

BASRC District Survey Scale Definitions

These scales were derived from the Bay Area School Reform Collaborative (BASRC) District Administrator Survey conducted in 2002 and 2004 (Ns = 39 and 58¹ respectively). Principal components analysis was used to identify survey items that loaded on a common factor; alpha coefficients indicate the internal consistence of the scale.

BASRC FEATURES

I. Evidence-based Practices

BASRC Tools and Processes Used

- ***BASRC Participation and Involvement: ROP Documents (4-point Likert scale, single item)***

Please indicate the extent to which you were involved, if at all, in each of the following BASRC activities this year:

	2002	2004
Review of Progress (ROP) documents	13h	13d

Theory in Use: Evidence-based Practices

- ***District Reform Leadership (5-point Likert scale, 6 items, Alpha = .96 in 2002 and .85 in 2004)***

Please indicate how strongly you agree or disagree with each of the following statements regarding how your district works with schools. This district...

	2002	2004
Ensures that student learning is the “bottom line” in schools	1a	1a
Helps schools focus on teaching and learning	1b	1b
Is committed to high standards for every student	1d	1d
Has consistent standards from school to school	1e	1e
Promotes the professional development of all teachers	1f	1f
Uses data as a basis for decision-making	1g	1g

¹.Of the 39 respondents in 2002, 19 were from BASRC-participating districts; 20 of the 58 respondents in 2004 were from BASRC districts.

➤ **Value Ratings: BASRC Tools and Protocols (5-point Likert scale, 1 item)**

*On the basis of your experience, please indicate how valuable each of the following aspects of the Local Collaborative and BASRC have been in supporting your **district central office’s progress** to improve practice through inquiry-based reform?*

	2002	2004
BASRC tools and protocols (e.g. Review of Progress, Memorandum of Understanding)	17f	18f

➤ **District Use of “Cycle of Inquiry” (4-point Likert scale, all single items. Frequency distributions)**

*Please indicate to what extent your district central office staff is actively involved in using **Inquiry (Cycle of Inquiry)** in each of the following ways.*

	2002	2004
Examine district-wide student data and identify achievement gaps between schools	9a	9a
Examine district-wide student data and identify achievement gaps within schools	9b	9b
Investigate how particular state and district programs and policies have been implemented by schools	9c	9c
Examine how the district can differentiate its support for low-achieving schools to close the achievement gap between schools	9d	9d
Use data to answer questions about how teacher practices affect student achievement	9e	9e
Examine research to develop reform strategies to meet the needs of individual schools and their students	9f	9f
Revise district programs and policies based on feedback from schools	9g	9g
Use research findings to make program improvement decisions	9h	9h
Use student data to make decisions about targeting resources and setting policies	9i	9i
Examine data to evaluate the effectiveness of district programs and policies in supporting each school’s improvement efforts	9j	9j
Use data to evaluate individual teachers’ instructional effectiveness	--	9k
Use data to evaluate administrators’ effectiveness	--	9l

II. Networks

Involvement in BASRC-defined Networks

- ***BASRC Participation and Involvement: Summer Institute (4-point Likert scale, single item)***

Please indicate the extent to which you were involved, if at all, in each of the following BASRC activities this year:

	2002	2004
Summer Leadership Institute	13a	13a

- ***BASRC Participation and Involvement: BASRC Leaders' Network (4-point Likert scale, single item)***

Please indicate the extent to which you were involved, if at all, in each of the following BASRC activities this year:

	2002	2004
District Leaders' Network (2002) / District Leadership Network (2004)	13d	13c

- ***District Interaction in LC (4-point Liker scale, all single items; frequency distributions)***

About how often have you done each of the following activities with other educators in your Local Collaborative in the school year of 2003-04? With other members of the local collaborative this year, I have...

