**Data Quality, Capacity, and Culture Self Questionnaire**

This document is intended for all staff, to be used as a questionnaire in order for the SAM and senior leaders to obtain feedback about the state of data in a school.

**Instructions:**

Rate each statement with a check in the Red, Yellow, Blue, or Green column. Think about each statement in the context of your whole school practice. Red means that you feel your school is seriously lacking in this area. Green means that you feel your school is doing well in this area.

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| **Data Quality** | **Red** | **Yellow** | **Blue** | **Green** |
| **Timely Data:** We receive data in a timely manner. |  |  |  |  |
| **Accurate Data:** The staff in my school have confidence that the data we are provided are accurate. |  |  |  |  |
| **Relevant Data:** We have access to data that are relevant to the critical educational issues in my school. |  |  |  |  |
| **Comprehensive & Complete Data:** There are no “holes” in the data that we are provided. |  |  |  |  |
| **Data Integration:** Data are sufficiently integrated so that we are able to combine multiple data sets for analysis—such as test results with educational programme information. |  |  |  |  |
| **Data Management Procedures:** It is clear what data we have access to, when the data are available throughout the year, and what is supposed to be done with the data. |  |  |  |  |
| **Team Structures:** We have an established data team at my school. |  |  |  |  |

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| **Data Capacity** | **Red** | **Yellow** | **Blue** | **Green** |
| **Leadership Structures:** There is a “data leader” identified in my school. |  |  |  |  |
| **Time:** There is regularly scheduled time to engage in collaborative data analysis and interpretation. |  |  |  |  |
| **Tools:** Our staff have access to and know how to use data analysis tools. |  |  |  |  |
| **Question Formulation:** We know how to formulate questions about key educational issues. |  |  |  |  |
| **Assessment Literacy:** Our staff are comfortable using key assessment terms and concepts. |  |  |  |  |
| **Action Planning:** We identify data-driven goals and develop and implement action plans to accomplish those goals. |  |  |  |  |

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| **Data Culture** | **Red** | **Yellow** | **Blue** | **Green** |
| **Stakeholder Commitment:** There is commitment by all key stakeholders to make better use of data. |  |  |  |  |
| **Accountability:** There are clear expectations and people are held accountable for the use of data at the board, school, and classroom level. |  |  |  |  |
| **Desire to Collaborate:** Collaboration amongst staff is highly valued in my school. |  |  |  |  |
| **Leadership:** Board/school leaders model data-driven decision making as a key part of their roles and responsibilities. |  |  |  |  |
| **Beliefs about Data:** Teachers believe that data can and should be used to inform teaching and learning. |  |  |  |  |
| **Beliefs about Instruction:** Teachers are open to changing their instruction based on data about student learning. |  |  |  |  |
| **Continual Improvement:** Our staff is committed to using the inquiry process to make ongoing improvements in teaching and learning. |  |  |  |  |