MATHEMATICA
Policy Research, Inc.

Survey of the Regional Education Laboratory (REL) Research Reports

Draft Questionnaire

October 26, 2009

NOTE: *The final version of this questionnaire will be programmed for electronic web-survey administration.*

A. REL RESEARCH REPORTS

To better meet the needs of education researchers, the National Center for Education Evaluation (NCEE), part of the U.S. Department of Education's Institute for Education Sciences (IES), invites you to participate in this brief survey about research reports that are produced by the Regional Educational Laboratories (RELs).

The REL Program consists of a network of laboratories that serve the educational needs of a designated region by providing access to high quality scientific education research through applied research and development projects, studies, and other related technical assistance.

We would like to find out about your experience with the REL research published in the *Issues & Answers* or *Technical Briefs* series of reports.

A1a. **How familiar are you with each of the following REL research reports? Please mark your level of familiarity for each one.**

	I have read this report	I have read only the summary of this report	I have skimmed or read part of this report	I have heard of this report but not read it	I have not heard of this report
Preparing to serve English language learner students: school districts with emerging English language learner communities (Appalachia)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Using Strategy Instruction to Help Struggling High Schoolers Understand What They Read (Central)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
The Predictive Validity of Selected Benchmark Assessments Used in the Mid-Atlantic Region (Mid-Atlantic)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Getting the Evidence for Evidence-Based Initiatives; How the Midwest States use Data Systems to Improve Education Processes and Outcomes (Midwest)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Math education practices for students with disabilities and other struggling learners: case studies of six schools in two Northeast and Islands Region states (Northeast & Islands)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Parent involvement activities in school improvement plans in the Northwest Region (Northwest)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

	I have read this report	I have read only the summary of this report	I have skimmed or read part of this report	I have heard of this report but not read it	I have not heard of this report
English Language Proficiency Assessment in the Pacific Region (Pacific)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
A Review of Methods and Instruments Used in State and Local School Readiness Evaluations (Southeast)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Reviewing the Evidence On How Teacher Professional Development Affects Student Achievement (Southwest)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Measuring Resilience and Youth Development: The Psychometric Properties of the Healthy Kids Survey (West)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

[**WEB INSTRUCTION:** If the respondents mark 1 or 2 on any of the above, they will continue with the following questions for each report(s) with these answers. If they only mark 3, 4, or 5 for a report, they will not be asked any follow up questions. **NOTE:** If 3 or more reports are given a 1 or 2, the Web program will select only 2 to reduce respondent burden. Key criteria to use for the selection of reports will be level of familiarity based on A1 responses.]

A1b. **Using the list below, please identify where you got [NAME OF REPORT IN A1a].**

REPORT CAME FROM
(**MARK ALL THAT APPLY)**

1 ☐ Department of Education website

2 ☐ Regional Education Laboratory (REL) website

3 ☐ REL meeting or conference

4 ☐ Department of Education conference

5 ☐ A local meeting at your organization (i.e. school, department)

6 ☐ From a colleague

7 ☐ Other *(Please specify)*

_____

A2. **Overall, how relevant to your work was the information in this report?**

MARK ONE ANSWER

1 ☐ Not relevant ⟶ *[If not relevant, a pop-up text box will appear with the question "Please explain briefly why the information was not relevant to your work."]*

2 ☐ Moderately relevant

3 ☐ Relevant

4 ☐ Very relevant

A3. **Overall, how useful to your work was the information in this report?**

MARK ONE ANSWER

1 ☐ Not useful ➞ *[If not useful, a pop-up text box will appear with the question "Please explain briefly why the information was not useful to your work."]*

2 ☐ Moderately useful

3 ☐ Useful

4 ☐ Very useful

A4. **To what extent do you disagree or agree with the following statements about this report?**

The information in the report was:

