

NEBRASKA TEACHER DATA USE SURVEY RESULTS

Regional Educational
Laboratory Central

Purpose. The Nebraska Department of Education (NDE) administered the Teacher Data Use Survey (TDUS) to teachers and principals in March 2019 to learn how teachers use summative, interim, and formative data to inform instructional practice.

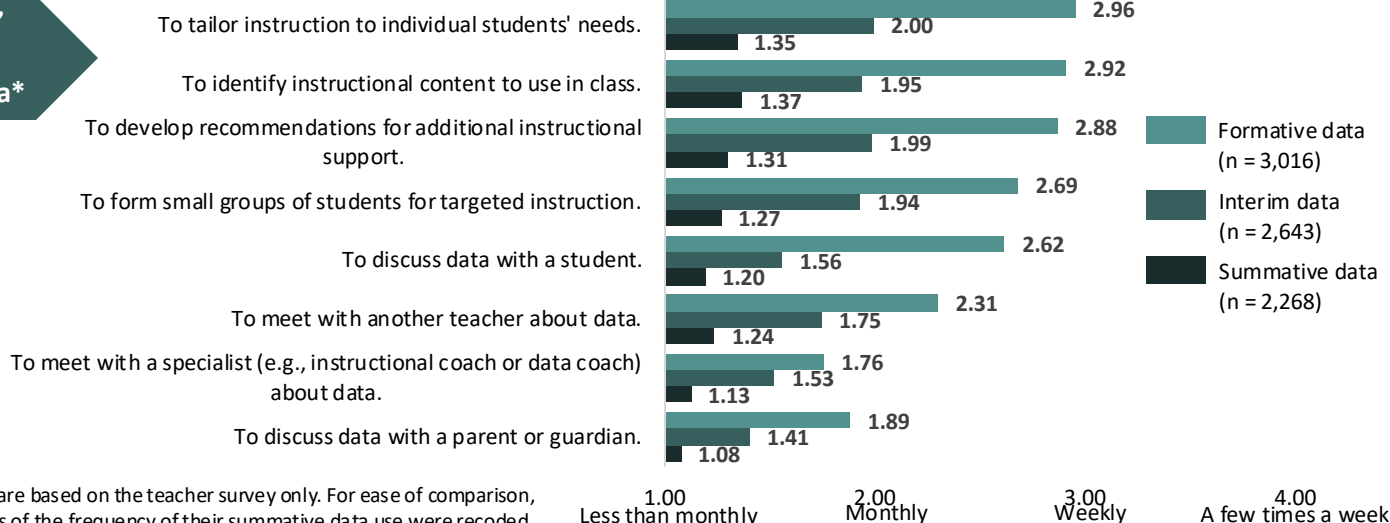
Visual displays of results are presented by research question (RQ). NDE staff can use these visual data displays to help them understand and make sense of the data by identifying differences, patterns, and areas where schools might need additional support in improving teacher data use.

Sample. The sample of survey respondents included 3,572 teachers and 171 principals from 353 schools across Nebraska. This sample was selected to represent teachers from diverse schools and cannot be generalized to all Nebraska teachers. The charts here show the number of sample teachers (n = 3,572) by grade span and school accountability classification.

Grade span (n = 3,572)	
High	1553
Middle	1041
Elementary	978
School accountability classifications (n = 3,572)	
Excellent	709
Great	807
Good	937
Needs Improvement	1119

RQ1 : How do Nebraska teachers report using summative, interim, and formative data?

