

BASRC Principal Survey Scale Definitions

These scales were derived from the Bay Area School Reform Collaborative (BASRC) Principal Survey conducted in 2002¹, 2003, 2004, and 2005 (Ns=99, 80, 101², and 85³ 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, 1 item)***

*Listed below is a range of activities required or sponsored by BASRC. Indicate **how involved** you were in each one.*

No items in 2005

| | 2003 | 2004 | 2005 |
|------------------------------------|-------------|-------------|-------------|
| Review of Progress (ROP) documents | 11b | 13b | -- |

- ***BASRC Participation and Involvement: On-line COI Course (4 point Likert scale, 1 item)***

*Listed below is a range of activities required or sponsored by BASRC. Indicate **how involved** you were in each one.*

| | 2003 | 2004 | 2005 |
|--------------------|-------------|-------------|-------------|
| On-line COI Course | 11h | 13h | 11g |

- ***BASRC Participation and Involvement: Quarterly Review (4 point Likert scale, 1 item)***

*Listed below is a range of activities required or sponsored by BASRC. Indicate **how involved** you were in each one.*

| | 2003 | 2004 | 2005 |
|------------------|-------------|-------------|-------------|
| Quarterly Review | -- | 13i | 11c |

¹ 2002 Principal Survey data were not useable because many respondents did not have an ID, thus the item numbers were not included in this document. However, the reliability coefficients are reported for comparison purposes.

² There were 91 principals from BASRC schools and 10 from non-BASRC elementary schools in BASRC districts.

³ Of the 85 principal respondents, 75 were from BASRC schools and 10 from non-BASRC elementary schools in BASRC districts.

Theory in Use: Evidence-based-based Practices

- ***Inquiry Practices*** (5 point Likert scale, 9 items. Alpha = .92, .94, .91, and -- in 2002, 2003, 2004, and 2005 respectively)

No items in 2005

Now consider your school's **reform practices**. Indicate how well each of these statements describes your school.

| | 2003 | 2004 |
|---|-------------|-------------|
| This school encourages teachers to pursue inquiry into their classroom practice | 2a | 2a |
| This school's progress towards its reform goals is openly examined and acknowledged | 2b | 2b |
| This school has been making changes designed to better meet the needs of its diverse student body | 2c | 2c |
| Teachers are engaged in <i>systematic</i> analysis of student performance data | 2d | 2d |
| Assessment of student performance leads to changes in this school's curriculum | 2e | 2g |
| This school has well-defined plans for instructional improvement | 2f | 2k |
| Teachers are engaged in <i>systematic</i> analysis of their teaching practices as they impact student performance | 2g | 2i |
| This school uses assessment data to evaluate teachers' instructional practices | 2i | -- |
| Teachers meet regularly to review student performance to adjust their practices | 2h | 2j |

- ***Use of Disaggregated Standardized Test Data*** (3 point Likert scale, 6 items. Alpha = .87, .72, .76, & .76)

Some of the ways that a school might evaluate its overall success are listed below. Indicate how often this year you have examined **as a whole school** each kind of information. (Note: "Standardized test data" refer to Stanford-9 and district standardized data.)

| The whole school has worked together this year to examine... | 2003 | 2004 | 2005 |
|---|-------------|-------------|-------------|
| Standardized test data disaggregated by race/ethnicity | 3a | 3a | 4a |
| Standardized test data disaggregated by English language proficiency | 3b | 3b | 4b |
| Standardized test data disaggregated by grade | 3e | 3e | 4e |
| Standardized test data disaggregated by classroom/teacher | 3f | 3f | 4f |
| Standardized test data disaggregated by socioeconomic status | 3g | 3g | 4g |
| Standardized test data in specific knowledge and skills domains within core content areas | 3h | 3h | 4h |

- **Use of Native Language Data** (3 point Likert scale, 2 items. Alpha = .87, .90, .88, & .88)

Some of the ways that a school might evaluate its overall success are listed below. Indicate how often this year you have examined **as a whole school** each kind of information. (Note: “Standardized test data” refer to Stanford-9 and district standardized data.)

