

Teacher-Level Data Availability and Usefulness for Teachers

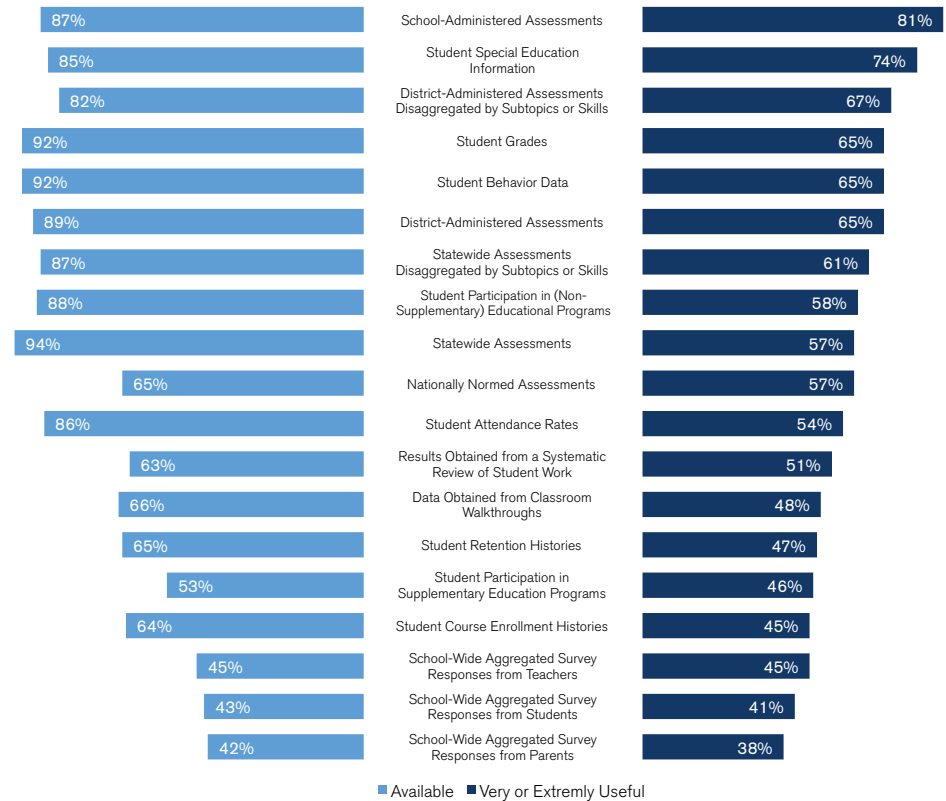
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In 2013, 41,080 classroom teachers in one midwestern state were asked to complete an online survey about data availability and, if available, the data's level of usefulness in decision making. Classroom teachers were asked to complete the online survey. A total of 8,718 teachers participated, representing 1,093 schools in 168 districts.

This figure illustrates several key findings:

- School-administered assessments are both available and perceived as useful.** The findings suggest that a high percentage (87%) of classroom teachers perceive school-administered assessments as available, and a high percentage of those teachers (81%) find them useful.
- The availability of data elements varies.** Almost all (94%) teachers indicated that statewide assessment data are available to them. In comparison, fewer than half of participating teachers reported having access to school-wide aggregated survey responses from parents (42%), students (43%), or teachers (45%). Approximately half (53%) reported having access to information about student participation in supplemental education programs.
- Most data elements are perceived as not useful by at least one-third of**

Availability and Usefulness, by Data Element



teachers, even when available. Of those data elements reported available by at least 80% of teachers, most had 67% or fewer teachers report that the data were useful in decision making. For example, although 94% of teachers reported having access to statewide assessments, only

57% said the data were useful. Similarly, 88% of teachers reported having access to student participation in educational programs, but only 58% indicated these data were useful. Similar patterns were found for other student-level data, such as grades, attendance, and behavior data. ■

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