	2002	2004
Discussed ideas on teaching strategies and student learning	14a	15a
Discussed ideas and instructional strategies for closing achievement gaps within schools	14b	15b
Worked on aligning curricula and instruction across grade levels	14c	15c
Shared strategies for involving more teachers in inquiry-based reform	14d	15d
Planned professional development opportunities across schools	14e	15e
Discussed specific challenges school(s) and the district(s) face in its reform efforts	14f	15f
Worked on accountability and reporting to the public	14g	15g
Discussed what schools and the district central office have learned at workshops or conferences	14h	15h
Discussed district strategies for addressing the resource needs of low-performing schools	14i	15i
Analyzed and discussed student achievement data	14j	15j
Discussed the adoption of curriculum programs and textbooks	--	15k
Analyzed and discussed teacher performance data	--	15l

Theory in use: Knowledge-sharing Across Network Members

➤ ***Value Ratings: Sharing Ideas with Other BASRC Districts (5-point Likert scale, 1 item)***

*On the basis of your experience, please indicate how valuable each of the following aspects of the Local Collaborative and BASRC have been in supporting your **district central office's progress** to improve practice through inquiry-based reform?*

	2002	2004
Sharing ideas with other BASRC district(s)	17e	18e

➤ ***Value Ratings: BASRC-convened Meetings (5-point Likert scale, 1 item)***

*On the basis of your experience, please indicate how valuable each of the following aspects of the Local Collaborative and BASRC have been in supporting your **district central office's progress** to improve practice through inquiry-based reform?*

	2002	2004
BASRC-convened meetings (e.g. Summer Institute; Data, Standards, and Assessment meetings)	17g	18g

➤ ***LC Trust and Mutual Support (5-point Likert scale, 5 items, Alpha = .85 & .83)***

Please indicate the extent to which you agree or disagree with each of the following statements about relationships within your Local Collaborative

	2002	2004
Educators throughout this Local Collaborative provide support and feedback to one another	16a	17a
The relationship between schools in this Local Collaborative is one of respect and trust	16b	17b
The relationship between Local Collaborative schools and the district is one of respect and trust	16c	17c
Schools in this Local Collaborative have developed a shared understanding of how to further its reform work	16d	17d
The district is accountable to the Local Collaborative for actively supporting inquiry-based reform	16f	17f

➤ **LC Support of District Reform (5-point Likert scale, one item)**

Please indicate the extent to which you agree or disagree with each of the following statements about relationships within your Local Collaborative

	2002	2004
Schools in this Local Collaborative provide the district meaningful feedback on strategies to better support inquiry-based reform	16e	17e

III. Coaching

Enacted Coach Roles and Strategies

➤ **Working with Executive Coach (4-point Liker scale, all single items; frequency distributions)**

Please indicate how often, if at all, you have worked with your district's Executive Coach during the past year on each of the following. With my district's BASRC Executive Coach, I have...

	2002	2004
Analyzed and discussed student achievement data	--	14a
Analyzed and discussed other kinds of data (e.g., survey data)	--	14b
Worked on Cycle of Inquiry (to evaluate a specific reform effort)	--	14c
Reflected on my management style	--	14d
Researched curricula and textbooks	--	14e
Planned district staff development	--	14f
Discussed strategies for district reform	--	14g
Worked on communications with schools	--	14h

Theory in Use: Engagement in Coach or Choach-brokered Resources

➤ **BASRC Participation and Involvement: Coaching from LC Coach (4-point Likert scale, single item)**

Please indicate the extent to which you were involved, if at all, in each of the following BASRC activities this year:

	2002	2004
Coaching from a Local Collaborative Coach	13i	13e

➤ ***BASRC Participation and Involvement: Coaching from BASRC Staff (4-point Likert scale, single item)***

Please indicate the extent to which you were involved, if at all, in each of the following BASRC activities this year:

	2002	2004
Coaching from BASRC staff	13j	13f

➤ ***Value Ratings: Coaching Support from LC Coach (5-point Likert scale, 1 item)***

*On the basis of your experience, please indicate how valuable each of the following aspects of the Local Collaborative and BASRC have been in supporting your **district central office's progress** to improve practice through inquiry-based reform?*