| The whole school has worked together this year to examine... | 2003 | 2004 | 2005 |
|---|-------------|-------------|-------------|
| Standardized test data disaggregated by native language | 3c | 3c | 4c |
| Standardized test data disaggregated by English language proficiency and native language | 3d | 3d | 4d |

- **Use of Data on Student Progress** (3 point Likert scale, 3 items. Alpha = .71, .69, .75, & .67)

Some of the ways that a school might evaluate its overall success are listed below. Indicate how often this year you have examined **as a whole school** each kind of information. (Note: “Standardized test data” refer to Stanford-9 and district standardized data.)

| The whole school has worked together this year to examine... | 2003 | 2004 | 2005 |
|---|-------------|-------------|-------------|
| Student performance on exhibitions | 3i | 3j | 4j |
| Student portfolios | 3j | 3k | 4k |
| Student grade records | 3k | 3l | 4l |

- **Use of Survey Data** (3 point Likert scale, 4 items. Alpha = .81, .68, .66, & .67)

Some of the ways that a school might evaluate its overall success are listed below. Indicate how often this year you have examined **as a whole school** each kind of information. (Note: “Standardized test data” refer to Stanford-9 and district standardized data.)

| The whole school has worked together this year to examine... | 2003 | 2004 | 2005 |
|---|-------------|-------------|-------------|
| Student survey data | 3l | 3m | 4m |
| Student focus groups data | 3m | 3n | 4n |
| Teacher survey data | 3n | 3o | 4o |
| Parent survey data | 3p | 3q | 4q |

- **Use of Data on Student Attendance and Mobility (3 point Likert scale, 2 items. Alpha = .81, .65, .64, & 62)**

Some of the ways that a school might evaluate its overall success are listed below. Indicate how often this year you have examined **as a whole school** each kind of information. (Note: “Standardized test data” refer to Stanford-9 and district standardized data.)

| The whole school has worked together this year to examine... | 2003 | 2004 | 2005 |
|---|-------------|-------------|-------------|
| Records on student attendance | 3q | 3r | 4r |
| Records on student mobility | 3r | 3s | 4s |

- **Use of Data on Assignment Patterns (3 point Likert scale, 2 items. Alpha = .89, .87, .89, & .90)**

Some of the ways that a school might evaluate its overall success are listed below. Indicate how often this year you have examined **as a whole school** each kind of information. (Note: “Standardized test data” refer to Stanford-9 and district standardized data.)

| The whole school has worked together this year to examine... | 2003 | 2004 | 2005 |
|---|-------------|-------------|-------------|
| Patterns of student assignment to classes/course | 3s | 3u | 4u |
| Patterns of teacher assignment to classes/courses | 3t | 3v | 4v |

II. Networks

Involvement in BASRC-defined Networks

- **Principal Participation and Involvement: Principal Network (4 point Likert scale, 1 item)**

Listed below is a range of activities required or sponsored by BASRC. Indicate **how involved** you were in each one.

| | 2003 | 2004 | 2005 |
|-------------------|-------------|-------------|-------------|
| Principal Network | 11f | 13f | 11a |

- **Principal Participation and Involvement: Summer Institute (4 point Likert scale, 1 item)**

Listed below is a range of activities required or sponsored by BASRC. Indicate **how involved** you were in each one.

| | 2003 | 2004 | 2005 |
|------------------|-------------|-------------|-------------|
| Summer Institute | 11a | 13a | 11b |

- **District-LC Involvement** (5 point Likert scale, 5 items. Alpha = .86, .90, .89, & --)

No items in 2005

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

| | 2003 | 2004 |
|--|------|------|
| The relationship between Local Collaborative schools and the district is one of respect and trust | 15c | 16c |
| Schools in this Local Collaborative provide the district meaningful feedback on strategies to better support inquiry-based reform | 15e | 16e |
| This district is accountable to the Local Collaborative schools for actively supporting inquiry-based reform | 15f | 16f |
| District leaders have developed important knowledge and skills to support inquiry-based reform efforts in this Local Collaborative | 15g | 16g |
| The work of this Local Collaborative is helping the district to address the special needs of low-performing schools | 15h | 16h |

