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Use of the Illinois 5Essentials Survey Data

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Executive Summary

School climate refers to dimensions of school life (e.g. safety, relationships, teaching and learning, the environment) as well as to larger organizational patterns. School climate has been extensively studied and has been shown to be predictive of academic achievement, school success, effective violence prevention, students' healthy development, and teacher retention (Cohen, McCabe, Michelli, & Pickeral, 2009). Yet, Cohen et al. describe a persistent gap between school climate research and policy and practice. In Illinois, the need for the measurement of school climate has been addressed by Public Act 098-0648[a] which requires Illinois schools to administer a biennial learning conditions and climate survey beginning with the 2012-2013 school year. Developed by the University of Chicago Consortium on Chicago School Research, the 5Essentials Survey of Learning Conditions, hereafter referred to as "5Essentials" or "5E" Survey, was developed based on nearly two decades of research (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010) and measures PK-12 schools' instructional environment, based on teachers' and students' input to inform schools' improvement processes in five areas identified as critical for school success: Effective Leaders, Collaborative Teachers, Involved Families, Supportive Environments, and Ambitious Instruction.[b] Also offered by UChicago Impact, was a parent survey supplement, developed by Chicago Public Schools to solicit parent feedback on school learning conditions and climate.

The primary purpose of this study was to examine how Illinois school districts are utilizing the Illinois 5Essentials Survey results, particularly for school improvement, to determine challenges to successful implementation, and to make recommendations for improvements to the 5E Survey and implementation process for statewide use. We also summarize district/school stakeholders' familiarity with the 5E Survey, perceived value of the survey, preferences for training, levels of supports, and reasons for not using the 5E Survey data.

Using the conceptual framework developed by Means, Padilla, DeBarger, and Bakia (2009) for data-informed decision making, we used a mixed-methods approach to determine the supports and challenges for using the 5E data for decision-making. Fifteen Illinois school districts were selected as study sites for further in-depth investigation based on several selection factors, including early data use, Race to the Top and School Improvement Grant status, geographic diversity, urbanicity, and enrollment size. Interviews with 79 district/school administrators and school personnel involved in school improvement planning (SIP) teams during May–June, 2014, as well as document review of the participating districts' Rising Star school improvement plans were key sources of data from the study sites. This information was supplemented with data from a statewide survey of district/school leaders conducted in early 2014 by the Illinois State Board of Education (ISBE) that solicited their experiences and opinions of the 5Essentials Survey and reports. Survey respondents included 273 superintendents (32% response rate) and 634 principals (16% response rate).[c]

Familiarity & Training

Superintendents were generally the most familiar with the 5E Survey, while school improvement team members (typically teachers) were least familiar. This is understandable because superintendents and principals were the primary contact for the 5E administration; however, it may also indicate a lack of information dissemination beyond the district or school office. We also observed that familiarity with the 5E Survey tended to cluster within district, such that in some districts familiarity was high across district and school personnel while in other districts familiarity with the 5E Survey was generally low across district and school personnel.

[a] http://www.ilga.gov/legislation/publicacts/98/098-0648.htm

[b] For more information about the 5Essentials Survey see: https://illinois.5-essentials.org/2014/ or http://www.isbe.net/5essentials/pdf/2013-14/faq-0114.pdf

[c] Response rates were estimated based on data from the ISBE Directory of Education Entities for 2013-14 which reported 865 districts and 4008 schools.

Participants reported limited training on how to use the 5E reports and data. Training typically entailed superintendents and district office administrators participating in a webinar or short presentation on the basics of the 5E Survey and administration issues. Principals reported receiving most of their information from their superintendents (or district office), with just a few receiving additional information through a webinar. Some district office personnel and principals sought additional information on their own. Most of the district and building SIP members were only familiar with the 5E Survey because they took the survey in their roles as teachers. Some respondents indicated that with additional training, the data would be more effectively utilized. One respondent commented:

> *"I haven't had a full day of training on 5Essentials yet, and much less the kind of training that we got for the capacity builders training, where they're training you how to train other people on it. We need that and we need that done really effectively at the state level, because again, I see a lot of value in this data. I know that it won't get used well unless the districts have the ability to handle it themselves and understand it enough to support it, so we wouldn't be using Rising Star in our district as much if we weren't trained as capacity coaches."*

Level of Supports

Participating districts were categorized by their level of supports for making data-informed decisions based on Means et al.'s (2009) six categories, which are listed in Table I. With only three exceptions, the overall assessments indicated that all of the districts in our sample were at least approaching a modest level of supports for data-informed decision making. However, only one district was rated as having supports available to a great extent (see far right column). In the words of one of the superintendents, all of these districts are "in transition to data-driven decision making."

Principals and teachers generally reported having access to all or most data for students in their schools, or at least for the students in their classrooms. The lowest rated support was the provision of professional development and technical support for data interpretation. Even those schools that have numeracy and/or literacy coaches to provide this support expressed concern that these positions are grant dependent and limited in what they could provide to teachers outside of the grant parameters. An exemplar of providing data support was in one setting in which district office personnel with expertise to serve as data coaches worked with teachers to understand the 5E data.

Unfortunately, data supports did not predictably translate into high usage of the 5E data among these

Table I. *Level of Data Supports for Participating Districts*

District	Locale	Size	Type	Data Systems Access	Leadership for Improvement	Tools for Generating Data	Social Structures	Professional Development & Tech Support	Tools for Acting on Data	District Score
1	City, Mid	L	P-12	M	M	S	G	M	M	M
2	City, Small	L	P-8	G	G	G	G	G	G	G
3	City, Small	L	P-12	G	M	G	G	S	S	M+
4	Suburban, Large	L	9-12	M	M	S	M	S	-M	-M
5	Suburban, Large	L	P-12	G	M+	G	M+	M+	M	M+
6	Suburban, Large	L	P-12	G	S	S	M	M	-M	-M
7	Suburban, Large	L	P-8	G	M	M	S	S	M	M
8	Town, Fringe	M	P-12	G	-M	M	S	S	S	S+
9	Town, Distant	M	9-12	G	M+	S	M	-M	S	-M
10	Town, Remote	M	P-8	G	M	—	S	-M	M+	M
11	Town, Remote	L	P-12	G	M	M	S	S	S	-M
12	Rural, Fringe	L	P-12	G	S	M	S	-M	M	-M
13	Rural, Fringe	S	P-12	G	M	M	G	-M	M	M
14	Rural, Distant	S	P-12	M	S	S	S	S	S	S
15	Rural, Distant	S	K-8	M	S	S	-S	-S	S	S

Notes: This data is arranged based on the locale code assigned to the school district by the National Center for Education Statistics.

Codes indicate the extent to which each support was present during the 2013-2014 school year based on interviews with district/school personnel:
-S = not at all to some extent; S = to some extent; S+ = to more than some extent;
-M = to a less than modest extent; M = to a modest extent; M+ = to a more than modest extent;
G = to a great extent.

An extended scale is used to report these findings because respondents frequently expressed gradations beyond the four choices (Great Extent, Modest Extent, Some Extent, or Not at All) given to them regarding the extent to which their district was moving towards implementation of a data-informed decision making culture.

participants. In the 15 participating districts, we found districts with modest to great supports on both ends of the continuum for utilizing the 5E data. Three of the districts would be considered advanced 5E data users; they shared, reviewed, analyzed, and implemented new programs based on their 5E results and they had modest levels of supports for data-informed decision making. On the other hand, the three districts who reported limited use (i.e., shared 5E data only) had modest to great levels of data supports. We found only a slight relationship between levels of data support and use of the 5E data, indicating other factors are also contributing to districts' decisions to utilize the 5E data.

Value of the 5E Data and Reports

Many participants indicated the 5E Surveys were helpful because they provided data from multiple perspectives (i.e., teachers, students, and parents) that they did not currently have. Participants indicated the measure scores could be helpful, however, many participants were also interested in having access to results for the individual survey questions. Although a few districts felt the 5E data were not at all useful due to their strong concerns about the validity of the data, participants from several districts said the 5E data were very helpful for informing improvement plans, despite data concerns.

From the survey data, we discovered that less than 50% of both superintendents and principals believed that the teacher surveys, the student surveys, and the reports were valuable. Superintendents were significantly more negative in their ratings of the value of the surveys and reports than principals. In further analyses, we determined that there were moderate to strong correlations between perceived value of the surveys and reports with reported use of the data for district/school planning purposes. There were also moderate to high correlations between perceived local interest of the survey items with reported use of the data for district/school planning purposes (see Table II). These results indicate that those districts/schools that highly value the survey data and reports and those that perceive the items to be of interest to their district/school are those that also have higher 5E data use.

Use of the 5E Data and Reports

Use of the 5E data varied greatly among the participating districts, ranging from fairly extensive use to no use at all. The majority of the districts, however, fell somewhere in the middle, using the 5E data for a limited number of activities. As shown in Table III, most of the superintendents from the participating districts reviewed the 5E data results with their

Table II. *Survey Items with Moderate to High Correlations with Use of 5E Data for Planning Purposes*

		Continuous Improvement		Modified School Improvement Plan	
		Superintendents	Principals	Superintendents	Principals
Teacher Survey	Teacher survey generated data I found valuable	0.52	0.48	0.33	0.41
	Most of the survey questions adequately address issues of interest to my district/school	0.36	0.34	0.21	0.28
Student Survey	Student survey generated data I found valuable	0.42	0.42	0.36	0.32
	Most of the survey questions adequately address issues of interest to my district/school	0.31	0.28	0.28	0.29
Reports	Survey reports provided valuable information in my role as superintendent/principal	0.48	0.51	0.45	0.37
	Survey reports provided new information in my role as superintendent/principal	0.34	0.44	0.35	0.36
	Survey reports provided easy to use information in my role as superintendent/principal	0.51	0.44	0.40	0.36
	Teachers in my district/school found the survey reports valuable	0.51	0.45	0.43	0.43
	Parents in my district/school found the survey reports valuable	0.35	0.41	0.36	0.39

Large Effect Medium Effect Small Effect

principals, with many also reviewing the data with their SIP teams or their entire teaching staff. The survey data corroborates these findings, as the highest reported uses of the data by superintendents were to review/discuss results at the district leadership level (82%) and make efforts to ensure that teachers have received the data (68%). A high percentage of principals also reported making efforts to ensure teachers received the data (80%) and reviewing/discussing the data at the district leadership level (70%). Also, another highly endorsed use by principals only was reviewing/discussing data with the school improvement teams (69%).

Survey respondents did not report high use of the 5E data for planning purposes, 33% of superintendents and 48% of principals reported using the data for continuous improvement planning, while only 14% of superintendents and 28% of principals reported using the data for modifying district/school improvement plans. However, there were consistent positive moderate to high correlations between opinions of the 5E reports and use of the 5E data for planning purposes (see Table II). Moreover, there were some examples of strong integration of the 5E data in a few of the study sites. Following the 5E research that indicates strength in three of the five Essentials should have a positive impact on student outcomes (Bryk et al., 2010), one of the study site districts selected three Essentials as their focal points and conducted a SWOT analysis in 2013, examining Strengths, Weaknesses, Opportunities for improvement, and Threats to those opportunities. The teachers identified several areas that they felt were weaknesses or opportunities for improvement, and threats to those opportunities. The school repeated the SWOT analysis for 2014 for the same three Essentials, and the principal described the 5E data as "informing our work for the next year. So everything that we do is kind of around the 5Essentials Survey."

In our document review of the Rising Star school improvement plans, five of the participating 13 districts that had a SIP in the Rising Star system mentioned the 5E data in their plans. Although the level of integration of the 5E data was limited in the 15 districts participating in this study, some districts have begun to utilize the 5E data in their school improvement plans. One of the study site districts utilized the 5Essentials data by integrating it with their Rising Star and teacher evaluation data, specifically, in order to set goals for school and teacher improvement. Other examples of integration with the Rising Star system are provided in the full report.

Impediments to Use of the 5E Data and Reports

Most of the participants expressed some concerns about the 5E data. The main concerns were credibility of data, utilization of alternate climate surveys, and being overwhelmed by other mandated activities. Many of these districts still utilized the data, working within their perceived constraints, while other districts simply did not utilize the data due to their strong concerns. The most cited reason for concern about the credibility of the data was the potential for multiple responses from the same person or a person completing the survey for a school other than their own. Another major concern regarding the credibility was perceived problems with the survey language, such as confusing wording or lack of a "does not apply" option. Other concerns about the credibility of the data included poor generalizability due to low response rates or the original development of the survey for a different context, i.e., Chicago Public Schools; implementation issues due to technology problems or unclear instructions or definitions; and having data only from 6th grade students for K-6 schools.

Most of the districts interviewed already administered a locally-developed or national climate survey which they believed met their needs. This was a concern both because they felt the redundancy with the 5E Survey was not needed and also because they were concerned about the impact of "survey burnout" on both the 5E and other surveys' response rates. Study site participants were frustrated by the number of new mandated activities (e.g., new administrator and teacher evaluation, PARCC, Common Core) and in many instances, saw the 5E Survey as one more burden, particularly during the spring term, when testing is heavy. With unfortunate timing in several districts we visited, the 2014 5E Survey administration coincided with reduction-in-force notices which could have affected opinions on the survey, as well as response rates. Other reported impediments to implementation and data use included lack of encouragement to use the data from school administrators, confidentiality concerns

Table III. *Summary of Use of the 5Essentials Data by Districts/Schools*

District #	Reviewed data	Shared with others	Compared 5E with Rising Star	Compared 5E with Danielson	Developed goals	Benchmark/ waiting for trend data	Identified improvement areas	Identified strength areas	Identified PD areas	Used with data coaches	Evidence for principal evals	Posted on website
4	X with principals with SIP team	School Board	X	X	X	X	X		X			
1	X with principals with teachers (in detail)	School Board Parents Community				X	X (e.g., increased teacher observations)	X		X	X Possibility for future to provide evidence	X
9	X with principals with teachers with Rising Star team with Bldg SIP team	School Board Parents Media	X			X	X (e.g., created freshman monitoring program)	X				
6	X with principals with SIP team	School Board Parents Community			X	X	X	X				
8	X with principals with SIP team	School Board Parents Community				X	X	X				
11	X with District SIP Shared with principals	School Board Parents Community	X				X	X				X
10	X with principals with teachers	unknown					X		X			
5	X with principals	Parents			X		X (principal plans for upcoming year)	X				
14	X with teachers	School Board			X limited		X (future when data are valid)					
13	X with principals	unknown					X (e.g., added parents to school committees)					
3	X with principals	School Board	X (future plans)			X (future plans)						
15	X with teachers	School Board				X (might consider in the future)	X (might consider in the future)					
2	X with principals	unknown										
7	X	No										
12	X superintendent only	No										

NOTE: Information gathered from interviews with 15 districts.

in small districts, lack of information about the survey and its technical properties, concerns about its use for evaluative purposes, concerns about the insufficient financial support for implementing the survey, and public posting of the data, especially in the context of the concerns about data credibility.

Suggestions for Improvement

Participants had numerous suggestions for improving the 5E Survey and its implementation.

1. **Market the survey—frame and motivate participation and utilization—in order to increase buy-in**
   Based on both the comments regarding the value of the 5E and the moderate to strong positive correlations of survey value and use, if perceived value can be increased, one would expect more buy-in and better use across and within districts. In the words of one respondent: *"Provide us something that meets a need and we're probably all ears."*

2. **Increase breadth of participation and response rates**
   Many suggestions were made regarding how to increase participation rates, including specific strategies for higher parent participation, emphasizing the importance of the survey, and letting respondents know that results will be publicly posted.

3. **Rostering**
   To address the issue of potentially invalid entries, many participants suggested using a rostered survey to ensure that participants do not take the survey more than once or for the wrong school. They noted that rostering would also provide survey administrators with the ability to monitor responses in order to target reminder notices and check the representativeness of local responses.

4. **Improving the survey items**
   Several suggestions were made to revise items to reflect the specific school context and to clear up confusing wording and make the survey more parent-friendly. Additional suggestions included adding a progress bar to the online survey, providing login assistance, and simplifying the login process. Many respondents suggested making the survey shorter to help ensure respondents are taking the survey seriously and to increase response rates.

5. **Timing of the survey**
   For reasons previously noted, respondents felt the current survey administration window should be moved earlier in the school year—but not so early that respondents cannot accurately respond to items.

6. **Provide more actionable feedback**
   Recommendations for improving the presentation and usefulness of the survey results also emerged from the study. In order to increase utilization of the 5E results, many respondents expressed the need for training and explicit directions for using the data. Related suggestions included allowing for time to be set aside to review and interpret the survey results as a school-wide or district-wide team. Importantly, several participants also noted that they needed assistance implementing actionable plans. One participant noted:

   > *"But we're at the point now where we need help with the implementation, having to help principals. How do I use this information to put into my plans? What does going from yellow to red and green look like in terms of a lesson plan? You know, boiling it down to that level."*

Progress to Date

It should be noted that ISBE and UChicago Impact have begun to address many of the concerns raised by interview participants and survey respondents. For instance, in Spring 2014, they conducted focus groups with administrators and teachers around the state to solicit feedback for problematic language or context and developed a set of recommendations.[d] In addition, pilot testing of alternative language for survey items took place during the 2014 survey administration and a pilot study utilizing rosters for survey participation was conducted in Spring 2014 to examine issues with multiple entries and invalid respondents.[e] Based on the roster pilot study, ISBE, in consultation with

[d] http://help.ccsrsurvey.uchicago.edu/customer/portal/articles/1461143-illinois-5essentials-focus-group-report
[e] For more info on roster pilot study see: http://www.isbe.net/5essentials/pdf/5E-roster-survey-rpt14.pdf

UChicago Impact, decided to roster all student surveys and extend the rostering pilot for the teacher survey to 75 districts for the 2015 survey administration. Moreover, the 2015 5E administration dates have been moved earlier in the spring term to January 12, 2015 – March 13, 2015. Further, the 2013 and 2014 data have been re-benchmarked to 2013 data for similar Illinois schools. Additionally, Public Act 098-0648[a] was recently modified to allow school districts to elect to use an alternate survey which is required to be pre-approved by ISBE.

Conclusions and Implications

Some stakeholders found value in the 5E data because it added additional perspectives, although this was not true for the majority of the participants. It is interesting to note that principals generally had a more positive view of both the value of the 5E Surveys and reports and their local relevance than superintendents did. We also found that use of the 5Essentials results is still in early stages of adoption for many districts in which usage was primarily limited to general discussions about districts' strengths and weaknesses. Additionally, many participants, particularly teachers on SIP teams, were not familiar with even the basic information about the 5Essentials and research supporting its use. The findings indicate that there is room to grow in building consensus around the value of the 5E data and this would likely facilitate more use of the survey data and reports. Given the between-district differences in data use, this may be most effective if district leadership were convinced of the relevance and value of the data and reports.

Respondents noted many reasons for not utilizing the 5E Survey results. Concerns about the credibility of the data created major barriers for many districts to utilize the 5E results and to generate buy-in. Many districts had their own climate survey that they perceived as providing comparable information and they did not see the need for an additional survey due to both time and cost pressures. The 5E Survey implementation was one of many recent new initiatives in the state, increasing the perception of the 5E Survey as a burden or an unfunded mandate. Despite these concerns, there were districts which perceived some usefulness of the data and were using it in some capacity.

The participants in this study had several ideas for improvement, both for the survey and for implementation and use of the data and reports. Some of the frequently noted ideas included increasing training, similar to what is provided for the Rising Star system; inspiring the district leadership to create a data culture, receptive to the value and possibilities of the data; and providing additional supports, especially for districts with fewer financial and personnel resources. In addition, we determined that there are some districts with more buy-in and/or resources, in which the 5E data are being used in innovative and seemingly effective ways. Creating a learning community of district/school data users to share workable and successful data integration practices would be one strategy to scale up the effective practices that are already occurring around 5E data and report use.

To conclude, utilization of the 5Essentials Survey of Learning Conditions results varied widely across the 15 participating districts in this study, ranging from districts that have implemented programs to districts refusing to use the 5E data due to data validity issues and other concerns. Steps to address some of these issues are currently underway, which will likely increase buy-in in the future. Additional strategies such as training or external resources to increase districts' capacity to analyze and apply the 5E results to school improvement planning may be needed in districts with fewer data supports and emerging data-based cultures. A positive environment in which districts are interested in collecting school culture and climate data from their stakeholders to improve their schools currently exists in Illinois. The ability to capitalize on and cultivate these positive attitudes to increase utilization of the 5Essentials data, or other climate survey data, will be greatly influenced by addressing the concerns identified by its stakeholders.

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Introduction

In 2012-13, the Illinois State Board of Education (ISBE) implemented the 5Essentials Survey, a learning conditions and climate measure, with the goal of providing useful data to guide school improvement planning. The 5Essentials Survey fulfills the requirement of Public Act 098-0648 (http://www.ilga.gov/legislation/publicacts/98/098-0648.htm) to administer a biennial statewide learning conditions and climate survey starting in the 2012-2013 school year. Developed by the University of Chicago Consortium on Chicago School Research (CCSR), the 5Essentials framework was developed based on prior evidence of effective schools, extensive experience in school settings, and continuous conversations with education practitioners and other stakeholders, and close to two decades of research in the Chicago Public Schools (Bryk, Sebring, Allensworth, Luppescu, and Easton, 2010). The 5Essentials Survey measures PK-12 schools' instructional environment, based on teachers' and students' input to inform schools' improvement processes in five areas identified as critical for school success: Effective Leaders, Collaborative Teachers, Involved Families, Supportive Environments, and Ambitious Instruction.[1] Also offered by UChicago Impact was a parent survey supplement, developed by Chicago Public Schools, to solicit parent feedback on school learning and climate.