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
a. Easy to read...	1 ☐	2 ☐	3 ☐	4 ☐
b. Easy to understand...................................	1 ☐	2 ☐	3 ☐	4 ☐
c. Comprehensive (e.g., covered the breadth of the topic)..................................	1 ☐	2 ☐	3 ☐	4 ☐
d. New information for me..............................	1 ☐	2 ☐	3 ☐	4 ☐
e. Scientifically gathered and presented........	1 ☐	2 ☐	3 ☐	4 ☐

A5. **Compared to other information you have on this topic, how objective and balanced did you find the information in this report?**

MARK ONE ANSWER

1 ☐ Much less balanced and objective

2 ☐ Somewhat less balanced and objective

3 ☐ Somewhat more balanced and objective

4 ☐ Much more balanced and objective

5 ☐ Unable to judge. The information was new to me ➞ **SKIP TO A7**

A6. **How did the information in this report compare to what you already knew? Was the information…**

MARK ONE ANSWER

1 ☐ Very dissimilar,

2 ☐ Somewhat dissimilar,

3 ☐ Somewhat similar, or

4 ☐ Very similar?

A7. Have you used the [NAME OF REL REPORT IN A1] for any of the following purposes?

If one of the purposes below is NOT applicable to the work that you do, indicate this by selecting the Not Applicable answer.

MARK YES, NO, OR
NOT APPLICABLE FOR EACH ITEM

	Yes	No	Not Applicable
a. Making administrative decisions..	1 ☐	0 ☐	2 ☐
b. Planning school curriculum..	1 ☐	0 ☐	2 ☐
c. Informing policy or legislation..	1 ☐	0 ☐	2 ☐
d. Teaching..	1 ☐	0 ☐	2 ☐
e. Conducting research..	1 ☐	0 ☐	2 ☐
f. Writing professional articles or papers......................................	1 ☐	0 ☐	2 ☐
g. Preparing news or web articles, TV, or radio material.............	1 ☐	0 ☐	2 ☐
h. Writing or giving speeches..	1 ☐	0 ☐	2 ☐
i. Comparing my organization (state, school, district, etc.) with others on particular standards, assessments, or other programs or policies...	1 ☐	0 ☐	2 ☐
j. Facilitating professional development..	1 ☐	0 ☐	2 ☐
k. Deciding about or implementing a new program.......................	1 ☐	0 ☐	2 ☐
l. Finding ways to improve an existing program...........................	1 ☐	0 ☐	2 ☐
m. Some other purpose *(Please specify)*..	1 ☐	0 ☐	2 ☐
_____			

A8. Have you shared the information from this report with any of your colleagues?

1 ☐ Yes

0 ☐ No

We would like to learn about other REL reports from the *Issues & Answers* or *Technical Briefs* series you are familiar with. These are reports that were not included in the previous section of this questionnaire. You may look for other REL reports in one of two ways:

- **By topic area, for example, all reports that fall under categories such as "English Language Learners," "Mathematics," or "Supplemental Education Services."**

- **By the REL that issued the report, for example, all reports published by *REL Midwest*.**

Please select your preferred method to find other REL reports. NOTE: Once you have selected a sorting option, it cannot be changed.

    1 ☐ By Topic Area

    2 ☐ By Regional Education Laboratory

B1.   **Below is a list of research topics.**

    First, please mark each topic area that you have read about in a research report in the past 12 months. When you select a topic area, a list of the reports will be presented for your review.

    MARK ALL THAT APPLY

    1 ☐ Assessment

    2 ☐ Early Childhood

    3 ☐ English Language Learners

    4 ☐ High Schools

    5 ☐ Mathematics

    6 ☐ No Child Left Behind and Adequate Yearly Progress

    7 ☐ Parental Involvement

    8 ☐ Post-Secondary Education

    9 ☐ Reading and Literacy

    10 ☐ Rural Schools

    11 ☐ School and Districts in Need of Improvement Status

    12 ☐ Science

    13 ☐ Students with Disabilities

    14 ☐ Supplemental Education Services

    15 ☐ Teachers

    16 ☐ Other *(Please specify)*

    _____

Next, among the reports listed, please mark each one you know about.