Theory in Use: Knowledge-sharing Across Network Members

- **LC Involvement** (4 point Likert scale, 10 items. Alpha = .90, .91, .93, .93)

*About how many times this year has your school done each of the following activities **with other schools in your Local Collaborative** this year?*

| With other schools in our Local Collaborative, this school has... | 2003 | 2004 | 2005 |
|---|------|------|------|
| Discussed ideas on teaching strategies and student learning | 14a | 15a | 13a |
| Discussed ideas and instructional strategies for closing achievement gaps within schools | 14b | 15b | 13b |
| Worked on aligning curricula and instruction across grade levels | 14c | 15c | 13c |
| Shared strategies for involving more teachers in inquiry-based reform | 14d | 15d | 13d |
| Planned professional development opportunities across schools | 14e | 15e | 13e |
| Discussed specific challenges schools face in their reform efforts | 14f | 15f | 13f |
| Worked on accountability and reporting to the public | 14h | 15h | 13h |
| Discussed what schools and the district central office have learned at workshops or conferences | 14i | 15i | 13i |
| Discussed district strategies for addressing the resource needs of low-performing schools | 14j | 15j | 13j |
| Analyzed and discussed student achievement data | 14k | 15k | 13k |

- **Schools' Mutual Support in LC** (5 point Likert scale, 3 items. Alpha = .80, .69, .87, & --)

No items in 2005

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

| | 2003 | 2004 |
|---|------|------|
| Educators throughout this Local Collaborative provide support and feedback to one another | 15a | 16a |
| The relationship between schools in this Local Collaborative is one of respect and trust | 15b | 16b |
| Schools in this Local Collaborative have developed a shared understanding of how to further their reform work | 15d | 16d |

- **BASRC Value: Work with LC as a whole** (5 point Likert scale, 1 item)

Please indicate how useful each of the following aspects of the Local Collaborative and BASRC have been in **supporting your school's work to improve practice through inquiry-based reform**.

(Note: Item wording was slightly different in 2005.)

| | 2003 | 2004 | 2005 |
|---|------|------|------|
| Working with the Local Collaborative as a whole | 16c | 18c | |
| Working with other schools in our Local Collaborative | | | 15b |

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

Please indicate how useful each of the following aspects of the Local Collaborative and BASRC have been in **supporting your school's work to improve practice through inquiry-based reform**.

| | 2003 | 2004 | 2005 |
|--|------|------|------|
| Sharing ideas with other BASRC district(s) | 16d | 18d | 15c |

- **BASRC Value: BASRC Convenings** (5 point Likert scale, 1 item)

Please indicate how useful each of the following aspects of the Local Collaborative and BASRC have been in **supporting your school's work to improve practice through inquiry-based reform**.

(Note: Item wording was slightly different in 2005.)

| | 2003 | 2004 | 2005 |
|---|------|------|------|
| BASRC Convenings (e.g. Summer Institutes; Data, Standards, and Assessment meetings) | 16f | 18f | |
| Principal's Network | | | 15e |
| Other BASRC Convenings | | | 15f |

- **BASRC Network Outcomes** (5 point Likert scale, 9 items. Alpha = .94, .92, .84, & .88)

*Now consider the particular benefits of interacting with **other BASRC schools and districts within and beyond your Local Collaborative**. How useful have these interactions been for each of the following facets of your school's reform work?*

| How useful have BASRC interactions been for improving this school's... | 2003 | 2004 | 2005 |
|---|-------------|-------------|-------------|
| Data systems | 17a | -- | -- |
| Standards and assessments | 17b | 19e | 16e |
| Strategies for professional development | 17c | 19f | 16f |
| Budgeting and resource allocation strategies | 17d | 19g | 16g |
| Reform leadership | 17e | -- | -- |
| Use of BASRC tools | 17f | 19j | 16j |
| Efforts to close student achievement gaps | 17g | 19k | 16k |
| Use of research-based reform practices | 17i | -- | -- |
| Strategies for sustaining motivation for reform | 17j | 19p | 16p |

