APPENDIX D

PRINCIPAL SURVEY

TITLE I EARLY CHILDHOOD LANGUAGE DEVELOPMENT STUDY

Principal Survey

August 2, 2011

Conducted by: Mathematica Policy Research
www.mathematica-mpr.com

This questionnaire is an important part of a larger study supported under a contract from the United States Department of Education, Institute of Education Sciences. The overall purpose of the National Title I Study of Implementation and Outcomes: Early Childhood Language Development is to understand more about school programs and instructional practices associated with improved language development, background knowledge, and comprehension outcomes for children in prekindergarten through third grade.

The principal questionnaire is divided into nine sections. The first eight sections request mainly factual information about your school, its program, policies, and practices. These sections can be answered by the school principal or a designee who is able to provide the information that is requested. The final section asks questions about the principal's background and occupational experiences. We ask that this section be completed by the principal personally.

Some questions may request information that is not readily available from school records. Informed estimates are acceptable for such questions. Please answer each question by checking the appropriate box or by writing your answers in the space provided.

Thank you very much for your help.

A1. **Does your school have a written school improvement plan?**

MARK ONLY ONE

1 ☐ Yes

0 ☐ No, and we are not currently developing one

2 ☐ No, but we are in the process of developing one

A2. **Please indicate the extent to which each of the following was an important priority in your school's improvement plan this year.**

MARK ONE PER ROW

	A TOP PRIORITY	IN THE PLAN, BUT NOT TOP PRIORITY	NOT IN OUR PLAN
a. Improving school climate (e.g., making school safer, fostering respect for others)..	1 ☐	2 ☐	3 ☐
b. Improving parent participation...	1 ☐	2 ☐	3 ☐
c. Improving student attendance...	1 ☐	2 ☐	3 ☐
d. Improving the reading/language arts program...............................	1 ☐	2 ☐	3 ☐
e. Improving the science program..	1 ☐	2 ☐	3 ☐
f. Improving the social studies program..	1 ☐	2 ☐	3 ☐
g. Improving the school's library, technology, or media.....................	1 ☐	2 ☐	3 ☐
h. Improving another academic program or programs........................	1 ☐	2 ☐	3 ☐
i. Adding enrichment opportunities..	1 ☐	2 ☐	3 ☐

A3. **Does your school participate in any of the following literacy programs or models?**

MARK ALL THAT APPLY

1 ☐ America's Choice

2 ☐ Accelerated Reading

3 ☐ Breakthrough to Literacy

4 ☐ Core Knowledge

5 ☐ Direct Instruction

6 ☐ National Writing Project

7 ☐ Reading Recovery

8 ☐ Success for All

9 ☐ Other *(Specify)*

_____

10 ☐ No literacy programs or models

B1. **Please indicate if the following activities are available to the students in your school and at what grade level(s). Include both activities available during the school day and those provided outside the general school day.**

	Is this activity available?		IF YES: At which grade levels are these activities available to students? MARK ALL GRADES THAT APPLY				
	YES	NO	PRE K	K	1	2	3
a. Camping trips..................................	1 ☐	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Odyssey of the Mind.........................	1 ☐	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Service projects (e.g., visits to senior citizen homes, contributing to a community garden)....................	1 ☐	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Arts and music (e.g., music-choral, band, orchestra; theatre/drama; visual arts)..	1 ☐	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Math and Science clubs (e.g., computers, robotics, math puzzles, geometric puzzles, hands-on experiments).....................................	1 ☐	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Language immersion programs.........	1 ☐	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. Book groups and author clubs..........	1 ☐	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
h. Hobby clubs (e.g., building, cooking, chess).................................	1 ☐	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
i. Expeditionary projects/inquiry-based projects (e.g., create research study on homelessness in a city, conduct field research on a nature topic).....................................	1 ☐	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
j. Other (Specify)................................. _____	1 ☐	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

B2. **Are field trips (e.g., museums, historical sites, farms) available for any classes from prekindergarten through third grade?**

1 ☐ Yes

0 ☐ No ➞ **GO TO B4, PAGE 3**

B3. On average, how many field trips are available for prekindergarten through third grade students in a school year? Please write the number available for each grade.

IF NONE, WRITE "0."

AVERAGE NUMBER OF FIELD TRIPS

a. Prekindergarten.............|___|___|

b. Kindergarten.................|___|___|

c. First Grade....................|___|___|

d. Second Grade...............|___|___|

e. Third Grade...................|___|___|

B4. LAST summer (2011) or LAST school year (2010-2011), were summer school activities or academic intersessions provided for prekindergarten through third grade students enrolled in this school who sought academic advancement or enrichment?

