



Year-two Control School Leader Survey

Consent Form

You are invited to participate in an important three year study being conducted by the Center for Education Policy Research at the Harvard Graduate School of Education. This study investigates the impact of Achievement Network's model of using interim assessment data to modify instruction on improving student achievement. In order to participate in the project, we need your consent.

What it Means to Participate

Participation in this study asks you to complete the following survey. The survey takes approximately 30 minutes to complete. The purpose of the survey is to gather information that will inform our evaluation of The Achievement Network model on improving student outcomes. Questions on the survey may address your educational background, your professional experience, school culture, and/or your school's use of assessment data.

It is the expectation of the research team and your participating district that you not use school time or resources to complete this survey. This survey should be completed after school hours.

Compensation

For your time in completing our survey, we have included a \$10 Amazon gift card. You will receive an additional \$25 Amazon gift card upon completion of this survey. The gift card will be emailed to you within two weeks of submitting the survey.

Voluntary Participation

Your decision to participate in the study is voluntary. You may withdraw from the study at any time without penalty or loss of benefits to which you are otherwise entitled. However, the value of the research depends upon your completion of all survey questions.

Risks

We foresee no risks to you from your participation in this study. All survey information will be reported anonymously.

Confidentiality

The information that we collect from the survey will be reported without personal identifying information. Responses will be used for research and educational purposes only.



For questions or more information about the research, or if you would like to withdraw from the study, please contact:

Martin West, Principal Investigator
Harvard Graduate School of Education
617-496-4803 1-855-389-3370 (toll free)
martin_west@gse.harvard.edu

Whom to contact about your rights in this research, for questions, concerns, suggestions, or complaints that are not being addressed by the researcher, or research-related harm:

Harvard University Committee on the Use of Human Subjects in Research
1414 Massachusetts Avenue, Second Floor
Cambridge, MA 02138
617-496-2847
cuhs@fas.harvard.edu

1. Please indicate your agreement with the conditions outlined above:

- a. I agree with the conditions outlined in the text above. The nature and purpose of this research have been sufficiently explained and I agree to participate in this study. I understand that I am free to withdraw at any time without incurring any penalty.
- b. I do not agree with the conditions outlined above and will not participate in the study.

2. Please enter your name, today's date and your email address in the spaces provided below. This will serve as your signature on this consent form. Please note that the email address entered here will be the email address used to send your \$25 gift card.

- a. Name _____
- b. Today's Date _____
- c. Email Address _____

This is our School Leader Survey, and asks questions directed toward the role of school leaders in using student interim assessment data. If you are not currently a school leader, please contact hilary_bresnahan@gse.harvard.edu for our Teacher Survey on student assessment data.



- 3. Please estimate what PERCENTAGE of a typical SCHOOL WEEK you spent on the following work-related activities this year:**
- a. Instructional leadership (e.g. curriculum, developing and/or monitoring activities designed to improve instruction)
 - b. Managing and developing teachers (e.g., hiring, evaluation, professional development, or removal)
 - c. Internal school management (e.g. budget, school improvement plan, student discipline, attendance, walking hallways, playground or lunchroom)
 - d. External school management (e.g. community relations, working with parents)

4. Thinking about this school year, please rate the amount of control you had over decisions in the following areas:	No control	Very Little Control	Some Control	Quite a Bit of Control	Almost Total Control
a. Selecting curriculum and instructional materials	1	2	3	4	5
b. Setting class schedules and the amount of instructional time	1	2	3	4	5
c. Setting school discipline policies	1	2	3	4	5
d. Hiring teachers	1	2	3	4	5
e. Removing poorly performing teachers	1	2	3	4	5
f. Selecting content of teacher professional development opportunities	1	2	3	4	5
g. How teachers spent their class time	1	2	3	4	5