III. Coaching

Enacted Coach Roles and Strategies

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

- **BASRC Participation and Involvement: Reform Work with LC Coach** (4 point Likert scale, 1 item)

*Listed below is a range of activities required or sponsored by BASRC. Indicate **how involved** you were in each one.*

| | 2003 | 2004 | 2005 |
|---|-------------|-------------|-------------|
| Coaching from a Local Collaborative Coach | 11c | 13c | 11d |

- **BASRC Participation and Involvement: Coaching from BASRC Coach** (4 point Likert scale, 1 item)

*Listed below is a range of activities required or sponsored by BASRC. Indicate **how involved** you were in each one.*

| | 2003 | 2004 | 2005 |
|---------------------------|-------------|-------------|-------------|
| Coaching from BASRC staff | 11d | 13d | 11e |

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

Please indicate how useful each of the following aspects of the Local Collaborative and BASRC have been in supporting your school's work to improve practice through inquiry-based reform.

| | 2003 | 2004 | 2005 |
|---|-------------|-------------|-------------|
| Coaching support from a Local Collaborative Coach | 16a | 18a | -- |

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

Please indicate how useful each of the following aspects of the Local Collaborative and BASRC have been in supporting your school's work to improve practice through inquiry-based reform.

| | 2003 | 2004 | 2005 |
|-----------------------------------|-------------|-------------|-------------|
| Coaching support from BASRC Staff | 16b | 18b | 15a |

INTERMEDIATE OUTCOMES

I. District Reform

- **High District Standards (5 point Likert scale, 6 items. Alpha = .92, .94, .92, & .93)**

*This question concerns the **professional climate of your district**. Please indicate how strongly you agree or disagree with each of the statements below.*

| | 2003 | 2004 | 2005 |
|--|------|------|------|
| I feel that this district inspires the very best in the job performance of its personnel | 8a | 10a | 1a |
| This district holds high expectations for this school | 8b | 10b | 1b |
| This district promotes the professional development of teachers | 8c | 10c | 1c |
| This district ensures that student learning is the "bottom line" in this school | 8d | 10d | 1d |
| This district helps this school focus on teaching and learning | 8e | 10e | 1e |
| This district is committed to high standards for every student | 8f | 10f | 1f |

- **District Teacher Assessment (5 point Likert scale, 2 items. Alpha = --, .82, .84, & .80)**

*This question concerns the **professional climate of your district**. Please indicate how strongly you agree or disagree with each of the statements below.*

| | 2003 | 2004 | 2005 |
|--|------|------|------|
| This district has established standards or rubrics for evaluating teacher performance | 8j | 10i | 1i |
| This district has established standards or rubrics for teachers to identify areas for professional development | 8k | 10j | 1j |

- **District Distributed Leadership (5 point Likert scale, 4 items. Alpha = .90, .89, & .92)**

*The following statements concern **ways a district might support school reform**. Please indicate the extent to which your district does each of the following:*

| This district... | 2003 | 2004 | 2005 |
|--|------|------|------|
| Shares responsibilities and decision making with site-level administrators | 9l | 11l | 2l |
| Implements specific strategies to develop shared leadership between administrators and teachers | 9m | 11m | 2m |
| Creates opportunities for educators at the school level to take on new leadership roles | 9n | 11n | 2n |
| Creates structure, time, and resources for administrators and teachers to participate in joint decision-making | 9o | 11o | 2o |

- **District Reform Focus: Resource Support** (5 point Likert scale, 4 items. Alpha = .86, .84, .89, & .83)

The following statements concern ways a district might support school reform. Please indicate the extent to which your district does each of the following:

| This district... | 2003 | 2004 | 2005 |
|---|-------------|-------------|-------------|
| Routinely helps this school allocate resources, including time, money, and personnel, to support its reform effort | 9b | 11b | 2b |
| Maintains on-going communication between site-level leaders and district administrators regarding schools' resource needs | 9i | 11i | 2i |
| Works with this school to ensure that categorical funds support its improvement effort | 9j | 11j | 2j |
| Has consensus that equity often involves unequal distribution of resources among district schools | 9k | 11k | 2k |

