2	3	4	9
b. I have made changes to my instruction in response to information from PVAAS	1	2	3	4	9
c. PVAAS is discussed frequently during staff planning meetings in this school	1	2	3	4	9
d. I am not sure how information from PVAAS can be used to guide my instructional practice	1	2	3	4	9
e. PVAAS helps me communicate more effectively with parents about their children's progress than I could without PVAAS.....	1	2	3	4	9
f. I use the PVAAS <u>projections</u> when speaking with parents to give them an indication of how well their children are likely to do in the future.....	1	2	3	4	9
g. I am not sure I understand how to interpret my school's PVAAS school effect	1	2	3	4	9
h. The information on student growth in PVAAS helps to motivate me because I can see my efforts paying off	1	2	3	4	9
i. PVAAS has caused me to increase my focus on low-performing students	1	2	3	4	9
j. As a result of PVAAS, teachers are sometimes unfairly blamed for poor instruction that occurred at earlier grades.....	1	2	3	4	9
k. I am confident in my ability to explain conceptually (not necessarily mathematically) how a school's mean predicted score is calculated	1	2	3	4	9
l. I focus more on the needs of high-achieving students because of PVAAS than I would without the information from PVAAS	1	2	3	4	9
m. PVAAS results are one factor that determines whether schools make adequate yearly progress (AYP) under NCLB	1	2	3	4	9

23. Please indicate whether you agree or disagree with each of the following statements about the meaning of PVAAS school effects and student-level projections. (Mark one number in each row.)

	<u>Disagree</u>	<u>Agree</u>	<u>I don't know</u>
a. A school that is assigned a PVAAS school effect of NDD (no detectable difference) has achieved a year's worth of growth in student achievement.....	1	2	9
b. A school's PVAAS effects are likely to remain the same even if different districts participate in PVAAS from one year to the next	1	2	9
c. The PVAAS projections are based on an expectation that both low-achieving and high-achieving students will attain similar amounts of growth	1	2	9
d. The PVAAS school effect for grade 5 provides an indication of school effectiveness for all tested grades up to and including grade 5	1	2	9
e. PVAAS allows schools to determine how much progress each student made each year on the basis of where that student started the year.....	1	2	9
f. A negative PVAAS school effect for grade 5 indicates that 5 th graders this year scored lower on average than 5 th graders last year.....	1	2	9
g. PVAAS measures of individual student growth depend not only on the student's current and previous scores but on the scores attained by other students	1	2	9

24. Have you seen the PVAAS reports for your district or school? (Mark one number)

Yes 1 → Continue with Question 25

No..... 2 → Skip to Question 30 on page 18

25. In what month and year did you receive access to the most recent PVAAS reports?

_____ month _____ year

26. In which of the following forms did you receive the PVAAS reports? (Mark all that apply)

Printed copies of reports 1

Access to the PVASS web site 2

27. The PVAAS reports include several components. Please indicate whether you have seen each of the following PVAAS report components for your school, and if so, how useful it was for guiding your instruction.

	I have seen it; and it was				
	I have not seen this	Not useful	Minimally useful	Moderately useful	Very useful
a. School-level reports (table form)	1	2	3	4	5
b. Graphs showing growth among students in different quintiles (part of the school-level diagnostic reports)	1	2	3	4	5
c. Graphs showing growth among students in the advanced, proficient, etc. categories (part of the school-level diagnostic reports).....	1	2	3	4	5
d. Subgroup reports (results disaggregated by race/ethnicity, socioeconomic status, etc.).....	1	2	3	4	5
e. Student-level reports of past performance	1	2	3	4	5
f. Student-level projections of future performance....	1	2	3	4	5
g. Summaries of scores for my own students.....	1	2	3	4	5
h. Other custom reports prepared by your school or district staff	1	2	3	4	5
i. The “hints” feature on the PVAAS reporting web site	1	2	3	4	5

28. To what extent have you used PVAAS results for each of the following purposes? (Mark one number in each row).

	Did not use in this way	Used minimally	Used moderately	Used extensively
a. Identify low-performing students who need additional assistance	1	2	3	4
b. Identify high-performing students who need additional enrichment	1	2	3	4
c. Identify and correct gaps in the curriculum and instruction for all students	1	2	3	4
d. Identify areas where I need to strengthen my own content knowledge or teaching skills	1	2	3	4
e. Assign or reassign students to instructional groups.....	1	2	3	4
f. Set different learning goals for different students	1	2	3	4
g. Improve or increase the involvement of parents in student learning	1	2	3	4

29. To what extent do you agree or disagree with the following statements about the PVAAS reports? (Mark one number in each row.)

	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly agree</u>	<u>I don't know</u>
a. The PVAAS reports are clear and easy to understand.....	1	2	3	4	9
b. The information I receive from PVAAS is more useful for instructional planning than the PSSA scores I receive from other sources.....	1	2	3	4	9
c. I receive so many different reports on student achievement that I find it hard to figure out which reports to focus on.....	1	2	3	4	9
d. The PVAAS proficiency graphs in the school-level diagnostic report provide essentially the same information as the PSSA reports we receive from the state	1	2	3	4	9
e. Because PVAAS focuses on growth and the state's accountability system focuses on proficiency levels, I sometimes feel like I am forced to meet conflicting goals.....	1	2	3	4	9
f. Our school's performance looks better when evaluated according to growth on the PVAAS rather than according to AYP (Adequate Yearly Progress) status	1	2	3	4	9
g. The PVAAS reports are available early enough in the school year to be useful	1	2	3	4	9

Your Background

30. Including this year, how many years have you taught on a full-time basis?

_____ Years

31. What is the highest degree you hold? (Mark one number.)

- BA or BS 1
- MA, MS, or master's equivalency 2
- PhD or EdD 3
- Other (Please Specify) _____ 4