	2002	2004
Coaching support from a Local Collaborative Coach	17a	18a

➤ ***Value Ratings: Coaching Support from BASRC Staff (5-point Likert scale, 1 item)***

*On the basis of your experience, please indicate how valuable each of the following aspects of the Local Collaborative and BASRC have been in supporting your **district central office's progress** to improve practice through inquiry-based reform?*

	2002	2004
Coaching support from BASRC staff	17b	18b

➤ ***Value Ratings: Coaching Support from Executive Coach (5-point Likert scale, 1 item)***

*On the basis of your experience, please indicate how valuable each of the following aspects of the Local Collaborative and BASRC have been in supporting your **district central office's progress** to improve practice through inquiry-based reform?*

	2002	2004
Coaching support from an Executive Coach	--	18c

INTERMEDIATE OUTCOMES

I. District Reform

➤ ***District Distributed Leadership (5-point Likert scale, 4 items, Alpha = .84 & .85)***

Now consider the following statements about how a district might work to develop and broaden leadership. To what extent does the district do each of the following?

	2002	2004
Creates structure, time, and resources for administrators and teachers to participate in joint decision-making	4a	4a
Shares responsibilities and decision-making with site-level administrators	4c	4c
Implements specific strategies to develop shared leadership between administrators and teachers	4d	4d
Creates opportunities for educators at the district and school level to take on new leadership roles	4e	4e

➤ ***District Central Office Reform Culture (5-point Likert scale, 8 items, Alpha = .90 & .91)***

*Now consider working conditions in the **district central office** and indicate the extent to which you agree or disagree with each of the following statements.*

	2002	2004
District staff share a clear vision for reform	8a	8a
Assessment of student performance leads to changes in the district's curriculum	8b	8b
Progress toward the district's teaching vision is openly examined and acknowledged	8c	8c
This district is engaged in systematic analysis of student performance data	8d	8d
This district has made changes designed to better meet the needs of our diverse student body	8e	8e
This district is actively involved in school reform	8f	8f
District administrators are continually learning and seeking new ideas	8g	8g
This district collects and uses data to improve its support for schools	8h	8h

➤ **District Instructional Support (5-point Likert scale, 5 items, Alpha = .85 & .87)**

To what extent does your district provide each of the following kinds of support for school improvement? This district ...

	2002	2004
Helps schools develop and maintain high standards	10a	10a
Helps schools set benchmarks and evaluate progress toward school and district standards	10b	10b
Helps principals promote and nurture a focus on teaching and learning in school	10c	10c
Provides support so teachers adjust curriculum and instruction to meet all students' individual needs	10d	10d
Helps schools use information about student achievement relative to standards to improve instruction.	10f	10f

➤ **District Reform Support (5-point Likert scale, 6 items, Alpha = .88 & .89)**

To what extent does your district provide each of the following kinds of support for school improvement? This district ...

	2002	2004
Understands and is responsive to each school's data needs	10e	10e
Has a good understanding of each school's reform agenda	10g	10g
Provides different levels and kinds of support for school reform based on data on student skill gaps	10h	10h
Helps schools identify research-based strategies to better meet their reform goals	10i	10i
Helps schools establish processes and strategies for handling stress, conflict, and divergent views	10o	10o
Uses the experiences of its schools to improve its strategies and approaches for supporting reform	10p	10p

➤ **District Support for Schools: Communication Support (5-point Likert scale, 4 items, Alpha = .87 & .89)**

To what extent does your district provide each of the following kinds of support for school improvement? This district ...

	2002	2004
Supports schools' efforts to be accountable to their own local communities	10j	10j
Helps schools establish systems of governance and decision-making that include participation by key stakeholder groups (i.e., students, parents, and staff)	10k	10k
Helps schools maintain open communication and public accountability to key stakeholders regarding the performance of students and the school	10l	10l
Fosters communication among schools in the district	10n	10n

➤ **District Support for Schools: Support on State Policies (5-point Likert scale, 1 item)**

To what extent does your district provide each of the following kinds of support for school improvement? This district ...