This study explores how Illinois schools are using the Illinois 5Essentials Survey data for school improvement.

Data-informed decision making begins with the availability of data but also requires a data culture involving expectations and practices with a continuous improvement perspective to determine the effectiveness of education activities to improve outcomes for students (Means, Padilla, DeBarger, & Bakia, 2009). This research study explores the second step in this description, that is, how Illinois school districts are using the Illinois 5Essentials (5E) Survey data for school improvement. The goal of this project is to examine districts' implementation of the survey and the utilization of its results. This study is one of several projects examining the relevance and predictive validity of the 5E Survey for statewide use.

To examine how schools are utilizing the 5Essentials Survey data, we investigated Illinois school districts' familiarity with the 5E Survey, use of the 5E data for school improvement, reasons for not utilizing the 5E data, and suggestions for improving the 5E Survey and its implementation. We also gauged districts' level of data supports available to guide data-informed decisions, for both the 5E data as well as other data utilized by their district, using the conceptual framework developed by Means et al. (2009), in which they identified six major types of prerequisites and supports for data-informed decision making. We examined the extent to which these supports were present at 15 selected school districts and the relationships between the level of data supports and districts' utilization of the 5E data. Lastly, we analyzed how the 5Essentials Survey data is being used statewide based on an ISBE Implementation Feedback Survey conducted in January and February 2014 with Illinois public school principals and superintendents.

The intent of this study was not to evaluate districts' use of the 5E data, but rather to provide an inventory of current practices around the 5E data statewide and to provide recommendations to ISBE to increase utilization of the 5E Survey results. Additionally, specific examples from districts utilizing the 5E data are included to inform other districts of possible options for utilizing the 5E data. While results from the qualitative data analyses cannot be generalized to all Illinois public school districts, they are intended to inform stakeholders about potential next steps in their activities.

[1] For more information about the 5Essentials Survey see: https://illinois.5-essentials.org/2014/ or http://www.isbe.net/5essentials/pdf/2013-14/faq-0114.pdf

Methodology

The study employed a mixed-methods approach, using interviews with administrators and teachers from 15 purposefully selected Illinois school districts, document review of districts' Rising Star school improvement plans, and quantitative and qualitative data from ISBE's online survey in January 2014 with Illinois superintendents and principals regarding their experiences with and opinions of several Illinois education initiatives, including the 5Essentials Survey. For the interviews and the Rising Star documentation review, districts were selected based on ISBE recommendations, and Race to the Top (RttT) and School Improvement Grant (SIG) status, ensuring representation from different regions of the state, different levels of urbanicity, and different district enrollment sizes. We recruited both early users and non-users of the 5Essentials Survey data, based on their responses to 5E data use questions from the January 2014 ISBE survey on education initiatives. Chicago Public Schools was intentionally not selected because of the long history of use of the 5E Survey. All selected sites were willing to participate despite the timing of the request at the end of their school year. Because participants were not randomly selected or necessarily representative of schools throughout the state, the results of this should not be generalized to schools outside of this sample. Table 1 provides a breakdown of the districts by selection criteria.

Table 1. *Description of Participating Districts for Interviews*

	Number of Districts		Number of Districts
Size of District		**Locale**	
Large (> 2000)	9	city - mid	1
Medium (600 – 1200)	3	city - small	2
Small (< 600)	3	suburban - large	4
District Type		town - fringe	1
P-12	9	town - distant	1
P-8	3	town - remote	2
9-12	2	rural - fringe	2
K-8	1	rural - distant	2
Region			
Northeast	6	Race to the Top	3
Northwest	1		
East Central	3	SIG	3
West Central	1		
Southeast	2		
Southwest	2		

Superintendents from the selected school districts were contacted by email or telephone to request their districts' participation in the research study. Superintendents (or their designees) identified key district personnel and a building principal to participate in the interviews. Principals then identified key personnel within their building. We requested to meet with individuals who were familiar with the 5E Survey or who were responsible for school improvement planning.

The interview protocol (see Appendix A) included questions about the participant's familiarity with the 5E Survey and data, their attendance at and preferences for training on the 5E Survey, and their district/school improvement planning processes. Participants were also asked whether they used, planned to use, or did not use the data results. For those districts that used or planned to use the 5E data, examples of activities utilizing the 5E data were solicited, along with perceptions of usefulness/value of the 5E data. For those not using the 5E data, reasons for this choice were requested. All participants were asked about challenges and barriers to utilizing the 5E Survey and data, as well as suggestions for improvements.

To gauge districts' levels of data supports available to guide data-informed decisions, for both the 5E data as well as other data utilized by their district, we also included questions based on the conceptual framework developed by Means et al. (2009) for the national Study of Education Data Systems and Decision Making, sponsored by the U.S. Department of Education's Policy and Program Studies Service. Means et al. identified six major types of prerequisites and supports for data-informed decision making:

> (a) state, district and school data systems; (b) leadership for educational improvement and the use of data; (c) tools for generating actionable data; (d) social structures and time set aside for analyzing and interpreting data; (e) professional development and technical support for data interpretation; and (f) tools for acting on data (p. 3).

Means et al.'s framework was used to gauge districts' levels of data support: data systems, leadership, tools to generated data, social structures, professional development and technical support, and tools for acting on data.

We modified and eliminated some of the questions due to interview time constraints.

Interviews were conducted with 79 individuals from 15 Illinois public school districts from May–June 2014. Interviews lasted approximately 45-60 minutes and were audio-recorded and transcribed to ensure accuracy. Six researchers with experience conducting interviews were trained to use the interview protocol and were provided background information on the districts for which they conducted the site visits. Interviewer notes were taken for data analyses. Participants were allowed to skip any questions and were assured confidentiality. Site visits with face-to-face interviews were conducted at 13 districts and telephone interviews were conducted with two districts to accommodate their availability. The number of individuals interviewed at each site ranged from 2–10, primarily due to the size of the district. Some interviews were one-on-one while others included 2–5 individuals as a group. Three site visits did not include school improvement team members due to interviews occurring after the school year ended. At all site visits, the superintendent (or a designee) was interviewed. The building principal was interviewed, at all but one site. Additional interviewees included other district administrators, assistant principals, district and school improvement planning (SIP) team members (these were typically teachers), and Rising Star process managers.

Seventy-nine educators from 15 Illinois public schools participated in interviews.

Audio recordings were transcribed and reviewed independently by two researchers to develop a coding scheme. The transcripts were coded by two researchers using Atlas.ti qualitative software and reviewed for inconsistencies by a senior researcher. Data saturation was achieved, meaning that all of the qualitative responses could be categorized and all codes from the interview data were represented. Overarching themes from the codes were developed and similarities and differences between district size and locale were examined.

Districts' Rising Star school improvement plans (where available) were reviewed for references to 5E Survey data utilization.

In addition to the interviews and document review for the 15 selected districts, responses to questions pertaining to the 5Essentials Survey from an online survey conducted by ISBE in January-February 2014 were analyzed. Superintendents and principals from all Illinois public schools were surveyed about their opinions of and experiences with several ISBE initiatives, including the 5E Survey. Survey respondents, hereafter referred to as "respondents," were asked to indicate their level of agreement on a four-point scale (Strongly Agree to Strongly Disagree) for questions concerning the 5E teacher survey, 5E student survey, 5E survey reports, and use of the 5E data. Demographic information for each participant's district or school was also collected, including region of the state, enrollment, Race to the Top participation, School Improvement Grant status, and implementation of the 5E Survey prior to Spring 2013. Survey data were analyzed with descriptive and inferential statistics using percentages, cross-tabulations, and chi-square analyses. Familywise error rate was corrected using Benjamini and Hochberg's (1995) false discovery rate to balance concerns of inflated Type I error when multiple tests are conducted and to allow maximum exploration of the data. A separate correction was conducted for each subscale of the survey items. Favorable and unfavorable opinions were determined by aggregating strongly disagree and disagree responses and aggregating the total of the strongly agree and agree responses. The response patterns of principals and superintendents were also compared, and differences by region and district/school size are noted, where significant. Respondents were also given the opportunity to include comments about the 5E Survey, and the qualitative data were reviewed for emerging themes using Miles and Huberman's (1994) checklist matrix method. Similarities and differences in responses by district size and locale were noted for the interview data.

Superintendents' and principals' responses to a statewide online survey about their opinions of and experiences with the 5E Survey were analyzed.

Results

Familiarity with the 5Essentials Survey

We asked participants from the 15 selected districts how familiar they were with the 5E Survey and the data from their district or school. Participants reported a broad range of familiarity with the 5E Survey, and we classified responses into three categories—Not Familiar, Somewhat Familiar, and Very Familiar. Responses were coded "Not Familiar" if the participant knew little about the survey beyond the requirements to complete it or if the participant had not viewed the survey results for their district/school. Just under one-third of participants (approximately 29%) were coded as "Not Familiar," and many in this group were from school improvement teams. Responses were coded as "Somewhat Familiar" if the participant was familiar with some aspects of the survey but not others, or if they had viewed the results for their district/school but not used them or discussed these with colleagues. Participants were coded "Very Familiar" if the they were well acquainted with their school's or district's survey results and had used them or discussed them with colleagues. These two groups were fairly equal with just over one-third of participants in each group, with slightly more participants coded as "Somewhat Familiar" with the 5Essentials survey.

Roughly one-third of participants fell into "Not," "Somewhat," and "Very" familiar, with slightly more "Somewhat" and "Very" familiar with the 5E Survey.

There were a few noteworthy trends with regard to familiarity with the 5Essentials. First, school improvement team representatives (typically teachers) tended to be least familiar with the survey (beyond just taking the survey), while the superintendents we interviewed were generally the most familiar. This could indicate that knowledge of the survey diminishes as it is transferred from the district and school offices out to teachers and other school building personnel. Second, we noted that familiarity with the survey tended to cluster within district. That is, we observed some districts where familiarity was generally high across the board and other districts where familiarity was generally low across the board. We also found that participants tended to be much more familiar with the processes associated with the 5Essentials (local response rates, participants, survey items, etc.) than they were with the results for their particular school or district. This could indicate that information shared with was more about the compliance aspects of survey administration than about the substantive feedback on school learning conditions contained in the survey results.

School improvement teams were least familiar. Familiarity tended to cluster within districts.

Participation in and Preferences for Training

Interview participants were asked if they received any training about the 5Essentials Survey or the data. Nearly all of the superintendents and district office administrative staff indicated they received at least some basic information regarding the 5Essentials Survey, typically through a webinar or a presentation at a regional meeting. The content of these webinars typically included general background about the 5Essentials Survey and logistics for administering the survey (e.g., timeframes, login information, suggested communication with teachers and parents). Many found the webinars helpful, while others did not. Some participants also sought out additional information on their own through the 5Essentials website. One superintendent received information through the district's Race to the Top network at a state-level conference. Another district received training through a partnership with University of Chicago, with a local foundation covering the expenses of the additional

training, in which their district administrators, building principals, teacher representatives, and parent representatives participated in the training that explained the rationale of the 5E Survey, the implementation, and some interpretation of the results. Only a few principals received training via webinars beyond what their superintendents (or other district administrators) shared with them through informational documents about the 5E and logistics for administering the survey. A couple of districts provided principal workshops to disseminate more detailed information, but this was limited due to changes in scoring the 5E data. Most of the district and building SIP members were only familiar with the 5E Survey because they had taken the survey, and they did not typically receive any additional information about the 5E Survey. For example, when asked if s/he had received any training, one participant remarked:

Most superintendents and district administrative staff received basic information via webinars. Principals and SIP members were less likely to receive training.

> *"No, none whatsoever. So we just basically take the survey and that's the first and last time that we pretty much see it."*

A couple of individuals did receive minimal information, however, through their roles as process managers for Rising Star in their districts.

We also asked for participants' preferences for how the training should be delivered. Responses were evenly split between webinars and face-to-face meetings. Webinars offered convenience in terms of location and timing, and were considered less expensive. Face-to-face training provided opportunities to share ideas with others and to tailor training topics (e.g., urban versus rural issues). One participant suggested a "train the trainer" approach in which a district representative would attend a face-to-face workshop and then bring that knowledge back to their district for many others to learn together. Other suggestions included providing training through the regional offices of education or at professional association meetings.

Training preferences were evenly split between webinars and face-to-face training.

Perceived Usefulness/Value of 5Essentials Data

We asked participants how useful or valuable they thought the 5E data were in their school improvement planning. Many participants indicated it was helpful because it provided data from multiple perspectives (teachers, students, and parents) that they did not currently have:

> *"I feel that with the 5Essential survey, the benefit is it allows schools like this one to tell a story about their data as opposed to just everybody looking at it like 'oh it's terrible.' It allows us to say there are good things going on despite the fact that we have some growing to do in terms of test scores, and graduation rate. So it provides another lens for people to look through in terms of our school."*

When asked about usefulness of the separate 5E scale scores (i.e., 5E measure scores), participants indicated the scale scores could be helpful, however many participants were also interested in continuing to have access to results for the individual survey questions. In addition, a few administrators commented that they found the data helpful for assessing their leadership skills. Participants from many of the districts described the 5E data as another useful tool, but that it was merely one piece of data among many others. Although all of the different data were helpful, they could be overwhelming, as illustrated by this remark:

5E data is another useful tool, but it is merely one piece among many others.

> *"What we're trying to do is align all of our efforts together, because if they're in isolation, everybody just gets overwhelmed and if it's more initiatives, we can't be successful. So it's trying to fit the puzzle pieces together where it all looks the same. It's the same work, it's just measuring it differently."*

Participants from several districts found the 5E data had some value but were not extremely positive because of low response rates, lack of longitudinal data, issues with scoring, and missing information about the local context that may influence survey responses. Although a few districts felt the 5E data were not at all useful due to their strong concerns about the validity of the data, participants from several districts said the 5E data were very helpful for informing improvement plans, despite data concerns. One participant remarked, *"in that while all of this is brewing, there are still indicators here that very strongly can support your improvement efforts."*

Use of 5Essentials Survey Data

One primary purpose of this study was to learn how selected districts are utilizing the 5E data, particularly for school improvement planning, so that examples could be shared with other districts interested in making use of the data. We asked participants if their district or school used or planned to use the 5E data and the extent to which the data were useful. Participants were not always clear whether the activity was directly related to school improvement planning or just a general activity (e.g., reviewing the 5E data during a school staff meeting). It does appear, however, that all of the activities could be directly or indirectly related to school improvement.

"But I think it was helpful for us and it promoted good articulation throughout the building with teachers at different grade levels. And it always helps us with our school improvement plan and just giving us information where we need to move forward and the goals we need to set for the next year."

Table 2 lists the 15 districts with their locale, size, and type. The number of districts is referenced throughout the rest of the report, rather than identifying the district.

We provide this information about use of the 5E data in two different approaches. First, Table 2 summarizes participants' responses about the varying ways they used the 5E data, followed by a discussion of the information in the table. Then we provide detailed examples of select districts' use of the 5E data.

Based on the interview data, we found that use of the 5E data varied greatly among the participating districts, ranging from fairly extensive use to no use at all. The majority of the districts, however, fell somewhere in the middle, in that they have used the 5E data for some activities but not for others.

Table 2. *Summary of Use of the 5Essential Data by Districts/Schools*

District #	Reviewed data	Shared with others	Compared 5E with Rising Star	Compared 5E with Danielson	Developed goals	Benchmark/ waiting for trend data	Identified improvement areas	Identified strength areas	Identified PD areas	Used with data coaches
4	X with principals with SIP team	School Board	X	X	X	X	X		X	
1	X with principals with teachers (in detail)	School Board Parents Community				X	X (e.g., increased teacher observations)	X		X
9	X with principals with teachers with Rising Star team with Bldg SIP team	School Board Parents Media	X			X	X (e.g., created freshman monitoring program)	X		
6	X with principals with SIP team	School Board Parents Community			X	X	X	X		
8	X with principals with SIP team	School Board Parents Community				X	X	X		
11	X with District SIP Shared with principals	School Board Parents Community	X				X	X		
10	X with principals with teachers	unknown					X		X	
5	X with principals	Parents			X		X (principal plans for upcoming year)	X		
14	X with teachers	School Board			X limited		X (future when data are valid)			
13	X with principals	unknown					X (e.g., added parents to school committees)			
3	X with principals	School Board	X (future plans)			X (future plans)				
15	X with teachers	School Board				X (might consider in the future)	X (might consider in the future)			
2	X with principals	unknown								
7	X	No								
12	X superintendent only	No								

NOTE: Information gathered from interviews with 15 districts.

Evidence for principal evals	Posted on website	Other
		Other data available
X Possibility for future to provide evidence	X	Added supplemental question for parents to tie into local survey from previous years; waiting for data to be normed against state for SIP use
		Used 5E data in SWOT analysis
		Future plans to implement local school climate survey to compare with 5E results
	X	Other data available; SIP members reported not receiving the data
		Other data are available
		Other data available although interest in using 5E data
		Used somewhat for evidence for assessments; compare student 5E responses with target core classes; concerns about data validity limited use
		Other data available; did not use due to data validity concerns
		Plans to triangulate data with local survey on learning standards for school leaders; plans to use 5E data to inform current school initiatives
		Might use in district technology plan; did not use due to data validity concerns; teachers reported not receiving data
		Other data are available; did not use due to data validity concerns; potential use if data are valid to confirm other district data
		Other data available; currently contracted with teachers' union to continue with current internal survey; did not use because it is not required by state
		Other data available; did not use due to data validity concerns

Table 3. *Participating Districts*

District	Locale	Size	Type
1	City, Mid	L	P-12
2	City, Small	L	P-8
3	City, Small	L	P-12
4	Suburban, Large	L	9-12
5	Suburban, Large	L	P-12
6	Suburban, Large	L	P-12
7	Suburban, Large	L	P-8
8	Town, Fringe	M	P-12
9	Town, Distant	M	9-12
10	Town, Remote	M	P-8
11	Town, Remote	L	P-12
12	Rural, Fringe	L	P-12
13	Rural, Fringe	S	P-12
14	Rural, Distant	S	P-12
15	Rural, Distant	S	K-8

As shown in the Table 2, most of the superintendents from the participating districts reviewed the 5E data results with their principals, with many also reviewing the data with their SIP teams or their entire teaching staff. We heard examples from several districts about their detailed review of every survey question with their SIP team or their entire school staff to carry out many activities related to school improvement. For example:

> *"We went through every question and then we looked at reasons for why we might be at 'strongly disagree'."*

> *"I went through the entire data that came out. Everyone on our team analyzed it and then we bulleted out what we believed to be important significant highs and lows, positives or negatives that seemed to come out of the data from both the combination of the student data and teacher data."*

Many of the districts also shared their 5E results with their school board, with slightly fewer sharing results with parents/community. A couple of districts did not widely share the 5E results because of concerns about the validity of the 5E data or because the availability of other school climate data. For those districts that used the 5E data, participants described using the 5E results most often **to identify areas for improvement.** For example:

> *"Well, just like we use any of the other surveys when we've surveyed our parents or our staff or students, you want to look at the results and see how they align to what we think are strengths and weaknesses and then plan accordingly."*

"We actually were enlightened by some of the results of the data that we could then better, as a large staff, understand why something came back the way it did or what improvements we could make based on that data."

"Well I think it was first made clear to me when I first looked at it in terms of effective leadership, that I am not communicating well enough with the teachers, …but I need to make sure that the teachers recognize the vision at least from me and can share in it with me."

A few districts took the next step and made changes based on their 5E results, such as adding more opportunities for teacher observations, adding parents to school committees, and creating a freshman monitoring program (see more description in the next section). Districts also commonly used the 5E data to **identify areas of strength**, using this information to celebrate their successes and communicate these to their teachers, parents, and community. For example:

5E data used:

- *to identify weaknesses and strengths*
- *to examine trends*
- *to develop goals*
- *to integrate with Rising Star*
- *to identify professional development*
- *to communicate schools' results.*

"The 5Essentials can help you take a look at where you have all greens but maybe there are some areas where you didn't know how green it was. You could really tout or highlight [those successes.]"

"We actually also used the data to celebrate progress."

For the districts that use the 5E data, almost half considered using the 5E data in subsequent years of data to **examine trends**. Some of these individuals preferred to wait until multiple years of data were available before making any significant changes, rather than reacting to a single data point. For example:

"As we get a second set of data we're going to compare it to the first set of data. We're going to look at it and decide what jumps out at us as strengths and weaknesses and then we'll have two sets of data to move forward in our discussions."

For several districts, the 5E results were used to **develop goals** for their district/school's strategic plan or for their indicators for their school improvement plans. For example:

"I use the 5Essentials at my building. We looked at areas of growth …from 5Essentials from what our parents were saying and also what the teachers were saying and then we wrote goals for our building in terms of what we could improve so they were actual specific building goals from that data."