TEACHER SURVEY

1. What grade level(s) do you teach at this school this year? (Mark all that apply.)

K 1 2 3 4 5 6 7 8 9

2. Do you teach multiple subjects in the same (i.e., a self-contained) classroom?

Yes..... 1 → Skip to Question 4

No 2 → Skip to Question 3

3. What subject area(s) do you teach in this school this year? (Mark all that apply.)

English/language arts/reading 1

Mathematics 2

Science 3

Social studies/history 4

Other (please specify): _____ 5

4. Do you teach... (Mark one number in each row.)

	<u>Yes</u>	<u>No</u>
A designated special education class?.....	1	2
A designated English as a Second Language (ESL) or bilingual class?.....	1	2
A designated honors, Advanced Placement, or gifted class?	1	2

5. Please estimate the numbers of students you teach in a typical week in each of the following categories:

- a. Total number of students _____ students
- b. Classified as English Language Learners
(Limited English Proficient students) _____ students
- c. Participate in an official Gifted and Talented
Education (GATE) program _____ students
- d. Classified as Special Education students with
Individualized Education Plans (IEPs) _____ students
- e. Pulled out of regular class for remedial instruction _____ students

6. In a typical week, to how many students do you teach mathematics or reading/language arts/English?

a. Mathematics _____ students

b. Reading/Language Arts/English _____ students

We recognize you may be teaching more than one grade level and subject, and that your approach may be different for different grade levels and subjects. Please answer the survey questions based on what is typical of your teaching overall.

Also, in the questions that ask about "district standardized tests" we mean the standardized tests that the district administers other than the Pennsylvania System of School Assessment (PSSA), including tests given in grades that are not tested by the PSSA. Examples include the Terra Nova, Iowa Tests of Basic Skills, and Stanford 9.

7. During the current (2005-06) school year, were the following sources of information about student performance available to you? If available, how useful was each source of information for guiding your instruction? (Mark one number in each row. Mark "1" if you have never heard of this source or if it is unavailable to you.)

	Not available or haven't heard of <u>this</u>	Available; and it was			
		<u>Not useful</u>	<u>Minimally useful</u>	<u>Moderately useful</u>	<u>Very useful</u>
a. School-wide student results on the PSSA or district standardized tests	1	2	3	4	5
b. Percent of <i>your current students</i> at each performance level (basic, proficient, etc.) on either the PSSA or district standardized tests	1	2	3	4	5
c. Scale scores (e.g., percentile ranks, NCE's, grade equivalent scores) on the PSSA or district standardized tests for <i>your current students</i>	1	2	3	4	5
d. Your students' results on the PSSA or district standardized tests summarized for each student subgroup (e.g., special education, race/ethnicity, economically disadvantaged)	1	2	3	4	5
e. Your students' results on the PSSA or district standardized tests broken down by topic or skill .	1	2	3	4	5
f. Student results on assessments that are provided as part of the curriculum materials (e.g., end-of-chapter tests in textbooks)	1	2	3	4	5
g. Student results on assessments that you develop and administer in your class	1	2	3	4	5
h. Your students' performance on interim or diagnostic assessments (e.g., DIBELS, DRA, or district-developed interim assessments)	1	2	3	4	5
i. Reports of individual student <i>growth</i> in achievement from one year to the next	1	2	3	4	5
j. Analysis or reports provided by a school-based data team (i.e., a team of teachers and/or administrators tasked with analyzing and summarizing student achievement test results) ..	1	2	3	4	5
k. Information from the Standard and Poors reports (schoolmatters.com)	1	2	3	4	5
l. Reports from the Grow Network	1	2	3	4	5
m. Information from the PSSA e-metric tool	1	2	3	4	5

8. Which *three* of the sources of information listed in Question 7 above were the most useful for instructional planning this year? (Mark 3 letters)

a b c d e f g h i j k l m

9. During the current school year, how many times did you engage in the following activities focused on the analysis and use of student achievement data? If you engaged in an activity, how valuable was it for helping you use the data to guide your instruction? (Mark one number for frequency and one number for value in each row.)

ACTIVITIES FOCUSING ON STUDENT ACHIEVEMENT DATA	Frequency of activity					Value of activity for using data to guide instruction		
	<u>Never</u>	<u>A few times a year</u>	<u>Once or twice a month</u>	<u>Once or twice a week</u>	<u>Daily or almost daily</u>	<u>Not valuable</u>	<u>Moderately valuable</u>	<u>Very valuable</u>
a. Whole-school planning meetings	1	2	3	4	5	1	2	3
b. Grade-level or department planning meetings for teachers at your school.....	1	2	3	4	5	1	2	3
c. Meetings with teachers at other schools in your district ..	1	2	3	4	5	1	2	3
d. Informal discussions with colleagues.....	1	2	3	4	5	1	2	3
e. Meetings with your principal or assistant principal.....	1	2	3	4	5	1	2	3
f. Meetings with a school data team (i.e., a team of teachers and/or administrators tasked with analyzing and summarizing student achievement test results).....	1	2	3	4	5	1	2	3

10. During the current and prior school year (including summer), about how many hours of professional development did you receive in each of the following areas? (Mark one number in each row.)

