

Spring 2023 Barr Engage New England Staff Survey - CREC Impact Academy Full Report

SRI Education surveyed **CREC Impact Academy (Impact)** staff in spring 2023. At Impact, 12 out of 12 staff members responded to the survey, for a school response rate of 100%. Across the initiative, 94 out of 99 ENE staff members responded to the survey, for an initiative response rate of 95%.

This report presents item-level responses of staff from **Impact**. As a comparison, we also present the distribution of school means (mean, standard deviation, minimum, and maximum) for the 5 Beyond ENE schools.

Beginning with Table 17, all survey items refer to your school's primary person system. These items were only asked of staff who report having an assigned caseload of students whose academic progress they support as part of a formal primary person system, unless otherwise noted.

Table 1. Respondents by role

Role	n	Impact	Beyond ENE Schools (n = 5)
Teacher	6	50.0%	47.3%
Student Support Staff	4	33.3%	29.6%
School Leadership	1	8.3%	15.0%
Other School Support Staff	1	8.3%	10.0%
Total	12	100.0%	-

Table 2. Academic press

	N	Mean	SD	Min	Max
Academic Press (Construct)					
Impact	6	6.58	0.38	6.00	7.00
Beyond ENE School Means	5	6.32	0.34	5.79	6.58
Staff members at this school believe that all students in this school can do well.					
Impact	6	6.67	0.52	6.00	7.00
Beyond ENE School Means	5	6.40	0.38	5.86	6.80
Staff members at this school encourage students to keep trying even when the work is challenging.					
Impact	6	6.83	0.41	6.00	7.00
Beyond ENE School Means	5	6.67	0.33	6.14	7.00
Staff members at this school set high expectations for academic work.					
Impact	6	6.33	0.52	6.00	7.00
Beyond ENE School Means	5	6.00	0.40	5.60	6.50
Staff members at this school challenge students to work harder than they thought they could.					
Impact	6	6.50	0.55	6.00	7.00
Beyond ENE School Means	5	6.23	0.49	5.43	6.60

Notes: Items asked of all teachers. Responses fall on the following scale: 1 = Strongly disagree, 2 = Disagree, 3 = Disagree a little, 4 = Neither agree nor disagree, 5 = Agree a little, 6 = Agree, 7 = Strongly agree.

Table 3. Student-staff relationships

	N	Mean	SD	Min	Max
Student-staff Relationships (Construct)					
Impact	12	6.53	0.41	6.00	7.00
Beyond ENE School Means	5	6.57	0.25	6.18	6.82
Staff members at this school are kind, caring, and respectful towards students.					
Impact	12	6.42	0.67	5.00	7.00
Beyond ENE School Means	5	6.52	0.28	6.11	6.85
Staff members at this school talk to students about the future.					
Impact	12	6.67	0.49	6.00	7.00
Beyond ENE School Means	5	6.61	0.26	6.16	6.85
Staff members at this school check in with students about their lives outside school.					
Impact	12	6.50	0.67	5.00	7.00
Beyond ENE School Means	5	6.58	0.22	6.26	6.80

Notes: Items asked of all school staff. Responses fall on the following scale: 1 = Strongly disagree, 2 = Disagree, 3 = Disagree a little, 4 = Neither agree nor disagree, 5 = Agree a little, 6 = Agree, 7 = Strongly agree.

Table 4. Additional items related to school climate

	N	Mean	SD	Min	Max
Staff members in this school trust the school administration.*					
Impact	11	6.46	0.52	6.00	7.00
Beyond ENE School Means	5	6.35	0.44	5.79	6.82
Staff members in this school trust each other.					
Impact	12	6.08	0.52	5.00	7.00
Beyond ENE School Means	5	6.26	0.35	5.95	6.71
I am happy to work at this school.					
Impact	12	6.67	0.49	6.00	7.00
Beyond ENE School Means	5	6.56	0.27	6.17	6.85

Notes: Items asked of all staff, except for item followed by an asterisk(*). This item was asked of all staff other than school leaders. Responses fall on the following scale: 1 = Strongly disagree, 2 = Disagree, 3 = Disagree a little, 4 = Neither agree nor disagree, 5 = Agree a little, 6 = Agree, 7 = Strongly agree.