WEB INSTRUCTIONS: FOR EACH REPORT MARKED THAT THEY KNOW ABOUT IN B1, ASK:

B2a.   How familiar are you with this report?

 1 ☐   I have read this report
 2 ☐   I have only read the summary of this report
 3 ☐   I have skimmed or read part of this report
 4 ☐   I have heard of this report but not read it

[**WEB INSTRUCTION FOR EACH REPORT IDENTIFIED IN THE DROP DOWN BOX:** For each report that respondents mark 1 or 2, they will continue with the following questions. If they only mark 3 and 4, they will be skipped to the next report they identify. **NOTE:** If 3 or more reports are given a 1 or 2, the Web program will select only 2 to reduce respondent burden. Key criteria to use for the selection of reports will be level of familiarity based on A1 responses.]

B2b.   Using the list below, please identify where you got [NAME OF REPORT IN A1a].

REPORT CAME FROM
(**MARK ALL THAT APPLY)**
 1 ☐   Department of Education website
 2 ☐   Regional Education Laboratory (REL) website
 3 ☐   REL meeting or conference
 4 ☐   Department of Education conference
 5 ☐   A local meeting at your organization (i.e. school, department)
 6 ☐   From a colleague
 7 ☐   Other *(Please specify)*

 _____

B3.   Overall, how <u>relevant</u> to your work was the information in this report?

MARK ONE ANSWER
 1 ☐   Not relevant ➝
     [If not relevant, a pop-up text box will appear with the question
            "Please explain briefly why the information was not relevant to
            your work."]
 2 ☐   Moderately relevant
 3 ☐   Relevant
 4 ☐   Very relevant

B4.   Overall, how useful to your work was the information in this report?

MARK ONE ANSWER
 1 ☐   Not useful ➝ *[If not useful, a pop-up text box will appear with the question*
            "Please explain briefly why the information was not useful to
            your work."]
 2 ☐   Moderately useful
 3 ☐   Useful

4 ☐ Very useful

B5. **To what extent do you disagree or agree with the following statements about this report?**

The information in the report was:

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
a. Easy to read..	1 ☐	2 ☐	3 ☐	4 ☐
b. Easy to understand...................................	1 ☐	2 ☐	3 ☐	4 ☐
c. Comprehensive (e.g., covered the breadth of the topic).................................	1 ☐	2 ☐	3 ☐	4 ☐
d. New information for me..............................	1 ☐	2 ☐	3 ☐	4 ☐
e. Scientifically gathered and presented…….	1 ☐	2 ☐	3 ☐	4 ☐

B6. **Compared to other information you have on this topic, how objective and balanced did you find the information in this report?**

MARK ONE ANSWER

1 ☐ Much less balanced and objective

2 ☐ Somewhat less balanced and objective

3 ☐ Somewhat more balanced and objective

4 ☐ Much more balanced and objective

5 ☐ Unable to judge. The information was new to me ➞ **SKIP TO B3**

B7. **How did the information in this report compare to what you already knew? Was the information…**

MARK ONE ANSWER

1 ☐ Very dissimilar,

2 ☐ Somewhat dissimilar,

3 ☐ Somewhat similar, or

4 ☐ Very similar?

B8. **Have you used this report for any of the following reasons?**

NOTE: Web will be programmed to select X number of selected reports in B1 for this question.