5. Below are several factors which could be considered “roadblocks” that prevent a school from improving. How significant, would you say, were each of these factors in preventing your school from improving during this school year?	Not at all Significant	A Little Significant	Somewhat Significant	Quite Significant	Highly Significant
a. Pressure to adopt new programs	1	2	3	4	5
b. Pressure to raise test scores	1	2	3	4	5
c. Lack of teacher knowledge and skill	1	2	3	4	5
d. Teacher turnover	1	2	3	4	5
e. Difficulty recruiting and hiring the right teachers	1	2	3	4	5
f. Lack of time to evaluate teachers	1	2	3	4	5
g. Lack of resources to support underperforming students	1	2	3	4	5
h. Difficulty identifying which students need additional instructional support	1	2	3	4	5
i. Faculty resistance to change	1	2	3	4	5
j. Difficulty identifying which standards teachers should focus on	1	2	3	4	5



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6. Thinking about this school year, how often did you meet with others in similar leadership roles about school-level instructional improvement issues?	Never	Once or Twice a Year	Quarterly	Monthly	Weekly or More
a. With school leaders from schools in your district?	1	2	3	4	5
b. With school leaders from outside your district?	1	2	3	4	5

If answer "never" to both 6a, b - skip to question 9.

7. In these meetings, how often did you discuss...	Never	Once in a while	Sometimes	Often	Almost Always
a. Instructional practices?	1	2	3	4	5
b. School policies?	1	2	3	4	5
c. Student achievement data?	1	2	3	4	5
d. Curricular materials?	1	2	3	4	5
e. What is working to raise student achievement in other schools?	1	2	3	4	5

8. How useful to YOU were these meetings?	Not at all Useful	Minimally Useful	Somewhat Useful	Considerably Useful	Highly Useful
	1	2	3	4	5



9. How often did you or another instructional leader engage in the following activities during this school year?	Never	Once or Twice a Year	Quarterly	Monthly	Weekly or More Often
a. Observe the instruction of individual teachers?	1	2	3	4	5
b. Participate in grade-level/content area team meetings?	1	2	3	4	5
c. Implement activities that encourage teachers to reflect on their instructional practice?	1	2	3	4	5
d. Meet with teachers to discuss students who are not meeting grade level expectations?	1	2	3	4	5
e. Meet with teachers to discuss their unit and/or lesson plans?	1	2	3	4	5
f. Coach teachers in planning backwards from standards?	1	2	3	4	5
g. Coach teachers in using student assessment data to monitor student progress?	1	2	3	4	5
h. Coach teachers in developing plans to re-teach content to struggling students?	1	2	3	4	5
i. Coach teachers in evaluating the effectiveness of their re-teaching strategies?	1	2	3	4	5

10. Thinking about this school year and what the teachers in your school say and do, how many teachers would you say:	Very Few	Less Than Half	About Half	More than Half	Nearly All
a. Are invested in improving their teaching?	1	2	3	4	5
b. Have a good grasp of the subject matter they teach?	1	2	3	4	5
c. Feel responsible when students in this school fail?	1	2	3	4	5
d. Believe that all students can learn?	1	2	3	4	5
e. Have high expectations for students' academic work?	1	2	3	4	5
f. Re-teach content to students who aren't successful the first time?	1	2	3	4	5
g. Use another instructional approach when students aren't successful the first time?	1	2	3	4	5
h. Use student assessment data to identify students in need of instructional support?	1	2	3	4	5
i. Use student assessment data to identify which standards students have not mastered?	1	2	3	4	5
j. Provide instruction to meet INDIVIDUAL student learning needs?	1	2	3	4	5
k. Motivate students to learn?	1	2	3	4	5
l. Encourage students to set and meet academic goals?	1	2	3	4	5



11. Has your school started to shift to the Common Core standards?

- Yes
- No

12. Did you set goals for student performance on this year's state test (e.g. MCAS, LEAP, iLEAP, ISAT,)? (if no, skip to question 16)

- Yes
- No

13. At what level(s) did you set goals for student performance on this year's state test? (select all that apply)

- a. School-wide
- b. Grade-level
- c. Classroom-level
- d. Individual students

Interim assessments are periodic standardized tests common across all students in a grade. Sometimes interim assessments are referred to as benchmark assessments. Thinking about interim assessments in this way, please respond to the next set of questions.