Table 5. Instructional vision

	N	Mean	SD	Min	Max
Instructional Vision (Construct)					
Impact	6	6.25	0.45	5.75	7.00
Beyond ENE School Means	5	6.12	0.13	5.97	6.25
My school's instructional leadership team has articulated a clear instructional vision.					
Impact	6	6.33	0.52	6.00	7.00
Beyond ENE School Means	5	6.27	0.25	5.90	6.60
The instructional vision helps me understand what high quality instruction in the classroom should look like.					
Impact	6	6.33	0.52	6.00	7.00
Beyond ENE School Means	5	6.14	0.27	5.86	6.50
The instructional vision is specific enough to guide my day-to-day instruction.					
Impact	6	6.17	0.41	6.00	7.00
Beyond ENE School Means	5	5.87	0.18	5.71	6.17
I know what skills I need to develop to enact this vision of high-quality instruction in my classroom.					
Impact	6	6.17	0.75	5.00	7.00
Beyond ENE School Means	5	6.18	0.19	6.00	6.50

Notes: Items asked of all teachers. Responses fall on the following scale: 1 = Strongly disagree, 2 = Disagree, 3 = Disagree a little, 4 = Neither agree nor disagree, 5 = Agree a little, 6 = Agree, 7 = Strongly agree.

Table 6. Schoolwide competency-based instructional systems

	N	Mean	SD	Min	Max
Schoolwide Competency-based Instructional Systems (Construct)					
Impact	6	5.14	0.79	4.00	6.00
Beyond ENE School Means	5	5.46	0.21	5.14	5.70
At this school, we have clearly articulated the skills or competencies that students are expected to master by the end of high school.					
Impact	6	5.00	0.89	4.00	6.00
Beyond ENE School Means	5	5.55	0.41	5.00	6.00
At this school, staff use common language to talk about competencies across classrooms.					
Impact	6	5.17	0.98	4.00	6.00
Beyond ENE School Means	5	5.76	0.35	5.17	6.00
At this school, we have a rubric for each competency that clearly defines different levels of mastery.					
Impact	6	5.00	0.89	4.00	6.00
Beyond ENE School Means	5	5.73	0.50	5.00	6.20
The competency rubrics are a useful tool for helping me understand my students' growth.					
Impact	6	5.33	1.21	4.00	7.00
Beyond ENE School Means	5	5.18	0.43	4.60	5.60
For the competencies that I teach most often, my school has agreed-upon examples of student work that meet expectations.					
Impact	6	4.83	0.75	4.00	6.00
Beyond ENE School Means	5	4.82	0.21	4.50	5.10
Instruction at this school is organized around student mastery of these competencies.					
Impact	6	5.50	0.84	4.00	6.00
Beyond ENE School Means	5	5.70	0.21	5.50	6.00

Notes: Items asked of all teachers. Responses fall on the following scale: 1 = Strongly disagree, 2 = Disagree, 3 = Disagree a little, 4 = Neither agree nor disagree, 5 = Agree a little, 6 = Agree, 7 = Strongly agree.

