

OMB#:

Expiration Date:

APPENDIX D

Integrated Evaluation of ARRA Funding, Implementation and Outcomes

District Poll Fall 2011


















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Notice of Confidentiality

Information collected for this study come under the confidentiality and data protection requirements of the Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Information that could identify an individual or institution will be separated from the survey responses submitted, kept in secured locations, and be destroyed as soon as they are no longer required. Survey responses will be used only for research purposes. The reports prepared for the study will summarize findings across individuals and institutions and will not associate responses with a specific district, school, or person. We will not provide information that identifies you or your district to anyone outside the study team, except as required by law.

Option 1. Guidance LEAs received concerning how to spend ARRA funds

Use the following chart to indicate (a) whether or not your LEA received the specific type of guidance - concerning how to spend funds provided by ARRA programs – that is described and if so (b) rate the usefulness of the guidance to date.

Focus of SEA Guidance	Guidance Received (Check One in Each Row)			Usefulness of Guidance (Check One in Each Row)	
	No	Don't know	Yes  Not Useful	A Good Start	Very Useful
Written guidance from the U.S. Department of Education focused on how to spend:					
Supplemental ARRA IDEA funds					
Supplemental ARRA Title I funds					
SFSF funds					
Race to The Top funds					
Written guidance from your state focused on how to spend:					
Supplemental ARRA IDEA funds					
Supplemental ARRA Title I funds					
SFSF funds					
Race to The Top funds					
In person guidance (i.e. workshop or other meetings) from the U.S. Department of Education focused on how to spend:					
Supplemental IDEA funds					
Supplemental Title I funds					
SFSF funds					
Race to The Top funds					
In person guidance (i.e. workshop or other meetings) from your state focused on how to spend:					
Supplemental IDEA funds					
Supplemental Title I funds					
SFSF funds					
Race to The Top funds					

Option 2. District needs for technical assistance and staff training

Districts may require a variety of assistance to carry out ARRA reforms. For each of the reforms listed below, indicate (a) whether it is part of your district reform agenda for the 2011-2012 school year and (b) for those reforms included in the agenda, indicate the extent to which your district has a need for **technical assistance and staff training** to aid in carrying out reform.

LEA Reforms	Planned for the 2011-2012 School Year (Check One in Each Row)		Extent of Assistance Needed (Check One in Each Row)			
	No	Yes	No Need	Some Need	Moderate Need	Serious Need
Implementing new content standards in:						
Mathematics		<input checked="" type="checkbox"/>				
English language arts		<input checked="" type="checkbox"/>				
History/social studies and/or science		<input checked="" type="checkbox"/>				
Developing and implementing new local assessments in:						
Mathematics		<input checked="" type="checkbox"/>				
English language arts		<input checked="" type="checkbox"/>				
History/social studies and/or science		<input checked="" type="checkbox"/>				
Implementing a new performance-based evaluation system that holds educators accountable for improved student outcomes		<input checked="" type="checkbox"/>				
Using a new online data system that:						
Links student assessment results to individual teachers		<input checked="" type="checkbox"/>				
Provides resources for instructional planning		<input checked="" type="checkbox"/>				
Assigning highly-effective educators to the LEA's persistently low-achieving schools		<input checked="" type="checkbox"/>				
Implementing educator induction programs that meet state requirements/specifications		<input checked="" type="checkbox"/>				
Implementing performance-based salary structure for educators		<input checked="" type="checkbox"/>				

Option 3. Technical Assistance and Staff Training LEAs Received

Districts may receive technical assistance and staff training (i.e., support) from a variety of sources, to help carry out ARRA reforms. For each support type listed, indicate (a) whether your district received the support during the 2010-2011 school year and if so (b) indicate the degree to which the support was useful.

(SEE NEXT PAGE)

LEA TA or Staff Training	Received TA or Staff Training (Check One in Each Row)		Value of TA or Staff Training (Check One in Each Row)			
	No	Yes	Not at all Valuable	Somewhat Valuable	Very Valuable	Extremely Valuable
Received support from federal agency staff to:						
Implement new content standards and/or develop new assessments related to standards		➔				
Implement a new performance-based evaluation system to hold educators accountable for improved student outcomes		➔				
Implement educator induction programs		➔				
Develop data systems to track student and teacher performance		➔				
Use data systems to make decisions about staffing and instruction		➔				
Develop methods to support your schools in their improvement efforts		➔				
Received support from state agency staff to:						
Implement new content standards and/or develop new assessments related to standards		➔				
Implement a new performance-based evaluation system to hold educators accountable for improved student outcomes		➔				
Implement educator induction programs		➔				
Develop data systems to track student and teacher performance		➔				
Use data systems to make decisions about staffing and instruction		➔				
Develop methods to support your schools in their improvement efforts		➔				
Received support from private (for-profit, non-profit, foundation, etc.) agency staff to:						
Implement new content standards and/or develop new assessments related to standards		➔				
Implement a new performance-based evaluation system to hold educators accountable for improved student outcomes		➔				
Implement educator induction programs		➔				
Develop data systems to track student and teacher performance		➔				
Use data systems to make decisions about staffing and instruction		➔				
Develop methods to support your schools in their improvement efforts		➔				

Option 4. District Partnerships to Support Education Reforms

Districts may engage a variety of partners to assist in implementing education reforms. This brief survey asks about your district's current (2011-2012) partnerships.

Question 1

Part A: Check the box if your district has a formal partnership focused on the reform activity listed.

Part B: If you checked column A, indicate whom you have formal partnerships with by checking all that apply.

Part C: If you checked column A, indicate if the partner's work is paid for, at least in part, with ARRA funds.

Focus of Reform Activity	A: Formal Partnership	B: Type of partnering organization (Check all that apply)					C: ARRA Funds
		College or University	Foundation	Federally - Funded Organization	For-Profit Vendor	Other	
Implementation of state content standards							
Implementation of assessments and use of assessment data							
Adopting new curricula and related instructional materials							
Evaluating educator effectiveness							
Establishing differentiated educator compensation systems							
Improving Low-Performing Schools							
Development and use of data Systems							
Assessing district needs and establishing reform priorities							

Question 2

For each partnership listed below indicate (a) how satisfied you have been with the quality of the work and (b) how satisfied you have been with the utility of the partnership in meeting your district's needs.

Each partnership indicated will be piped into this grid:	Satisfaction with Quality			Satisfaction with Utility		
	Very Satisfied	Satisfied	Not Satisfied	Very Satisfied	Satisfied	Not Satisfied
<Foundation> partnership focused on <State content standards and district application>						
<For-profit vendor> partnership focused on <Assessments and use of assessment data>						