Participants from several districts described school administrators and SIP teams working closely to **integrate their 5E results with their Rising Star school improvement process**. For instance, the 5E data were used as evidence for the Rising Star indicators in their school improvement plans (see the insert "Document Review of Rising Star School Improvement Plans" for more information in shaded box). When asked how districts most often use the 5E data for school improvement planning, a participant explained:

"Through the Rising Star team. We looked at the responses. We felt like the areas that we were already working on in our school improvement process, the 5Essentials data just kind of cemented the things we know we need to progress and work on. It really helped us know that we were moving in the right direction. I think it compliments what we're doing in school improvement, specifically in our Rising Star team very, very well."

Document Review of Rising Star School Improvement Plans

We examined the comprehensive reports available in the Rising Star system for the 15 participating districts to identify examples of districts incorporating the 5E data into their school improvement plans. Of the 13 districts that had a school improvement plan in the ISBE Rising Star system, five districts mentioned the 5E data in their activities or plans. The 5E Survey was discussed in both plans and tasks associated with different Rising Star indicators. Table 4 presents the Rising Star indicators tied to the 5Essentials. As seen in the table, one indicator, CII1, was referenced by three out of the five districts, while the other indicators typically had just one district incorporating the 5E data with the Rising Star indicator.

The focus of the indicators was quite varied, however, the tasks associated with the 5E data typically involved implementing the 5E Survey and reviewing results. Some activities, such as aligning the 5E data with other indicators or using the 5E data for evidence of implementation, demonstrate more integration of the 5E data with the district's other data systems. Although the level of integration of the 5E data is limited with the 15 districts participating in this study, some districts have begun to utilize the 5E data in their school improvement plans.

Table 4. *Summary of Rising Star Indicators Utilizing 5Essential Survey for 15 Participating Districts*

# of districts (out of 5)	Indicator #	Indicator	Example of plan or task
3	CII1	The district and schools will have an aligned vision/mission statement that supports a learning environment which is emotionally safe and conducive to learning.	Attend 5E webinars. Develop administration plan for 5E. Implement 5E. Review results when available.
2	CII2	The district improvement process will be aimed at student academic, physical, social, emotional, and behavioral development.	Teachers and students complete 5E Survey. SIP will review 5E data and create action plans on areas identified for improvement.
1	D11	The district will ensure the delivery of the curriculum is differentiated to meet the needs of all learners.	Align Rising Star indicators with data from 5E Survey. Danielson Framework, and District's Indicators of Success.
1	IA01	The district will build partnerships with municipal and civic leaders, includes them in district and school improvement planning, and maintains regular communication with them.	Implement the 5E Survey.
1	IB07	The district will ensure that school improvement and restructuring plans include research-based, field-proven programs, practices, and models.	District to participate in the 5E Survey and use data to improve school practices and strategies.
1	IB10	The district ensures that the change agent (typically the principal) is skilled in motivating staff and the community, communicating clear expectations, and focusing on improved student learning.	5E data, along with other data, to be used as evidence that this indicator has been implemented.
1	IC03	District and school decision makers will meet at least twice a month to discuss the school's progress.	Discuss 5E Survey and results.
1	Rt3-1	The school district's teacher and principals' evaluation systems will incorporate both professional practice and student growth and evaluation information is used to improve educator effectiveness.	Plans to use 5E Survey data: Academic Personalism as evidence this indicator is fully implemented.

Lastly, one or two districts used their 5E results to **identify professional development topics for teachers or to communicate their results** by posting on the district website. Notably, one district which utilized the 5E results extensively used **district data coaches to assist teachers** with interpreting their 5E results and discussed potentially using the 5E data as **evidence in principal evaluations** in the future. For example:

> *"Our assessment specialists often go directly to buildings and work with staff in order to really be able to answer questions and to make sure that there's some integrity and validity and uniformity in the understanding, so that people aren't looking at it from multiple lens and maybe, as we look to make district decisions, we're not all over the place. So our experts really do help us make that happen."*

Detailed Examples of Districts' Use of the 5Essentials Survey Data

Examples of 5E Data Analysis Process

Based on the 2013 5E results, a principal conducted a SWOT analysis in September 2013, examining Strengths, Weaknesses, Opportunities for improvement, and Threats to those opportunities. Following the 5E research that indicates strength in three of the five essentials should have a positive impact on student outcomes (Bryk et al., 2010), the district selected three Essentials (collaborative teaching, ambitious instruction, and supportive environment) as their focal points. The teachers identified approximately 30 areas that they felt were weakness or opportunities for improvement, and threats to those opportunities. The principal indicated that all of the teachers' requests to address these areas were fulfilled. The school repeated the SWOT analysis for 2014 for the same three Essentials, and the principal described the 5E data as "informing our work for the next year. So everything that we do is kind of around the 5Essential survey."

Analysis Techniques:

- *SWOT analysis*
- *Statement matrix*
- *Data coaches with teachers on institute day*
- *SIP team received findings and interpreted results together*
- *Started at district, then moved to building level looking for data trends*

District administrators shared their 5Essentials results with teachers on the opening day of school. At both the district level and building level, they reviewed the data by creating a statement matrix that included the 5Essential domain (e.g., ambition instruction), how it was measured for various components (e.g., course clarity, quality study discussion) for English and math instruction, and the scores. The teachers suggested ways to improve the score on each measure. This process also informed decisions about professional development throughout the upcoming year.

A district School Improvement Team member described one of the high schools using their last institute day to share the data for their building. They investigated strengths, areas of concern, and areas that need improvement, identifying a couple of areas to address. They brought in someone to help them understand how to interpret data so that they could "learn from the data to try to improve areas in the building."

A principal described his school's process for analyzing the 5E data this way:

> *"I lead our School Improvement Team and we actively use that data from the first year's 5Essential Survey. This year in our discussion process, I went through the entire data that came out. Everyone on our team analyzed it and then we bulleted out what we believed to be important significant highs and lows, positives or negatives that seemed to come out of the data from both the combination of the student data and teacher data. Our 12 member*

Improvement Team is well aware of what we did and how to analyze the information. There are some perceptual takes out of any kind of statistical type of data like this. You have to go after it with a lens. So we taught each other things about how we perceived [the data] and then came to a consensus on what we needed to do with some of those elements. The rest of our school saw the roll out with regard to some of the school improvement initiatives. Our discussions have been on strengths and weaknesses that seemed to be apparent in the perceptual viewpoint of the people who took the survey."

A district administrator described their process for analyzing the 5E data:

"We started looking at district-level data and see globally how are we doing? What are our strengths and weaknesses? And then we kind of pared down from there. We go to the school level, take a look at strengths and weaknesses, and look at the teacher data, the student data, and the parent data. And then you kind of gradually draw down and try to find what are we good at, what are we not good at, are there consistent patterns across the district, across schools? Maybe elementary schools, for example, tend towards being stronger or weaker in some areas. Or maybe it's completely idiosyncratic at the school level. There's no scripted start at the top, work your way down, and kind of see where it leads you. Eventually, I think, what some schools – at least last year – they went down to the item level."

Examples of Utilizing 5E Data with Rising Star School Improvement Process

A district utilized the 5Essentials data by integrating it with their Rising Star and teacher evaluation data, specifically, in order to set goals for school and teacher improvement. A district administrator there noted that the 5E data complements other student data used for school improvement planning:

"We depend more on obviously the quantitative data that's connected to student outcomes because that, in our opinion, gives us more of an idea of where our students are, versus the qualitative information the students gave us. So, it's information. You always look at it and see if it matches up."

Use with Rising Star

- *Compare with other student data to see where it matches*
- *Use 5E to determine goals*
- *Rising Star team used 5E data to improve instruction*
- *Align 5E domains with Rising Star indicators*

Similarly, the superintendent from another district worked with all the district's principals to develop goals based on the 5E data. The 5Essentials goals were included with student achievement goals and attendance goals. However, due to having only one data point throughout the year, he hasn't found much opportunity to dig into the data on a frequent basis.

The Rising Star Team in a separate district examined improvement areas from the 5E data and identified the need to work on teacher collaboration. The team met to brainstorm about when teachers feel they have time to collaborate or are able to share information with their colleagues. They also used the 5E data to explore ways to improve instruction.

A superintendent also plans to use the 5E data with the district's Rising Star process. The district staff hope to determine which of the 5E domains align with the Rising Star indicators that the schools and district have identified as areas to address. As an example, he described examining Rising Star indicators that pertain to school climate and match elements from the 5E domain of Supportive Environments. As a next step, he plans to ask, "What do the 5Essentials tell us about supportive environments that can help inform where we need to go

from here?" He envisions doing this with each of the 5Essentials domains to glean valuable data from survey responses, as well as using the 5E data for "monitoring, and not monitoring in a bad way, but monitoring in a growth mindset, to say, 'Hey, we need to improve on this.'"

Examples of Implemented Program or Expanded Program Based on 5E Data

A principal used the 5Essentials data in school improvement planning "down to every question." Working with the instructional leadership team, they examined questions with large differences in response options. They then delved into possible reasons for why responses might be at "strongly disagree," using 85% "strongly disagree" as a cutoff. This information helped guide decision making towards school improvement. The principal commented, "All of this work is school improvement in any capacity you look at, because it all ties into teacher instruction, which then impacts mathematics, which then impacts reading, which impacts response to intervention, etc." The district found that some of the discrepancies were accurate and made plans for changes. However, others items were found to be inaccurate because the question was misinterpreted by teachers due to how it was phrased or due to responses from individuals not frequently in the building (e.g., specialist teachers). Through this process of focusing on the "disagree" or "strongly disagree" responses, the principal and team identified lack of teacher involvement with other teachers in their classroom and communication issues with specialists as areas to address. Based on their analysis of the data, more opportunities for teachers to observe other teachers were created, and communication with specialist teachers was increased to provide them more support.

Implementing or Expanding Programs

- *More opportunities for teacher observations*
- *Freshman monitoring program, freshman orientation, and resources*
- *Parents on school committees*
- *Add parent question to the 5E Survey*

Conversations stemming from teachers after taking the 5E Survey in Spring 2013 prompted school administrators and staff to conduct visits to their higher performing schools in the district to examine issues concerning freshman success. Based on their experience with the 5E Survey and information gathered from the school visits, the school administrators and staff believed they had strong evidence that more assistance was required for students in their first year of high school. Thus, the school implemented a freshman monitoring program in Fall 2014. By the end of the first year of the program, the school believed it had been "valuable to saving some kids that otherwise might have fallen through the cracks in prior years" and is happy to have affirmed the program even though the 5E data were not yet available. In addition, a freshman step-up curriculum was implemented this year because of their experience with the 5E Survey. The school ensured that their teachers had access to information to assist eighth graders with their move to high school next year. Working with the guidance office, information about what happens in high school was provided to students. The principal also added,

> *"We have plans to explode a freshman orientation that we do in August into a much bigger event because of that data as well. So that's probably a good example of something that we put in place as a result of the 5Essentials survey."*

Based on 5E results from parent surveys, administrators and teachers decided to modify and increase outreach activities in order to encourage parents to become more involved with the schools. Now, parents in the district are invited or nominated to be part of more school

committees. In addition, training is offered so parents "can be involved on committees in a meaningful way so that they can voice their opinions and feel involved."

A district administrator at a different district also commented their district is "completely invested in doing this [the 5E Survey]." In fact, the district added an additional question to the survey asking parents to rate/grade their schools. This question was added to keep continuity with other surveys the district conducted prior to the 5Essentials. This district administrator felt the local School Board had a strong interest in soliciting community input and noted, "It seems like a natural way to involve parents."

Reasons for Not Using the 5Essentials Survey Data

For respondents that stated they did not use the 5Essentials survey results or utilized the data despite concerns, we also asked why they chose not to use the data results from the 5Essentials Survey. The responses fell into four main categories: credibility of data, districts already utilized a climate survey, overwhelmed by other mandated activities, and other miscellaneous issues. Nearly everyone interviewed expressed some concern about the 5E data. Many of these districts still utilized the data, working within the constraints they perceived, while other districts simply did not utilize the data due to their strong concerns.

Concerns about credibility of the 5E data were cited most often for not utilizing the 5E results.

Credibility of data. Many participants, from all of the districts and regardless of participant type, expressed some level of concern about the credibility of the 5E Survey data. Lack of credibility was described in many different ways, but all resulted in some participants' lack of trust in the accuracy of the data.

The most cited reason related to credibility of the 5E data was the potential for **multiple entries** by the same person or completing the survey for schools other than their own. Somewhat related was the issue of survey results being deemed inaccurate when the reported teacher response rate did not match the actual experience of the school or a response rate was over 100%.

> *"But that's a concern that I could have gone on as a student and signed on – anyone could. Anyone could sign on as a parent. So those were things that were troublesome because you're not getting good data."*

> *"Data security really hindered the process. Because then we didn't trust it."*

> *"Teachers are also concerned that since students and families can take the 5Essentials more than once theoretically, that the most disgruntled people could skew the results by multiple instances of participation."*

Although the University of Chicago Impact (UChicago Impact) gave assurances that the duplicates and erroneous entries were deleted, many individuals were still skeptical of the data due to other survey administration and reporting issues.

Problems with survey language were the second most cited reason for diminished 5E data credibility in the eyes of the participants. Examples of problematic survey language included: confusing wording such as "target class" and "self-contained teacher" (especially for students and parents), the use of "always," the lack of a "does not apply" option, and inclusion of questions that did not pertain to their district/school. Several individuals questioned whether

survey items outside the control of the district (e.g., safe communities) were valid to include in ratings about the district and schools.

> *"I really think the way some of the questions are worded, I think it can really skew the data."*

> *"Some of the other issues are when we talk about the measurement for involved families. There's some assessment about the community being safe and the neighborhood park being safe. Those are things that are outside the control of the school district, yet they're reflected as if it's our organization. That's a concern for me. I'm being rated and then our organization is being rated and that rating is being publicized and it's not something that I control."*

Concern about generalizability of the survey also decreased credibility. Due to low response rates, particularly from parents, many individuals felt the survey results did not accurately reflect the opinions of the entire group surveyed. Also, individuals' understanding that the 5E Survey was developed from the Chicago Public Schools elicited responses such as "How applicable is this to us?" signifying individuals' skepticism that a single survey could address the individual needs of all districts/schools throughout the state. These individuals often commented that "one size doesn't fit all," and that schools were too different to compare results, with intense disagreement with the decision to norm the survey results to Chicago Public Schools' scores.

> *"A survey that was developed to analyze climate in Chicago Public Schools is certainly not going to fit rural, central Illinois. It's just not going to make it."*

> *"That's why we had some low parent turn out. They just didn't know what some of those questions were and how to even begin to answer them."*

The sentiment "One size doesn't fit all" was reported frequently and reduced use of the 5E data.

Smaller districts and districts in the central and southern regions of the state cited these concerns most often; however, a few larger districts in the northern part of the state also expressed opposition to being compared to Chicago Public Schools.

Other implementation issues also had a negative impact on the credibility of the 5E results. Technology problems with logins, sessions timing out, and inadequate number of computers to efficiently administer the survey hindered some districts. Participants at several districts indicated that unclear survey instructions for parents with multiple children or students with multiple teachers may have decreased response rates. Also, lack of definitions concerning to whom survey items referred (e.g., principal versus assistant principal, teacher versus specialist teacher) caused some survey respondents confusion, thus resulting in potentially inaccurate responses and lack of confidence in the results.

A few administrators commented that they needed **more data over time** before they would consider utilizing the 5E data for school improvement or other decisions. Administrators and teachers of K-6 buildings expressed concern about their buildings' results being **based only on input from 6th grade students**, and thus, producing a misleading representation of their entire building. A few participants advocated for additional surveys for younger grades to more accurately describe their building.

District already utilized a climate survey. Most (11 out of 15) districts we interviewed indicated they already administered a locally-developed or national (e.g., National School Climate Center) survey to their constituents that addressed school climate, which they felt met their needs. A small number of administrators were frustrated that the State Board of

Education did not appear to consider the option of districts using their local surveys as a valid alternative to the 5E Survey (note that Public Act 098-0648 initially dictated ISBE to administer one statewide survey). Due to the State mandate to administer the 5E Survey and the districts' desire to continue their own survey, some administrators and SIP members believed survey burnout may have occurred, possibly resulting in lower response rates or erroneous responses for the 5E Survey. Some district leaders decided not to administer their local survey to reduce survey burden, and thus felt that they lost valuable data.

> *"We have done internal surveys for years. I think part of the reason why the 5Essentials hasn't been promoted more is because we use our own internal information and we have used it for so many years that when we were presented the idea of the 5Essentials, we had already completed parent surveys, we had already completed teacher satisfaction surveys, and then we were asked to do the 5Essentials."*

Perceptions that 5E Survey did not meet local interests and needs hindered districts' use of the results.

Overwhelmed by other mandated activities. Participants from most of the districts (particularly small and mid-sized districts) expressed exasperation at the large number of other activities (e.g., new administrator and teacher evaluations, PARCC, Common Core) they were mandated to implement, and, in these instances, the 5E Survey was often viewed as just one more burden, particularly during the spring timeframe. Interviewees reported that many teachers may not have completed the survey due to feeling overwhelmed by other responsibilities. In addition, the 2014 administration window for the 5E Survey coincided with teacher evaluations and reduction-in-force notices in several of the districts we visited. We heard from many individuals in these districts that they believed this may have influenced how teachers answered survey questions, particularly those relating to their principals. Administering the 5E Survey close to the ISAT testing timeframe also created problems. Several individuals were unhappy that the time students needed to take the survey reduced instruction time. All of these related concerns created an atmosphere in which completing the 5E Survey and utilizing results was seen as very low priority.

"I think the timing of it is not a good time. They are doing this at time that is, every year, never fails, we are doing it in March. You are doing it at a time when we are doing ISATs. You are doing a time when that is when RIF notices go out. You are doing it at a time where this year and the last two years we have had to do major cuts."

> *"Well, basically, the teachers are overwhelmed. The kids are overwhelmed. We're trying to squeeze everything in."*

> *"The timing of the school year with the survey is very difficult because around this time, and especially with the high school, you're really looking more into the seniors completing things as well as state testing time and the PSAE window. The 5Essentials survey, even getting the results back is not something that is even in the timely manner we probably got the information back late April or May. That's not like your hierarchy of needs at that time of the school year."*

Other Miscellaneous Issues

Not encouraged to use 5E data. Some participants from about a third of the districts indicated they did not use the 5E data because they were directed or encouraged not to do so by school administrators. Some administrators reported they did not encourage use of the 5E survey data or did not disseminate the data because of their own concerns about the validity of the 5E data and because other local climate survey data were available that they believed were more accurate.

> *"Since the determination was made that the scores did not appear to be valid for us, it wasn't shared."*

Other concerns about confidentiality in small districts, uncertainty of 5E Survey, misuse of result, funding priorities, and publicizing the data were expressed less often, but none the less, negatively impacted use of 5E data.

Small population size issues. A few of the smaller districts raised concerns about utilizing the 5E data when the district size is so small that confidentiality of staff is difficult to maintain or when the threshold to report the 5E data can be hard to reach due to the small number of staff employed at the district. In addition, some individuals in these districts worried that responses from a small number of disgruntled teachers or students could carry more weight in their results due to the smaller size of the overall population surveyed.

> *"It is harder in a small school to keep the confidentiality."*

> *"It doesn't make any sense to require a district to do it and then they can't even get their results back because they're a small district. Don't penalize the small districts."*

> *"My other concern is that our small population—you know, one student is a pretty high percentage in terms of response, as is one teacher. "*

Lack of information about the 5E Survey. We heard from a few participants at several districts that they do not know enough about the 5E Survey to use the data or to encourage others to use it. Their comments and questions ranged from "What is the purpose/goal?" to "Explain the data reliability, validity, and analysis?" to "What to do with the data?" Another participant wanted more explanation about how the survey would benefit their school and community.

> *"I think just the main thing is we don't see the purpose in it. We don't see how it would benefit our school. We don't see how it would benefit our community because it's not necessarily completely aligned to what we work for, nor our goals. So because of that, we don't invest a lot of effort into looking at it and looking at the data and the change in data possibly."*

"I felt it was a gotcha, to be quite honest with you. I thought they were looking to make us, the State Board or whomever, that was the driving force behind this thing was trying to make us look bad as public schools."

Concerns about use for evaluative purposes. We also heard concerns from several superintendents that their principals and others around the state felt that the 5E Survey would be used as an evaluation tool for principal performance. Principals were concerned the 5E data would be misinterpreted in their evaluations, particularly in cases when teachers may have responded negatively due to low evaluation ratings, reductions-in-force, or substantial reforms for school improvement purposes.

Concerns about funding. A couple of superintendents conveyed strong objections about the State using funds on the 5E Survey when budgets were being cut in many areas and, in their view, insufficient support was provided for implementing the 5E Survey. They expressed frustration, particularly because the 5E Survey had implementation problems, that another unfunded mandate was required of districts.

Making the 5E results available to the public. A few individuals expressed concern about making the 5E data results available to the public, especially in light of the issues addressed above. In addition, there were concerns about whether parents and community members would be able to accurately interpret results and not knowing the full context of the district or school situations that may have influenced the responses of students, teachers, and parents.