1☐ Yes

0☐ No

C1. **Does your school have a policy for dedicating a period of the day, minimum amount of time, or block for reading instruction? If so, how many minutes per day are set aside for reading instruction?**

MARK ONE PER ROW

	YES	NO	IF YES: MINUTES PER DAY
a. Prekindergarten..	1 ☐	0 ☐	|__|__|
b. Kindergarten...	1 ☐	0 ☐	|__|__|
c. First Grade..	1 ☐	0 ☐	|__|__|
d. Second Grade..	1 ☐	0 ☐	|__|__|
e. Third Grade...	1 ☐	0 ☐	|__|__|

C2. **Does this school take any of the following steps for prekindergarten through third grade students who need extra assistance in reading/language arts?**

MARK ONE PER ROW

	YES	NO
a. Tutoring in reading/language arts is available to low-achieving students during the regular school day...	1 ☐	0 ☐
b. Instructional aides (paraprofessionals) work in classrooms to provide assistance in reading/language arts to low-achieving students...	1 ☐	0 ☐
c. Instructional specialists with teaching certificates work in classrooms to provide assistance in reading/language arts to low-achieving students...	1 ☐	0 ☐
d. Instructional aides (paraprofessionals) provide low-achieving students with pull-out instruction in reading/language arts during the regular school day...	1 ☐	0 ☐
e. Instructional specialists with teaching certificates provide low-achieving students with pull-out instruction in reading/language arts during the regular school day..	1 ☐	0 ☐
f. Additional support in reading/language arts is provided to low-achieving students outside the regular school day (e.g., in before- or after-school programs, summer school programs)............................	1 ☐	0 ☐

C3. **Please estimate how many hours you spend per week, on average, working with teachers on instructional issues, such as observing instruction and discussing lessons, revising curriculum, analyzing assessment results, and discussing the alignment of curriculum and assessment.**

|___|___| HOURS PER WEEK

C4. **Do any prekindergarten through third grade teachers receive assistance from a reading/literacy coach?**

A reading/literacy coach is a staff member whose primary role is to provide ongoing training and support to school staff in the delivery of reading and language arts instruction.

1 ☐ Yes

0 ☐ No ➞ **GO TO C6a**

C5. **Does the reading/literacy coach…**

MARK ONE PER ROW

	YES	NO
a. Provide professional development for teachers?...............................	1 ☐	0 ☐
b. Administer or coordinate reading assessments?................................	1 ☐	0 ☐
c. Order/manage reading instructional materials?..................................	1 ☐	0 ☐
d. Provide direct reading instruction to students?..................................	1 ☐	0 ☐
e. Organize professional development for teachers?..............................	1 ☐	0 ☐
f. Other *(Specify)*...	1 ☐	0 ☐

_____

C6a. **Are teachers at your school given time for grade-level planning?**

1 ☐ Yes

0 ☐ No

C6b. **Are teachers at your school given time for cross-grade planning?**

1 ☐ Yes

0 ☐ No

D1. **Which of the following describe admission practices for students in your school?**

		YES	NO
a.	Only students in a particular geographic area (or district) attend this school..	1 ☐	0 ☐
b.	Students in a particular geographic area (or district) are generally assigned to this school, but transfers are allowed......................................	1 ☐	0 ☐
c.	Students are assigned from particular areas to achieve desired racial or ethnic composition in the school..	1 ☐	0 ☐
d.	Students are admitted to this school based on their achievement, entrance tests, auditions, or other criteria......................................	1 ☐	0 ☐
e.	Students are admitted to this school based on a lottery or random selection..	1 ☐	0 ☐
f.	Admittance is determined on a first-come, first-served basis....................	1 ☐	0 ☐

D2. **Approximately what percentage of the students in your school belongs to each of the following racial/ethnic groups?**

WRITE PERCENTAGE ON EACH LINE. ENTER "0" ON THE LINE IF YOUR SCHOOL HAS NO STUDENTS IN THAT RACIAL/ETHNIC GROUP. THE TOTAL IN THE PERCENTAGE COLUMN SHOULD ADD TO 100%.

$$\text{PERCENTAGE}$$

    a.   Hispanic / Latino of any race...........................|__|__| %

    b.   American Indian or Alaska Native....................|__|__| %

    c.   Asian..|__|__| %

    d.   Black or African American................................|__|__| %

    e.   Native Hawaiian or Other Pacific Islander........|__|__| %

    f.   White..|__|__| %

    g.   Two or more races...|__|__| %

                                                 | 1 | 0 | 0 | %

D3. **What percent of students in your school were eligible for the free or reduced-price school lunch program this school year?**

WRITE IN PERCENTAGE BELOW. IF SERVICE IS NOT PROVIDED, WRITE "0."

|__|__|__| % of STUDENTS

D4a. **Of the students enrolled in this school at the beginning of the school year (2011-2012), have any been identified as English Language Learners?**

(English Language Learner (ELL) refers to students whose native or dominant language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking only classroom.)

