



## **Year-two Treatment 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](mailto: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](mailto: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)

<b>4. Thinking about this school year, please rate the amount of control you had over decisions in the following areas:</b>	<b>No control</b>	<b>Very Little Control</b>	<b>Some Control</b>	<b>Quite a Bit of Control</b>	<b>Almost Total Control</b>
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



<b>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?</b>	<b>Not at all Significant</b>	<b>A Little Significant</b>	<b>Somewhat Significant</b>	<b>Quite Significant</b>	<b>Highly Significant</b>
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



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

*If answer “never” to both 6a, b - skip to question 9.*

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

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



<b>9. How often did you or another instructional leader engage in the following activities during this school year?</b>	<b>Never</b>	<b>Once or Twice a Year</b>	<b>Quarterly</b>	<b>Monthly</b>	<b>Weekly or More Often</b>
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

<b>10. Thinking about this school year and what the teachers in your school say and do, how many teachers would you say:</b>	<b>Very Few</b>	<b>Less Than Half</b>	<b>About Half</b>	<b>More than Half</b>	<b>Nearly All</b>
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 14)**

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

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

**15. 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

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

\_\_\_\_\_

**17. 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

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

\_\_\_\_\_





19. 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 students' interim assessments scores	1	2	3	4	5
b. The clarity of the data you receive	1	2	3	4	5

*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. Over this past school year, during meetings to discuss interim assessment data with teachers 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

21. 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



<b>22. Did your school use interim assessment data this year to:</b>		<b>Yes</b>	<b>No</b>
a.	Set school-wide goals for student achievement?	<b>Y</b>	<b>N</b>
b.	Set grade level or classroom level goals for student achievement?	<b>Y</b>	<b>N</b>
c.	Set goals for individual student achievement and track performance against those goals?	<b>Y</b>	<b>N</b>
d.	Evaluate programs (i.e. relate the use of particular instructional initiatives to student performance results)?	<b>Y</b>	<b>N</b>
e.	Evaluate teachers (i.e. relate teacher performance to student outcomes)?	<b>Y</b>	<b>N</b>
f.	Compare the performance of different grades and/or classrooms?	<b>Y</b>	<b>N</b>
g.	Compare the performance of different groups of students (i.e. race/ethnicity, gender, special education, etc.)?	<b>Y</b>	<b>N</b>
h.	Compare the school's performance with other schools?	<b>Y</b>	<b>N</b>
i.	Refer students for additional services?	<b>Y</b>	<b>N</b>

<b>23. Over this past school year, how often have YOU reviewed interim assessment data:</b>		<b>Never</b>	<b>Once or Twice a Year</b>	<b>Quarterly</b>	<b>Monthly</b>	<b>Weekly or More Often</b>
a.	Independently?	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
b.	With your leadership team?	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
c.	With teachers in your school?	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>



<b>24. How confident are YOU in using interim assessment data to perform each of the activities below:</b>	<b>Not at all Confident</b>	<b>A Little Confident</b>	<b>Somewhat Confident</b>	<b>Quite Confident</b>	<b>Highly Confident</b>
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

<b>25. We are interested in your opinions about interim assessments, their administration, and student results. Please respond to the following items.</b>	<b>Not at All</b>	<b>Very Little</b>	<b>Somewhat</b>	<b>Very Much</b>
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



Now we'd like to ask you some questions specific to *The Achievement Network (ANet) program and interim assessments.*

<b>26. Thinking about the ANet ELA interim assessments you administered this year, please rate their ALIGNMENT with:</b>	<b>Very Poor</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
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

<b>27. Thinking about the ANet ELA interim assessments you administered this year, please rate the LEVEL OF RIGOR of test items compared to:</b>	<b>ANet tests are Much Less Rigorous</b>	<b>Less Rigorous</b>	<b>About the same level of rigor</b>	<b>More Rigorous</b>	<b>ANet tests are Much More Rigorous</b>
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

<b>28. Thinking about the ANet MATH interim assessments you administered this year, please rate their ALIGNMENT with:</b>	<b>Very Poor</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
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

<b>29. Thinking about the ANet Math interim assessments you administered this year, please rate the LEVEL OF RIGOR of test items compared to:</b>	<b>ANet tests are Much Less Rigorous</b>	<b>Less Rigorous</b>	<b>About the same level of rigor</b>	<b>More Rigorous</b>	<b>ANet tests are Much More Rigorous</b>
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



*In the next set of questions, we'd like to learn more about your experience with The Achievement Network (ANet) interim assessment program this year.*