MARK YES, NO, OR
NOT APPLICABLE FOR EACH ITEM

	Yes	No	Not Applicable
a. Making administrative decisions...	1 ☐	0 ☐	2 ☐
b. Planning school curriculum..	1 ☐	0 ☐	2 ☐
c. Informing policy or legislation...	1 ☐	0 ☐	2 ☐
d. Teaching...	1 ☐	0 ☐	2 ☐
e. Conducting research..	1 ☐	0 ☐	2 ☐
f. Writing professional articles or papers...................................	1 ☐	0 ☐	2 ☐
g. Preparing news or web articles, TV, or radio material.............	1 ☐	0 ☐	2 ☐
h. Writing or giving speeches...	1 ☐	0 ☐	2 ☐
i. Comparing my organization (state, school, district, etc.) with others on particular standards, assessments, or other programs or policies..	1 ☐	0 ☐	2 ☐
j. Facilitating professional development.....................................	1 ☐	0 ☐	2 ☐
k. Deciding about or implementing a new program......................	1 ☐	0 ☐	2 ☐
l. Finding ways to improve an existing program..........................	1 ☐	0 ☐	2 ☐
m. Some other purpose *(Please specify)*..	1 ☐	0 ☐	2 ☐

_____

B9. **Have you shared the information from this report with any of your colleagues?**

1 ☐ Yes

0 ☐ No

B10. **Please take this opportunity to provide suggestions to the REL for any fast response projects to publish in *Issues & Answers* and *Technical Briefs*.**

_____

_____

_____

C1. **Which of the following best describes your current job position?**

MARK ONE ANSWER

Government

1 ☐ Congressional or state legislator staff member

2 ☐ Policy maker or legislator, at federal, state, or local level

3 ☐ U.S. Department of Education staff member

Education

4 ☐ School superintendent/Assistant-superintendent

5 ☐ School district central office staff

6 ☐ Principal/Vice-Principal

7 ☐ Other school-level administrator

8 ☐ School board member

9 ☐ Teacher

10 ☐ Librarian

11 ☐ Curriculum specialist

12 ☐ State-level education administration

13 ☐ State-level advisor or board member

Other

14 ☐ Researcher or analyst

15 ☐ Journalist, writer or reporter

16 ☐ Curriculum or services salesperson or marketer

17 ☐ Consultant or service provider to education entities

18 ☐ Director or staff member of an education or public policy organization

19 ☐ Graduate student

20 ☐ Other *(Please specify)*

_____

C2. **For what kind of business or organization do you work?**

MARK ONE ANSWER

1 ☐ Federal agency

2 ☐ State agency

3 ☐ Professional association or union

4 ☐ Curriculum or textbook developer/publisher

5 ☐ Software developer/publisher

6 ☐ Media

7 ☐ Elementary or secondary school (including vocational high schools)

8 ☐ College or university (including junior, community, or technical college)

9 ☐ Research organization

10 ☐ Independent consultant

11 ☐ Some other business or organization *(Please specify)*

_____

C3. **Approximately how many years have you been working in the field of education?**

|___|___| ENTER YEARS

C4. **What other resources do you use to obtain education research or to get information when you have a question about education research? Please list up to three names of the groups or organizations you use most frequently, and the websites you use to get this information.**

☐ I have not used any other resources to get
education research in the past 12 months ⟶ **SKIP TO END**

a. Name of Resource
(e.g., agency, organization):_____

Website:_____

b. Name of Resource
(e.g., agency, organization):_____

Website:_____

c. Name of Resource
(e.g., agency, organization):_____

Website:_____

Thank you very much for your time and comments.

LIST THAT WILL BE USED ON THE WEB PROGRAM TO HAVE A
DROP DOWN BOX FOR EACH CATEGORY SELECTED

WEB REFERENCE LIST FOR DROP DOWN OF SPECIFIC REPORTS FOR EACH CATEGORY

a. **Assessment**

1. The Status of Large-Scale Assessment in the Pacific Region (Pacific)

2. The Predictive Validity of Selected Benchmark Assessments Used in the Mid-Atlantic Region (Mid-Atlantic)

3. Measuring How Benchmark Assessments Affect Student Achievement (Northeast)

4. A Second Follow-up Year for Measuring How Benchmark Assessments Affect Student Achievement (Northeast)

5. New Measures of English Language Proficiency and Their Relationship to Performance on Large-Scale Content Assessments (Northeast)