	2002	2004
Helps schools implement state programs and policies in support of their reform efforts	10m	10m

➤ **Board of Education Reform Support (5-point Likert scale, 5 items, Alpha = .94 & .91)**

The following statements concern context conditions of the district. How well does each statement describe your district?

	2002	2004
The Board of Education understands and supports the reform work of the district	6a	6a
The Board of Education promotes inquiry as the basis for reform in the district and its schools	6b	6b
Members of the Board of Education are in agreement about important matters of education	6c	6c
As leaders and decision makers, Members of the Board of Education act on their collective commitment to close achievement gaps across schools	6d	6d
The Board of Education has been a catalyst for reform in the district	6e	6e

➤ **Union Reform Support (5-point Likert scale, 3 items, Alpha = .85 & .73)**

The following statements concern context conditions of the district. How well does each statement describe your district?

	2002	2004
The teacher's union understands and supports reform work underway in this district	6h	6g
This district's current collective bargaining agreement limits reform work in this district (reverse scored)	6i	6i
The relationship between this district and the union is one of mutual trust and respect	6j	6j

Alpha = .76 if deleting Q6i from the scale.

➤ **District Professional Development System (5-point Likert scale, 11 items, Alpha = .92 & .89)**

Indicate the extent to which you agree or disagree with each of the following statements about professional development in your district. Professional development in this district ...

	2002	2004
Is provided as part of a comprehensive plan	11a	11a
Is based on evidence of student needs	11c	11c
Professional development responds to specific needs identified by teachers and school administrators	11d	--
Professional development is tailored to each school's improvement needs	11e	11d
Is regularly evaluated	11f	11e
Information is provided to schools about high quality support providers relevant to their focused effort	11h	--
Includes peer observations and review	11i	11f
Includes provision of structures and opportunities for collaboration among schools and teachers	11j	11g
Differentiates support for teachers at different stages of their careers	11l	11h
Targets struggling teachers with intensive support	11m	11i
Provides leaders with opportunities for modeling or shadowing	11o	11k

➤ **Equitable Resource Allocations (5-point Likert scale, 6 items, Alpha = .87 & .82)**

Now consider your district's approach to resource allocation. To what extent does your district do each of the following? This district...

	2002	2004
Maintains on-going communication between site-level leaders and district administrators regarding schools' resource needs	2a	2a
Concentrates resources on schools with the highest proportions of low-performing students	2b	2b
Is taking steps to ensure that its most qualified teachers staff low-performing schools	2f	2f
Has consensus that equity often involves an unequal distribution of resources among district school	2g	2g
Changes the allocation of resources based on evaluation of student and teacher needs	2h	2h

This question concerns strategies a district might use to promote accountability. Please indicate whether your district does each of the following.

	2002	2004
This district provides special resources to low-performing schools	5e	--

➤ **District Resource Focus (5-point Likert scale, 3 items, Alpha = .61 & .66)**

Now consider your district's approach to resource allocation. To what extent does your district do each of the following? This district...

	2002	2004
Acquires new funds in support of its reform work	2c	2c
Works with each school to ensure that categorical funds support its improvement effort	2d	2d
Eliminates special programs and funding not directly tied to its reform agenda	2e	2e

➤ **Effective Recruitment and Retention (5-point Likert scale, 4 items. Alpha= .89 & .91)**

The following statements concern context conditions of the district. How well does each statement describe your district?

	2002	2004
This district is competitive recruiting qualified administrators	6f	6k
District policies and practices support the retention of effective administrators	6g	6l
This district is competitive recruiting qualified teachers	6k	6m
District policies and practices support the retention of effective teachers	6l	6n

➤ **Professional Incentives to Promote Accountability (3-point Likert scale, 2 items, Alpha = .80 & .89)**

This question concerns strategies a district might use to promote accountability. Please indicate whether your district does each of the following. This district ...