14. Did your school administer formal interim assessments during this school year?

- a. Yes
- b. No (skip to question 44)

Interim assessments are periodic standardized tests common across all students in a grade. Sometimes interim assessments are referred to as benchmark assessments. Thinking about interim assessments in this way, please respond to the next set of questions.

15. How many different interim assessment PROGRAMS does your school currently use in each of the following content areas?

Select 0 if your school does not currently use any interim assessment programs in that content area.

- a. English Language Arts, Reading, and/or Writing?
- b. Mathematics?
- c. Science?
- d. Social Studies or History?
- e. Other,
 - i. Please explain: _____



16. Thinking about who writes the ELA interim assessments used by your school, are they:

(Yes/No)

- a. Written by an external provider and selected by the district
- b. Written by an external provider and selected by my school
- c. Written by the district
- d. Written by teachers in my school or district.
- e. Other

17. You indicated “other” on the previous question. Who else writes the ELA interim assessments used by your school?

18. Thinking about who writes the MATH interim assessments used by your school, are they:

(Yes/No)

- a. Written by an external provider and selected by the district
- b. Written by an external provider and selected by my school
- c. Written by the district
- d. Written by teachers in my school or district.
- e. Other

19. You indicated “other” on the previous question. Who else writes the math interim assessments used by your school?



Interim assessments are periodic standardized tests common across all students in a grade. Sometimes interim assessments are referred to as benchmark assessments. Thinking about interim assessments in this way, please respond to the next set of questions.

20. Thinking about the ELA interim assessments you administered this year, please rate their ALIGNMENT with:		Very Poor	Poor	Fair	Good	Excellent
a.	Your state's ELA standards.	1	2	3	4	5
b.	Your state's end-of-year ELA assessment.	1	2	3	4	5
c.	Your school or district's ELA curriculum	1	2	3	4	5
d.	Your school or district's curricular scope and sequence for ELA.	1	2	3	4	5

21. Thinking about the ELA interim assessments you administered this year, please rate the LEVEL OF RIGOR of test items compared to:		Interim Assessments are Much Less Rigorous	Less Rigorous	About the Same Level of Rigor	More Rigorous	Interim Assessments are Much More Rigorous
a.	Your state's ELA standards.	1	2	3	4	5
b.	Your state's end-of-year ELA assessment.	1	2	3	4	5
c.	Your school or district's ELA curriculum	1	2	3	4	5

22. Thinking about the MATH interim assessments you administered this year, please rate their ALIGNMENT with:		Very Poor	Poor	Fair	Good	Excellent
a.	Your state's MATH standards.	1	2	3	4	5
b.	Your state's end-of-year MATH assessment.	1	2	3	4	5
c.	Your school or district's MATH curriculum	1	2	3	4	5
d.	Your school or district's curricular scope and sequence for MATH.	1	2	3	4	5



23. Thinking about the MATH interim assessments you administered this year, please rate the LEVEL OF RIGOR of test items compared to:	Interim Assessments are Much Less Rigorous	Less Rigorous	About the Same Level of Rigor	More Rigorous	Interim Assessments are Much More Rigorous
a. Your state's MATH standards.	1	2	3	4	5
b. Your state's end-of-year MATH assessment.	1	2	3	4	5
c. Your school or district's MATH curriculum	1	2	3	4	5

24. Thinking about the student interim assessment data you receive, please rate how satisfied you are with each of the following:	Very Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied
a. The time it takes to receive student scores on interim assessments	1	2	3	4	5
b. The clarity of the data you receive	1	2	3	4	5



25. Thinking about the interim assessments administered in your school, do you have access to data on how other schools serving similar students perform on those assessments?