Teachers' Actions with Data*

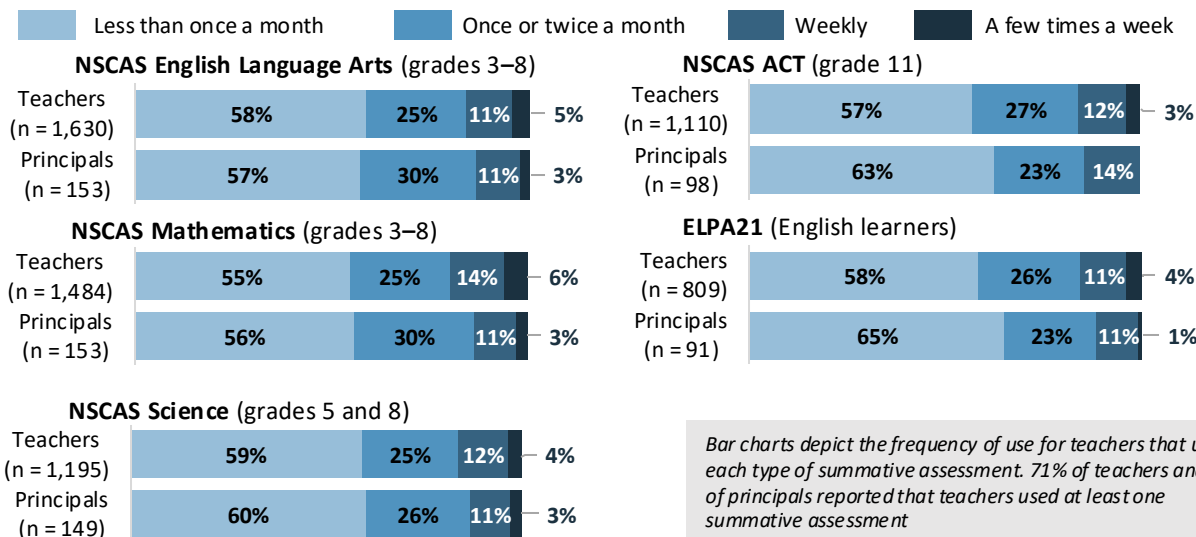


* These results are based on the teacher survey only. For ease of comparison, teachers' ratings of the frequency of their summative data use were recoded to match the survey frequency scales for interim and formative data.

RQ2 : Are Nebraska principals' attitudes about data and perceptions of teacher data use similar to teachers' reports of their own attitudes and data use?

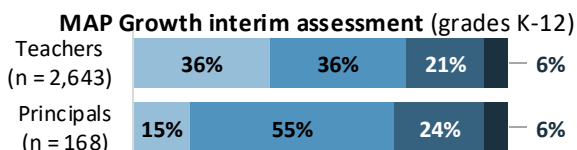
Frequency of Summative Data* Use

*Nebraska Student-Centered Assessment System (NSCAS) summative assessment

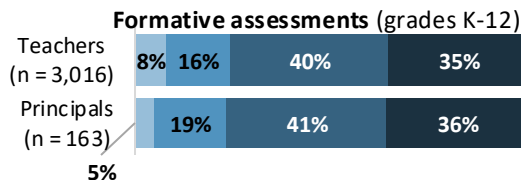


Bar charts depict the frequency of use for teachers that use each type of summative assessment. 71% of teachers and 94% of principals reported that teachers used at least one summative assessment

Frequency of Interim Data Use



Bar charts depict the frequency of use for teachers that use the MAP Growth interim assessment. 79% of teachers (n = 2,643) and 100% of principals (n = 168) reported that teachers used the interim assessment.



Bar charts depict the frequency of use for teachers that use formative assessments. 94% of teachers (n = 3,016) and 99% of principals (n = 163) reported that teachers used formative assessments.

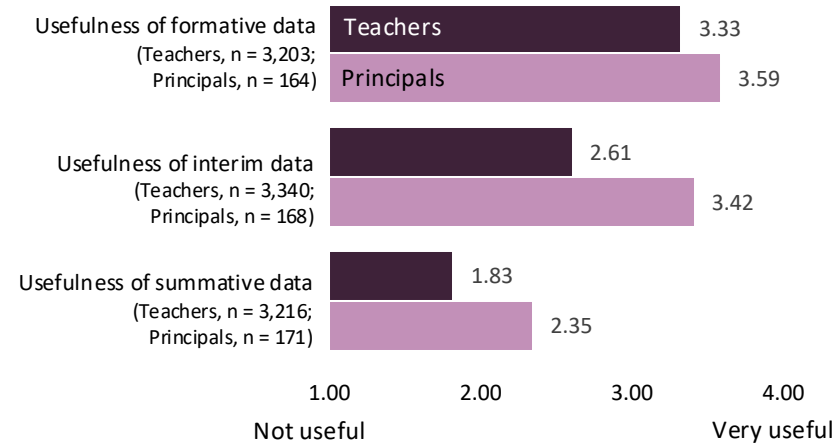
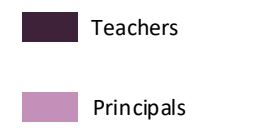
Frequency of Formative Data Use