**30. Are you aware of ANet's online tools, "MyANet"?**

- a. Yes
- b. No (if no, continue to question 33)

<b>31. How often have you used the following online tools on MyANet?</b>	<b>Never</b>	<b>Once or Twice a Year</b>	<b>Once or Twice a Month</b>	<b>Weekly</b>	<b>More than Once a Week</b>
a. Quiz generator	1	2	3	4	5
b. Better Lesson - sample lesson plans organized by standards	1	2	3	4	5
c. Tools for reviewing students' scores on interim assessments	1	2	3	4	5
d. Tools for comparing students' scores across classes at this school	1	2	3	4	5
e. Tools for comparing students' scores with other schools in my network	1	2	3	4	5
f. List of state ELA or math standards	1	2	3	4	5
g. Interim assessment materials (test instructions, assessment booklet, writing prompts, answer sheets, etc.)	1	2	3	4	5

*If participants responded never to any of the above items, they would not be asked to respond to the corresponding items in question 32.*

<b>32. How useful do you find the following MyANet online tools?</b>	<b>Not at all Useful</b>	<b>Somewhat Useful</b>	<b>Very Useful</b>
a. Quiz generator	1	2	3
b. Better Lesson - sample lesson plans organized by standards	1	2	3
c. Tools for reviewing students' scores on interim assessments	1	2	3
d. Tools for comparing students' scores across classes at this school	1	2	3
e. Tools for comparing students' scores with other schools in my network	1	2	3
f. List of state ELA or math standards	1	2	3
g. Interim assessment materials (test instructions, assessment booklet, writing prompts, answer sheets, etc.)	1	2	3



<b>33. Please rate the level of support you received in the use of interim assessment data from the following sources:</b>	<b>Not nearly enough support</b>	<b>Would have liked a little more support</b>	<b>The amount of support was adequate</b>	<b>More support than I needed</b>
a. Your ANet coach	1	2	3	4
b. Your school or district	1	2	3	4

<b>34. How satisfied are you with the overall quality of the support you receive from your ANet coach in the following?</b>	<b>Very Dissatisfied</b>	<b>Dissatisfied</b>	<b>Neither Satisfied nor Dissatisfied</b>	<b>Satisfied</b>	<b>Very Satisfied</b>
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

<b>35. How well prepared do you feel leading a data meeting without coach support?</b>	<b>I have not lead a data meeting</b>	<b>Not at all Confident</b>	<b>A Little Confident</b>	<b>Somewhat Confident</b>	<b>Quite Confident</b>	<b>Highly Confident</b>
	0	1	2	3	4	5



	<b>36. We understand that your school participated in ANet Data Meetings this year. Thinking about those data meetings, please rate how useful it was for your teachers to do each of the following:</b>	<b>This was not part of a typical data meeting at my school.</b>	<b>Not at all Useful</b>	<b>Somewhat Useful</b>	<b>Very Useful</b>
a.	Review classroom results from the ANet ELA or math interim assessment.	1	2	3	4
b.	Review individual student responses from the ANet ELA or math interim assessment.	1	2	3	4
c.	Identify a priority skill/standard.	1	2	3	4
d.	Develop a lesson plan to re-teach a specific skill/standard.	1	2	3	4
e.	Discuss instructional strategies or resources for re-teaching a specific skill/standard with teachers in their grade or content area.	1	2	3	4
f.	Share re-teaching ideas or resources with teachers from other grade levels or content areas.	1	2	3	4

*We'd like to know more about your experience working with ANet this year.*

**37. Has working with ANet affected your performance as a school leader this year?**

Yes

No

**38. Please describe how working with ANet has affected your performance?**

**39. Have you observed any changes in your school's use of data that you would attribute to working with ANet this year?**

Yes

No

**40. Please describe any changes you observed in your school's use of data, that you attribute to working with ANet this year?**



**41. Have you observed any changes in your teachers or students that you attribute to your school's work with ANet this year?**

Yes

No

**42. Please describe any changes you observed in your teachers that you attribute to your school's work with ANet this year?**

**43. Is there anything more you would like the researchers to know about your experience working with ANet this year?**

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

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

**46. How many years have you worked in THIS district?**

**47. Gender:**

Male

Female

**48. Race/ethnicity:**

American Indian or Alaskan Native

Asian

Black or African American

Hispanic or Latino

Pacific Islander

White

Other

Please explain\_\_\_\_\_

**49. What is your highest level of education?**

Bachelor's degree

Master's degree

Doctorate





**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.