Yes

No

26. Did one or more people in your school regularly review interim assessment data from multiple classrooms?

Yes

No (*skip to question 30*)

27. Did the following people regularly review interim assessment data from multiple classrooms? (Yes, No, N/A)

- a. Principal
- b. Assistant/Vice principal
- c. Lead teachers
- d. Literacy or Math Coach
- e. Department chairs
- f. School counselor and/or social worker
- g. Teams of teachers
- h. Teachers do this independently
- i. Parents
- j. Students
- k. Other,

28. Did some or all of these people meet regularly as a team?

Yes

No (*skip to question 30*)



Interim assessments are periodic standardized tests common across all students in a grade. Sometimes interim assessments are referred to as benchmark assessments. Thinking about interim assessments in this way, please respond to the next set of questions.

29. How often did this team meet?

- a. Once/twice per year
- b. Quarterly
- c. Once or twice a month
- d. Once a week
- e. Two to three times a week
- f. Daily

30. Over this past school year, during meetings to discuss interim assessment data with <i>teachers</i> at your school how often did each of the following occur?	Never	Once in a While	Sometimes	Often	Almost Always
a. Student assessment data was discussed.	1	2	3	4	5
b. Teachers brought samples of student work to discuss.	1	2	3	4	5
c. A protocol was used to facilitate the discussion of student assessment data.	1	2	3	4	5
d. Improvements in student achievement were celebrated.	1	2	3	4	5
e. Time was provided during the meeting for lesson planning.	1	2	3	4	5
f. Instructional strategies to target identified priority skills were shared.	1	2	3	4	5
g. School leaders communicated with teachers about the specific students or skills on which they should focus their instruction.	1	2	3	4	5



31. Please indicate whether	Yes	No
a. Students in your school typically receive information about their own performance on interim assessments	Y	N
b. Parents of students in your school typically receive information about their child's performance on interim assessments	Y	N
c. Interim assessment results are shared publically in your school	Y	N

32. Did your school use interim assessment data this year to:	Yes	No
a. Set school-wide goals for student achievement?	Yes	No
b. Set grade level or classroom level goals for student achievement?	Yes	No
c. Set goals for individual student achievement and track performance against those goals?	Yes	No
d. Evaluate programs (i.e. relate the use of particular instructional initiatives to student performance results)?	Yes	No
e. Evaluate teachers (i.e. relate teacher performance to student outcomes)?	Yes	No
f. Compare the performance of different grades and/or classrooms?	Yes	No
g. Compare the performance of different groups of students (i.e. race/ethnicity, gender, special education, etc.)?	Yes	No
h. Compare the school's performance with other schools?	Yes	No
i. Refer students for additional services?	Yes	No

33. Over this past school year, how often have YOU reviewed interim assessment data:	Never	Once or Twice a Year	Quarterly	Monthly	Weekly or More Often
a. Independently?	1	2	3	4	5
b. With your leadership team?	1	2	3	4	5
c. With teachers in your school?	1	2	3	4	5



34. How confident are YOU in using interim assessment data to perform each of the activities below:	Not at all Confident	A Little Confident	Somewhat Confident	Quite Confident	Highly Confident
a. Set challenging yet attainable goals for student achievement school-wide	1	2	3	4	5
b. Set challenging yet attainable goals for student achievement at each grade level	1	2	3	4	5
c. Compare your school's performance to that of other schools	1	2	3	4	5
d. Examine trends in your school's performance over time	1	2	3	4	5
e. Evaluate the performance of individual teachers in raising student achievement	1	2	3	4	5
f. Identify struggling students in need of instructional support	1	2	3	4	5
g. Evaluate the effectiveness of instructional programs	1	2	3	4	5
h. Lead teachers in analyzing student assessment data	1	2	3	4	5

35. We are interested in your opinions about interim assessments, their administration, and student results. Please respond to the following items.	Not at All	Very Little	Somewhat	Very Much
a. How accountable would you say teachers in your school feel to each other for their students' progress on interim assessments?	1	2	3	4
b. How accountable do you feel to district administrators (e.g., your superintendent) for your students' progress on interim assessments?	1	2	3	4
c. How accountable do you feel to other administrators in your district for your students' progress on interim assessments?	1	2	3	4
d. How much does the administration of interim assessments take needed time away from classroom instruction?	1	2	3	4
e. How useful are interim assessments as an instructional tool?	1	2	3	4
f. How consistent are interim assessment results with your own observations of student learning?	1	2	3	4
g. How predictive are interim assessment results of students' performance on end-of-year state tests?	1	2	3	4



Interim assessments are periodic standardized tests common across all students in a grade. Sometimes interim assessments are referred to as benchmark assessments. Thinking about interim assessments in this way, please respond to the next set of questions.