Not for dissemination

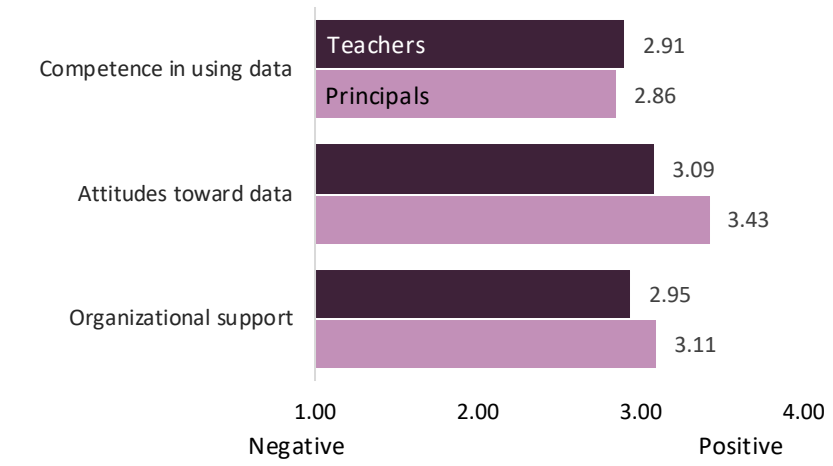
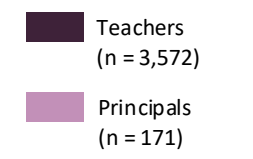
RQ2

Are Nebraska principals' attitudes about data and perceptions of teacher data use similar to teachers' reports of their own attitudes and data use?

How Useful Are Data?

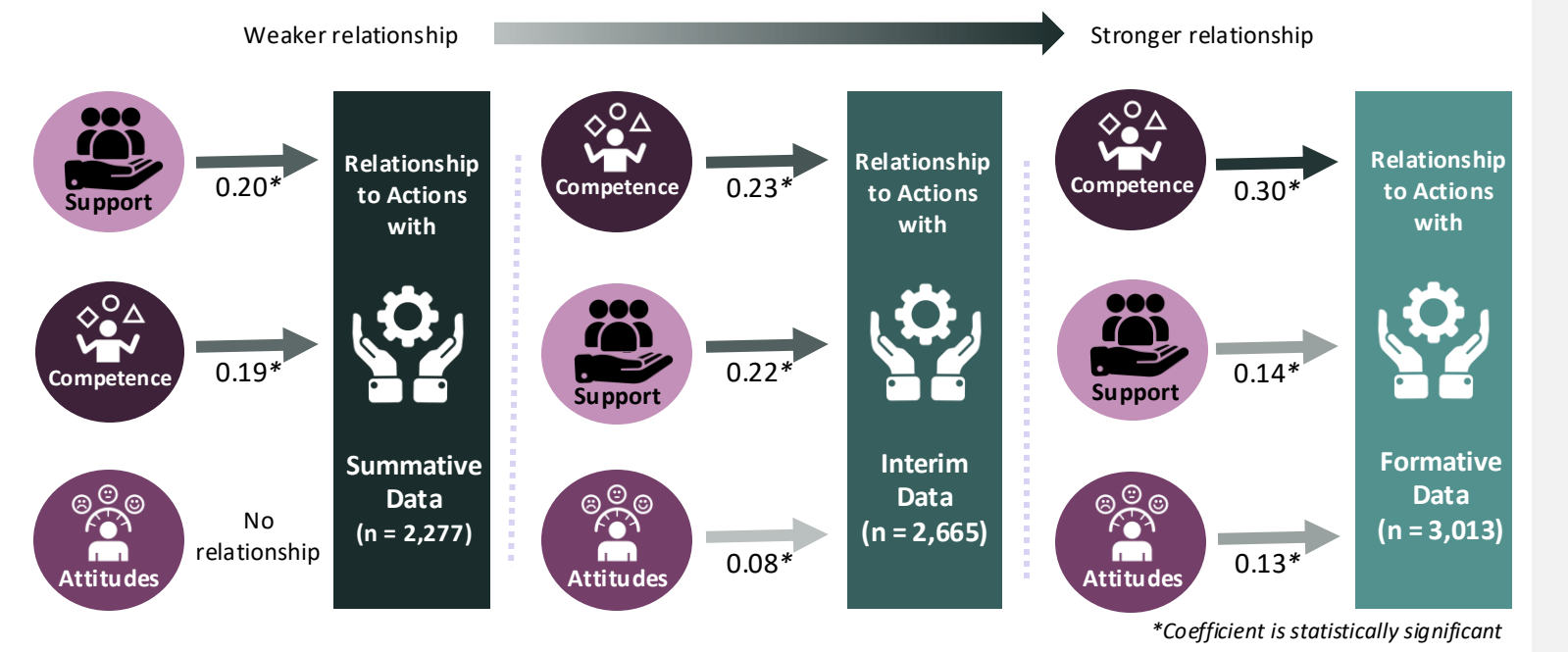


What are Teachers and Principals' Perceptions of Teachers' Data Use?