Suggestions for Improving 5Essentials Survey

Respondents made numerous suggestions for improving the 5Essentials Survey, many of which were related to the aforementioned concerns that limited 5E data use. In this section of the report, we summarize and organize these suggestions into a coherent framework, beginning with recommendations for improving the survey and its administration, and then moving on to recommendations for improving the results of the survey and their utilization for school improvement. We provide a few examples of comments from participants to illustrate each point. We highlight the most common recommendations for improvement in this section, and provide additional respondents' suggestions in Appendix B. It is important to note here that we do not necessarily endorse all of these suggestions, but rather strive to report the range of (sometimes contradictory) recommendations from the field. We leave it to the reader to weigh the pros and cons of each.

Improve the 5Essentials Survey Administration

1. **Market the survey—frame and motivate participation and utilization—in order to increase buy-in.**

Respondents suggested that schools and districts needed to be provided with a reason to use the 5Essentials Survey and training to help them understand its empirical backing and potential benefits, particularly its relationship to school improvement. In the words of one respondent: "Provide us something that meets a need and we're probably all ears." Another respondent commented:

"Provide us something that meets a need and we're probably all ears."

> *"I haven't had a full day of training on 5Essentials yet, and much less the kind of training that we got for the capacity builders training, where they're training you how to train other people on it. We need that and we need that done really effectively at the state level, because again, I see a lot of value in this data. I know that it won't get used well unless the districts have the ability to handle it themselves and understand it enough to support it, so we wouldn't be using Rising Star in our district as much if we weren't trained as capacity coaches."*

Respondents also suggested that such training ought to occur prior to rolling out implementation, and recommended working with professional organizations (such as the Illinois Association of School Boards (IASB) and the teachers unions) to attain their support and assistance. Respondents stressed that it was important to be clear about the purposes of the survey and re-emphasize that it is intended to be helpful, and not punitive.

Additional "marketing" ideas included creating tools such as video clip, talking points, and power point slides to share with educators and parents—describing the survey and how it can be used. Respondents also suggested keeping in mind that families also have to be sold on the survey—they need to understand why they're being asked these questions, and schools should let them know that "this is just one way that we value your input." Some respondents suggested that ISBE should "have a stronger message" and convince districts that the 5E is superior to alternative climate measures. However, other respondents recommended that ISBE should allow districts to use (or continue to use) alternative climate measures that are also research-based and agreed upon through collective bargaining, granting districts flexibility similar to teacher evaluation regulations under the Performance Evaluation Reform Act (PERA).

"We significantly increased our response rate by having parents fill out paper surveys that were scantronned."

"…if it's just an every other year you take the survey … it's almost like it's not important in that manner."

2. Increase breadth of participation and response rates

Numerous strategies were reported for increasing participation, particularly for parents, including handing out surveys when parents pick up their children from school or offering pizza parties when students bring in completed parent surveys. Similarly, respondents suggested creating a modality other than online to complete the survey, given that not all parents have computer access. Other respondents recommended making the survey less challenging to complete online, especially on a mobile phone. Some respondents viewed the response rate threshold for parents as unrealistic and suggested ISBE reduce the proportion of parents that must participate in order to view results (though several of these respondents also recognized that certain response rates might be necessary to ensure validity). Several respondents suggested that emphasizing the importance of the survey and informing participants that results will be posted on the school report cards could encourage respondents to consider their responses more seriously. Interviewees also noted that it was important for all staff members to be included in the survey process, including administrators. Several recommended that administrators should "at least take the survey as an idea of what the teachers, parents, and students are doing, or some variation of it." In addition, several respondents suggested that requiring the survey annually and integrating it more tightly with the school improvement planning process could increase participation and utilization.

"... if they would say, 'add this to your school improvement plan, take this data, here are the places you're going to put it in', then it will get done."

3. Rostering

"…that the model seems to be very elementary-driven, which turns off the high schools right away. So maybe if it's a high school version and an elementary version."

To address the issue of potentially invalid entries, many participants suggested using a rostered survey to ensure that participants do not take the survey more than once or for the wrong school. They noted that rostering would also provide survey administrators with the ability to determine who still needs to complete the survey so they could target reminders or check the representativeness of local responses. Others cautioned against using a rostered survey due to concerns about the perceived loss of anonymity.

> *"I think the rostering thing, although there's benefits, I wonder if that's going to end up being seen as less anonymous, because suddenly, you have your own unique code and I can tell if you used it. Or when you used it or where you used it from. There's a lot of crazy information that can be gleaned from behind that. So I wonder if that—there are pros and cons with that to me."*

"I think there should be a different type of survey for parents that would be more conducive for them because they don't know what the curriculum is. They don't know what their kids are learning on a daily basis. Other than meeting the teachers at parent-teacher conferences, or maybe through emails, they probably don't know a lot about the teachers."

4. Improving the survey items

Many suggestions regarding specific items on the survey were provided. These included: eliminating questions that pertain to the community; creating different versions of the survey for elementary and high schools; creating a more parent-friendly version; creating a version completely in Spanish; and modifying terminology such as "picking up the report card" and "self-contained." Respondents also provided advice about the design of survey response categories, such as the addition of a "does not apply" option, a "don't know" option with the opportunity to include comments, and further guidance about the differences between response categories. Some respondents recommended that ISBE continuously revisit survey items and seek feedback from schools about misinterpretations, confusion, or any technological issues that arise.

Other suggestions for making the survey more user-friendly included adding a progress bar to the online survey, providing login assistance, making sure respondents have correct login information, or simplifying usernames and passwords. Many respondents suggested making the survey shorter to help ensure respondents are taking the survey seriously and to increase response rates.

5. Timing of the survey

Numerous respondents felt the current survey administration window should be moved earlier in the school year—but not so early that respondents cannot accurately respond to items. These interviewees suggested that earlier survey administration could ensure that results would arrive sooner and be more actionable. Also, several participants suggested that ISBE avoid overlap between 5E's administration and other mandated state assessments (ISAT, PSAE, PARCC) to the extent possible. Some respondents noted that allowing a longer administration window and more flexibility as to when the survey is administered may also improve response rates, particularly for parents.

> *"If we could have the parent timing at different times, to be able to do it on our own schedule —when we need to do it. I think that would be better. Like I said, when I get my parents in the building…"*

"It's just like the Prairie State Exam, or any type of assessment that's happening. If we don't get the data back in a timely fashion where it could be used for real improvement, it's not going to have that value."

"We took the raw data files and created Excel files and plugged in each of the 5Essentials and the individual questions, then broke that down by school so that we, as a central office staff, could compare schools and then we could compare that to the district's average. So, what could improve? How the data is recorded, because we had to do some work to make it presentable."

Improving the Presentation Usefulness

1. Timing and Format of Results

Many respondents wanted more immediate feedback from the 5Essentials, preferring that results arrived prior to the beginning of the next school year to allow schools to address issues over summer break. Several respondents recommended disseminating the results more widely (many were not aware the results were available on the school report card) and making it easier to access the results. Some respondents also noted that they would prefer the data to be presented as a series of charts and graphs, rather than a long report or binder full of data, so that it would be more easily understood by parents, community members, and the school board. However, some more data-savvy respondents requested increased access to within-school details in the data, or even raw data that would allow them to disaggregate responses within schools. For example, some administrators were interested in seeing the differences between veteran teachers and novices in their buildings, or between different grade levels or subject areas.

"If we had things to compare it to about how other students in other schools in the state are doing that would be great."

2. Putting the data in context (reporting normed scores vs. frequency distributions)

In the absence of norm-referenced results, some respondents found it difficult to interpret results and place them into context. Thus, many respondents encouraged the use of normed and color-coded results to help make sense of the data and determine whether and where their results were relatively strong or weak.

Others suggested that the results not be color-coded, because of the negative reactions this could provoke from teachers and the public, especially in an era of high-stakes accountability.

> *"The initial presentation of the data caused so much emotion that our staff's response, major response was to shut it down. It's not useful at all."*

"One thing that I would be looking for, though, would be districts that would have comparable demographics, comparable issues, so that we could benchmark against other districts and potentially do some sharing of why people get the results they do and what to do about it."

"I think that kind of data is really to improve yourself, and it's almost sometimes like airing your dirty laundry out there."

Some respondents also suggested that their scores could be benchmarked against demographically similar districts or their own scores over time, rather than statewide (or CPS-based) norms.

Numerous respondents also requested assistance in determining how their responses were converted into normed scores, and were particularly puzzled as to how high proportions of "positive" responses could convert to a "negative" result after norming.

3. Public vs. private reporting

In a similar vein, several respondents suggested that the 5Essentials data should be for school improvement use only, and not reported publicly. They argued that making the 5Essentials data public (through state report cards, the news media, Facebook, etc.)—particularly color-coded normed scores—could shift the focus from productive to punitive.

> *"I think that kind of data is really to improve yourself, and it's almost sometimes like airing your dirty laundry out there and you could deter people from ever wanting to come to our school if they saw a survey where teachers are very upset, not understanding it's because we're making such changes in the stride to education. So I feel like, you're hurting schools that are trying to make that right change instead of helping move them forward. Because those looking at the 5E results aren't seeing, 'OK this is where we started and this is where we're going.'"*

"I don't think a lot of people have had training on just how to read data, how to interpret what we're getting back in the classrooms and how to make it applicable in our plan."

Others suggested that administrators should be provided with space to respond to the results or provide narrative context, as is done on some other ISBE reports.

4. Provide more actionable feedback

In order to increase utilization of the 5E results, many respondents expressed the need for training and explicit directions for using the data. Some respondents would prefer a more formal link between the 5Essential Survey and school improvement plans. For example, some respondents recommended that ISBE could match districts with similar weaknesses and recommend proven strategies from districts that had experienced improvement or success. Respondents also suggested that more training in data analysis and utilization was required to help them understand and use the survey results.

Similarly, several respondents also noted that time is needed to be set aside to review and interpret the survey results as a school- or district-wide team. Other respondents requested assistance in using the 5E Survey results to easily identify problems or emerging issues at their schools.

Districts are looking for suggestions for "next steps" to help them utilize the 5E data.

> *"That's something Rising Star does after we assess it. It gives everything a number. And it tells us what we think it is, without knowing it, we assessed everything and it gives it a number. And so we can then see what's more important. So that might be something just so that it's not just like, here's all of this. It kind of helped determine what would be the best place to spend our efforts first."*

Lastly, respondents would like more concrete advice for "next steps" about how to improve weaknesses identified by the 5Essentials Survey results. They suggested that ISBE (or some other entity) could work to develop training, tools, road maps, or examples that schools and districts could use to improve their results.

> *"But we're at the point now where we need help with the implementation, having to help principals. How do I use this information to put into my plans? What does going from yellow to red and green look like in terms of a lesson plan? You know, boiling it down to that level."*

> *"I guess I would like ideas from the State—one-page idea of what to look at, how to look at it, and how to implement it."*

> *"I guess, if there's other schools or school districts out there that are currently using it to drive professional development choices, school improvement, I think knowing what other schools are doing with it and how other schools are using it would be good."*

Superintendents and principals were favorable on:

- *survey communication*
- *teachers' willingness to complete survey*
- *few logistical challenges.*

Analysis of ISBE Implementaion Feedback Survey Data

In January-February 2014, ISBE surveyed superintendents and principals from all Illinois public schools about their opinions of and experiences with several ISBE initiatives, including the 5E Survey and data reports. The number of completed surveys was 273 for superintendents and 634 for principals, with estimated response rates of 32% and 16%, respectively.[2] Respondents were asked to indicate their level of agreement on a four-point scale (Strongly Agree to Strongly Disagree) to questions concerning the 5E teacher survey, 5E student survey, 5E survey reports, and use of the 5E data. We analyzed these data with descriptive and inferential statistics using percentages, cross-tabulations, and chi-square analyses. Familywise error rate was corrected using Benjamini and Hochberg's (1995) false discovery rate to balance concerns of inflated Type I error when multiple tests are conducted and to allow maximum exploration of the data. A separate correction was conducted for each subscale of the survey items. Favorable and unfavorable opinions were determined by aggregating strongly disagree and disagree responses and aggregating strongly agree and agree responses. The response patterns of principals and superintendents were compared and differences by region and district size are noted, where significant. Survey respondents indicated the region in which their district/school was located: Cook County, suburban Chicago, northern Illinois, central Illinois, and southern Illinois. Respondents also indicted the enrollment of their district: <300, 300-599, 600-999, 1,000-1,499, 1,500-2,000, >2,000. We collapsed these into three categories for analyses purposes: small (<600), medium (600-2,000), and large (>2,000). See Appendix C.

For the teacher survey, superintendents and principals were unfavorable on:

- *value of teacher survey data*
- *questions addressed local interests.*

Majority of principals felt the teacher survey administration produced fair, reliable data, while the superintendents did not.

[2] Response rates were estimated based on data from the ISBE Directory of Education Entities for 2013-14 which reported 865 districts and 4008 schools.

5Essentials Teacher Survey Feedback

Regarding the series of questions focusing on the teacher survey component of the 5Essentials, both principals and superintendents provided favorable ratings regarding whether communication was sufficient to administer the survey (70% and 59%, respectively) and whether teachers were willing to participate in the survey (79% and 67%, respectively).

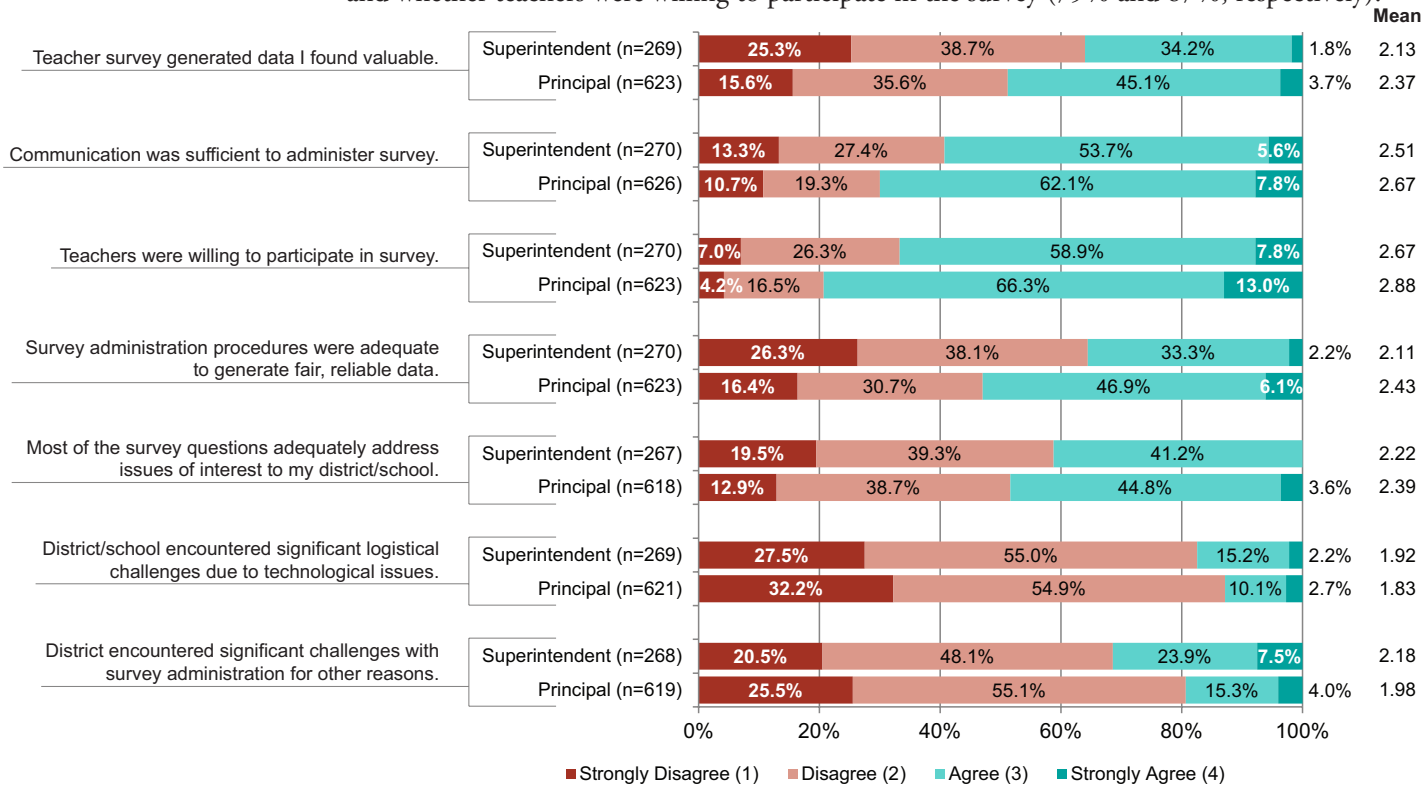


Figure 1. Views on the 5Essentials Teacher Survey: Differences by Leadership Role

Neither principals nor superintendents believed that the district/school encountered significant logistical challenges due to technical reasons (13% and 18%, respectively). Likewise, neither principals nor superintendents believed that the district/school encountered significant challenges due to other reasons (19% and 31%, respectively). Both principals and superintendents provided unfavorable ratings regarding whether the teacher survey data was valuable (51% and 64%, respectively) and also provided unfavorable ratings regarding whether most of the survey questions adequately address issues of interest to their district/school (52% and 59%, respectively). Superintendents rated whether survey administration procedures were adequate to generate fair, reliable data unfavorably (64% unfavorable) while principals rated this item favorably (53% favorable) (see Figure 1).

The responses provided by the school principals indicated they held more favorable, or less unfavorable, views of the teacher survey relative to district superintendents across all items.

Leadership Role Comparisons

The responses provided by the school principals indicated they held more favorable, or less unfavorable, views of the teacher survey relative to district superintendents across all items (see Figure 1). These differences were statistically significant for all items except for two items: whether the survey adequately addresses items of local interest at the school and whether the district encountered significant logistical challenges due to technology. For the former item, both principals and superintendents had unfavorable ratings and for the latter item, both principals and superintendents had favorable ratings. The largest

percent difference in opinion between superintendents and principals was on whether survey administration procedures were adequate to generate fair, reliable data, in which the principals were more favorable by 17.5 percentage points.

No statistical significance difference between superintendents and principals based on region.

Regional Comparisons

There were no statistically significant differences in favorability ratings of the teacher survey items based on region for either superintendents or for principals. However, the descriptive findings from the sample of superintendents and principals in this study were:

- As a group, the responses from the southern region of Illinois were somewhat unique in that the superintendents generally had more favorable views of the teacher survey and fewer reported logistic challenges when compared with principals from the same region. Among all other regions, the pattern was the opposite in which the views of principals regarding the teacher survey were generally more positive.
- For nearly all of the teacher survey items, disagreement was greatest between principals and superintendents from Cook County.

Principals from large districts had more favorable views on the value and local interest of the teacher survey items.

Enrollment Size Comparisons: small (<600), medium (600-2,000), and large (>2,000)

The superintendent's ratings of the teacher survey items were not statistically significantly different depending on what size district they oversaw. However, there were two statistically reliable differences among principals across different sized districts:

- There were significant differences in attitudes regarding the value of the teacher survey items depending on district size. Large districts had the highest percentage of principals indicating that the teacher survey data was valuable (57%) while medium-sized districts had the fewest principals indicating that the teacher survey data were valuable (40%).
- There were significant differences in attitudes regarding how the survey items reflected local interest. Large and small districts had the highest percentage of principals indicating that the teacher survey items reflected local interest (55% and 53%, respectively) while medium-sized districts had the fewest principals indicating that the teacher survey items reflected local interest (35%).

For the student survey, superintendents and principals were favorable on:

- *survey communication*
- *students' willingness to complete survey*
- *few logistical survey challenges.*

5Essentials Student Survey Feedback

In terms of the questions specific to the student survey component of the 5Essentials, both principals and superintendents provided favorable ratings (73% and 66%, respectively) regarding whether communication was sufficient to administer the survey and whether students were willing to participate in the survey (73% and 69%, respectively). Only about one-fifth of the principals and superintendents believed that the district/school encountered significant logistical challenges due to technical reasons (18% and 22%, respectively). Likewise, approximately one-fourth of the principals and superintendents believed that the district/school encountered significant challenges due to other reasons (22% and 25%, respectively). Both principals and superintendents provided unfavorable ratings regarding

Superintendents and principals were unfavorable on:

- *value of student survey data*
- *questions addressed local interests*

whether the student survey data was valuable (56% and 51%, respectively) and also provided unfavorable ratings regarding whether most of the survey questions adequately address issues of interest to their district/school (56% and 58%, respectively). Superintendents did not view that survey administration procedures were adequate to generate fair, reliable data (56% unfavorable) while principals rated this item favorably (54% favorable) (see Figure 2).