Table 7. Student understanding of competencies

	N	Mean	SD	Min	Max
Student Understanding of Competencies (Construct)					
Impact	6	5.17	0.94	4.00	6.00
Beyond ENE School Means	5	4.69	0.37	4.33	5.17
Students know what competencies they are expected to master.					
Impact	6	5.33	0.82	4.00	6.00
Beyond ENE School Means	5	4.92	0.33	4.60	5.33
Students can define the competencies in their own language.					
Impact	6	4.67	1.75	2.00	7.00
Beyond ENE School Means	5	4.43	0.29	4.00	4.70
Students understand what they must do to master these competencies.					
Impact	6	5.50	1.05	4.00	7.00
Beyond ENE School Means	5	4.73	0.56	4.14	5.50

Notes: Items asked of all teachers. Responses fall on the following scale: 1 = Strongly disagree, 2 = Disagree, 3 = Disagree a little, 4 = Neither agree nor disagree, 5 = Agree a little, 6 = Agree, 7 = Strongly agree.

Table 8. Additional item related to instructional systems

	N	Mean	SD	Min	Max
I have time for lesson planning built into my schedule.					
Impact	6	3.67	1.97	1.00	6.00
Beyond ENE School Means	5	5.50	1.00	3.70	6.20

Notes: Items asked of all teachers. Responses fall on the following scale: 1 = Strongly disagree, 2 = Disagree, 3 = Disagree a little, 4 = Neither agree nor disagree, 5 = Agree a little, 6 = Agree, 7 = Strongly agree.

Table 9. Instructional support

	N	Mean	SD	Min	Max
Instructional Support (Construct)					
Impact	6	3.20	0.97	2.40	5.00
Beyond ENE School Means	5	3.88	0.45	3.20	4.29
This school year, how often have you analyzed student work to clarify expectations for student performance with someone on your school's instructional leadership team?					
Impact	6	3.83	1.72	2.00	6.00
Beyond ENE School Means	5	4.49	0.45	3.83	4.86
This school year, how often has someone on your school's instructional leadership team reviewed examples of your students' work with you to help you determine your next steps for instruction?					
Impact	6	2.50	1.38	1.00	5.00
Beyond ENE School Means	5	3.86	0.77	2.50	4.40
This school year, how often has someone on your school's instructional leadership team provided feedback on your lesson plans based on a review of your students' work?					
Impact	6	2.50	1.38	1.00	5.00
Beyond ENE School Means	5	3.55	0.76	2.50	4.40
This school year, how often did you review a lesson to identify the critical elements for student learning with someone on your school's instructional leadership team?					
Impact	6	3.17	1.60	1.00	5.00
Beyond ENE School Means	5	3.82	0.57	3.17	4.43
This school year, how often have you practiced strategies for instruction with someone from your school's instructional team?					
Impact	6	4.00	1.09	3.00	5.00
Beyond ENE School Means	5	3.70	0.25	3.40	4.00

Notes: Items asked of all teachers. Responses fall on the following scale: 1 = Never, 2 = Once or twice this year, 3 = A few times this year, 4 = Monthly or almost monthly, 5 = Two or three times a month, 6 = Once a week or more.

Table 10. Coaching frequency

	N	Mean	SD	Min	Max
How often has someone provided you with clear feedback aligned to the school's instructional vision?					
Impact	6	4.33	1.21	3.00	6.00
Beyond ENE School Means	5	4.33	0.25	4.10	4.75
How often has someone observed your classroom?					
Impact	6	4.33	1.21	3.00	6.00
Beyond ENE School Means	5	4.83	0.51	4.33	5.50
How often has someone met with you to provide feedback on your teaching based on observing your classroom?					
Impact	6	4.00	1.26	2.00	5.00
Beyond ENE School Means	5	4.33	0.34	4.00	4.75

Notes: Items asked of all teachers. In these items, teachers reported how often someone on their school's instructional leadership team had done each of the following during this year. Responses fall on the following scale: 1 = Never, 2 = Once or twice this year, 3 = A few times this year, 4 = Monthly or almost monthly, 5 = Two or three times a month, 6 = Once a week or more.