	2002	2004
Ties school administrators' salaries (and bonuses) to the performance of their schools	5b	5b
Gives teachers financial rewards for the improved academic performance of their students	5k	5e

➤ **School Incentives for Improved Student Achievement (3-point Likert scale, 2 items, Alpha = .94 & .94)**

This question concerns strategies a district might use to promote accountability. Please indicate whether your district does each of the following. This district ...

	2002	2004
Financially rewards schools that make significant overall progress in student achievement	5g	5c
Financially rewards schools that make significant progress in closing the achievement gap	5h	5d

- **District Support of Target Students: Structural Support (3-point Likert scale, 4 items, Alpha = .76 & .58)**

Some strategies that districts might use to close achievement gaps within and between schools are listed below. How, if at all, is the district currently doing each of the following? To address the special needs of target students, this district central office has...

	2002	2004
Created special academic programs for low-performing students	3a	3a
Focused professional development on instruction in heterogeneous classrooms	3b	3b
Established special support services (e.g., reading labs, tutoring centers)	3d	3d
Ensured small class sizes for these students	3e	3e

Alpha = .69 if deleting Q3b from the scale.

- **District Support of Target Students: Quality Teaching (3-point Likert scale, one items)**

Some strategies that districts might use to close achievement gaps within and between schools are listed below. How, if at all, is the district currently doing each of the following? To address the special needs of target students, this district central office has...

	2002	2004
Assigned the most highly qualified teachers to classrooms and schools with target students	3c	3c

- **District Support of Target Students: Work with Parents (3-point Likert scale, one-item scale)**

Some strategies that districts might use to close achievement gaps within and between schools are listed below. How, if at all, is the district currently doing each of the following? To address the special needs of target students, this district central office has...

	2002	2004
Worked with parents to design specific supports and interventions to enhance these students' learning opportunities	3f	3f

OTHER MEASURES: CONTEXT

(These scales are not in the BASRC Theory of Action, although they are important measures on the district context.)

➤ **District Parent Engagement (5-point Likert scale, 5 items, Alpha = .88 & .84)**

Please mark the extent to which you agree or disagree with these statements about district relations with parents and the broader community.

	2002	2004
Parents are well-informed about the district’s improvement efforts	7a	7a
Parents are active partners in the district’s improvement efforts	7b	7b
This district actively supports schools in developing new strategies for involving parents in their children’s education	7c	7c
This district helps schools build trusting relationships with parents of low-performing students	7d	7d
This district makes a special effort to include all parent groups in decision- making	7e	7e

➤ **District Community Support and Partnership (5-point Likert scale, 4 items, Alpha = .77 & .81)**

Please mark the extent to which you agree or disagree with these statements about district relations with parents and the broader community.

	2002	2004
This district has forged partnerships with outside agencies and groups in the community to support education improvement	7f	7f
The local community is supportive of the district’s reform efforts	7g	7g
This district has forged partnerships with higher education institutions in support of its reform work.	7h	7h
The business community actively supports district reform goals and strategies	7i	7i

➤ **Value of BASRC Networks (5-point Likert scale, 9 items, Alpha = .96 & .96)**

*Now consider your interactions with other BASRC schools and districts **beyond your own local collaborative** and the benefits of these relationships. To what extent do you consider each of the following useful for your district’s work on inquiry-based reform? How useful have interactions with OTHER BASRC districts and schools been for improving your district’s...*

	2002	2004
Data systems	18a	19a
Standards and assessments	18b	19b
Strategies for professional development	18c	19c
Budgeting and resource allocation strategies	18d	19d
Reform leadership	18e	19e
Use of BASRC tools	18f	19f
Efforts to close student achievement gaps within and across schools	18g	19g
Use of research-based reform practices	18h	19h
Strategies for sustaining motivation for reform	18i	19i

➤ ***BASRC Funding Support Value (5-point Likert scale, 2 items, Alpha = .87 & .93)***

*On the basis of your experience, please indicate how valuable each of the following aspects of the Local Collaborative and BASRC have been in supporting your **district central office's** progress to improve practice through inquiry-based reform?*

	2002	2004
BASRC funding	17h	18h
<i>Flexibility of BASRC funding</i>	17i	18i