- **District Reform Focus: Instructional Support** (5 point Likert scale, 4 items. Alpha = .81, .86, .87, & .91)

The following statements concern ways a district might support school reform. Please indicate the extent to which your district does each of the following:

| This district... | 2003 | 2004 | 2005 |
|--|-------------|-------------|-------------|
| Helps this school develop and maintain high academic standards | 9e | 11e | 2e |
| Helps school leaders promote and nurture a focus on teaching and learning | 9f | 11f | 2f |
| Helps this school use information about student achievement relative to standards to improve instruction | 9h | 11h | 2h |

- **District Reform Focus: Support for System Reform** (5 point Likert scale, 4 items. Alpha = .85, .88, .89, & .90)

The following statements concern ways a district might support school reform. Please indicate the extent to which your district does each of the following:

| This district... | 2003 | 2004 | 2005 |
|--|-------------|-------------|-------------|
| Has helped this school establish systems of governance and decision making that include participation by key stakeholder groups (i.e., students, parents, and staff) | 9a | 11a | 2a |
| Has helped this school establish processes and strategies for handling stress, conflict, and divergent views | 9c | 11c | 2c |
| Fosters communication between this school and other schools in the district | 9d | 11d | 2d |
| Supports this school's efforts to be accountable to its local community | 9g | 11g | 2g |

- **District Reform Focus: Professional Development System (5 point Likert scale, 8 items. Alpha = .89, .90, .90, & .92)**

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

| This district... | 2003 | 2004 | 2005 |
|--|-------------|-------------|-------------|
| Provides professional development as part of a comprehensive plan | 10a | 12a | 3a |
| Has tailored professional development to this school's improvement needs | 10b | 12d | 3d |
| Provides this school with information about high quality support providers relevant to its focused effort | 10c | 12e | 3e |
| Promotes professional development that includes peer observations and review | 10d | 12f | 3f |
| Creates structures and opportunities for collaboration among schools and teachers | 10e | 12g | 3g |
| Provides differentiated support for teachers at different stages of their careers | 10f | 12h | 3h |
| Provides struggling teachers with targeted intensive professional development and support | 10g | 12i | 3i |
| Provides leaders with professional development that involves opportunities for modeling, shadowing, and reflection | 10h | 12j | 3j |

II. School Reform

- **Teacher Learning Community (5 point Likert scale, 6 items. Alpha = .87, .86, .86, & --)**

No items in 2005

The following statements concern general school climate. Please indicate the extent to which you agree or disagree with each statement as a description of your school.

| | 2003 | 2004 |
|---|-------------|-------------|
| Teachers in this school explore new instructional approaches in their grade / content area that promise to help low-performing students meet school standards | 2l | 2n |
| Teachers in this school trust each other | 1d | 1c |
| Teachers in this school feel responsible to help each other do their best | 1a | 1a |
| Teachers in this school are encouraged to experiment with their teaching | 1e | 1d |
| Teachers use time together to discuss teaching and learning | 1g | 1e |
| Teachers in this school are continually learning and seeking new ideas | 1l | 1j |

➤ **High Academic Standards (5 point Likert scale, 3 items. Alpha = .86, .87, .80, & --)**
No items in 2005

The following statements concern **general school climate**. Please indicate the extent to which you agree or disagree with each statement as a description of your school.

| | 2003 | 2004 |
|---|------|------|
| This school has high standards for students' academic performance | 1b | 1b |
| Students are well aware of the learning expectations of this school | 1j | 1h |
| This school has consistent standards from classroom to classroom | 1k | 1i |

➤ **Strategies on Closing the Achievement Gaps: Professional Development (3 point Likert scale, 2 items. Alpha = --, .47, .47, & .59)**

Listed below are **strategies** that a school might use to close student achievement gaps. Please indicate whether your school has done each of the following this past year. (If used at particular grade level(s) or subject department(s), then check "2").

| To address the special needs of our target students, this school has: | 2003 | 2004 | 2005 |
|--|------|------|------|
| Focused professional development on instruction in heterogeneous classrooms | 5c | 6d | 7d |
| Required teachers to participate in professional development focused on these students | 5i | 6j | 7j |