Table 11. Coaching feedback

	N	Mean	SD	Min	Max
The observation feedback I receive identifies specific ways I can improve my teaching practice.					
Impact	6	6.67	0.52	6.00	7.00
Beyond ENE School Means	5	6.26	0.36	5.80	6.67

Notes: Items asked of all teachers. Responses fall on the following scale: 1 = Strongly disagree, 2 = Disagree, 3 = Disagree a little, 4 = Neither agree nor disagree, 5 = Agree a little, 6 = Agree, 7 = Strongly agree.

Table 12. Competency-based instructional approaches

	N	Mean	SD	Min	Max
How often did you provide opportunities for students to revise their work to demonstrate mastery?					
Impact	6	4.17	0.75	3.00	5.00
Beyond ENE School Means	5	4.40	0.43	4.00	5.00
How often did you use rubrics to assess student work?					
Impact	6	3.17	0.75	2.00	4.00
Beyond ENE School Means	5	4.07	0.60	3.20	4.60
How often did you provide your students with a rubric to help make assignment expectations clear?					
Impact	6	3.00	0.89	2.00	4.00
Beyond ENE School Means	5	3.91	0.63	3.00	4.43
How often did you provide your students with student work exemplars to make assignment expectations clear?					
Impact	6	3.50	0.84	2.00	4.00
Beyond ENE School Means	5	4.19	0.41	3.50	4.50
How often did you provide your students with feedback to improve their work?					
Impact	6	4.33	0.52	4.00	5.00
Beyond ENE School Means	5	4.63	0.19	4.33	4.80
How often did you use examples of student work to norm/calibrate your grading?					
Impact	6	3.67	0.82	3.00	5.00
Beyond ENE School Means	5	3.96	0.49	3.25	4.40

Notes: Items asked of all teachers. Responses fall on the following scale: 1 = Never, 2 = Seldom, 3 = Sometimes, 4 = Often, 5 = Always.

Table 13. Academic rigor

	N	Mean	SD	Min	Max
Academic Rigor (Construct)					
Impact	6	3.93	0.39	3.20	4.20
Beyond ENE School Means	5	4.09	0.17	3.91	4.32
Most assignments focus on a question that lacks an obvious answer.					
Impact	6	3.67	0.52	3.00	4.00
Beyond ENE School Means	5	3.78	0.17	3.56	4.00
Most assignments require students to do more than simply memorize things or look up facts or formulas.					
Impact	6	4.17	0.75	3.00	5.00
Beyond ENE School Means	5	4.15	0.09	4.00	4.25
Major assignments require multiple drafts so students can strengthen their argument.					
Impact	6	3.83	0.41	3.00	4.00
Beyond ENE School Means	5	4.12	0.44	3.57	4.60
Major assignments require multiple drafts so students can make their final product clearer.					
Impact	6	4.00	0.63	3.00	5.00
Beyond ENE School Means	5	4.21	0.25	4.00	4.60
Major assignments challenge students to do their very best work.					
Impact	6	4.00	0.00	4.00	4.00
Beyond ENE School Means	5	4.16	0.22	4.00	4.40

Notes: Items asked of all teachers. In these items, teachers reported how many of their classes the following statements were true for. Responses fall on the following scale: 1 = None, 2 = A few, 3 = About half, 4 = Most, 5 = All.

Table 14. Additional items related to academic rigor and purpose

	N	Mean	SD	Min	Max
Most assignments include real-world problems or scenarios.					
Impact	6	3.83	0.41	3.00	4.00
Beyond ENE School Means	5	3.92	0.33	3.50	4.40
Most assignments include diverse perspectives.					
Impact	6	4.17	0.41	4.00	5.00
Beyond ENE School Means	5	3.86	0.32	3.50	4.20

Notes: Items asked of all teachers. In these items, teachers reported how many of their classes the following statements were true for. Responses fall on the following scale: 1 = None, 2 = A few, 3 = About half, 4 = Most, 5 = All.