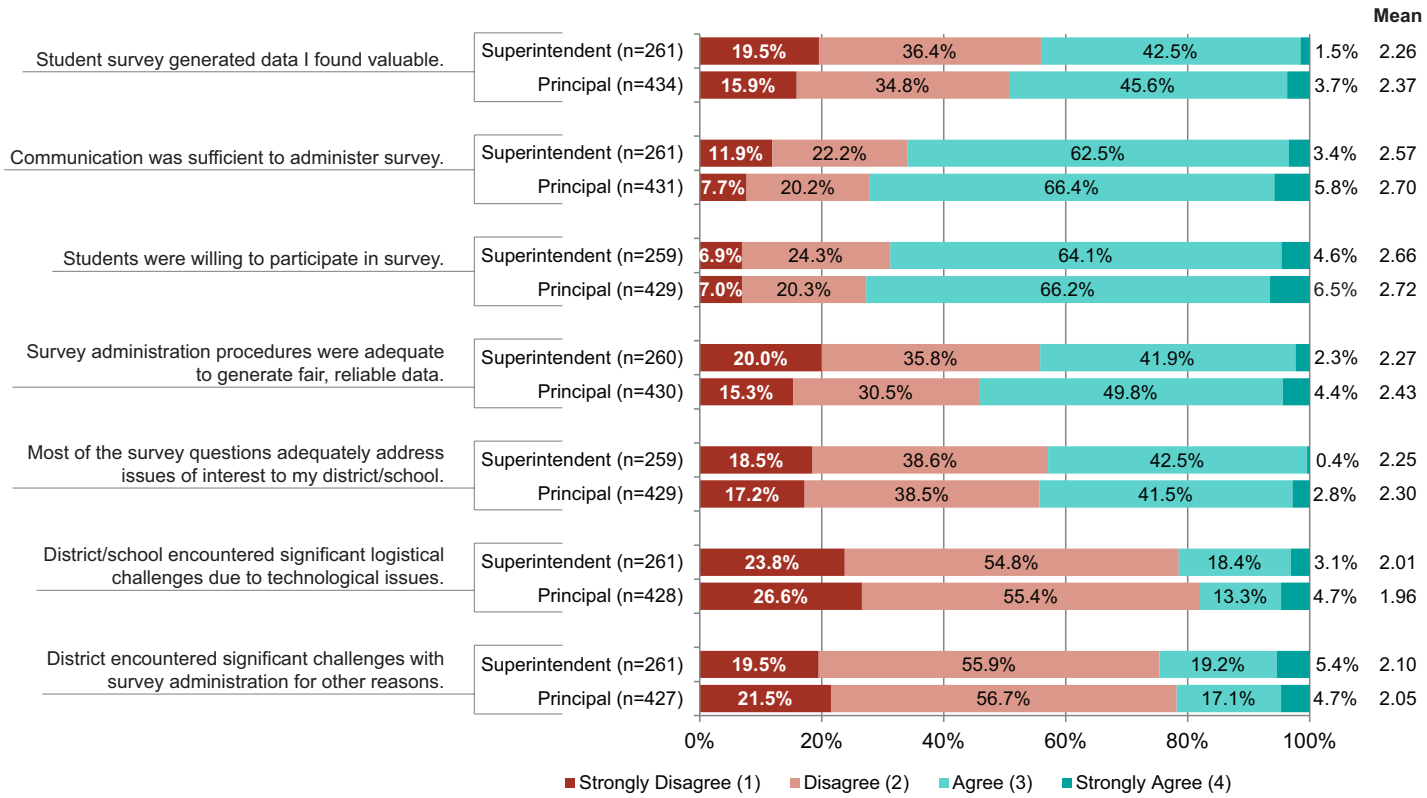


Figure 2. Views on the 5Essentials Student Survey: Difference by Leadership Role

Leadership Role Comparisons

Majority of principals felt the student survey administration produced fair, reliable data, while the superintendents did not.

Although again, principals seemed to have more favorable views when compared with superintendents (see Figure 2), these differences were not large enough to be statistically reliable. In this sample of superintendents and principals the largest difference between them was on their agreement of whether the student survey items were fair and reliable, in which 54% principals agreed and 44% superintendents agreed. Generally speaking, there was greater agreement between the superintendents and principals in terms of their responses related to the student survey, than with the teacher survey. This was mostly due to the superintendents providing slightly more positive responses specific to the student survey administration, relative to how they responded to the teacher survey; whereas principals maintained a fairly consistent response pattern across two portions of the survey.

Regional Comparisons

Superintendents' opinions on whether communication about the student survey was sufficient were significantly different by region. Superintendents in the Chicago suburbs had the most favorable response, with 89.2% agreeing with this statement, while superintendents from central Illinois had the least favorable response with only 53.2% in agreement. Across,

all other items, there were not statistically significant differences based on region. Principals' opinions on the student survey were not statistically significantly different based on their region of the state.

Principals from large districts were most favorable about fair and reliable student survey data and items reflecting local interest, while medium-sized districts were least favorable.

Enrollment Size Comparisons: small (<600), medium (600-2,000), and large (>2,000)

Superintendents' opinions on the student survey did not statistically significantly differ across district sizes. However, principal opinions about whether the student survey was fair and reliable and whether the items reflected local interest were statistically significantly different depending on their district size. Principals from large districts had the most favorable ratings on each of these items (63% and 54%, respectively) while principals from medium-sized districts had the least favorable ratings. Descriptive findings from this sample of principals also indicated that:

- Principals from small schools had the highest proportions in agreement with the items specific to the communication (81%) and the willingness of their students to take the surveys (83%). A relatively high proportion also found the student survey fair and reliable (59%) and related to local issues (45%).
- Principals from medium-sized schools generally had the least favorable ratings of the student survey, especially local interest (35%).

5Essentials Report Feedback

Principals and superintendents alike generally provided less favorable responses to questions about the 5E Survey reports relative to the parts pertaining to their views of the teacher and student surveys. On every item, most of the respondents either disagreed or strongly disagreed, indicating unfavorable views of the 5E survey reports (see Figure 3). The lowest rated items were whether the teachers and parents in the district found the information valuable; 82% of the superintendents and 72% of the principals reported that their teachers did not find the survey reports valuable. Likewise, 89% of the superintendents and 77% of the principals reported that their parents did not find the survey reports useful.

Principals and superintendents reported unfavorable views about the 5E reports.

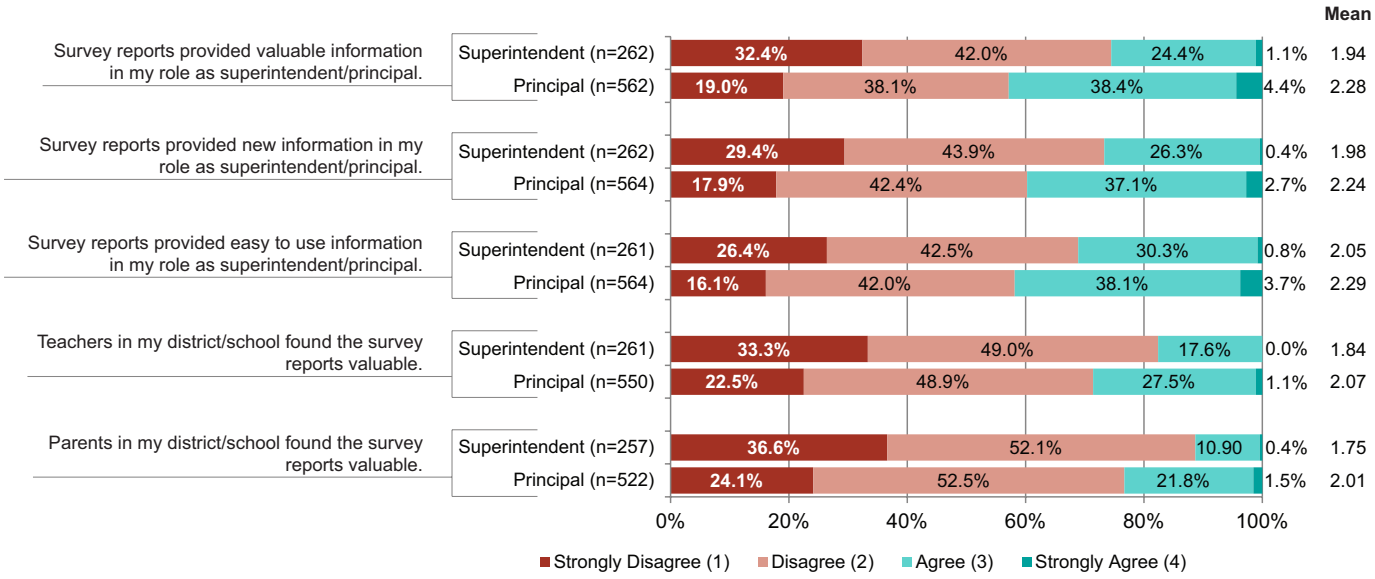


Figure 3. Views on the 5Essentials Survey Reports: Difference by Leadership Role

Although, both superintendents and principals provided unfavorable ratings, principals had statistically significantly more favorable ratings than superintendents on every item. For instance, while 74% of superintendents disagreed that the reports provided valuable information to them, 57% of the principals disagreed that reports provided valuable information to them, a 17 percentage point difference.

Principals in Cook County indicated more positive views on whether their parents found the 5E reports useful.

Regional Comparisons

There were not any statistically significant differences in superintendents' views of the 5E reports by region of the state. However, in this sample of superintendents, those from Cook County and southern Illinois generally had the most positive views regarding the use of the 5E reports. Principals had statistically significant different views on whether their parents found the survey results useful based on region, with those from Cook County indicating more positive views (38% in agreement) on this item than the other regions (16% to 21% agreement). On the other items, pertaining to the value and ease of use of the reports in the school, there were not any significant differences by region of the state. However, in this sample of principals, those from Cook County consistently provided more favorable opinions on the 5E reports than principals from other regions.

Principals from larger districts reported more favorable ratings on the value of the 5E reports.

Enrollment Size Comparisons: small (<600), medium (600-2,000), and large (>2,000)

There were not any statistically significant differences in opinions toward the 5E reports among superintendents of different size districts in the state. Yet, there were statistically significant differences in opinions toward the 5E reports from principals working in different size districts. Principals from larger districts reported more favorable ratings than those from small or medium-sized districts.

- The greatest differences were on their opinions toward the value of the 5E reports to the principals, in which 52% of those from large districts reported that the reports were valuable, while between 64% and 67% of those from small and medium districts disagreed with this statement.
- Among the principals, 64% from large districts reported that the 5E reports were not valuable to teachers, compared to 77% and 80% from small and medium districts.

Majority of school leaders rate use of 5E for planning unfavorably; however, principals reported more use of 5E for planning purposes than superintendents.

Use of 5E Survey Data for Planning

As was the case in the previous section, a majority of respondents either disagreed or strongly disagreed with the items pertaining to utilizing 5Essentials data for planning (see Figure 4). Both principals and superintendents provided somewhat more favorable responses regarding using the 5E results for planning and continuous improvement (33% for superintendents; 48% for principals), as opposed to using the 5E data specifically in improvement plans either at the district (14%) or school (28%) level.

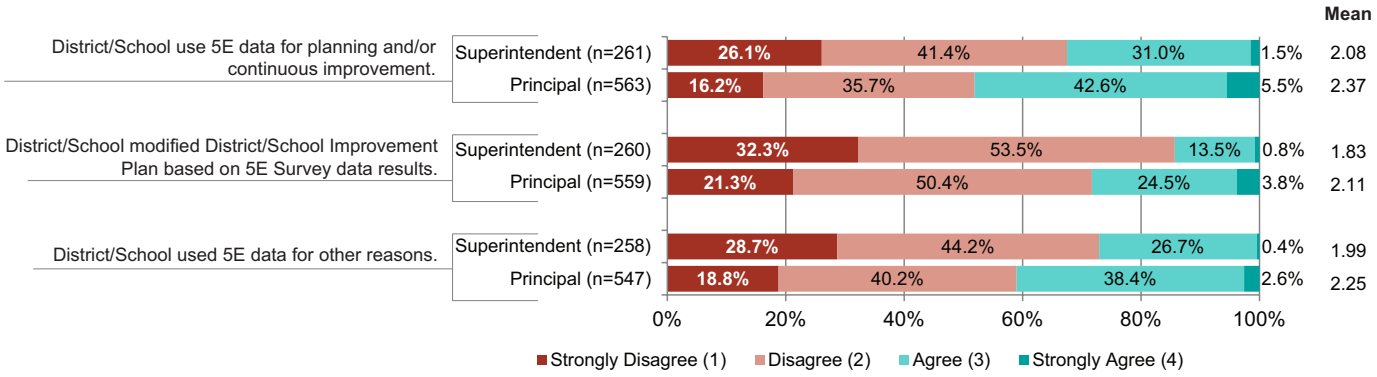


Figure 4. Use of 5Essentials Survey Data for Improvement Planning: Difference by Leadership Role

Leadership Role Comparisons

Principals provided statistically significantly more positive responses than superintendents to the use of the 5E data for planning purposes. Relatively more of the principals reported that they used the 5Essentials results for continuous improvement planning, specifically for school improvement plans, and for other reasons.

Regional Comparisons

There were not any statistically significant differences in superintendents' reported use of the 5E data for planning purposes based on the region of the state. However, there were statistically significant differences in whether principals reported using the 5E data for SIP purposes, with more Cook County principals using the data for school improvement planning (40%) than principals from other regions of the state (18% to 28%). There were not statistically significant differences in use of the data for continuous improvement or other reasons based on region, however only those principals from Cook County reported a favorable rating (over 50% agreement) on these items.

More Cook County principals reported using the 5E data for SIP purposes.

Enrollment Size Comparisons: small (<600), medium (600-2,000), and large (>2,000)

There were not any statistically significant differences in superintendents' use of the 5E data for planning purposes based on the size of the district they were from. There was statistically reliable evidence that principals did use the 5E data differently for other reasons (besides continuous improvement planning and SIP) depending on the size of their district. In descriptive analyses of this sample of principals, principals from larger districts used the 5E data more than those from small or medium districts, 7 to 12 percentage points more.

Use of 5E Survey Data for Other Reasons

Responses to items probing how respondents used the data, revealed some higher use activities and some lower use activities. Those activities that over 50% of the respondents endorsed included: reviewed/discussed results at the district leadership level (82% for superintendents, 70% for principals), made efforts to ensure teachers received data (68% for superintendents, 80% for principals), and reviewed/discussed results with SIP teams (58% for superintendents, 69% for principals). Some of the lower use activities were: featured the data on the school website or in school communications (31% for superintendents,

Principals and superintendents used the 5E data most often to discuss results with district leadership and SIP teams and to share results with teachers.

29% for principals), presented reports to parent or other community groups (11% for superintendents, 22% for principals), and discussed the data with parents (13% for superintendents, 21% for principals) (see Figure 5). Note, that percentages were calculated as the number endorsing 'yes' for the item divided by the total number of superintendents or principals that endorsed any of the utilization items. This method could overestimate the utilization, in that persons who did not endorse any of the items were not considered a responder for these calculations. However, because there was no way to distinguish non-responders and all 'no' answers, we could not more accurately estimate these percentages.

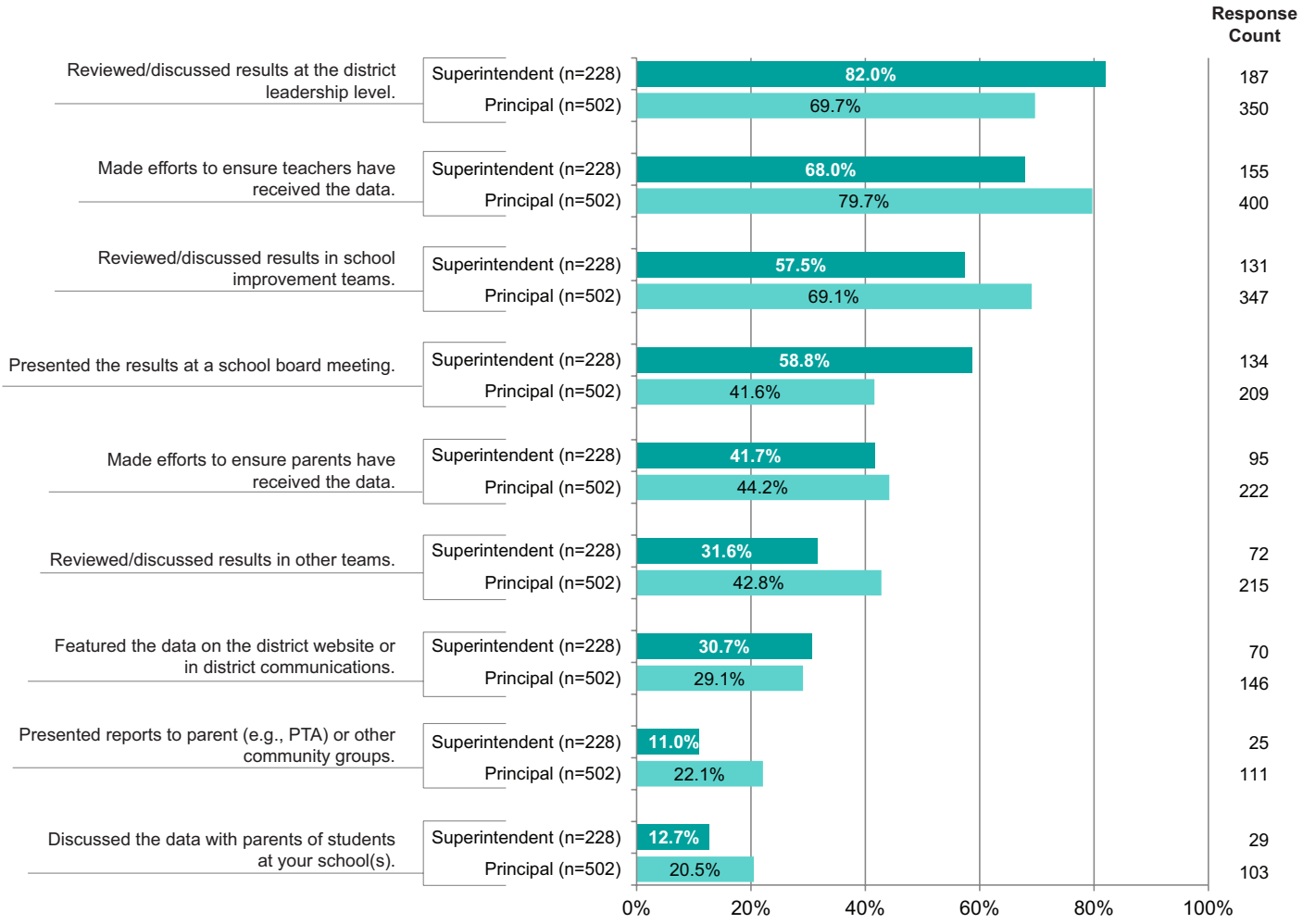


Figure 5. Use of 5Essentials Survey Data for Other Uses: Differences by Leadership Role.
Note that percentages are calculated as a function of those that responded 'yes' to at least one use.

Leadership Role Comparisons

There were several items in which there was a larger than 10 percentage point difference between superintendents and principals who endorsed utilization of the items. The greatest differences between superintendents and principals in this sample of respondents were on the following items:

- Presented the results at a school board meeting (superintendents 17 percentage points higher)
- Reviewed/discussed results at the district leadership level (superintendents 12 percentage points higher)
- Made efforts to ensure that teachers received the data (principals 12 percentage points higher)
- Reviewed/discussed results with SIP teams (principals 11 percentage points higher)
- Reviewed/discussed results with other teams (principals 11 percentage points higher)
- Presented reports to parents and other community groups (principals 11 percentage points higher).

These differences appear to reflect the natural roles of each, i.e., superintendents were involved in more district-level use of the data and principals were involved in more building-level use of the data.

Relationship Between Perceived Value of the 5Essentials Survey Data and Use of 5Essentials Report

We explored the relationship between using the 5Essentials data for planning and/or continuous improvement and school improvement planning and how different components of the 5Essentials survey were valued by both principals and superintendents. Phi correlation coefficients were calculated for all correlations based on whether or not they agreed (strongly agree and agree were aggregated) or not (strongly disagree and disagree were aggregated) with each of the statements. Corrections for inflated Type I error were conducted with Benjamini and Hochberg's (1995) false discovery rate. Additionally, the strength of the correlations were categorized as large ($\phi > .5$), medium ($.3 > \phi > .5$) or small ($\phi < .1$) for statistically significant correlations (Cohen, 1988; 1992). The correlations between using the 5Essentials data for continuous improvement with using the 5Essentials data to modify district/school improvement plans were relatively strong ($\phi = .50$ for superintendents, $\phi = .58$ for principals). This indicated that both principals and superintendents who used information from the 5Essentials for continuous improvement purposes, were likely to also use it to modify school improvement plans.

Principals and superintendents who used the 5E data for continuous improvement purposes were likely to also use it to modify school improvement plans.

The more school administrators who perceived the teacher survey data as useful, the more likely they used the 5E data for continuous improvement planning and modifying improvement plans.

Teacher Survey

Five of the teacher survey items were consistently statistically significantly correlated with both 5E data use for planning and/or continuous improvement and for modifying district/school improvement plans, whether the respondent: found the teacher survey data valuable, believed that the communication was sufficient, believed that teachers were willing to participate in the survey, believed that the survey administration procedures were adequate to ensure fair, reliable data, and viewed the items to be of local interest (see Table 5). Agreeing that the information from the teacher survey was valuable had a strong, positive relationship with continuous improvement planning for superintendents and a moderate, positive relationship for principals, as well as a moderate, positive relationship with modifying district/school improvement plans for both superintendents and principals. Agreeing that the information from the teacher survey was of local interest had a moderate, positive relationship with use of the 5E data for district/school improvement planning for both superintendents and principals. The remaining significant correlations with the teacher survey items were small effects.

The more principals and superintendents agreed that the teacher survey addressed local interests, the more likely they used 5E data for improvement planning.