➤ **Strategies on Closing the Achievement Gaps: Literacy Block (3 point Likert scale, 1 item)**

Listed below are **strategies** that a school might use to close student achievement gaps. Please indicate whether your school has done each of the following this past year. (If used at particular grade level(s) or subject department(s), then check "2").

| To address the special needs of our target students, this school has: | 2003 | 2004 | 2005 |
|--|------|------|------|
| Implemented a school- or grade-wide literacy block | 5b | 6c | 7c |

➤ **Strategies on Closing the Achievement Gaps: Performance Tracking Systems (3 point Likert scale, 1 item)**

Listed below are *strategies* that a school might use to close student achievement gaps. Please indicate whether your school has done each of the following this past year. (If used at particular grade level(s) or subject department(s), then check “2”).

| To address the special needs of our target students, this school has: | 2003 | 2004 | 2005 |
|--|-------------|-------------|-------------|
| Developed systems or tools for tracking the performance of individual students | 5h | 6i | 7i |

➤ **Strategies on Closing the Achievement Gaps: Small Classes (3 point Likert scale, 1 item)**

Listed below are *strategies* that a school might use to close student achievement gaps. Please indicate whether your school has done each of the following this past year. (If used at particular grade level(s) or subject department(s), then check “2”).

| To address the special needs of our target students, this school has: | 2003 | 2004 | 2005 |
|--|-------------|-------------|-------------|
| Ensured small class sizes for these students | 5f | 6g | 7g |

➤ **Strategies on Closing the Achievement Gaps: Teacher Re-assignment (3 point Likert scale, 1 item)**

Listed below are *strategies* that a school might use to close student achievement gaps. Please indicate whether your school has done each of the following this past year. (If used at particular grade level(s) or subject department(s), then check “2”).

| To address the special needs of our target students, this school has: | 2003 | 2004 | 2005 |
|--|-------------|-------------|-------------|
| Assigned the most highly qualified teachers to these students | 5d | 6e | 7e |

- **Strategies on Closing the Achievement Gaps: Additional Support (3 point Likert scale, 3/4 items. Alpha = .62, .56, .64, & .58)**

Listed below are **strategies** that a school might use to **close student achievement gaps**. Please indicate whether your school has done each of the following this past year. (If used at particular grade level(s) or subject department(s), then check “2”).

| To address the special needs of our target students, this school has: | 2003 | 2004 | 2004 |
|---|-------------|-------------|-------------|
| 5a. Provided these students with targeted instructional support outside of the regular classroom | 5a | 6a & 6b | 7a & 7b |
| 5e. Established special support services (e.g., reading labs, tutoring centers) | 5e | 6f | 7f |
| 5g. Worked with their parents to design specific supports and interventions to enhance these students’ learning opportunities | 5g | 6h | 7h |

The alphas in 2004 and in 2005 were based on 4 items: a, b, f, & h.

III. Improved Class Instruction

No measures

OTHER CONTEXTUAL MEASURES

- ***School Relations with Parents*** (5 point Likert scale, 5 items. Alpha = .89, .84, .84, & .84)

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

| | 2002 | 2003 | 2004 | 2005 |
|--|-------------|-------------|-------------|-------------|
| Parents are well-informed about this school's improvement effort | 6a | 7a | 8a | 9a |
| Parents are active partners in this school's improvement effort | 6b | 7b | 8b | 9b |
| This school has developed new strategies for involving parents in their children's education | 6c | 7c | 8c | 9c |
| This school has built trusting relationships with parents of low-performing students | 6d | 7d | 8d | 9d |
| This school makes a special effort to include all parent groups in decision-making | 6e | 7e | 8e | 9e |

- ***School Relations with Broader Community*** (5 point Likert scale, one-item scale)

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

| | 2002 | 2003 | 2004 | 2005 |
|---|-------------|-------------|-------------|-------------|
| This school has forged partnerships with outside agencies and groups in the community to support its improvement effort | 6f | 7f | 8f | 9f |