HOURS OF PROFESSIONAL DEVELOPMENT

	<u>None</u>	<u>1-5 hours</u>	<u>6-24 hours</u>	<u>25-40 hours</u>	<u>41-80 hours</u>	<u>More than 80 hours</u>
a. Analyzing and interpreting student achievement data	1	2	3	4	5	6
b. Preparing students to take state or district tests	1	2	3	4	5	6
c. Understanding and using the Pennsylvania Academic Standards.....	1	2	3	4	5	6
d. Understanding and using the Pennsylvania Assessment Anchors	1	2	3	4	5	6

11. How well-prepared do you feel to perform each of the following tasks? (Mark one number in each row.)

	<u>Not at all prepared</u>	<u>Minimally prepared</u>	<u>Moderately prepared</u>	<u>Very well prepared</u>
a. Interpret results of standardized tests	1	2	3	4
b. Use test results to make changes in your practice.....	1	2	3	4

12. During the past two school years (2004-05 and 2005-06), to what extent have you used the results from achievement tests for each of the following purposes? (Mark one number in each row. Answer with respect to the current school year if you are new to the school this year If you teach more than one subject, focus on the subject(s) for which you receive the most achievement data.)

	<u>Did not use in this way</u>	<u>Used minimally</u>	<u>Used moderately</u>	<u>Used extensively</u>
a. Identify low-performing students who need additional assistance.....	1	2	3	4
b. Identify high-performing students who need additional enrichment.....	1	2	3	4
c. Identify and correct gaps in the curriculum and instruction for all students	1	2	3	4
d. Identify areas where I need to strengthen my own content knowledge or teaching skills	1	2	3	4
e. Assign or reassign students to instructional groups.....	1	2	3	4
f. Set different learning goals for different students	1	2	3	4
g. Improve or increase the involvement of parents in student learning	1	2	3	4

13. To what extent does each of the following factors hinder your ability to use achievement data effectively? (Mark one number in each row.)

	<u>Not a hindrance</u>	<u>Slight hindrance</u>	<u>Moderate hindrance</u>	<u>Great hindrance</u>
a. Lack of access to achievement results for my current students.....	1	2	3	4
b. Difficult-to-understand reports or displays of achievement results	1	2	3	4
c. Insufficient technological resources (computers, software, high-speed Internet connection).....	1	2	3	4
d. Lack of school or district staff to assist teachers with interpretation of data	1	2	3	4
e. Lack of school or district staff to address technology problems	1	2	3	4
f. Lack of training on the interpretation and use of achievement results	1	2	3	4
g. Insufficient time to examine and interpret results carefully	1	2	3	4
h. Lack of flexibility to alter instruction and curriculum pacing when results identify areas that require re-teaching.....	1	2	3	4
i. Receiving test results late in the year	1	2	3	4
j. Lack of access to information about student growth in achievement.....	1	2	3	4

14. To what extent do you agree or disagree with the following statements about student achievement growth on state and district standardized tests? (Mark one number in each row.)

	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly agree</u>
a. The growth that students attain each year is strongly related to their overall intelligence.....	1	2	3	4
b. The poverty level or family circumstances of students are more important than teacher effectiveness for determining student growth.....	1	2	3	4
c. Educators have a significant influence on the progress students make in their learning each year	1	2	3	4
d. A year of exposure to an ineffective teacher can affect students' performance in future school years	1	2	3	4
e. School-level changes in PSSA scores are good indicators of whether <u>students</u> in those schools have achieved growth	1	2	3	4
f. A school cannot meet its performance expectations under NCLB if its student's scores are declining over time.....	1	2	3	4

15. To what extent do you agree or disagree with each of the following statements about the state's accountability system under NCLB (i.e., the PSSA and the Pennsylvania Academic Standards)? (Mark one number in each row.)

	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly agree</u>
a. The state's NCLB accountability system supports my personal approach to teaching and learning.....	1	2	3	4
b. The state's NCLB accountability system leaves little time to teach content not on the PSSA.....	1	2	3	4
c. Because of pressure to meet the school's Adequate Yearly Progress (AYP) target, I am focusing more on improving student achievement at my school.....	1	2	3	4
d. The state's NCLB accountability system does not adequately consider student growth.	1	2	3	4
e. Overall, the state's NCLB accountability system has been beneficial for students at my school.....	1	2	3	4
f. As a result of the state's NCLB accountability system, high-achieving students are not receiving appropriately challenging curriculum or instruction.....	1	2	3	4
g. As a result of the state's NCLB accountability system, teachers are sometimes unfairly blamed for poor instruction that occurred at earlier grades	1	2	3	4

16. Think about ways in which your teaching is different because of the PSSA reading and mathematics assessments than it would be without the PSSA. How much do the following statements describe differences in your teaching due to the PSSA? (Mark one number in each row.)

As a result of the PSSA:	My teaching differs by:			
	<u>No difference</u>	<u>A small amount</u>	<u>A moderate amount</u>	<u>A great deal</u>
a. I focus more on the Pennsylvania Academic Standards or Assessment Anchors	1	2	3	4
b. I focus more on topics emphasized in the PSSA assessment.....	1	2	3	4
c. I look for particular styles and formats of problems in the PSSA assessment and emphasize those in my instruction (e.g., using particular styles of graphs; using specific key phrases).....	1	2	3	4
d. I spend more time teaching general test-taking strategies (e.g., time management, eliminating wrong multiple-choice options, filling in answer sheets)	1	2	3	4
e. I spend more time teaching mathematics or reading content (e.g., by replacing non-instructional activities with mathematics or reading instruction)	1	2	3	4
f. I focus more effort on students who are <u>close to proficient</u> (i.e., close to meeting the standard) on the PSSA than on other students	1	2	3	4

17. Think about the leadership your principal provides at your school. To what extent do you agree or disagree with each of the following statements about your principal's leadership? (Mark one number in each row.)