Table 5. *Correlations of Leader-Reported Use of 5E Data with Leaders' Opinions about the Teacher Survey*

	Continuous Improvement		Modified School Improvement Plan	
	Superintendents	Principals	Superintendents	Principals
Teacher survey generated data I found valuable	0.52	0.48	0.33	0.41
Communication was sufficient to administer survey	0.22	0.27	0.19	0.22
Teachers were willing to participate in survey	0.24	0.15	0.15	0.14
Survey administration procedures were adequate to generate fair, reliable data	0.29	0.25	0.23	0.19
Most of the survey questions adequately address issues of interest to my district/school	0.36	0.34	0.21	0.28
District/school encountered significant logistical challenges due to technological issues	ns	ns	ns	ns
District encountered significant challenges with survey administration for other reasons	ns	-0.12	ns	ns

Large Effect Medium Effect Small Effect ns = Not Significant

Student Survey

The more principals and superintendents agreed the 5E student survey was valuable, the more likely they used the 5E data for continuous improvement and modifying improvement plans.

Five of the student survey items were statistically significantly correlated with use of the 5E data for planning and/or continuous improvement, whether the respondent: found the student survey data valuable, believed that the communication was sufficient, believed that students were willing to participate in the survey, believed that the survey administration procedures were adequate to ensure fair, reliable data, and viewed the items to be of local interest (see Table 6). Agreeing that the information from the student survey was valuable had a moderate, positive relationship with continuous improvement planning for both superintendents and principals. Agreeing that the information from the teacher survey was of local interest had a moderate, positive relationship with use of the 5E data for district/school

continuous improvement planning for superintendents. The remaining significant correlations with the teacher survey items were small effects.

Four of the student survey items were statistically significantly correlated with use of the 5E data for modifying district/school improvement plans for superintendents: whether the respondent found the student survey data valuable, believed that the communication was sufficient, believed that the survey administration procedures were adequate to ensure fair, reliable data, and viewed the items to be of local interest (see Table 6) and each of these were also significantly correlated with modifying district/school improvement plans for principals, except the item indicating communication was adequate. Agreeing that the information from the student survey was valuable had a moderate, positive relationship with modifying district/school improvement plans for both superintendents and principals. The remaining significant correlations with the student survey items were small effects.

Table 6. *Correlations of Leader-Reported Use of 5E Data with Leaders' Opinions about the Student Survey*

	Continuous Improvement		Modified School Improvement Plan	
	Superintendents	Principals	Superintendents	Principals
Student survey generated data I found valuable	0.42	0.42	0.36	0.32
Communication was sufficient to administer survey	0.28	0.18	0.21	ns
Students were willing to participate in survey	0.17	0.19	ns	ns
Survey administration procedures were adequate to generate fair, reliable data	0.21	0.29	0.28	0.20
Most of the survey questions adequately address issues of interest to my district/school	0.31	0.28	0.28	0.29
District/school encountered significant logistical challenges due to technological issues	ns	ns	ns	ns
District encountered significant challenges with survey administration for other reasons	ns	ns	ns	ns

Large Effect Medium Effect Small Effect ns = Not Significant

The more superintendents agreed the student survey addressed local interests, the more likely they used the 5E data for continuous improvement.

5Essentials Reports

District and school leaders' views of the 5Essentials reports were predictive of whether they used the data for planning purposes. Both use of the 5E data for district/school continuous improvement planning and modifying district/school plans were statistically significantly related to all five items referring to their opinions of the reports: whether they viewed the reports as providing valuable information, providing new information, easy to use, whether they believed teachers found the reports valuable, and whether they believed parents found the reports valuable (see Table 7). Agreeing that the reports were easy to use and that teachers valued the reports had strong, positive relationships with use of the 5E data for continuous improvement planning for superintendents. The remaining report feedback items were moderately, positively correlated with district continuous improvement planning for superintendents. Agreeing that the reports were valuable had a large, positive correlation with continuous improvement

The more superintendents agreed the 5E reports were easy to use and that teachers valued the report, the more likely they used the 5E data for continuous improvement.

The more principals agreed that the reports provided valuable information, the more likely they used the 5E data for continuous improvement.

planning for principals, whereas the remaining report feedback items were moderately, positively correlated with school continuous improvement planning for principals. Views of all of the report feedback items were moderately, positively correlated with modifying district/school improvement plans for both superintendents and principals.

Table 7. *Correlations of Leader-Reported Use of 5E Data with Leaders' Opinions about the Survey Reports*

	Continuous Improvement		Modified School Improvement Plan	
	Superintendents	Principals	Superintendents	Principals
Survey reports provided valuable information in my role as superintendent/principal	0.48	0.51	0.45	0.37
Survey reports provided new information in my role as superintendent/principal	0.34	0.44	0.35	0.36
Survey reports provided easy to use information in my role as superintendent/principal	0.51	0.44	0.40	0.36
Teachers in my district/school found the survey reports valuable	0.51	0.45	0.43	0.43
Parents in my district/school found the survey reports valuable	0.35	0.41	0.36	0.39

Large Effect Medium Effect

Comparison of District Interviews with ISBE Survey Responses

Next, we compared this study's interview data with survey responses and comments about the 5E Survey from the January 2014 ISBE statewide survey with superintendents and principals to gauge the representativeness of the information obtained from our participating 15 districts. We found similarities across the interview and survey data related to use of the 5E data, perceived value of the 5E data and reports, and reasons for not using the 5E data.

Both survey respondents and those interviewed in district site visits indicated most often sharing the 5E data with district leadership, teachers, and school improvement teams, and to a lesser extent with school boards and parents. A small percentage of survey respondents (approximately 30%) and only a couple of site visit districts shared the 5E data through their districts' website. More superintendents and principals from the survey disagreed/strongly disagreed with the item regarding use of the 5E data for continuous improvement (slightly more favorable) or to modify their school improvement plan. This corresponds with the interviews where we heard from superintendents, principals, and SIP members that there was limited use of the 5E results, and that it was typically for general improvement planning but not specifically used to modify the district/school improvement plan.

We found similarities between responses from district interviews and survey data:

- *5E data shared, but limited use for improvement planning;*
- *the more perceived value and connection to local interest, the more likely to use for planning purposes; and,*
- *concerns about the credibility of the 5E data limited use.*

Regarding the perceived value of the 5E data and results, we again saw parallels between the survey data and the interviews. The survey data indicated moderate to strong relationships between the perceived value and local interest of the teacher and student survey items and the use the data for planning purposes. From the interviews, some participants remarked the 5E data were useful or valuable because it provided multiple perspectives and informed their improvement planning; however, most participants were not overwhelmingly positive due to concerns about the credibility and usefulness of the data.

Most of the survey comments, as well as what we heard from district participants, were concerns they had about the 5E Survey and data. District participants' reasons for not utilizing the 5E data were very much in line with the survey comments. Similar to the district interviews, survey participants cited **issues with data credibility** most often for not utilizing the 5E data. According to survey respondents, lack of credibility stemmed primarily from doubts about valid respondents, problems with survey language, and lack of buy-in. These issues were raised by both superintendents and principals in the online surveys.

Survey respondents also cited **lack of a secure login** as another major concern. These individuals were worried that multiple entries by the same individual and responses from individuals not affiliated with their school could result in lack of integrity in the 5E data. Comments from the survey included:

> *"Inaccurate accounting of teachers in the district resulted in misreporting of percent of teachers participating."*

> *"Students could take the survey as many times as they wanted, for any school in the district they wanted."*

Similar to interview participants from our 15 districts, numerous survey respondents were also concerned about problems surrounding the **survey language**. Our analysis of the open-ended survey comments revealed worries about confusing questions, vague terms, bias toward Chicago Public Schools model, and the lack of "does not apply" option from both the superintendent and principal respondents. Examples of survey commented included:

> *"The language of the questions was challenging for many middle school children to comprehend. What is a "rigorous curriculum" to a 6th grader?"*
>
> *"Some questions were not applicable and there were not options to not respond."*
>
> *"The questions simply do not align with our administrative structure, as Assistant Principals carry on many of the Principal functions. The same could be said for Department Chairs. Teachers were VERY confused about who they were even responding to in given questions."*

Lack of buy-in from administrators, teachers, parents, and students was also evident in the survey responses. Our analysis of the open-ended survey comments responses revealed that some principals and superintendents discounted the 5E results due to concerns surrounding the research supporting the 5Essentials, the seriousness with which respondents replied to the survey, and the appropriateness of using student data. Also, several survey respondents expressed doubt that a survey based on Chicago Public Schools could apply to all other districts in the state. Survey comments included:

> *"In my opinion, kids might not always be the most reliable sources of information. As a middle school principal, I have plenty of data to prove this."*
>
> *"Students, like teachers, never embraced the importance of collecting this data."*
>
> *"The established "cut scores" are highly suspect. I do not believe the consolidation of sub-components into a single rating is fair or reliable."*
>
> *"There were no good uses for the data as the questions were biased for the CPS school system. The demographics for which those were created did not match the demographics where they were being taken outside of CPS. We are not a one size fits all."*

Concerns about teachers not completing the survey objectively were expressed more often in survey comments.

One major difference between our interview data and the survey data was that a much larger number of survey comments related to principals' and superintendents' **concerns about teachers not completing the survey objectively**. Many survey respondents believed some teachers were overly and unfairly critical of their administrators' performance. Similar to the interview data, survey respondents indicated the harsh criticism may have been due to survey timing coinciding with teacher evaluations, reductions-in-force, and significant administrative decisions within the district for school improvement purposes. This larger number of responses from the ISBE survey may have been due to the anonymous nature of the survey. Survey comments included:

> *"We are a small school. Negative responses from one or two staff members had a huge effect on the results. Teacher morale was at an all-time low when they looked at the rating system. Increased mistrust among the staff."*
>
> *"Administering this during the same time period when we are required to notify teachers that their jobs are being cut is inherently unfair and skews the data."*

"This information is very bias[ed] and several teachers use it as means to 'get back at the principal' for events that have taken place that they do not agree with."

Other reasons cited to a lesser extent included: being overwhelmed by too many other initiatives, concern about impact on jobs, problems with technology, and districts/schools already preferring another climate survey. Examples from survey comments included:

"We already have to do a number of surveys throughout the year for other state mandates. This one was just more on top of more."

"The ratings of very strong to very weak, unfortunately, come across as evaluative. This is incredibly problematic."

"Providing the opportunity and sufficient bandwidth for students to work to complete the survey when computers froze and students couldn't continue was a challenge as well."

Similar to the district interviews, a small number of individuals from the ISBE survey remarked that the 5E survey was useful, although typically with a caveat. In general, the 5E data was seen as valuable because it sparked conversations or provided a different perspective. However, caveats included that the data should not be made public or did not provide any new information:

Similar to the district interviews, a small number of individuals from the ISBE survey remarked that the 5E survey was useful, although typically with a caveat.

"The overall [student] data was valuable and generated in depth conversations, but should be an internal document to be shared with teachers."

"As a whole the survey has definitely given us a big picture perspective on our building."

"I think the intent of the survey is good, but at this point it is just seen as one more hoop to jump through in a growing list of tasks assigned by the state."

"The survey was useful, we find all surveys useful, but we didn't learn any new information."

In summary, the responses from the statewide ISBE survey correspond closely to the information gathered at the district interviews. Issues related to the credibility of the data were raised most often by the superintendents and principals completing the survey, as well as most of the participants in the district interviews. The statewide survey allows for wider representation of the results across the state, while the interview data provide a richer description of similar results.

Level of Data Supports for Data-Informed Decision Making

In addition to examining how Illinois districts are using the 5Essentials Survey data for school improvement, participants from our sample were also asked about their access to data, supports for data use, and data-informed decision making practices. Using the conceptual framework developed by Means, et al. (2009), participants were asked to assess the extent to which their schools were meeting the prerequisites and supporting conditions for data-informed decision making.

Means et al. (2009) identified six major prerequisites and supports for data-informed decision making: "(a) state, district and school data systems; (b) leadership for educational improvement and the use of data; (c) tools for generating actionable data; (d) social structures and time set aside for analyzing and interpreting data; (e) professional development and

technical support for data interpretation; and (f) tools for acting on data" (p. 3). Participants were asked to respond to a series of statements based on probes used by Means et al. (2009) to determine if the necessary conditions were being met to a great extent, modest extent, some extent, or not at all. They were also asked to provide examples to demonstrate the basis for their assessments. See Appendix A for the interview protocol and questions.

Table 8. *Level of Data Supports for Participating Districts*

District	Locale	Size	Type	Data Systems Access	Leadership for Improvement	Tools for Generating Data	Social Structures	Professional Development & Tech Support	Tools for Acting on Data	District Score
1	City, Mid	L	P-12	M	M	S	G	M	M	M
2	City, Small	L	P-8	G	G	G	G	G	G	G
3	City, Small	L	P-12	G	M	G	G	S	S	M+
4	Suburban, Large	L	9-12	M	M	S	M	S	-M	-M
5	Suburban, Large	L	P-12	G	M+	G	M+	M+	M	M+
6	Suburban, Large	L	P-12	G	S	S	M	M	-M	-M
7	Suburban, Large	L	P-8	G	M	M	S	S	M	M
8	Town, Fringe	M	P-12	G	-M	M	S	S	S	S+
9	Town, Distant	M	9-12	G	M+	S	M	-M	S	-M
10	Town, Remote	M	P-8	G	M	—	S	-M	M+	M
11	Town, Remote	L	P-12	G	M	M	S	S	S	-M
12	Rural, Fringe	L	P-12	G	S	M	S	-M	M	-M
13	Rural, Fringe	S	P-12	G	M	M	G	-M	M	M
14	Rural, Distant	S	P-12	M	S	S	S	S	S	S
15	Rural, Distant	S	K-8	M	S	S	-S	-S	S	S

Notes: This data is arranged based on the locale code assigned to the school district by the National Center for Education Statistics.

Codes indicate the extent to which each support was present during the 2013-2014 school year based on interviews with district/school personnel:
-S = not at all to some extent; S = to some extent; S+ = to more than some extent;
-M = to a less than modest extent; M = to a modest extent; M+ = to a more than modest extent;
G = to a great extent.

An extended scale is used to report these findings because respondents frequently expressed gradations beyond the four choices (Great Extent, Modest Extent, Some Extent, or Not at All) given to them regarding the extent to which their district was moving towards implementation of a data-informed decision making culture.

A compilation of responses from the 15 participating school districts is provided in Table 8. With only three exceptions, the overall assessments indicate that all districts in our sample are at least approaching modest presence of supports for data-informed decision making. However, only one district was rated as having supports available to a great extent (see far right column). For the most part, in the words of one of the superintendent's, all of these districts are "in transition to data-driven decision making." One of the lowest rated districts had recently experienced turnover in the superintendency, and the other two lowest rated districts were small, rural districts with limited resources (one of which had a great appreciation for data-informed decision making but lacked the support they required). The other district had mixed viewpoints. Some of the participants were interested in utilizing data but lacked access, though they anticipated using the 5E data in the future. On the other hand, one or two others indicated less need for data due to the small size of the district.

With only three exceptions, the overall assessments indicate that all of districts in our sample are at least approaching modest presence of supports for data-informed decision making.

It is interesting to note that two of the three school districts with the highest levels of supports for data-informed decision making (and the only small, rural school district with modest levels) were also current recipients of School Improvement Grants (SIG) and/or, Race to the Top funds. These respondents expressed much concern about the sustainability of their efforts without the grant support. These findings are very consistent with those of Means et al. (2009) regarding the role of federal programs to support implementation of data-informed decision making. Several respondents indicated that the loss of grant funds

would result in the loss of coaches and/or compensation for those on the "data team" who were most instrumental in assisting classroom teachers with connecting student data to improved instruction.

Also in line with the findings of Means et al. (2009), we found that principals and teachers generally reported having access to all or most data for students in their schools, or at least on the students in their classrooms. While the specific data elements and the ease with which they could be obtained varied, 11 of the 15 sites indicated that data system access was great and the remaining 4 sites indicated a modest amount. As were the findings in the national study, few of the schools had integrated data systems designed to support school-level instructional decision making. One of the superintendents summed up the situation saying:

Similar to the national study (Means et al., 2009), we found that principals and teachers generally reported having access to all or most data for students in their schools, or at least on the students in their classrooms.

> *"In our district they're used to it. We don't have a data warehouse, we don't have a clearinghouse, we don't have a dashboard. This is what we're used to, in part because we have no technology budget. We're used to having multiple logins, pulling data from separate places, and bringing them together to the table. Sometimes there'll be three people sitting around the table, each has a different data system pulled up as they're talking as a data team. Other times, we literally print off and we bring out and we spread out and we're literally highlighting on paper."*

However, another superintendent spoke about promising developments to come from IlliniCloud, a consortium of local school districts intended to provide state of the art computing resources for their member districts. Collaborative efforts like this offer opportunities for both large and small districts to meet their data analysis needs. The superintendent said,

> *"Other states have done it through the state government that no one trusts. Or a company comes in and all they care about is profits. And so the IlliniCloud has a model that I think is actually going to work because I can talk to other superintendents and we're not going to share our data with any of these companies."*

Access to such resources is likely to have a positive impact on district and school leadership for instructional improvement regarding data use. Currently, a third of the participating districts found leadership in this area to be less than modest (-M and below), while just a fifth assessed their leadership to be more than modest (M+ and above). Respondents used terms like "emerging" and "moving" to describe their leadership efforts to provide the necessary guidance and support for data-informed decision making. It appears that there is need for greater alignment between assessment data, the district curriculum, and state standards to support instructional practice. These findings, too, are quite in line with what Means et al. (2009) found.

Professional development and technical support for data interpretation was rated lowest in terms of available data supports.

The support that rated lowest was the provision of professional development and technical support for data interpretation. In order to address these professional development needs, some districts have pooled resources to form consortia like the IlliniCloud and the Heart of Illinois to make the training more accessible and relevant to the needs of the local schools. In terms of technical support, respondents frequently spoke about one or two people being available to address the needs of the entire district, or relying on math or science teachers to provide data analysis skills for school teams. Even those schools that have numeracy and/or literacy coaches to provide this support, expressed concern that these positions are

grant dependent and limited in what they could provide to teachers outside of the grant parameters. These results are similar to the national study in which "making data analysis experts (sometimes called data coaches) available to school staff is one of the least common supports," while technical expertise in systems, networks, or databases is provided at many school districts (Means, Padilla, & Gallagher, 2010, p. xiii).

Overall, the vast majority of participating school districts are making great strides to establish cultures that promote data-informed decision making. Yet, they face barriers regarding access to data experts, tools, and meaningful training to make this shift. Locale appears to influence the presence of the prerequisites and supporting conditions for data-informed decision making more than size or the type of the district, and these barriers seem to be most pronounced in rural areas and more remote towns. This may be due to the fact that the district's locale often reflects its tax base and the financial resources available for schools. However, efforts to improve financial and human resources are a positive sign of the growing commitment among Illinois' school districts to make the changes required to improve student achievement through the use of data-informed decision making.

The majority of districts in our sample are making great strides to establish cultures promoting data-informed decision. Yet they face barriers to access data experts, tools, and training.

Comparing Use of 5Essentials Data with Levels of Data Supports

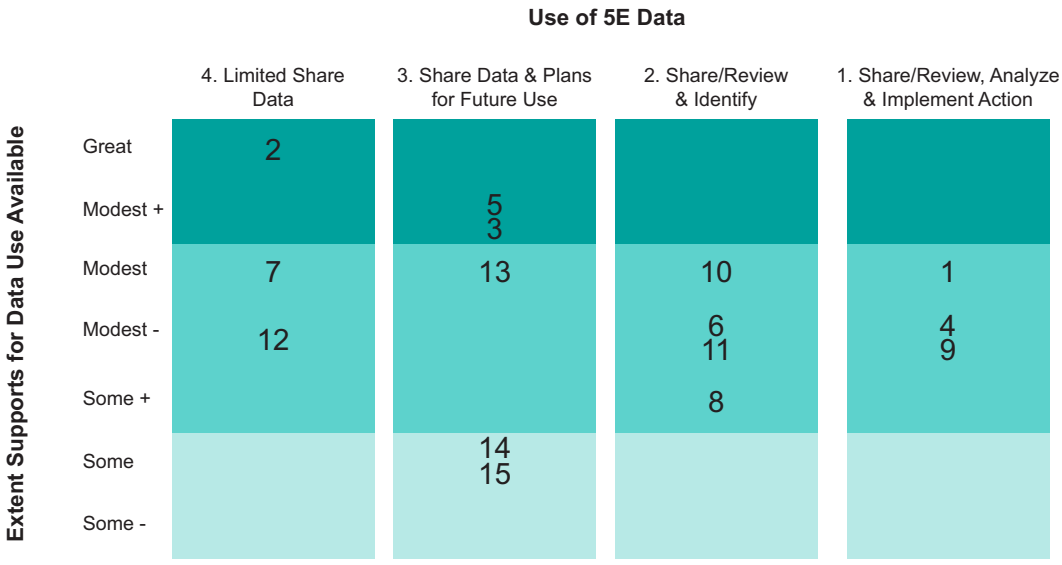
We next examined whether districts' levels of supports for data use were related to their use of the 5Essentials data. Based on their own descriptions of their use of the 5E data (see Table 2), we categorized the districts into four groups: 1) Share/Review, Analyze and Implement Action; 2) Share/Review and Identify; 3) Share Data and Plans for Future Use; and 4) Limited Share Data. We also collapsed the level of support for the district grade (S-G) (Table 8) into three levels: (1) "not at all" to "some extent" (-S, S); (2) "more than some" to "modest extent" (S+, -M, M); and (3) "more than modest" to "great extent" (M+, G). We then compared the four groups based on 5E data use with the districts' scores on the availability of data supports. Figure 6 graphically shows the relationship between 5E data use and level of data supports, based on interview data with the district participants.[3]

As seen in the figure, levels of data support and use of the 5E data are only slightly related. Three of the 15 districts would be considered advanced 5E data users (Group 1); however, they have modest levels of data supports for data-informed decision making. These Group 1 districts shared, reviewed, analyzed, and implemented new programs based on their 5E results. On the other hand, the Group 4 districts reported limited use (e.g., shared 5E data only) despite having modest to great levels of data supports. One participant described it this way:

Levels of data support and use of 5E data are slightly related.