36. Does your school currently have a process or protocol for reviewing interim assessment data?

Yes

No (skip to question 40)

37. Thinking about the process or protocol your school uses to review interim assessment data, does the process/protocol include...	Yes	No
a. Evaluating <i>how many students overall</i> are on track to meet state standards?	Y	N
b. Identifying <i>which individual students</i> are on track to meet state standards?	Y	N
c. Identifying which specific standards <i>many students</i> have not yet mastered?	Y	N
d. Identifying which specific standards <i>each individual student</i> has not yet mastered?	Y	N
e. Analyzing incorrect student responses to identify common misunderstandings?	Y	N
f. Communicating to teachers the specific students or skills on which they should focus their instruction?	Y	N
g. Developing re-teaching plans?	Y	N

If participants responded no to any of the above items, they would not be asked to respond to the corresponding items in question 38.

38. Thinking about the following aspects of your school’s process or protocol to review interim assessment data, who engaged in the following activities?	School Leadership Team	Teachers	Both	Neither
a. Evaluating <i>how many students overall</i> are on track to meet state standards?	School Leadership Team	Teachers	Both	Neither
b. Identifying <i>which individual students</i> are on track to meet state standards?	School Leadership Team	Teachers	Both	Neither
c. Identifying which specific standards <i>many students</i> have not yet mastered?	School Leadership Team	Teachers	Both	Neither
d. Identifying which specific standards <i>each individual student</i> has not yet mastered?	School Leadership Team	Teachers	Both	Neither
e. Analyzing incorrect student responses to identify common misunderstandings?	School Leadership Team	Teachers	Both	Neither



39. Does the process or protocol your school currently uses to review interim assessment data differ across the review of data from math or ELA assessments?

- Yes, we have a different process or protocol when analyzing math or ELA interim assessment data.
- No, we use the same process or protocol to analyze both math and ELA interim assessment data.

40. Please rate the level of support you received in the use of interim assessment data from:	Not nearly enough support	Would have liked a little more support	The amount of support was adequate	More support than I needed
a. Your school or district	1	2	3	4
b. An external provider.	1	2	3	4

41. Thinking about the support you receive from your school or district, how satisfied are you with the overall quality of the support you receive in the following:	Very Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied
a. Analysis of interim assessment data	1	2	3	4	5
b. Setting student performance goals	1	2	3	4	5
c. Timeliness of response to questions	1	2	3	4	5
d. Improving instructional practices to meet students' needs	1	2	3	4	5

42. How many years have you served as the principal of THIS OR ANY OTHER school?

43. How many years have you served as the principal of THIS school?

44. How many years have you worked in THIS district?

45. Gender:

- Male
- Female



46. Race/ethnicity:

American Indian or Alaskan Native

Asian

Black or African American

Hispanic or Latino

Pacific Islander

White

Other

Please explain_____

47. What is your highest level of education?

Bachelor's degree

Master's degree

Doctorate

48. We appreciate the time you took to answer the questions in this survey. As you may have noticed, our primary interest is how schools use different types of student test data. After taking this survey, is there anything more you would like the researchers to know about your own use, or your school's use, of student test data?



During the course of survey development, items and item sets were borrowed (with permission, as necessary) or adapted from several existing survey measures or scales.

References

Brown, G. T. L. (2004). *Teachers' conceptions of assessment-III (full version)* [survey]. Auckland, NZ: University of Auckland.

Consortium on Chicago School Research (2011). *My voice, my school* [survey].” Chicago, IL: University of Chicago.

Zhang, Z., & Burry-Stock, J. A. (2003). Classroom assessment practices and teachers' self-perceived assessment skills. *Applied Measurement in Education*, 16(4), 323-342.