6. Alternative Assessments for Special Education Students in the Southwest Region States (Southwest)

7. A Status Report on Middle School Mathematics Assessment and Student Achievement in the Pacific Region (Pacific)

8. Formative Assessment Policies, Programs, and Practices in the Southwest Region (Southwest)

9. Aligning Mathematics Assessment Standards: New Mexico and the 2009 National Assessment of Educational Progress (NAEP) (Southwest)

10. Aligning Mathematics Assessment Standards: Oklahoma and the 2009 National Assessment of Educational Progress (NAEP) (Southwest)

11. Aligning Mathematics Assessment Standards: Louisiana and the 2009 National Assessment of Educational Progress (NAEP) (Southwest)

12. Aligning Mathematics Assessment Standards: Arkansas and the 2009 National Assessment of Educational Progress (NAEP) (Southwest)

13. Aligning Mathematics Assessment Standards: Texas and the 2009 National Assessment of Educational Progress (NAEP) (Southwest)

14. Aligning Science Standards: Arkansas and the 2009 National Assessment of Educational Progress (NAEP) (Southwest)

15. Aligning Science Assessment Standards: Louisiana and the 2009 National Assessment of Educational Progress (NAEP) (Southwest)

16. Aligning Science Assessment Standards: New Mexico and the 2009 National Assessment of Educational Progress (NAEP) (Southwest)

17. Aligning Science Assessment Standards: Oklahoma and the 2009 National Assessment of Educational Progress (NAEP) (Southwest)

18. Aligning Science Assessment Standards: Texas and the 2009 National Assessment of Educational Progress (NAEP) (Southwest)

19. Other (Please specify) _____

b. **Early Childhood**

1. West Virginia's Progress Toward Universal Prekindergarten (Appalachia)

2. Training Early Intervention Assistants in California's Community Colleges (West)

3. A Review of Methods and Instruments Used In State and Local School Readiness Evaluations (Southeast)

4. Other (Please specify) _____

c. **English Language Learners**

1. Registering Students from Language Backgrounds Other than English (Appalachia)

2. Preparing to Serve English Language Learner Students: School Districts with Emerging English Language Learner Communities (Appalachia)

3. English Language Proficiency Assessment in the Pacific Region (Pacific)

4. New Measures of English Language Proficiency and Their Relationship to Performance on Large-Scale Content Assessments (Northeast)

5. Other (Please specify) _____

d. **High Schools**

1. High School Dropout and Graduation Rates in the Central Region (Central)

2. Piloting a Searchable Database of Dropout Prevention Programs in Nine Low-Income Urban School Districts in the Northeast and Islands Region (Northeast)

3. A Review of Avoidable Losses: High Stakes Accountability and the Dropout Crisis (Southwest)

4. Reenrollment of High School Dropouts in a Large, Urban School District (West)

5. High School Standards and Expectations for College and the Workplace (Central)

6. Levers for Change: Southeast Region State Initiatives to Improve High Schools (Southeast)

7. Course-Taking Patterns and Preparation for Postsecondary Education in the California State University System among Minority Youth (West)

8. Examining the Links Between Grade 12 Mathematics and Remedial Courses in Nevada Public Colleges and Universities (West)

9. Other (Please specify) _____

e. **Mathematics**

1. Performance Patterns for Students with Disabilities in Grade 4 Mathematics Education in New York State (Northeast)

2. Performance Patterns for Students with Disabilities in Grade 4 Mathematics Education in Massachusetts (Northeast)

3. Math Education Practices for Students with Disabilities and Other Struggling Learners: Case Studies of Six Schools in Two Northeast and Islands Region States (Northeast)

4. Analysis of Title IIB Mathematics and Science Partnerships in the Northwest Region (Northwest)

5. A Status Report on Middle School Mathematics Assessment and Student Achievement in the Pacific Region (Pacific)

6. Aligning Mathematics Assessment Standards: New Mexico and the 2009 National Assessment of Educational Progress (NAEP) (Southwest)