The principal at my school...	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly agree</u>
a. Communicates a clear academic vision for my school	1	2	3	4
b. Sets high standards for teaching and learning.....	1	2	3	4
c. Makes data-driven decision making a focus of school improvement efforts	1	2	3	4
d. Helps teachers understand and interpret standardized test results	1	2	3	4
e. Ensures that teachers have sufficient time for professional development	1	2	3	4
f. Makes the school run smoothly.....	1	2	3	4

18. To what extent do you agree or disagree with the following statements about your school and your colleagues? (Mark one number in each row.)

	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly agree</u>
a. Most of my colleagues share a focus on student learning...	1	2	3	4
b. Our school has clear strategies for improving instruction	1	2	3	4
c. Most of my colleagues believe teachers can improve student achievement, regardless of students' background characteristics	1	2	3	4
d. Teacher morale is high.....	1	2	3	4
e. Most of my colleagues share my beliefs and values about what the central mission of the school should be	1	2	3	4
f. There is a great deal of cooperative effort among staff members	1	2	3	4
g. Most of my colleagues share a belief in the value of data as a school-improvement tool	1	2	3	4

Your Background

19. Including this year, how many years have you taught on a full-time basis?

_____ Years

20. What is the highest degree you hold? (Mark one number.)

BA or BS 1

MA, MS, or master's equivalency 2

PhD or EdD 3

Other (Please Specify) _____ 4

DISTRICT OFFICE SURVEY

1. What is your current position? _____

In the questions that ask about “district standardized tests” we mean the standardized tests that the district administers other than the Pennsylvania System of School Assessment (PSSA), including tests given in grades that are not tested by PSSA. Examples include the Terra Nova, Iowa Tests of Basic Skills, and Stanford 9.

2. During the current (2005-06) school year, were the following sources of information about the performance of students in your district available to you? If available, how useful was each source of information for improving student performance in your district? (Circle one number in each row. Circle “1” if you have never heard of this source or if it was unavailable to you.)

	Not available or haven't heard of this	Available; and it was			
		<u>Not useful</u>	<u>Minimally useful</u>	<u>Moderately useful</u>	<u>Very useful</u>
a. Scores on the PSSA or district standardized tests for the district as a whole.....	1	2	3	4	5
b. Scores on the PSSA or district standardized tests for each school in the district.....	1	2	3	4	5
c. Schoolwide results on the PSSA or district standardized tests summarized for each student subgroup (e.g., special education, race/ethnicity, economically disadvantaged)	1	2	3	4	5
d. Schoolwide results on the PSSA or district standardized tests broken down by topic or skill	1	2	3	4	5
e. Student performance on interim or diagnostic assessments (e.g., DIBELS, DRA, or district-developed interim assessments).....	1	2	3	4	5
f. Reports of individual student <i>growth</i> in achievement from one year to the next on any achievement test.....	1	2	3	4	5
g. Analysis or reports provided by a data team (i.e., a team of teachers and/or administrators tasked with analyzing and summarizing student achievement test results)	1	2	3	4	5
h. Information from the Standard and Poors reports (schoolmatters.com).....	1	2	3	4	5
i. Reports from the Grow Network	1	2	3	4	5
j. Information from the PSSA e-metric tool	1	2	3	4	5

3. Which *three* of sources of information listed in Question 2 above were the most useful for improving student performance in your district? (Circle 3 letters.)

a b c d e f G h i j

4. During the past two school years (2004-05 and 2005-06), to what extent have you used the results from state and district achievement tests for each of the following purposes? (Circle one number in each row. If you are new to the district this year, answer with respect to the current school year.)

	<u>Did not use in this way</u>	<u>Used minimally</u>	<u>Used moderately</u>	<u>Used extensively</u>
a. Make changes to the district's curriculum and instructional materials	1	2	3	4
b. Develop a district improvement plan ..	1	2	3	4
c. Help individual schools develop school improvement plans	1	2	3	4
d. Make policy about how much time is spent on each academic subject	1	2	3	4
e. Assign or reassign staff	1	2	3	4
f. Monitor schools' implementation of curricula or use of resources	1	2	3	4
g. Focus principal and/or teacher professional development	1	2	3	4
h. Make decisions about budget or resource allocation	1	2	3	4
i. Evaluate the effectiveness of specific programs	1	2	3	4
j. Evaluate principal or teacher performance	1	2	3	4
k. Reward school staff for achieving strong performance (e.g., bonuses, awards).....	1	2	3	4
l. Adjust the level of authority principals have over school decisions (e.g., curriculum, schedule, budget).....	1	2	3	4
m. Communicate with parents or other community members.....	1	2	3	4

5. Has your district done any of the following activities to help teachers prepare students for the Pennsylvania System of School Assessments (PSSA)? (Circle one number in each row.)

	<u>Yes</u>	<u>No</u>
a. Distributed commercial test preparation materials (e.g., practice tests).....	1	2
b. Distributed released copies of the PSSA test or items	1	2
c. Discussed methods for preparing students for the PSSA at staff meetings...	1	2
d. Encouraged or required school staff to spend more time on tested subjects and less time on other subjects	1	2
e. Helped school staff identify content that is likely to appear on the PSSA so they can cover it adequately in their instruction.....	1	2
f. Encouraged school staff to focus on students <u>close</u> to meeting standards (e.g., close to proficient).....	1	2
g. Discussed the state’s Assessment Anchors with school staff	1	2

6. Does the state or intermediate unit provide any of the following resources to you or your central office staff to assist in the district’s use of data for decision-making? If provided, how useful is each resource for making decisions about district improvement? (Circle one number in each row.)