RQ3

How does teachers' use of data relate to their perceptions about their competence in using data, attitudes toward using data, and perceptions of organizational supports for using data?



Findings for research questions 3-5 are based on associations between teachers' actions with summative, interim, and formative data and their perceptions about their competence in using data, attitudes toward data, and perceptions about organizational supports for using data when controlling for teachers' highest degree earned, special education endorsement, core subject, and years of experience, as well as the grade span and Title I status of their schools.

Not for dissemination

How does teachers' use of data, perceptions about their competence in using data, attitudes toward data, and perceptions of organizational supports for using data vary based on teacher characteristics?

The scale for actions summative data is: 1 = one or two times a year, 2 = a few times a year, 3 = monthly, and 4 = weekly.

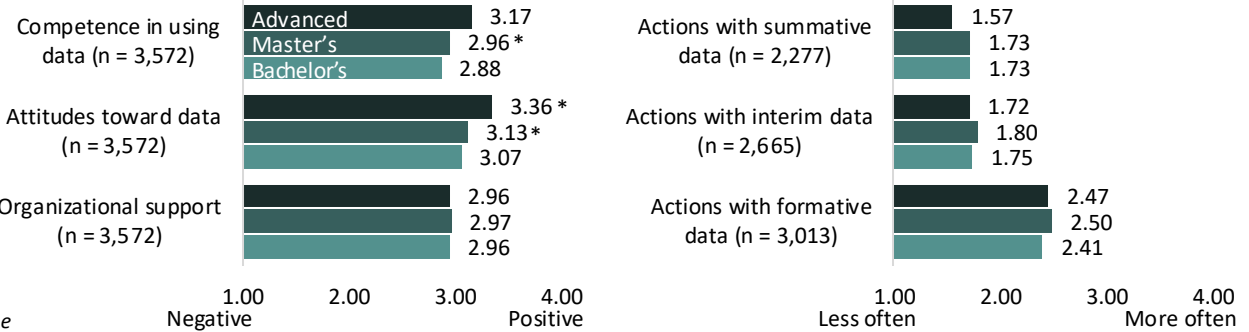
The scale for actions with interim and formative data is: 1 = less than once a month, 2 = monthly, 3 = weekly, and 4 = a few times a week.

By Highest Degree

- Advanced degree
- Master's degree
- Bachelor's degree

Advanced degree includes education specialist (EdS) and doctorate

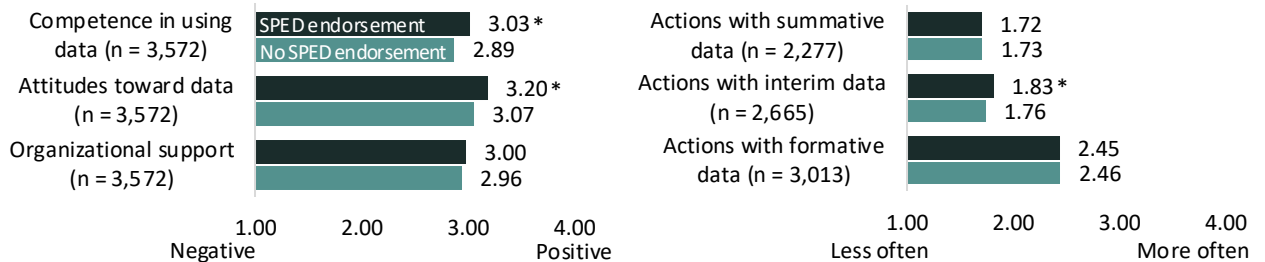
*Statistically significant difference from bachelor's degree



By SPED Endorsement

- SPED endorsement(s)
- No SPED endorsement(s)