Table 15. Authenticity

	N	Mean	SD	Min	Max
Create authentic products that could be used outside the classroom.					
Impact	6	3.17	1.33	1.00	4.00
Beyond ENE School Means	5	2.62	0.51	2.00	3.17
Present their work to an audience that includes experts and community members					
Impact	6	2.00	1.41	0.00	4.00
Beyond ENE School Means	5	1.83	0.33	1.25	2.00

Notes: Items asked of all teachers. In these items, teachers reported how many times they have asked their students to do the following activities in their classes this school year. Responses fall on the following scale: 0 = Never, 1 = Once, 2 = Twice, 3 = Three times, 4 = Four or more times.

Table 16. Teacher self-efficacy

	N	Mean	SD	Min	Max
I use the same standards as my colleagues in assessing student work.					
Impact	6	4.67	1.21	3.00	6.00
Beyond ENE School Means	5	5.20	0.34	4.67	5.60
I can facilitate meaningful student-to-student discourse in the classroom.					
Impact	6	6.17	0.41	6.00	7.00
Beyond ENE School Means	5	6.01	0.31	5.57	6.40
I can identify common gaps in student understanding from examining work from multiple students.					
Impact	6	6.00	1.09	4.00	7.00
Beyond ENE School Means	5	6.22	0.35	6.00	6.80
I know how to modify lessons to meet the specific needs of my students.					
Impact	6	6.17	0.75	5.00	7.00
Beyond ENE School Means	5	6.15	0.41	5.75	6.80

Notes: Items asked of all teachers. Responses fall on the following scale: 1 = Strongly disagree, 2 = Disagree, 3 = Disagree a little, 4 = Neither agree nor disagree, 5 = Agree a little, 6 = Agree, 7 = Strongly agree.

Table 17. Primary Person system role

	n	Percentage	Beyond ENE Schools (n = 5)
Respondents who report serving as primary person	5	41.7%	75.5%
Primary people who are teachers	5	100.0%	66.9%

Table 18. Primary Person system caseload

	N	Mean	SD	Min	Max
Mean number of students on caseload.					
Impact	5	9.80	0.45	9.00	10.00
Beyond ENE School Means	5	10.90	1.20	9.60	12.50

Notes: Item asked of school staff who reported having an assigned caseload of students whose academic progress they support as part of a formal primary person system.

Table 19. Primary Person caseload support type

	N	Percentage	Beyond ENE Schools (n = 5)
Have dedicated time to meet 1-1 with students on their caseload	5	100.0%	92.3%

Notes: Item asked of primary people who responded that they support students on their caseload 1-1.

Table 20. Primary Person system meeting frequency

	N	Percentage	Beyond ENE Schools (n = 5)
Met with student(s) at least once this school year	5	100.0%	95.5%
Met with student(s) at least 2-3 times this school year	5	71.3%	73.6%
Met with student(s) at least weekly this school year	5	57.1%	58.3%

Notes: The following items show, across the primary people at each school, the percent of students with whom primary people report meeting with each frequency during the 2022-23 school year. Items only asked of primary people who responded that they support students on their caseload 1-1.

Table 21. Primary Person system meeting length

	N	Mean	SD	Min	Max
Mean meeting length.					
Impact	5	9.00	2.24	5.00	10.00
Beyond ENE School Means	5	16.84	6.40	9.00	25.50

Notes: Item provides the mean length of meetings with students with whom primary person meet regularly (at least two or three times a month during the 2022-23 school year). Item only asked of primary people who responded that they support students on their caseload 1-1.