	Provided; and it was				
	<u>Not provided</u>	<u>Not useful</u>	<u>Minimally useful</u>	<u>Moderately useful</u>	<u>Very useful</u>
a. Workshops or meetings where test results are presented and explained.....	1	2	3	4	5
b. Training on how to use test results for instructional planning or district improvement	1	2	3	4	5
c. Information on available data analysis systems and/or guidance on selecting these systems	1	2	3	4	5
d. Technical assistance with data analysis ...	1	2	3	4	5
e. Technical assistance with technology.....	1	2	3	4	5

7. During the 2004-05 and 2005-06 school years, has your district provided the following types of support to assist schools in using and analyzing data? (Circle one number in each row.)

	<u>No schools</u>	<u>Low-performing schools only</u>	<u>High-performing schools only</u>	<u>Some low- and some high-performing schools</u>	<u>All schools</u>
a. Purchased computer software or systems for re-analyzing test results	1	2	3	4	5
b. Provided staff to assist schools with data analysis or perform additional analyses	1	2	3	4	5
c. Provided staff to work with particular schools to make instructional changes based on data analyses.....	1	2	3	4	5
d. Provided professional development to <u>principals</u> to help them use and analyze data	1	2	3	4	5
e. Provided professional development to <u>teachers</u> to help them use and analyze data	1	2	3	4	5
f. Helped schools prepare complete and accurate data to comply with NCLB reporting requirements	1	2	3	4	5

8. To what extent does each of the following factors hinder the effective use of state and district achievement data in your district? (Circle one number in each row.)

	<u>Not a hindrance</u>	<u>Slight hindrance</u>	<u>Moderate hindrance</u>	<u>Great hindrance</u>
a. Lack of access to achievement results for students currently enrolled in this district	1	2	3	4
b. Difficult-to-understand reports or displays of achievement results	1	2	3	4
c. Insufficient technology (e.g., computers, software, high-speed Internet connection)	1	2	3	4
d. Lack of staff to address technology problems	1	2	3	4
e. Lack of district central office staff skilled in data analysis and interpretation.....	1	2	3	4
f. Insufficient time to examine and interpret results carefully.....	1	2	3	4
g. Receiving test results late in the year.....	1	2	3	4
h. Teachers' and/or principals' lack of skills or experience with analyzing data.....	1	2	3	4
i. Lack of access to information about student growth in achievement.....	1	2	3	4

9. To what extent do you agree or disagree with the following statements about student achievement growth on state and district standardized tests? (Circle one number in each row.)

	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly agree</u>
a. The growth that students attain each year is strongly related to their overall intelligence	1	2	3	4
b. The poverty level or family circumstances of students are more important than teacher effectiveness for determining student growth	1	2	3	4
c. Teachers have a significant influence on the progress students make in their achievement each year	1	2	3	4
d. A year of exposure to an ineffective teacher can affect students' performance in future school years	1	2	3	4
e. School-level changes in average test scores are good indicators of whether <u>students</u> in those schools have achieved growth.....	1	2	3	4
f. A school cannot meet its performance expectations under NCLB if its students' scores are declining over time	1	2	3	4

10. To what extent do you agree or disagree with each of the following statements about the state's accountability system under NCLB, including PSSA testing and designation of AYP status? (Circle one number in each row.)

	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly agree</u>
a. Overall, the state's NCLB accountability system has been beneficial for students in my district	1	2	3	4
b. The state's NCLB accountability system leaves little time to teach content not on the PSSA	1	2	3	4
c. As a result of the state's NCLB accountability system, high-achieving students are not receiving appropriately challenging curriculum or instruction	1	2	3	4
d. We have made substantial changes in the district's curriculum to improve student performance on the PSSA	1	2	3	4
e. <u>PSSA scores</u> accurately reflect the achievement of students in my district	1	2	3	4
f. <u>Our district's AYP status</u> accurately reflects the overall performance of my district	1	2	3	4
g. AYP status generally provides an accurate picture of individual school performance for schools in my district ...	1	2	3	4
h. Differences in student characteristics from year to year make it difficult for my schools and district to make AYP	1	2	3	4
i. Because of pressure to meet the AYP target, my staff and I are focusing more on improving student achievement than we would without the AYP target	1	2	3	4
j. The state's NCLB accountability system does not adequately consider student growth.....	1	2	3	4

11. Is your district participating in the PVAAS program this year? (Circle one number.)

- Yes 1 → Continue with Question 12
 No 2 → Skip to Question 22 on page 15
 I don't know 3 → Skip to Question 22 on page 15

12. For each of the following resources related to PVAAS, please indicate whether you have seen or participated in it, and if so, how useful it was for guiding your school improvement efforts (circle one number in each row).

	I have not seen or participated in this	This was available to me; and it was			
		Not useful	Minimally useful	Moderately useful	Very useful
a. <i>The Introductory Guide for Pennsylvania Educators ("Understanding Value-Added Analysis")</i>	1	2	3	4	5
b. <i>The Resource Guide for the Pennsylvania Value-Added Assessment System</i> prepared by SAS	1	2	3	4	5
c. <i>The PVAAS Overview</i> presentation	1	2	3	4	5
d. Workshops on PVAAS provided by the district, intermediate unit, or state.....	1	2	3	4	5
e. Other information on PVAAS provided on district or PDE Internet sites (<u>not</u> the site where PVAAS scores are reported; i.e., http://evaas.sas.com)	1	2	3	4	5
f. Other articles, books, or Internet sites related to value-added assessment	1	2	3	4	5

13. To what extent do you agree or disagree with each of the following statements about PVAAS? (Circle one number in each row.)