> *"I don't know if there's a policy that says you have to do this, but it's just sort of the culture of this place where we do a lot of…we have a board that's very data conscious and so our district goals that the board has worked with us on are around achievement, three of the six are around achievement. So, the culture of this place has been 'use data to make decisions about what you're doing in the classroom.' So that's not a foreign concept here. It's just trying to build that in and keep people current on what are we using. What assumptions can you make with it? How can you interpret it? That takes a lot of PD. But we do what we can in the*

[3] These analyses are based only on available interview data with district participants. We did not observe or obtain corroborating evidence. Thus, some districts may over- or under-estimate their supports. Nevertheless, we feel that these analyses help us to obtain a general sense of participants' perceptions of the availability of data supports compared to their districts' use of the 5E data.



Note: Numbers within the chart are district numbers, in reference to Table 2.
To read the chart: District 1, 4, 9 had less than Modest (-M) to Modest level of supports for data informed decision making and these Districts had the most utilization of the 5E data by sharing, reviewing, analyzing, and implementing a program based on the 5E results.

Figure 6. Use of 5Essentials Data by Level of Data Supports

District	Locale	Size	Type
1	City, Mid	L	P-12
2	City, Small	L	P-8
3	City, Small	L	P-12
4	Suburban, Large	L	9-12
5	Suburban, Large	L	P-12
6	Suburban, Large	L	P-12
7	Suburban, Large	L	P-8
8	Town, Fringe	M	P-12
9	Town, Distant	M	9-12
10	Town, Remote	M	P-8
11	Town, Remote	L	P-12
12	Rural, Fringe	L	P-12
13	Rural, Fringe	S	P-12
14	Rural, Distant	S	P-12
15	Rural, Distant	S	K-8

midst of a lot of other things that we're supposed to be doing."

Interestingly, both the Group 1 and Group 4 districts expressed concern about the credibility of the data, although Group 4 districts voiced stronger objections. However, Group 1 districts seemed more willing to work with the 5E data and pull out what they found useful, whereas the Group 4 districts discounted all of the results and lacked buy-in to the 5E Survey in general. One interview with two participants commented on this issue of trust and credibility of the data:

"I think it [5E Survey] will fit in when the trust is established. So it's not a bad survey, we have to get through the drama and the trust issue. That's with any type of data driven decisions; you've got to get through the human emotion before you get to the real one."

"I think until the survey itself works out how it's measuring and how it's comparing, you're also not going to get over that, too."

Group 2 districts reported modest data supports for decision making and had similar uses of the 5E data. These districts typically shared their data with more individuals within the district/school (i.e., principals, teachers, school improvement teams), as well as with a wider audience including the school board, parents, and the community. Reviewing the 5E data with the SIP teams resulted in identifying strengths, areas for improvement, goals, and professional development areas. Group 1 district completed most of these activities, as well; however, Group 1 districts took the next step and implemented changes based on the 5E data. Lastly, Group 3 districts spanned the continuum for the availability of data supports. All of them shared their data with principals and teachers and were willing to consider future

use of the 5E data if validity issues concerning the 5E data were addressed. The difference in levels of data supports for Group 3 districts is likely due to the size of the district and availability of external resources (e.g., Race to the Top, SIG grants).

Thus, we found levels of data support and use of the 5E data were slightly related, indicating other factors are also contributing to districts' decisions to utilize the 5E data. In the 15 participating districts we found districts with modest to great supports on both ends of the continuum for utilizing the 5E data. We also found that districts (Groups 1 and 2) utilizing the 5E data beyond just sharing the results require at least modest levels of data supports. Moving forward, shifting Group 3 district to a higher level of use will require potentially more supports for the smaller districts; and, shifting Groups 3 and 4 will require alleviating strong concerns about the validity of the data. One participant expressed it this way, "Somehow, you've got to get your organization, your political organization leaders to buy into it and trust."

Recent Activities and Policy Changes Impacting 5Essentials Survey

ISBE and UChicago Impact have begun to address many of the concerns raised by interview participants and survey respondents. Listed below are recent policy changes or activities to improve the 5Essentials Survey and increase utilization of the results.

1. In Spring 2014, ISBE and UChicago Impact conducted focus groups with administrators and teachers around the state to solicit feedback for problematic language or context. In addition, pilot testing of alternative language for survey items took place during the 2014 survey administration. For details on the results and recommendations based on the focus groups, see http://help.ccsrsurvey.uchicago.edu/customer/portal/articles/1461143-illinois-5essentials-focus-group-report. In addition, based on feedback from the focus groups, the color scheme on the 5E reports will change from greed/red to shades of blue and wording will change from strong/weak to more/less implementation.

2. A pilot study utilizing rosters for survey participation was conducted in Spring 2014 to examine issues with multiple entries and invalid respondents. Results identified the need for quality assurance of the roster information, the inclusion of assistant administrators (and others) who support the implementation process, and clearer communication/understanding about the use of students' state ID numbers (rather than their school IDs) and the option of a provisional login. Based on these results, ISBE, in consultation with UChicago Impact, has decided to roster all student surveys and extend the rostering pilot for the teacher survey to 75 districts across the state for the 5Essentials Survey Spring 2015 administration (Peter Godard, personal communication, August 28, 2014). For more details about the pilot study, see http://www.isbe.net/5essentials/pdf/5E-roster-survey-rpt14.pdf

3. Public Act 098-0648 was recently modified to allow school districts to elect to use an alternate survey which is required to be pre-approved by ISBE. ISBE's process to identify 2-3 alternative surveys is currently underway, in consultation with a committee of education stakeholders, with final instrument selection expected by late Fall 2014. The statute (105 ILCS 5/2-3.153) requires the alternative surveys meet the following criteria:

    a. provide summation of indicators to be included on the school report card
    b. be able to provide summary reports for each district and attendance center intended for parents and community stakeholders
    c. meet scale reliability requirements using accepted testing measures
    d. provide research-based evidence linking instrument contents to one or more improved student outcomes
    e. have undergone and documented testing to prove validity

4. According to the July 21, 2014 Weekly Message from State Superintendent Christopher Koch, the administration window for the spring 2015 5E Survey will be January 12, 2015 – March 13, 2015. While this change does not reduce the number of mandates, it does take into consideration concerns about the 5E Survey administration occurring during other sensitive times during spring. In addition, 2013 and 2014 data will be normed (re-benchmarked) to the scores to the 2013 statewide data with similar schools based on grade level configuration, type of school setting, and percent of students qualifying for free and reduced lunch.

5. 5E Surveys for younger students are currently in development and will be piloted soon.

Conclusions and Implications

The primary purpose of this study was to examine how Illinois school districts are utilizing the Illinois 5Essentials Survey and its results, particularly for school improvement, and to solicit suggestions to further improve the implementation of the 5E Survey. Based on interview data and survey data, we learned that some stakeholders found the 5E data valuable in that it added additional perspectives and informed their school planning activities, although this was not the majority of the participants. We also found that use of the 5Essentials results is still in early stages of adoption for many districts. Most districts reviewed the 5E results with principals, teachers, and school improvement teams, but usage was primarily limited to general discussions about districts' strengths and weaknesses. Some districts and schools have begun to integrate the 5E results with their Rising Star school improvement process by aligning the 5Essentials with their improvement indicators and using the 5E results as evidence for the indicators. A few districts that are more advanced users of the 5E data have used the data to drive implementation of new programs or expansion of existing programs. In one setting, district office personnel with expertise to serve as data coaches worked with teachers to understand the 5E data and district administrators are considering incorporating 5E results as evidence in principal evaluations. Additionally, the survey data indicated moderate to strong relationships between the perceived value and local interest of the teacher and student survey items and the use of the5E data for planning purposes.

Use of the 5E results is still in early stages of adoption for many districts in our sample.

Respondents noted many reasons for not utilizing the 5E Survey and its results. Concerns about the credibility of the data created major barriers for many districts to utilize the 5E results (from the original 2013 data release). Districts did not trust the data due to concerns about the validity and accuracy of responses (e.g., multiple entries and confusing survey language). Many interview participants and survey respondents felt that the survey did not meet local needs and the results were inappropriately normed against Chicago Public Schools, resulting in decreased buy-in. Districts that previously administered a local school climate survey or had access to similar data were less inclined to use the 5E Survey, particularly if they had concerns about the credibility of the 5E data. In addition, many participants reported feeling overwhelmed by the large number of major initiatives (e.g., PARCC, Common Core, new evaluation systems) currently being implemented statewide and around the same timeframe, and worried that these additional mandates may have overstretched available resources and created additional hurdles for implementation of the 5E Survey. Some districts chose to work with the 5E data and glean useful information for their purposes despite their concerns. However, about half of the participating districts and many survey respondents used the 5E data on a limited basis or not at all due to these strong concerns. It is worth noting, however, that many of these concerns are beginning to be addressed by recent ISBE activities and policy changes (e.g., soliciting feedback on problematic survey language, use of ISBE-approved alternative survey, norming based on 2013 statewide data, earlier and longer 2015 survey administration, rostered student survey, expanded pilot of rostered teacher survey).

Use of the 5E data was hindered for many reasons including concerns about the data, access to other climate surveys, and participants feeling overwhelmed.

Some districts chose to work with the 5E data, despite their concerns, while others did not.

In addition to addressing the concerns described above, participants provided additional recommendations for improving the 5Essentials Survey and the usefulness of its results. Marketing the survey in order to motivate participation, along with increasing the breadth of participation and response rates, particularly for parents, were seen as viable strategies to increase buy-in. The strong to moderate correlations between perceived value and local interest of the 5E with use of the data for planning purposes also highlights the need to market the value of the survey data. To encourage utilization, participants recommended providing more immediate feedback and, more easily understood results (e.g., charts and graphs), as well as raw data files so that districts can disaggregate responses within schools to answer their data questions. Although some participants requested that the data be presented in context (normed scores versus frequencies), there were others who recommended against the use of color to represent relatively strong or weak results. Several participants suggested that results (particularly normed scores) should remain private to districts/schools, in order to avoid shifting the focus from productive school improvement planning to negative reactions by the public. Last, many participants requested more actionable feedback and concrete advice for next steps about how to improve weaknesses identified by the 5E Survey results.

ISBE and UChicago Impact have begun to address many of the concerns raised by interview participants and survey respondents.

Many participants indicated that more in-depth training is needed for increased buy-in and utilization of the 5E data. Many participants, particularly teachers on SIP teams, were not familiar with even the basic information about the 5Essentials and research supporting its use. Some participants suggested increased awareness and understanding of the beneficial information from the 5E survey results would facilitate buy-in to complete the survey and to increase interest in making use of the data. Participants recommended offering training in both webinar and face-to-face formats. Webinars provided convenience and less expense, while face-to-face training provided opportunities to network and interact with other districts to learn about successful practices. Additional training in data analysis and application of the results was also recommended to maximize the usefulness of the 5E results to inform school improvement planning. Several participants commented on the effective implementation and training for the Rising Star school improvement process. Building on this success, along with networking with other advanced 5E data users may increase the utilization of the 5E data.

More in-depth training is needed for increased buy-in and utilization of the 5E data.

There were some notable demographic differences in opinions toward the 5E data, reports, and reported use. First, survey responses indicated more buy-in to the 5Essentials from building principals than district superintendents. Principals had higher ratings than superintendents on five of the seven items regarding the teacher survey and had higher opinions of the 5E reports. Principals also reported more use of the 5E data for planning purposes than superintendents. Principals and superintendents reported using the data for different purposes that largely fit their leadership roles (e.g., superintendents highest reported use was reviewing/discussing results at the district leadership level (82%) while principals' highest reported use of the data was ensuring that teachers received the data (80%)). Second, there were some consistent differences in opinions about the 5E data between principals of different sized districts. Principals from large districts had more favorable views regarding: the value and local interest of the teacher survey items, whether the student survey items were fair and reliable and whether the survey items were of local interest, and the value of the 5E reports, while principals from moderate-sized districts had the least favorable views on these items.

Principals reported more buy-in than superintendents in terms of their opinions toward the 5E data, reports, and reported use.

In general, principals from large districts had the most favorable views.

We found only a slight relationship between levels of data support and use of the 5E data. We found districts with modest to great levels of support on both ends of the usage continuum, suggesting that other factors moderate 5E data use. Our study suggests that these other factors likely include the availability of alternative school climate measures and strong concerns about data validity. It does appear that at least a moderate level of support is needed to integrate the 5E data in school improvement planning processes. For smaller districts with fewer financial and personnel resources, supports from external funding (e.g., Race to the Top, or SIG funding) or external entities (e.g., ISBE, regional offices of education, professional associations) may be needed to increase the likelihood of using the 5E data. As mentioned above, training was identified by many participants as a much needed support to be added to school districts. In addition, district leadership to encourage and facilitate data use may be an effective strategy to increase use of the 5E data. We learned from the interviews that familiarity and use of the 5E data clustered within districts. Thus, promoting use of the 5E and inspiring district leadership to create a school/district culture receptive to data use could expand the utilization of the 5E data. Working with these building leaders more directly and through their networks of professional associations might also facilitate 5E data use for school improvement.

Availability of supports for data use is only slightly related to districts' use of the 5E data.

To conclude, utilization of the 5Essentials Survey and results varied widely across the 15 participating districts in this study, ranging from districts that have implemented programs to districts refusing to use the 5E data due to data validity issues and other concerns. Statewide, based on the survey results, utilization is hampered due to similar data quality concerns. Steps to address these issues are currently underway, which will likely increase buy-in in the future. Additional strategies such as training or external resources to increase districts' capacity to analyze and apply the 5E results to school improvement planning may be needed in districts with fewer data supports and emerging data-based cultures. A positive environment in which districts are interested in collecting school culture and climate data from their stakeholder to improve their schools currently exists in Illinois. The ability to capitalize and cultivate these positive attitudes to increase utilization of the 5Essentisals data, or other climate survey data, will be greatly influenced by addressing the concerns identified by its stakeholders.

With the initial efforts to address concerns and Illinois school districts' interest in measuring school climate and culture, increased utilization of the 5Essentials Survey and data looks promising.

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Appendix A: Interview Protocol

IERC Implementation Review of 5Essentials Survey
Site Visit Interview Protocol - Spring 2014
All Questions

Background Information

1. Tell me a little about yourself, such as ….
   a. Your current position and any previous positions in the school/district?
   b. How long at this school/district?
   c. Also, for SIP committee interviews: What is your role on the school improvement committee? Member, process manager, etc?

5Essentials (5E) Survey – Familiarity and Training

2. How familiar would you say you are with the 5Essentials Survey and your district's/school's 5Essentials data?
   a. Did you receive any training or professional development related to the 5Essentials Survey? Please explain.
3. To what extent do you think others in your school/district understand how to analyze and interpret the 5Essentials school data?
   a. Has any training or other activities occurred to promote their understanding? If yes, please explain.
4. If training in the use of the 5E data report were available, …
   a. What topics of training would you find most helpful?
   b. Who else at your district/school could benefit from 5E data training? (other teachers, Curriculum Director, social worker/counselors, etc)
   c. What would be your preferred option in which to receive training? (face-to-face, webinar, handouts, presentations at professional association meetings, district meetings, regional meetings, or other)

School Improvement Planning Process & Use of 5Essentials data

5. Please describe your district's (school's) improvement planning process?
   a. District Level OR School Level
      i. Who is involved?
      ii. How often do you meet?
      iii. Do you have a general process?
      iv. What types of activities or topics discussed?
   b. Do you participate in ISBE's Rising Star planning process? If yes, please briefly explain.
   c. ***LISTEN FOR OR ASK IF PROMPTS ARE NEEDED:***
      i. Establish school wide data team that sets tone for ongoing data use
      ii. Define critical teaching and learning concepts
      iii. Develop a written plan that articulates activities, roles, and responsibilities
      iv. Provide ongoing data leadership
6. What data resources do you use in your school improvement planning process?
7. Does your district/school use or plan to use the 5Essentials data?
   IF YES: ASK QUESTIONS #8 - #12
   IF PLAN TO USE: ASK QUESTIONS #13 - #15
   IF NO: ASK QUESTIONS #16 - #17

IF YOU HAVE USED 5Essentials data:

8. Have you used the 5E data for school improvement planning?
   a. How do you most often use the 5E data for school improvement planning?
   b. What are some specific examples of how you utilized your 5E reports for your school improvement planning?
   c. ***PROMPTS IF NEEDED***
      i. Action plans established
      ii. Individuals assigned to tasks
      iii. Timelines established
9. Overall, how useful/valuable do you think the 5E reports are in your school improvement planning?
   a. What data in the 5E reports are most helpful to you for your school improvement planning? What about the reports make the helpful?
   b. I understand that future reports will include the 5Essentials Scale Scores. The 5E scale scores will include (see list below) and will be based on a combination of different survey questions to develop a composite score. To what extent will the 5E scale scores be useful in your district/school? Will some of the scale scores be more useful than others?
      - Effective Leaders
      - Collaborative Teachers
      - Involved Families
      - Supportive Environments
      - Ambitious Instruction
   c. In terms of all of the other priorities/activities occurring in your district/school, where do you see the 5Essentails Survey data fitting in?
      i. What would make the 5E data more useful for your school improvement planning?
      ii. What could make the 5E data more meaningful?
10. Has your district/school utilized the 5Essentails Survey reports for other purposes?
    a. ***LISTEN FOR OR ASK IF PROMPTS ARE NEEDED***
       i. Influenced instruction or other practices
       ii. Promoted a positive school climate
       iii. Impacted collaboration among various stakeholders
    b. Can you describe one or two examples?
11. Have you shared your district's (school's) 5E Survey results with the School Board, parents or community? If yes, please explain. If not, please describe why not.
12. What suggestions do you have to improve the 5E survey, administration of the survey or the results report to better assist in school improvement planning?

IF YOU PLAN TO USE 5Essentials data:

13. How do you plan to use the 5Essentials data?
    a. School improvement planning (ask for examples)
    b. Other purposes (ask for examples)
    c. What data from the report will be helpful for your school improvement planning?
    d. I understand that future reports will include the 5Essentials Scale Scores. The 5E scale scores will include (see list below) and will be based on a combination of different survey questions to develop a composite score. To what extent will the 5E scale scores be useful in your district/school? Will some of the scale scores be more useful than others?

- Effective Leaders
- Collaborative Teachers
- Involved Families
- Supportive Environments
- Ambitious Instruction

e. In terms of all of the other priorities/activities occurring in your district/school, where do you see the 5Essentails Survey data fitting in?
   i. What would make the 5E data more useful for your school improvement planning?
   ii. What could make the 5E data more meaningful?

14. Do you plan to share your district's (school's) 5E Survey results with the School Board, parents, or community? If yes, please explain. If not, please describe why not.
15. What suggestions do you have to improve the 5E survey, administration of the survey or the results report to better assist in school improvement planning?

IF NOT USING 5Essentials data:

16. If you have not used the 5E results, could you explain why not?
    a. LISTEN FOR OR ASK IF PROMPTS ARE NEEDED
       i. Concerns about data validity, information shared with public, norming based on Chicago; use of data in evaluations, lack of time, delay in getting responses, small response rate, concerns about question wording, lack of connection to other school data systems
    b. What could be changed to encourage your district/school to use the 5E results?
    c. In terms of all of the other priorities/activities occurring in your district/school, where do you see the 5Essentails Survey data fitting in?
       iii. What would make the 5E data more useful for your school improvement planning?
       iv. What could make the 5E data more meaningful?
17. What suggestions do you have to improve the 5E survey, administration of the survey or the results report to better assist in school improvement planning?

Supports for Use of Data

For these next set of questions, I'm interested in hearing about supports for using data that may or may not be available in your district/school. I have different categories with 3-4 items each that describe different types of supports and I'll ask you to indicate to what extent you think that the support is available at your school. And then I'll ask for some examples of supports specifically about the 5Essentials data. (IF NO 5E data example, then ask for examples with other school data.)