7. Aligning Mathematics Assessment Standards: Oklahoma and the 2009 National Assessment of Educational Progress (NAEP) (Southwest)

8. Aligning Mathematics Assessment Standards: Louisiana and the 2009 National Assessment of Educational Progress (NAEP) (Southwest)

9. Aligning Mathematics Assessment Standards: Arkansas and the 2009 National Assessment of Educational Progress (NAEP) (Southwest)

10. Aligning Mathematics Assessment Standards: Texas and the 2009 National Assessment of Educational Progress (NAEP) (Southwest)

11. Examining the Links Between Grade 12 Mathematics and Remedial Courses in Nevada Public Colleges and Universities (West)

12. Other (Please specify) _____

f. **No Child Left Behind and Adequate Yearly Progress**

1. Assessing the Likelihood that Virginia Schools will Meet the Proficiency Goals of the No Child Left Behind Act (Appalachia)

2. What States Can Learn About State Standards and Assessment Systems from No Child Left Behind Documents and Interviews with Central Region Assessment Directors (Central)

3. The Students with Disabilities Subgroup and Adequate Yearly Progress in Mid-Atlantic Region Schools (Mid-Atlantic)

4. Subgroups and Adequate Yearly Progress in Mid-Atlantic Region Schools (Mid-Atlantic)

5. Other (Please specify) _____

g. **Parental Involvement**

1. Examining American Indian Perspectives in the Central Region on Parent Involvement in Children's Education (Central)

2. Parent Involvement Activities in School Improvement Plans in the Northwest Region (Northwest)

3. Parent Involvement Strategies in Urban Middle and High Schools in the Northeast and Islands Region (Northeast)

4. Other (Please specify) _____

h. **Post-Secondary Education**

1. Examining the Links Between Grade 12 Mathematics and Remedial Courses in Nevada Public Colleges and Universities (West)

2. New Data Needed: Improving Survey Research On Two-Year College Experiences (Midwest)

3. Training Early Intervention Assistants in California's Community Colleges (West)

4. Course-Taking Patterns and Preparation for Postsecondary Education in the California State University System Among Minority Youth (West)

5. Other (Please specify) _____

i. **Reading and Literacy**

1. Using Strategy Instruction to Help Struggling High Schoolers Understand What They Read (Central)

2. A Description of Foundation Skills Interventions for Struggling Middle-grade Readers in Four Urban Northeast and Islands Region School Districts (Northeast)

3. Five States' Efforts to Improve Adolescent Literacy

4. "Coach" Can Mean Many Things: Five Categories of Literacy Coaches in Reading First (Northwest)

5. Evidence-Based Decisionmaking: Assessing Reading Across the Curriculum Interventions (Southeast)

6. An Analysis of Utah's K-3 Reading Improvement Program (West)

7. Other (Please specify) _____

j. **Rural Schools**

    1.   Preparing Teachers to Teach in Rural Schools (Central)

    2.   How the Government Defines Rural has Implications for Education Policies and Practices (Southwest)

    3.   Other (Please specify) _____

k. **Schools and Districts in Need of Improvement Status**

    1.   How Northwest Region States are Responding to Schools in Need of Improvement (Northwest)

    2.   Characteristics of Arizona School Districts in Improvement (West)

    3.   Characteristics of California School Districts in Program Improvement (West)

    4.   Characteristics of California School Districts in Program Improvement: 2008 Update (West)

    5.   How Eight State Education Agencies in the Northeast and Islands Region Identify and Support Low-Performing Schools and Districts (Northeast)

    6.   Other (Please specify) _____

l. **Science**

    1.   Analysis of Title IIB Mathematics and Science Partnerships in the Northwest Region (Northwest)

    2.   Aligning Science Standards: Arkansas and the 2009 National Assessment of Educational Progress (NAEP) (Southwest)

    3.   Aligning Science Assessment Standards: Louisiana and the 2009 National Assessment of Educational Progress (NAEP) (Southwest)