	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly agree</u>	<u>I don't know</u>
a. PVAAS provides an accurate indication of how well our district is improving student achievement.....	1	2	3	4	9
b. I have made changes to my approach to managing the district in response to information from PVAAS.....	1	2	3	4	9
c. PVAAS is discussed frequently among central office staff in this district.	1	2	3	4	9
d. PVAAS is not a very good measure of our students' progress toward meeting state standards.	1	2	3	4	9
e. PVAAS helps educators communicate more effectively with parents about their children's progress than they could without PVAAS	1	2	3	4	9
f. PVAAS has caused schools in this district to increase their focus on low-performing students.....	1	2	3	4	9
g. I am not sure I understand how to interpret the PVAAS school effects	1	2	3	4	9
h. The information on student growth in PVAAS helps school staff because they can see their efforts paying off	1	2	3	4	9
i. I am confident in my ability to explain conceptually (not necessarily mathematically) how a school's mean predicted score is calculated	1	2	3	4	9
j. The district focuses more on the needs of high-achieving students because of PVAAS than we would without the information from PVAAS	1	2	3	4	9
k. Because PVAAS focuses on growth and the state's accountability system focuses on proficiency levels, school and district staff sometimes feel like they are forced to meet conflicting goals.....	1	2	3	4	9
l. The performance of at least some schools in this district looks better when evaluated according to growth on the PVAAS rather than according to AYP status.....	1	2	3	4	9
m. The information the district receives from PVAAS is more useful for instructional planning than the information we receive from other sources	1	2	3	4	9
n. PVAAS eliminates excuses for poor performance because it evaluates growth	1	2	3	4	9
o. Support from the local teachers' association is critical to the success of PVAAS.....	1	2	3	4	9

14. Please indicate whether you agree or disagree with each of the following statements about the meaning of PVAAS school effects and student-level projections. (Circle one number in each row.)

	<u>Disagree</u>	<u>Agree</u>	<u>I don't know</u>
a. A school that is assigned a PVAAS school effect of NDD (no detectable difference) has achieved a year's worth of growth in student achievement.....	1	2	9
b. A school's PVAAS effects are likely to remain the same even if different districts participate in PVAAS from one year to the next.....	1	2	9
c. The PVAAS projections are based on an expectation that both low-achieving and high-achieving students will attain similar amounts of growth	1	2	9
d. The PVAAS school effect for grade 5 provides an indication of school effectiveness for all tested grades up to and including grade 5.....	1	2	9
e. PVAAS allows schools to determine how much progress each student made each year on the basis of where that student started the year.....	1	2	9
f. A negative PVAAS school effect for grade 5 indicates that 5 th graders this year scored lower on average than 5 th graders last year.....	1	2	9
g. PVAAS measures of individual student growth depend not only on the student's current and previous scores but on the scores attained by other students	1	2	9

15. Have you seen the PVAAS reports for your district? (Circle one number.)

Yes 1 → Continue with Question 16

No..... 2 → Skip to Question 22 on page 15

16. In what month and year did you receive access to the most recent PVAAS reports? (Write in the month and year; e.g., Nov 2005.)

_____ month _____ year

17. In which of the following forms did you receive the PVAAS reports? (Circle all that apply.)

Printed copies of reports..... 1

Access to the PVAAS web site..... 2

18. To which of the following groups did your district provide access to the most recent PVAAS reports (either web access or hard copies of reports)? (Circle all that apply.)

Assistant/deputy superintendent(s) or other central office staff (e.g., curriculum, assessment, or technology coordinators or directors) 1

Principals at all schools in the district 2

Principals at some but not all schools in the district 3

All teachers at all schools in the district 4

All teachers at some but not all schools in the district 5

Teachers in leadership positions only (e.g., department heads, master teachers) .. 6

School board members 7

Parents 8

Other (please indicate) _____ 9

19. The PVAAS reports include several components. Please indicate whether you have seen each of the following PVAAS report components for your district, and if so, how useful it was for guiding your district improvement efforts. (Circle one number in each row.)

	I have seen it; and it was				
	<u>I have not seen this</u>	<u>Not useful</u>	<u>Minimally useful</u>	<u>Moderately useful</u>	<u>Very useful</u>
a. School-level reports for the schools in my district (table form)	1	2	3	4	5
b. Graphs showing growth among students in different quintiles (part of the school-level diagnostic reports).....	1	2	3	4	5
c. Graphs showing growth among students in the advanced, proficient, etc. categories (part of the school-level diagnostic reports)	1	2	3	4	5
d. Subgroup reports (results disaggregated by race/ethnicity, socioeconomic status, etc.)	1	2	3	4	5
e. Student-level reports of past performance .	1	2	3	4	5
f. Student-level projections of future performance	1	2	3	4	5
g. Custom reports prepared by district staff....	1	2	3	4	5
h. Summary reports for individual teachers	1	2	3	4	5
i. The "hints" feature on the PVAAS reporting web site.....	1	2	3	4	5

20. To what extent have you used PVAAS results for each of the following purposes? (Circle one number in each row.)

	<u>Did not use in this way</u>	<u>Used minimally</u>	<u>Used moderately</u>	<u>Used extensively</u>
a. Make changes to the district's curriculum and instructional materials.....	1	2	3	4
b. Develop a district improvement plan	1	2	3	4
c. Help individual schools develop school improvement plans	1	2	3	4
d. Make policy about how much time is spent on each academic subject	1	2	3	4
e. Assign or reassign staff.....	1	2	3	4
f. Monitor schools' implementation of curricula or use of resources	1	2	3	4
g. Focus principal and/or teacher professional development	1	2	3	4
h. Make decisions about budget or resource allocation.....	1	2	3	4
i. Evaluate the effectiveness of specific programs.....	1	2	3	4
j. Evaluate principal or teacher performance ...	1	2	3	4
k. Reward school staff for achieving strong performance (e.g., bonuses, awards).....	1	2	3	4
l. Adjust the level of authority principals have over school decisions (e.g., curriculum, schedule, budget).....	1	2	3	4
m. Communicate with parents or other community members.....	1	2	3	4

21. To what extent do you agree or disagree with the following statements about the PVAAS reports? (Circle one number in each row.)