Table 22. Primary Person system differentiation

	N	Mean	SD	Min	Max
Differentiation (Construct)					
Impact	5	5.40	0.86	4.00	6.33
Beyond ENE School Means	5	5.63	0.27	5.36	6.03
I determine the frequency of meetings with each student on my caseload based on each student's level of engagement and success in school.					
Impact	5	5.20	1.79	2.00	6.00
Beyond ENE School Means	5	5.43	0.27	5.15	5.80
I determine the length of meetings with each student on my caseload based on each student's level of engagement and success in school.					
Impact	5	5.20	0.84	4.00	6.00
Beyond ENE School Means	5	5.56	0.36	5.20	6.10
I determine the focus of meetings with each student on my caseload based on each student's level of engagement and success in school.					
Impact	5	5.80	1.09	4.00	7.00
Beyond ENE School Means	5	5.91	0.22	5.62	6.20

Notes: Responses fall on the following scale: 1 = Strongly disagree, 2 = Disagree, 3 = Disagree a little, 4 = Neither agree nor disagree, 5 = Agree a little, 6 = Agree, 7 = Strongly agree.

Table 23. Primary Person system data use

	N	Mean	SD	Min	Max
I use student data to identify where students may need additional support or focus.					
Impact	5	5.60	0.55	5.00	6.00
Beyond ENE School Means	5	6.10	0.33	5.60	6.43
Students have easy access to the data they need to track their progress in school.					
Impact	5	6.20	0.84	5.00	7.00
Beyond ENE School Means	5	6.16	0.26	5.74	6.38

Notes: Responses fall on the following scale: 1 = Strongly disagree, 2 = Disagree, 3 = Disagree a little, 4 = Neither agree nor disagree, 5 = Agree a little, 6 = Agree, 7 = Strongly agree.

Table 24. Primary Person system effectiveness

	N	Mean	SD	Min	Max
I understand my roles and responsibilities as a primary person					
Impact	5	6.00	0.71	5.00	7.00
Beyond ENE School Means	5	6.32	0.28	6.00	6.69
I have formed personal connections with most students on my caseload.					
Impact	5	6.20	0.45	6.00	7.00
Beyond ENE School Means	5	6.50	0.25	6.20	6.75
In my role as a primary person, I have helped the students on my caseload make academic progress in their classes.					
Impact	5	5.60	0.55	5.00	6.00
Beyond ENE School Means	5	6.04	0.37	5.60	6.58
The Primary Person system helps students reach their highest potential.					
Impact	5	6.00	0.71	5.00	7.00
Beyond ENE School Means	5	6.15	0.20	5.90	6.40
The Primary Person system ensures that all students feel like they are known well by at least one adult in this school.					
Impact	5	6.00	0.71	5.00	7.00
Beyond ENE School Means	5	6.43	0.27	6.00	6.75

Notes: Responses fall on the following scale: 1 = Strongly disagree, 2 = Disagree, 3 = Disagree a little, 4 = Neither agree nor disagree, 5 = Agree a little, 6 = Agree, 7 = Strongly agree.

Table 25. Case conferencing caseload and protocol use

	N	Percentage	Beyond ENE Schools (n = 5)
Do you conduct case conferencing with at least one student?	5	100.0%	97.3%
Do you use a written case conferencing protocol to guide 1-1 meetings?*	5	100.0%	77.0%

Notes: Item followed by an asterisk (*) only asked of staff who responded that they conduct case conferencing.

Table 26. Case conferencing Coaching

	N	Mean	SD	Min	Max
Case Conferencing Coaching (Construct)					
Impact	5	2.60	0.64	1.67	3.33
Beyond ENE School Means	5	3.17	0.71	2.36	4.12
How often does the primary person manager observe your conferences with students? (includes observing a recorded meeting)					
Impact	5	3.20	1.09	2.00	5.00
Beyond ENE School Means	5	3.44	0.68	2.45	4.29
How often do you receive feedback to improve your case conferencing based on the primary person manager observing your meetings with students?					
Impact	5	3.00	0.71	2.00	4.00
Beyond ENE School Means	5	3.38	0.67	2.45	4.14
How often do you role play next steps for your case conferencing with your primary person manager?					
Impact	5	1.60	0.89	1.00	3.00
Beyond ENE School Means	5	2.70	0.90	1.60	4.00

Notes: Items only asked of staff who responded that they conduct case conferencing. Responses fall on the following scale: 1 = Never, 2 = Once or twice this year, 3 = A few times this year, 4 = Monthly or almost monthly, 5 = Two or three times a month, 6 = Once a week or more.

