

Scaling CBPL Data Use & Dissemination: Questions & Answers

The following question and answer document provides information regarding the Scaling CBPL project's data use and dissemination. If you have additional questions, please reach out to jschoeneberger@rti.org or jlaird@rti.org, the RTI research team leads.

Question: What are the project research questions?

Answer: Data will be collected solely to address the research questions outlined below:

- What are the district and school leader's experiences with the bundled offerings, and how does it compare with their prior curricular and Professional Learning (PL) experiences?
- What are teachers' experiences with the bundled offerings, and how does it compare with their prior curricular and PL experiences?
- How well does HQIM-based PL (given that it emphasizes student engagement) improve teacher perceptions of their ability to engage students effectively?
- What system conditions are necessary for teachers to effectively implement specific strategies associated with partner titles (e.g., IM, Math Nation)?
- What are the experiences and outcomes for students who receive instruction in schools where educators experience bundled offerings (e.g., student engagement with math, growth mindset, math achievement)?

The research questions outlined in the bullets above are the only questions to be explored in this project that entail data collection or acquisition from case study school districts. Overall, the information being collected is to help curriculum publishers and PL providers understand how the bundled offerings are perceived, implemented, etc., as well as whether there is any association with student outcomes (engagement, achievement). This association is non-causal, and the analysis of these data is in no way evaluative of the district, schools or teachers.

Question: How will data collected be used?

Answer: The data will remain strictly confidential. When we conduct interviews/focus groups with school leaders/principals or teachers, the RTI research team will typically record the interviews to accurately capture all content. Only research team staff will have access to these transcripts and

notes. At no time, will the identity of any individual be revealed in our reporting activities. For student data, we will not collect identifiable information (student id numbers or names) so long as we have a dummy identifier that we can use to ensure individual records, etc. In this way, the student achievement data will be anonymous.

Question: How will data and findings be disseminated?

Answer: RTI will analyze and summarize the data to answer the research questions and report findings in a case study format. Data will be summarized and referenced in aggregate form for reporting to the Gates Foundation. Student data will be aggregated to the case study site level. In addition, comments or quotes from teachers or principals that are particularly salient may be shared/highlighted in our reports, but will be referred to, for example, as “A teacher in a Mid-Atlantic district site remarked...”

RTI will prepare three types of reports:

1. **Case study reports that summarize how the bundled offerings are implemented and perceived by schools and teachers will be used expressly for the Gates Foundation’s internal purposes and will not be made public.** These reports will name districts and case study sites so that information learned from these reports can be interpreted with appropriate contexts and can be informative for planning future work and investments.
2. RTI will develop public-facing, project-level materials crafted to disseminate project learnings tailored to target audiences including education staff and leaders. Materials will include development of practitioner-oriented resources, briefs and data stories, annual reports, conference presentations, and a peer-reviewed publication. These public materials will be accessible on the project website’s [Reports & Briefs page](#). **RTI will not identify case study districts without written approval from the district.** So, if a teacher or principal provides a particularly insightful quote during an interview, we may use that quotation and refer to it by writing “A teacher in a district in the mid-Atlantic region said....”
3. RTI will offer to provide an annual presentation and/or memo to your district summarizing learning specifically from case study activities at the district.

Question: Can the school district request access to the raw data?

Answer: The raw student data will be provided by the district to us. Transcripts of teacher focus groups or principal interviews are subject to the consent procedures that each individual respondent agrees to before participation. As part of that consent, the following items are communicated to participants:

- Your participation is voluntary. You can choose not to answer any questions and can stop at any *time*.
- All information will be kept private. We won't include any identifying information about you in any reports.

To that end, if the district was wanting access to interview/focus group transcripts, our research team would have to redact/scrub those artifacts of any identifying information before sharing to ensure individuals could not be identified.

Question: Will the district have access to the final case study or report?

Answer: Yes, aside from internal Gates Foundation reporting, all materials (e.g., memos, reports) generated by the research team are made public on the project website's [Reports & Briefs page](#).

Question: What is the period of data collection?

Answer: The district's participation is limited to data collection during the period in which professional learning services are being provided. Upon agreeing to participate as a case study site, the district agrees to participate in data collection activities and providing the necessary student data elements throughout the school year while the curriculum and PL services are being delivered. We target the conduct of post-test interviews/focus groups in the spring (before the testing windows), and we would look to receive the student survey and achievement data some time in the following summer (or whenever scores become available).

Question: How will the data not be used?

Answer: The data collected from participating case study sites will only be used to answer the research questions outlined above. No data will be used by the research team, or RTI, for any other purposes.

The analytic and reporting activities for this project are descriptive in nature, to describe how the bundled offerings (curriculum and PL services) are deployed, how they are used and perceived by teachers and school leaders, and whether students might experience any ancillary benefits from teacher and school access and use of the bundles.

Question: How will the research account for teacher staffing realities in our district, including provisional, unlicensed, and long-term substitute teachers? How will the research account for the large percentage of unlicensed teachers and their high turnover?

Answer: The research we are conducting is not of the causal kind, meaning we're not in any way trying to establish that exposure to the bundle translates into X effects for students or teachers. So, if teachers leave participating schools or have an 'alternative' background into the classroom, that doesn't really matter. There is no comparison group, it's sort of an examination of your experiences before and after the introduction of the bundled offering. We're interested in understanding and learning how these bundles are deployed and perceived in the 'real world', which includes districts facing the same issues as yours.

Question: What student outcome data is needed?

Answer: We would ask for the state summative standardized assessment data and any formative/benchmark growth data (such as MAP NWEA, which would be just fine). Again, these do not have to be identifiable (i.e., we don't need actual student id numbers or names - project id numbers can be assigned and provided to us just in case of issues/questions).