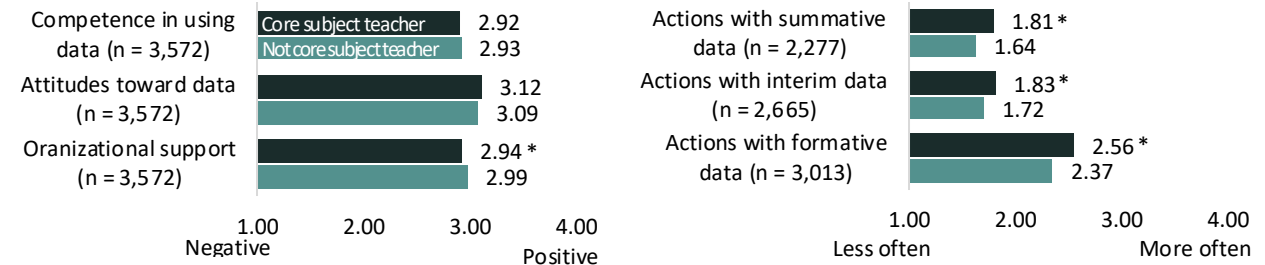
*Statistically significant



By Core Subject Teacher

- Core subject teacher
- Not core subject teacher

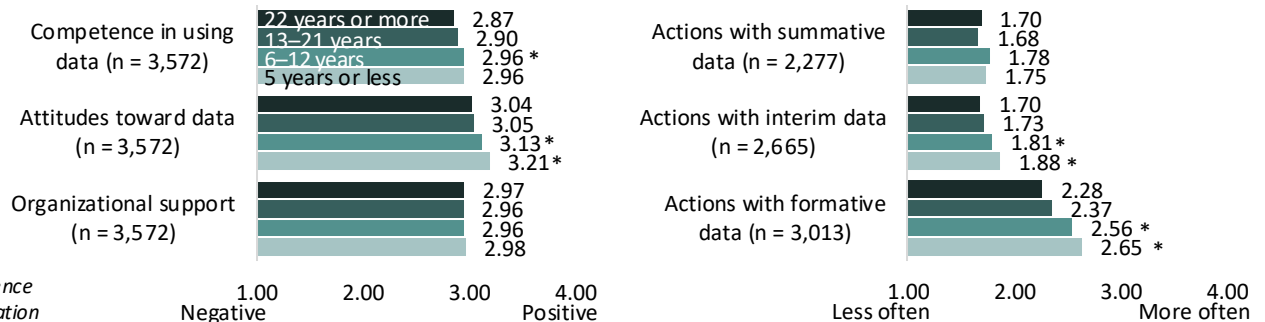
*Statistically significant



By Years in Education

- 22 years or more
- 13–21 years
- 6–12 years
- 5 years or less

*Statistically significant difference from 22 years or more in education



How does teachers' use of data, perceptions about their competence in using data, attitudes toward using data, and perceptions of organizational supports for using data vary based on Nebraska school accountability classifications (that is, excellent, great, good, and needs improvement) for the 2018/19 school year?

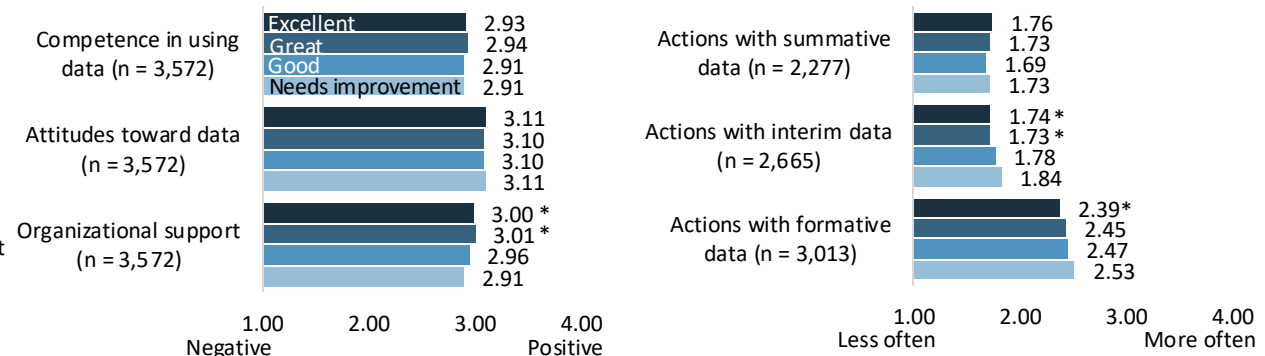
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The scale for actions with interim and formative data is: 1 = less than once a month, 2 = monthly, 3 = weekly, and 4 = a few times a week.

By School Classification

- Excellent
- Great
- Good
- Needs improvement

*Statistically significant from Needs Improvement schools



Disclaimer: The survey respondent sample differed from the original survey sample in four ways: A smaller proportion of responding teachers worked in high schools (41%) than in the original sample (44%). A greater proportion of responding teachers had special education endorsements (24%) than in the original sample (21%). Finally, responding teachers had, on average, more experience working in education (14.93 years) than teachers in the original sample had (14.07 years). A greater proportion of responding principals worked in Title I schools (38%) than in the original sample (34%).