Table 27. Case conferencing facilitation - self-efficacy

	N	Mean	SD	Min	Max
Case Conferencing Facilitation - Self-efficacy (Construct)					
Impact	5	5.80	0.33	5.25	6.00
Beyond ENE School Means	5	6.10	0.21	5.80	6.39
I can facilitate case conferences in which students drive their own goal creation.					
Impact	5	5.60	0.55	5.00	6.00
Beyond ENE School Means	5	5.83	0.18	5.60	6.00
I can support students in setting goals that are SMART (Specific, Measurable, Achievable, Realistic, and anchored within a Time Frame).					
Impact	5	5.80	0.45	5.00	6.00
Beyond ENE School Means	5	6.22	0.32	5.80	6.55
I can facilitate student reflection on their progress towards achieving their goals.					
Impact	5	6.00	0.00	6.00	6.00
Beyond ENE School Means	5	6.21	0.22	6.00	6.55
I can support students to come up with their own strategies to meet their goals					
Impact	5	5.80	0.45	5.00	6.00
Beyond ENE School Means	5	6.13	0.25	5.80	6.45

Notes: Items only asked of staff who responded that they conduct case conferencing. Responses fall on the following scale: 1 = Strongly disagree, 2 = Disagree, 3 = Disagree a little, 4 = Neither agree nor disagree, 5 = Agree a little, 6 = Agree, 7 = Strongly agree.

Table 28. Case conferencing support

	N	Mean	SD	Min	Max
The feedback I receive on my case conferencing helps me to determine next steps for my case conferencing.					
Impact	5	5.40	0.89	4.00	6.00
Beyond ENE School Means	5	5.83	0.28	5.40	6.14
I have the support I need to effectively facilitate case conferences.					
Impact	5	5.60	0.89	4.00	6.00
Beyond ENE School Means	5	6.13	0.34	5.60	6.43
I have easy access to all of the student data I need to effectively facilitate a case conference meeting.					
Impact	5	5.60	1.14	4.00	7.00
Beyond ENE School Means	5	6.27	0.42	5.60	6.62

Notes: Items only asked of staff who responded that they conduct case conferencing. Responses fall on the following scale: 1 = Strongly disagree, 2 = Disagree, 3 = Disagree a little, 4 = Neither agree nor disagree, 5 = Agree a little, 6 = Agree, 7 = Strongly agree.

Table 29. Case conferencing student ownership

	N	Mean	SD	Min	Max
During case conferences, students look at their data to identify where they are making progress.					
Impact	5	6.00	1.23	4.00	7.00
Beyond ENE School Means	5	6.23	0.25	5.94	6.46
During case conferences, students look at their data to identify where they may need additional support or focus.					
Impact	5	5.60	1.14	4.00	7.00
Beyond ENE School Means	5	6.11	0.32	5.60	6.36
During case conferences, students do most of the talking.					
Impact	5	4.80	1.09	3.00	6.00
Beyond ENE School Means	5	5.13	0.39	4.80	5.77
Students leave each conference with a specific strategy to achieve their goals.					
Impact	5	5.40	0.89	4.00	6.00
Beyond ENE School Means	5	5.91	0.42	5.40	6.43
The case conferences help students take responsibility for completing their schoolwork.					
Impact	5	5.20	0.84	4.00	6.00
Beyond ENE School Means	5	5.91	0.51	5.20	6.45

Notes: Items only asked of staff who responded that they conduct case conferencing. Responses fall on the following scale: 1 = Strongly disagree, 2 = Disagree, 3 = Disagree a little, 4 = Neither agree nor disagree, 5 = Agree a little, 6 = Agree, 7 = Strongly agree.