	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly agree</u>	<u>I don't know</u>
a. The PVAAS reports are clear and easy to understand. ...	1	2	3	4	9
b. I refer to the PVAAS reports frequently throughout the year when planning my district improvement efforts.	1	2	3	4	9
c. I receive so many different reports on student achievement that I find it hard to figure out which reports to focus on.....	1	2	3	4	9
d. PVAAS school-level diagnostic reports provide essentially the same information as the PSSA school-level reports we receive from the state.....	1	2	3	4	9
e. It is easy to navigate the PVAAS on-line reports.....	1	2	3	4	9
f. PVAAS reports are not helpful because they do not provide prescriptive or diagnostic information to help us figure out how to address problems	1	2	3	4	9
g. The PVAAS reports are available early enough in the school year to be useful.....	1	2	3	4	9
h. Lack of alignment among the different tests used in PVAAS makes it difficult to interpret growth.....	1	2	3	4	9

Your Background

22. Please indicate the number of years you have served as an administrator or teacher in this district or in other districts. (Fill in each space with zero or another number.)

<u>Position</u>	<u>Number of years in THIS district</u>	<u>Number of years in OTHER districts</u>
a. Superintendent	_____	_____
b. Other district administrative position	_____	_____
c. Principal or assistant principal	_____	_____
d. Teacher	_____	_____

23. How many people (including yourself, if applicable) have served as superintendent in this district in the past five school years? (Write your best estimate on the line below, or write "DK" if you don't know.)

_____ people

24. Does your district have a staff member who is considered the designated PVAAS specialist or coordinator?

Yes 1 → Continue with Question 25

No 2 → Skip to Question 27 on page 16

25. Approximately how many hours per week does the designated PVAAS specialist devote to working with PVAAS?

_____ hours

26. Did the designated PVAAS specialist receive training for this role? (Circle all that apply.)

Yes, from state 1

Yes, from intermediate unit 2

Yes, from some other source 3

Specify source: _____

No training was received 4

DISTRICT OFFICE SURVEY

1. What is your current position? _____

In the questions that ask about “district standardized tests” we mean the standardized tests that the district administers other than the Pennsylvania System of School Assessment (PSSA), including tests given in grades that are not tested by PSSA. Examples include the Terra Nova, Iowa Tests of Basic Skills, and Stanford 9.

2. During the current (2005-06) school year, were the following sources of information about the performance of students in your district available to you? If available, how useful was each source of information for improving student performance in your district? (Circle one number in each row. Circle “1” if you have never heard of this source or if it was unavailable to you.)

	Not available or haven't heard of this	Available; and it was			
		<u>Not useful</u>	<u>Minimally useful</u>	<u>Moderately useful</u>	<u>Very useful</u>
a. Scores on the PSSA or district standardized tests for the district as a whole.....	1	2	3	4	5
b. Scores on the PSSA or district standardized tests for each school in the district.....	1	2	3	4	5
c. Schoolwide results on the PSSA or district standardized tests summarized for each student subgroup (e.g., special education, race/ethnicity, economically disadvantaged)	1	2	3	4	5
d. Schoolwide results on the PSSA or district standardized tests broken down by topic or skill.....	1	2	3	4	5
e. Student performance on interim or diagnostic assessments (e.g., DIBELS, DRA, or district-developed interim assessments).....	1	2	3	4	5
f. Reports of individual student <i>growth</i> in achievement from one year to the next on any achievement test.....	1	2	3	4	5
g. Analysis or reports provided by a data team (i.e., a team of teachers and/or administrators tasked with analyzing and summarizing student achievement test results)	1	2	3	4	5
h. Information from the Standard and Poors reports (schoolmatters.com).....	1	2	3	4	5
i. Reports from the Grow Network	1	2	3	4	5
j. Information from the PSSA e-metric tool	1	2	3	4	5

3. Which *three* of sources of information listed in Question 2 above were the most useful for improving student performance in your district? (Circle 3 letters.)

a b c d e f G h i j

4. During the past two school years (2004-05 and 2005-06), to what extent have you used the results from state and district achievement tests for each of the following purposes? (Circle one number in each row. If you are new to the district this year, answer with respect to the current school year.)

	<u>Did not use in this way</u>	<u>Used minimally</u>	<u>Used moderately</u>	<u>Used extensively</u>
a. Make changes to the district's curriculum and instructional materials	1	2	3	4
b. Develop a district improvement plan ..	1	2	3	4
c. Help individual schools develop school improvement plans	1	2	3	4
d. Make policy about how much time is spent on each academic subject	1	2	3	4
e. Assign or reassign staff	1	2	3	4
f. Monitor schools' implementation of curricula or use of resources	1	2	3	4
g. Focus principal and/or teacher professional development	1	2	3	4
h. Make decisions about budget or resource allocation	1	2	3	4
i. Evaluate the effectiveness of specific programs	1	2	3	4
j. Evaluate principal or teacher performance	1	2	3	4
k. Reward school staff for achieving strong performance (e.g., bonuses, awards).....	1	2	3	4
l. Adjust the level of authority principals have over school decisions (e.g., curriculum, schedule, budget).....	1	2	3	4
m. Communicate with parents or other community members	1	2	3	4

5. Has your district done any of the following activities to help teachers prepare students for the Pennsylvania System of School Assessments (PSSA)? (Circle one number in each row.)