Data System Access

18. Principals or specialists have access to all or most data for students in their school
    NOT AT ALL SOME EXTENT MODEST EXTENT GREAT EXTENT
19. Teachers have access to data on students in their classroom
    NOT AT ALL SOME EXTENT MODEST EXTENT GREAT EXTENT
20. OTHER examples of Data System Access with 5E data, or if not, then other data

Leadership for improvement and the use of data

21. Training is available for school administrators/leaders on how to provide leadership for data-driven decision-making practices in their school
    NOT AT ALL SOME EXTENT MODEST EXTENT GREAT EXTENT
22. Leaders use data to identify professional development activities for schools identified for improvement
    NOT AT ALL SOME EXTENT MODEST EXTENT GREAT EXTENT
23. Leaders require all or particular schools to follow specific data-driving decision-making practices in their school improvement plans
    NOT AT ALL SOME EXTENT MODEST EXTENT GREAT EXTENT
24. Leaders follow up to determine if schools have implemented instructional changes prescribed as a result of data analysis activities
    NOT AT ALL SOME EXTENT MODEST EXTENT GREAT EXTENT
25. OTHER examples of Leadership with 5E data, or if not, then other data
    LISTEN FOR OR ASK IF PROMPTS ARE NEEDED
    i. Ensure necessary resources to promote this improvement
    ii. Model data use (e.g., use of data for evaluating programs, teachers, and principals)
    iii. Design and implement regular activities involving examining student data
    iv. Consider the ability to utilize data in decisions for hiring teachers
    v. Establish organizational climate of trust and mutual respect
    vi. Communicate expectations around data use; set expectations for staff buy-in and participation

Tools for generating actionable data

26. Online assessments are available in reading, mathematics, or other core subject areas
    NOT AT ALL SOME EXTENT MODEST EXTENT GREAT EXTENT
27. Library of diagnostic or benchmark assessments linked to academic standards is available (Web-accessible for downloading)
    NOT AT ALL SOME EXTENT MODEST EXTENT GREAT EXTENT
28. OTHER Examples of Tools to access to Student Data with 5E data, or if not, then other data
    LISTEN FOR OR ASK IF PROMPTS ARE NEEDED
    i. Aggregated data/Student level data
    ii. Disaggregated into subgroups of interest
    iii. Formative assessments students take online
    iv. Timeliness of the data
    v. Static reports
    vi. Interactive data systems
    vii. Computer software to access data

Social structures and time set aside for analyzing and interpreting data

29. District/School implements policies and requirements to use data
    NOT AT ALL SOME EXTENT MODEST EXTENT GREAT EXTENT
30. District/School pays for incentives for teachers to use (or obtain training) in data-driving decision making (e.g., paying for dedicated time for schools staff to review data)
    NOT AT ALL SOME EXTENT MODEST EXTENT GREAT EXTENT

31. District/school requires "data conferences" between individual principals and their supervisors (FOR SCHOOLS: principals and their teachers)
    NOT AT ALL SOME EXTENT MODEST EXTENT GREAT EXTENT
32. OTHER Examples of Social Structures and Time Set Aside with 5E data, or if not, then other data

    LISTEN FOR OR ASK IF PROMPTS ARE NEEDED
    i. Organize small groups within the school to review data
    ii. Promote collaborative discussions about data use and achievement
    iii. Set aside time for teachers to analyze and interpret data (drawing inferences from the data) and discuss in small groups (in general and specifically from the 5Essentials Survey)
    iv. Adoption of procedures for discussing data

Professional development and technical support for data interpretation

33. Training is available for principals, other administrators, and teachers on using the data system to analyze student achievement
    NOT AT ALL SOME EXTENT MODEST EXTENT GREAT EXTENT
34. Training is available for principals, other administrators, and teachers on using data to change instructional practice
    NOT AT ALL SOME EXTENT MODEST EXTENT GREAT EXTENT
35. Technical experts (in systems, networks, databases) are available to schools to support system use
    NOT AT ALL SOME EXTENT MODEST EXTENT GREAT EXTENT
36. Data analysis experts (e.g., data coaches) are available to school staff
    NOT AT ALL SOME EXTENT MODEST EXTENT GREAT EXTENT
37. OTHER examples of Professional Development or Technical Support with 5E data, or if not, then other data

Tools for acting on data

38. Models are provided to schools to illustrate how to use data in allocating resources and designing school improvement activities
    NOT AT ALL SOME EXTENT MODEST EXTENT GREAT EXTENT
39. Teachers are provided with processes or models of how to connect data to instructional and other practices
    NOT AT ALL SOME EXTENT MODEST EXTENT GREAT EXTENT
40. Teachers are provided with research-based guidance on differentiating instruction on the basis of student assessment
    NOT AT ALL SOME EXTENT MODEST EXTENT GREAT EXTENT
41. Database of lesson plans and planning resources (e.g., online) linked to academic standards and assessment results are provided.
    NOT AT ALL SOME EXTENT MODEST EXTENT GREAT EXTENT
42. OTHER examples of Tools for Acting on Data with 5E data, if not, then other data
    LISTEN FOR OR ASK IF PROMPTS ARE NEEDED
    i. Identify or descriptions of best practices
43. Is there anything else you would like to add or share with me about the 5E Survey and your district/school's use of the 5E data?

Appendix B: Additional Suggestions Improving the 5Essentials Survey

Suggestions to Improve the Survey and its Administration

❶ Market the survey—frame and motivate participation and utilization—in order to increase buy-in.

- Respondents suggested that schools and districts need to be provided with a reason to use the 5Essentials survey and training to help them understand its empirical backing and potential benefits, particularly its relationship to school improvement.
  - *"Again, it aligns really well with our strategic plan, therefore, I see it fitting in well, I see it as a priority for us if we can get the support and training to roll it out well to our principals, teachers, and families so that they understand, I can explain to them how it fits in, what I can't explain to them is, the validity, reliability, and data analysis behind it. I need help with that."*
  - *"I would say market it from the stand point of trying to make successful programs better because you don't want to rest on your laurels and take things for granted."*
  - *"The results and the benefits of the data. I think this data benefits this piece of student achievement or this data benefits this piece of professional development. So knowing the benefits of the survey would be – probably motivate us to use it."*
- Improve the 5Esentials website and make sure it is a "one-stop shop" for information and access to the survey and results.

❷ Increase breadth of participation and response rates

- Make sure promotional materials feature diversity, for example, with students who are demographically similar to those at a diverse array of schools.
- Numerous strategies were reported for increasing participation:
  - *"Oh they've stood in lines at pick-up handing things out. And hopefully once we're able to present data to them, that makes them know their voice is valued and has been heard and matters."*
  - *"We significantly increased our response rate for our School Climate Surveys by having the parents fill out paper surveys that were Scantronned, that the kids took home, the parents filled them out, and the kids brought them back for a pizza party or something. …Our other model was we had the parents at parent-teacher conferences to go to the computer lab and take the survey. …So it's hard to get people to do the online surveys."*
  - *"One of the principals at our middle schools, she designated a week and was like, 'Hey we're going to bang this out. This is the week. This is our week.'"*

❸ Rostering

- Don't link names to responses – if not anonymous (with rostering) ensure respondents it is secure and confidential
  - *"I believe when the survey first came out, teachers were still a little nervous about how confidential it would be. Despite probably numerous warnings that it's going to be confidential, I don't think people believed that it truly could or would be confidential. Any way that you could insure or kind of create some confidence in teachers that it's confidential, that would be one thing."*

❹ Improving the survey items

- Suggestions regarding specific items on the survey:
  - Perhaps further guidance/definition about the differences between "agree" vs. "strongly agree" and "disagree" vs. "strongly disagree".
  - Some navigational issues, in terms of entering school names: some districts span multiple counties – clarify whether folks should select county of school or county where they live; spelling (Dupage vs. Du Page)

- Others suggested that perhaps some ambiguity surrounding the interpretation of responses could be alleviated by allowing providing space in the survey for user comments or clarifying narrative.
  - *"Maybe if a teacher or a student could write a comment to follow up on a question, something like that might be useful. Sometimes a narrative might help."*
- Other suggestions for making the survey more user-friendly included:
  - Adding option for paper surveys or smartphone apps in addition to current version
  - Link/coordinate survey administration with administration of other required assessments.
  - *"Could it be added in with ISAT or standardized testing so when you're giving the standardized testing, here's some touchy feely questions, so, it's a little more palatable? The State says you have to give ISAT, oh, the State says you have to give the [5Essentials] survey. Oh, you know let's save us some trouble and, and get the mandate done at the same time, the mandates done at the same time."*

❺ Timing of the survey

- Allow a longer administration window and more flexibility as to when the survey is administered, particularly to coincide with when parents are already scheduled to be in the building.
  - *"If we could have the parent timing at different times, to be able to do it on our – when we need to do it. I think that would be better. Like I said, when I get my parents in the building…"*

Suggestions for Improving the Presentation and Usefulness of the Survey Results

❶ Timing and Format of Results

- Provide more immediate feedback, with results arriving preferably prior to the beginning of the next school year, to allow schools to address issues over summer break
  - *"If you're getting it back and you're early summer and you're able to get it into your improvement team, the Rising Star team that August meeting and say here's what we saw and we can work it in into an early fall improvement."*
- Provide raw data allowing districts the ability to disaggregate responses within school.
  - *Respondent 1: "You know, if it could be broken down to be in small, small groups to understand that data." Respondent 2: "And even by department." Respondent 1: "Yeah, and that could be one way to break it down. It could be one person coming and talking to each department about the data, training on how to perhaps analyze it, break it down."*
- Disseminate results more widely, especially to teachers, and make access to results easier.
  - *"Maybe make it more visible, cause I wasn't even aware that that was on the school report card. …I've always wanted to know, like, what happened with it, but I didn't really know like where I could look at all of it. So, maybe make it a little more accessible to all the teachers so they could see."*
  - *"OK, after I printed the junior high, I had to close out. I didn't have an option to go back and get the high school. So I had to close out, I had to re-log on and every time I wanted to print something it didn't give me the option to go back, it just kept going back to this document."*
  - *"Maybe send [the results] out to every participant. I know that we want to keep anonymity with it, however, then providing whatever email you might log into it would give that results for the school district that you work in. Maybe then that would make it more accessible to the teachers and staff."*

❷ Putting the data in context (reporting normed scores vs. frequency distributions)

- Some respondents also suggested that their scores could be benchmarked against demographically similar districts or their own scores over time, rather than statewide (or CPS-based) norms.

- *"Yeah, you know it would be more helpful, I think, than comparing us to a national norm or whatever. Just giving us our profile as a benchmark year one, then let's look at year two and see, you know, let's look for progress instead of, you know, where, how we compare to some other subset."*

❸ Public vs. private reporting

- Several respondents suggested that the 5Essentials data should be for school improvement use only, and not reported publicly.
  - *"So, my concern is that the 5Essentials will be presented as a stand-alone, and it will not paint the picture of actually what is happening at the school for parents. Then based on where we are in the world and the attitudes, that that could be detrimental to some schools where it doesn't really need to be. So, I just think that how – I was so happy that they pulled back in some of the presentation of the data after the first one, because we really don't know what it means with only one data point. I would hope that they would continue to review that very critically before presenting any data to the public. Because until you get three or four data points, you don't really know what it means. And if you just put out a number, uneducated families are going to misinterpret it. For the good and for the [bad] – both ways."*
  - *"But even then, I don't feel the State should compile that data. I think a school should be able to do it. I don't think it should be placed on school report cards. I think that, you know, each school needs to be in control of that data. And, I don't know, maybe we should report it to our constituents, but I don't think that we need to be rated and ranked and compared to other schools. I think we should be in charge of our own survey and the questions on it. I just don't think that the State needs to play a role in this. I think it should be a local thing. I'm going to compare it to students and academics, I think it should be a growth kind of thing where we decide what the questions are and then we use the same questionnaire or survey the next year to see how we grow in terms of our climate."*

❹ Provide more actionable feedback

- Respondents suggested that more training in data analysis and utilization was required to help understand and use the survey results.
  - *"We know we should be using the data. We know we should know how to read the data, but no one seems to know how to teach us how to do that. And whether it's personal to a district or personal to a building or specific to a building or even in general, no one really seems to know what to do."*
  - *"Right, and I don't think a lot of people have had training on just how to read data, how to interpret what we're getting back in the classrooms and how to make it applicable in our plan."*
  - *"Yeah, and it is, again it's the professional development and in fact, …we need to have the people that presented at the regional networking meeting to come into our district and spend an afternoon with our principals doing that exact same presentation and running through with our data and that might be all that we need."*
- Respondents wanted assistance in using the 5Es survey results to easily identify problems or emerging issues at their schools.
  - *"If through the data it came back ranked based on all our results. This is your weakest area, this is your strongest area. Then we could go from there."*
  - *"I think some help with interpreting 5Essentials data as identifying based on what we are seeing that these are the one or two or three likely priorities for school improvement, that would probably be very helpful."*
- Next, they would like more concrete advice for "next steps" about how to improve weaknesses identified by the 5Essentials survey results.
  - *"And then probably, you know, two parts: understanding the data or at least have somebody break it down. You know, I came up with the raw numbers to see what was going on, but I wouldn't expect, you know, everybody in the building to be able to do that. But then to then look at what are the next steps after that. The data is showing we're weak in a certain, what, what next?"*

Appendix C: Survey Tables for ISBE Implementation Feedback Survey

Table C-1. *Teacher Survey – Superintendents and Principals by Region*

Region			Generated Valuable Data	Administration Communication Sufficient	Teachers Willing to Participate	Data Were Fair and Reliable	Items Addressed Issues of Local Interest	Logistical Challenges Due to Technological Issues	Challenges for Other Reasons
Cook	Superintendent	%	27%	58%	62%	31%	20%	31%	39%
		n	26	26	26	26	25	26	26
	Principal	%	59%	81%	81%	62%	52%	12%	16%
		n	94	94	94	93	93	93	93
Suburban Chicago	Superintendent	%	38%	68%	76%	53%	37%	11%	21%
		n	37	38	38	38	38	38	38
	Principal	%	48%	74%	78%	55%	47%	6%	15%
		n	118	118	118	118	117	117	118
Northern Illinois	Superintendent	%	28%	59%	60%	26%	33%	21%	29%
		n	53	53	53	53	52	53	51
	Principal	%	44%	66%	80%	59%	50%	15%	18%
		n	89	90	89	90	88	89	88
Central Illinois	Superintendent	%	33%	51%	58%	26%	36%	17%	35%
		n	77	77	77	77	76	77	77
	Principal	%	48%	70%	81%	48%	46%	14%	25%
		n	154	155	155	155	154	155	154
Southern Illinois	Superintendent	%	48%	64%	77%	41%	59%	11%	30%
		n	44	44	44	44	44	44	44
	Principal	%	40%	58%	78%	36%	36%	15%	18%
		n	55	55	54	55	55	55	55

Table C-2. *Teacher Survey – Superintendents and Principals by Size*

District/School Size			Generated Valuable Data	Administration Communication Sufficient	Teachers Willing to Participate	Data Were Fair and Reliable	Items Addressed Issues of Local Interest	Logistical Challenges Due to Technological Issues	Challenges for Other Reasons
< 600	Superintendent	%	41%	53%	72%	42%	44%	17%	27%
		n	64	64	64	64	63	64	64
	Principal	%	44%	70%	78%	51%	53%	18%	23%
		n	90	91	90	91	89	91	90
600–2,000	Superintendent	%	33%	58%	63%	26%	36%	16%	32%
		n	120	120	120	120	118	120	119
	Principal	%	40%	64%	80%	46%	35%	7%	22%
		n	190	191	190	191	190	188	189
> 2,000	Superintendent	%	31%	64%	64%	40%	32%	21%	35%
		n	52	53	53	53	53	53	52
	Principal	%	57%	76%	80%	59%	55%	14%	15%
		n	230	230	230	229	228	230	229

Table C-3. *Student Survey – Superintendents and Principals by Region*

Region			Generated Valuable Data	Administration Communication Sufficient	Students Willing to Participate	Data Were Fair and Reliable	Items Addressed Issues of Local Interest	Logistical Challenges Due to Technological Issues	Challenges for Other Reasons
Cook	Superintendent	%	42%	65%	81%	48%	46%	42%	39%
		n	26	26	26	25	26	26	26
	Principal	%	69%	80%	82%	65%	57%	19%	22%
		n	75	74	74	74	74	73	74
Suburban Chicago	Superintendent	%	54%	89%	76%	54%	38%	8%	11%
		n	37	37	37	37	37	37	37
	Principal	%	47%	73%	81%	54%	49%	16%	18%
		n	74	74	73	74	74	73	73
Northern Illinois	Superintendent	%	44%	67%	65%	44%	35%	19%	17%
		n	52	52	52	52	51	52	52
	Principal	%	49%	72%	62%	59%	43%	27%	28%
		n	68	68	68	68	68	67	67
Central Illinois	Superintendent	%	33%	53%	63%	34%	45%	22%	29%
		n	77	77	75	77	76	77	77
	Principal	%	43%	67%	70%	50%	40%	11%	22%
		n	122	121	122	121	121	122	121
Southern Illinois	Superintendent	%	41%	61%	64%	43%	43%	25%	34%
		n	44	44	44	44	44	44	44
	Principal	%	46%	76%	80%	50%	35%	26%	22%
		n	46	46	45	46	46	46	45

Table C-4. *Student Survey – Superintendents and Principals by Size*

District/School Size			Generated Valuable Data	Administration Communication Sufficient	Students Willing to Participate	Data Were Fair and Reliable	Items Addressed Issues of Local Interest	Logistical Challenges Due to Technological Issues	Challenges for Other Reasons
< 600	Superintendent	%	41%	58%	73%	44%	47%	20%	23%
		n	64	64	64	63	64	64	64
	Principal	%	47%	81%	83%	59%	45%	15%	23%
		n	83	83	83	82	83	83	82
600–2,000	Superintendent	%	38%	63%	63%	39%	37%	24%	28%
		n	119	119	118	119	117	119	119
	Principal	%	44%	69%	73%	45%	35%	15%	23%
		n	144	142	142	143	143	142	142
> 2,000	Superintendent	%	48%	77%	71%	48%	44%	19%	23%
		n	52	52	51	52	52	52	52
	Principal	%	58%	72%	71%	63%	54%	23%	21%
		n	158	158	157	158	157	156	156

Table C-5. *Report – Superintendents and Principals by Region*

Region			Valuable Information for Role	New Information for Role	Easy to Use Information for Role	Teachers Found Reports Valuable	Parents Found Reports Valuable
Cook	Superintendent	%	27%	31%	36%	23%	15%
		n	26	26	25	26	26
	Principal	%	54%	44%	53%	39%	38%
		n	94	94	94	89	89
Suburban Chicago	Superintendent	%	23%	23%	28%	18%	8%
		n	39	39	39	39	38
	Principal	%	40%	38%	41%	23%	21%
		n	116	116	116	115	106
Northern Illinois	Superintendent	%	25%	17%	26%	15%	10%
		n	53	53	53	53	52
	Principal	%	41%	37%	32%	28%	16%
		n	86	89	89	89	80
Central Illinois	Superintendent	%	18%	21%	25%	14%	9%
		n	77	77	77	77	77
	Principal	%	39%	38%	40%	26%	19%
		n	156	156	156	153	146
Southern Illinois	Superintendent	%	32%	43%	34%	16%	5%
		n	44	44	44	44	42
	Principal	%	34%	39%	44%	26%	21%
		n	56	56	55	54	53

Table C-6. *Report – Superintendents and Principals by Size*

District/School Size			Valuable Information for Role	New Information for Role	Easy to Use Information for Role	Teachers Found Reports Valuable	Parents Found Reports Valuable
< 600	Superintendent	%	27%	28%	32%	13%	11%
		n	64	64	63	64	63
	Principal	%	36%	38%	43%	23%	22%
		n	90	90	89	90	86
600–2,000	Superintendent	%	21%	22%	25%	17%	7%
		n	121	121	121	121	119
	Principal	%	33%	32%	33%	20%	16%
		n	189	192	192	189	180
> 2,000	Superintendent	%	26%	28%	32%	21%	12%
		n	53	53	53	53	52
	Principal	%	52%	44%	48%	36%	28%
		n	229	229	229	221	208

Table C-7. *Use of 5E Data for Planning – Superintendents and Principals by Region*

Region			Planning and/ or Continuous Improvement	Modified District/School Improvement Plan	Used Data Other Reasons
Cook	Superintendent	%	31%	23%	35%
		n	26	26	26
	Principal	%	60%	40%	54%
		n	93	93	91
Suburban Chicago	Superintendent	%	31%	10%	28%
		n	39	39	39
	Principal	%	44%	22%	35%
		n	117	116	113
Northern Illinois	Superintendent	%	32%	19%	19%
		n	53	53	53
	Principal	%	41%	24%	36%
		n	90	89	89
Central Illinois	Superintendent	%	26%	8%	25%
		n	76	76	75
	Principal	%	47%	28%	39%
		n	156	155	152
Southern Illinois	Superintendent	%	34%	9%	19%
		n	44	44	42
	Principal	%	43%	18%	40%
		n	56	56	55

Table C-8. *Use of 5E Data for Planning – Superintendents and Principals by Size*

District/School Size			Planning and/ or Continuous Improvement	Modified District/School Improvement Plan	Used Data Other Reasons
< 600	Superintendent	%	27%	11%	23%
		n	63	63	60
	Principal	%	42%	20%	40%
		n	91	89	90
600–2,000	Superintendent	%	29%	11%	20%
		n	121	121	121
	Principal	%	43%	25%	32%
		n	192	192	187
> 2,000	Superintendent	%	36%	17%	34%
		n	53	53	53
	Principal	%	54%	32%	47%
		n	229	228	224

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