    4.   Aligning Science Assessment Standards: New Mexico and the 2009 National Assessment of Educational Progress (NAEP) (Southwest)

    5.   Aligning Science Assessment Standards: Oklahoma and the 2009 National Assessment of Educational Progress (NAEP) (Southwest)

    6.   Aligning Science Assessment Standards: Texas and the 2009 National Assessment of Educational Progress (NAEP) (Southwest)

    7.   Other (Please specify) _____

m. **Students with Disabilities**

1. The Students with Disabilities Subgroup and Adequate Yearly Progress in Mid-Atlantic Region Schools (Mid-Atlantic)

2. Performance Patterns for Students with Disabilities in Grade 4 Mathematics Education in New York State (Northeast)

3. Performance Patterns for Students with Disabilities in Grade 4 Mathematics Education in Massachusetts (Northeast)

4. Math Education Practices for Students with Disabilities and Other Struggling Learners: Case Studies of Six Schools in Two Northeast and Islands Region States (Northeast)

5. Preparing Teachers in the Southeast Region to Work with Students with Disabilities (Southeast)

6. Alternative Assessments for Special Education Students in the Southwest Region States (Southwest)

7. State Policies and Procedures and Selected Local Implementation Practices in Response to Intervention in the Six Southeast Region States (Southeast)

8. Other (Please specify) _____

n. **Supplemental Education Services**

1. Access to Supplemental Educational Services in the Central Region States (Central)

2. Supplemental Educational Services and Implementation Challenges in the Northwest Region States (Northwest)

3. Other (Please specify) _____

o. **Teachers**

1. Preparing Teachers to Teach in Rural Schools (Central)

2. Examining District Guidance to Schools on Teacher Evaluation Policies in the Midwest Region (Midwest)

3. State Policies on Teacher Evaluation Practices in the Midwest Region (Midwest)

4. An Analysis of State Data on the Distribution of Teaching Assignments Filled by Highly Qualified Teachers in New York Schools (Northeast)

5. Developing the "Compendium of Strategies to Reduce Teacher Turnover in the Northeast and Islands Region:" A Companion to the Database (Northeast)

6. "Coach" Can Mean Many Things: Five Categories of Literacy Coaches in Reading First (Northwest)

7. Calculating the Ability of Within-School Teacher Supply to Meet the Demands of New Requirements: The Example of the Michigan Merit Curriculum (Midwest)

8.   Preparing and Licensing High Quality Teachers in Pacific Region Jurisdictions (Pacific)

9.   Preparing Teachers in the Southeast Region to Work with Students with Disabilities (Southeast)

10. Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement (Southwest)

11. Examining Context and Challenges in Measuring Investment in Professional Development: A Case Study of Six School Districts in the Southwest Region (Southwest)

12. Trends in California Teacher Demand: A County and Regional Perspective (West)

13. Other (Please specify) _____

p.   **Other**

1.   Getting the Evidence for Evidence-Based Initiatives: How the Midwest States Use Data Systems to Improve Education Processes and Outcomes (Midwest)

2.   La Frontera: Student Achievement In Texas Border and Nonborder Districts (Southwest)

3.   Measuring Resilience and Youth Development: The Psychometric Properties of the Healthy Kids Survey (West)

4.   Gender Gaps in Assessment Outcomes in Vermont and the United States (Northeast)

5.   Implementation of the Weighted Student Formula Policy in San Francisco: A Descriptive Study of an Equity-Driven, Student-Based Planning and Budgeting Policy (West)

6.   The Distribution of Teaching and Learning Resources in California's Middle and High Schools (West)

7.   The Status of the Preparation and Hiring of School Principals in the U.S.-Affiliated Pacific Region (Pacific)

8.   Other (Please specify) _____