	<u>Yes</u>	<u>No</u>
a. Distributed commercial test preparation materials (e.g., practice tests).....	1	2
b. Distributed released copies of the PSSA test or items	1	2
c. Discussed methods for preparing students for the PSSA at staff meetings...	1	2
d. Encouraged or required school staff to spend more time on tested subjects and less time on other subjects	1	2
e. Helped school staff identify content that is likely to appear on the PSSA so they can cover it adequately in their instruction.....	1	2
f. Encouraged school staff to focus on students <u>close</u> to meeting standards (e.g., close to proficient).....	1	2
g. Discussed the state’s Assessment Anchors with school staff	1	2

6. Does the state or intermediate unit provide any of the following resources to you or your central office staff to assist in the district’s use of data for decision-making? If provided, how useful is each resource for making decisions about district improvement? (Circle one number in each row.)

	Provided; and it was				
	<u>Not provided</u>	<u>Not useful</u>	<u>Minimally useful</u>	<u>Moderately useful</u>	<u>Very useful</u>
a. Workshops or meetings where test results are presented and explained.....	1	2	3	4	5
b. Training on how to use test results for instructional planning or district improvement	1	2	3	4	5
c. Information on available data analysis systems and/or guidance on selecting these systems	1	2	3	4	5
d. Technical assistance with data analysis ...	1	2	3	4	5
e. Technical assistance with technology.....	1	2	3	4	5

7. During the 2004-05 and 2005-06 school years, has your district provided the following types of support to assist schools in using and analyzing data? (Circle one number in each row.)

	<u>No schools</u>	<u>Low-performing schools only</u>	<u>High-performing schools only</u>	<u>Some low- and some high-performing schools</u>	<u>All schools</u>
a. Purchased computer software or systems for re-analyzing test results	1	2	3	4	5
b. Provided staff to assist schools with data analysis or perform additional analyses	1	2	3	4	5
c. Provided staff to work with particular schools to make instructional changes based on data analyses.....	1	2	3	4	5
d. Provided professional development to <u>principals</u> to help them use and analyze data	1	2	3	4	5
e. Provided professional development to <u>teachers</u> to help them use and analyze data	1	2	3	4	5
f. Helped schools prepare complete and accurate data to comply with NCLB reporting requirements	1	2	3	4	5

8. To what extent does each of the following factors hinder the effective use of state and district achievement data in your district? (Circle one number in each row.)

	<u>Not a hindrance</u>	<u>Slight hindrance</u>	<u>Moderate hindrance</u>	<u>Great hindrance</u>
a. Lack of access to achievement results for students currently enrolled in this district	1	2	3	4
b. Difficult-to-understand reports or displays of achievement results	1	2	3	4
c. Insufficient technology (e.g., computers, software, high-speed Internet connection)	1	2	3	4
d. Lack of staff to address technology problems	1	2	3	4
e. Lack of district central office staff skilled in data analysis and interpretation.....	1	2	3	4
f. Insufficient time to examine and interpret results carefully.....	1	2	3	4
g. Receiving test results late in the year.....	1	2	3	4
h. Teachers' and/or principals' lack of skills or experience with analyzing data.....	1	2	3	4
i. Lack of access to information about student growth in achievement.....	1	2	3	4

9. To what extent do you agree or disagree with the following statements about student achievement growth on state and district standardized tests? (Circle one number in each row.)

	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly agree</u>
a. The growth that students attain each year is strongly related to their overall intelligence	1	2	3	4
b. The poverty level or family circumstances of students are more important than teacher effectiveness for determining student growth	1	2	3	4
c. Teachers have a significant influence on the progress students make in their achievement each year	1	2	3	4
d. A year of exposure to an ineffective teacher can affect students' performance in future school years	1	2	3	4
e. School-level changes in average test scores are good indicators of whether <u>students</u> in those schools have achieved growth.....	1	2	3	4
f. A school cannot meet its performance expectations under NCLB if its students' scores are declining over time	1	2	3	4

10. To what extent do you agree or disagree with each of the following statements about the state's accountability system under NCLB, including PSSA testing and designation of AYP status? (Circle one number in each row.)

	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly agree</u>
a. Overall, the state's NCLB accountability system has been beneficial for students in my district	1	2	3	4
b. The state's NCLB accountability system leaves little time to teach content not on the PSSA	1	2	3	4
c. As a result of the state's NCLB accountability system, high-achieving students are not receiving appropriately challenging curriculum or instruction	1	2	3	4
d. We have made substantial changes in the district's curriculum to improve student performance on the PSSA	1	2	3	4
e. <u>PSSA scores</u> accurately reflect the achievement of students in my district	1	2	3	4
f. <u>Our district's AYP status</u> accurately reflects the overall performance of my district	1	2	3	4
g. AYP status generally provides an accurate picture of individual school performance for schools in my district ...	1	2	3	4
h. Differences in student characteristics from year to year make it difficult for my schools and district to make AYP	1	2	3	4
i. Because of pressure to meet the AYP target, my staff and I are focusing more on improving student achievement than we would without the AYP target	1	2	3	4
j. The state's NCLB accountability system does not adequately consider student growth.....	1	2	3	4

Your Background

11. Please indicate the number of years you have served as an administrator or teacher in this district or in other districts. (Fill in each space with zero or another number.)

<u>Position</u>	<u>Number of years in THIS district</u>	<u>Number of years in OTHER districts</u>
a. Superintendent	_____	_____
b. Other district administrative position	_____	_____
c. Principal or assistant principal	_____	_____
d. Teacher	_____	_____

12. How many people (including yourself, if applicable) have served as superintendent in this district in the past five school years? (Write your best estimate on the line below, or write "DK" if you don't know.)

_____ people