$_1$☐ Yes

$_0$☐ No ➞ **GO TO D9, PAGE 8**

D4b. **What percentage of the students enrolled in this school are English Language Learners? If none, write "0."**

|__|__|__| % of STUDENTS

D5. **Does this school require English Language Learners to pass a test of English language proficiency to complete its English Language Learner program?**

$_1$☐ Yes

$_0$☐ No

D6. **Are English Language Learners in this school administered assessments at least once per year to determine their level of English language proficiency?**

$_1$☐ Yes

$_0$☐ No

D7. **What percentage of students at this school receive bilingual services (education in both English and the home language) or English as a Second Language (ESL) services or both? If none, write "0."**

COMPLETE ONE PER ROW

	RECEIVE BILINGUAL SERVICES ONLY	RECEIVE ESL SERVICES ONLY	RECEIVE BOTH ESL AND BILINGUAL SERVICES
a. Prekindergarten.......................	|__|__| %	|__|__| %	|__|__| %
b. Kindergarten............................	|__|__| %	|__|__| %	|__|__| %
c. First Grade..............................	|__|__| %	|__|__| %	|__|__| %
d. Second Grade..........................	|__|__| %	|__|__| %	|__|__| %
e. Third Grade.............................	|__|__| %	|__|__| %	|__|__| %

D7a. **Does your school include bilingual classrooms, where instruction is provided in both English and another language?**

₁☐ Yes

₀☐ No ➝ **GO TO D8**

D7b. **What percentage of instruction in bilingual classrooms is offered in English and in another language at the beginning and at the end of the school year?**

At the beginning of the school year:

|__|__|__| % English |__|__|__| % Another Language

At the end of the school year:

|__|__|__| % English |__|__|__| % Another Language

D8. **Are any of the following special services provided to families of English Language Learner (ELL) children?**

MARK ONE PER ROW

	YES	NO
a. Translators are made available to parents for parent/teacher and other parent/school staff (e.g., guidance counselor) meetings and/or meetings are conducted in the parents' non-English language................................	₁☐	₀☐
b. Translation of written communications are provided in the parents' non-English language..	₁☐	₀☐
c. An outreach worker assists in enrolling students first entering school.............	₁☐	₀☐
d. The school conducts special parent meetings for non-English background families..	₁☐	₀☐
e. Other *(Specify)*...	₁☐	₀☐

D9. **Are any of the following programs or services for parents and families available at your school site? Please include programs run by the school and those run by outside groups.**

MARK ONE PER ROW

	YES	NO
a. Parenting education programs (e.g., classes on child development, education in being a parent, understanding children with special needs).........	₁☐	₀☐
b. Adult literacy program (including Adult Basic Education).................................	₁☐	₀☐
c. Program providing interactive literacy activities between parents and children..	₁☐	₀☐
d. Health or social services offered collaboratively by service agencies such as hospitals...	₁☐	₀☐
e. Orientation to the school setting for new families..	₁☐	₀☐
f. Other *(Specify)*...	₁☐	₀☐

E1. **How many teachers held full- or part-time positions or assignments in this school at the start of this school year (2011-2012)?**

Include these types of teachers:	Regular classroom teachers
	Special areas (e.g., art, music, physical education)
	Resource teachers (e.g., special education, Title I)
	Long-term substitute teachers

Include as part-time teachers:	Itinerant teachers who teach part-time at this school
	Regular classroom teachers who only teach a half-day session

Do NOT include:	Student teachers
	Short-term substitute teachers

E1a. |___|___| FULL-TIME TEACHERS

E1b. |___|___| PART-TIME TEACHERS

E2. **How many teachers held full- or part-time positions or assignments in this school one year earlier (start of the 2010-2011 school year)?**

E2a. |___|___| FULL-TIME TEACHERS

E2b. |___|___| PART-TIME TEACHERS

E3a. **Did this school dismiss any teachers for performance-related reasons during, or following, the 2010-2011 school year?**

$_1$☐ Yes

$_0$☐ No ➞ **GO TO E4a**

E3b. |___|___| TEACHERS DISMISSED

E4a. **Did this school lose any teachers during, or following, the 2010-2011 school year, for non-performance reasons, such as teachers moving to other schools within the district, other schools outside the district, jobs in other organizations, or leaving the labor force?**

Do NOT include teachers who were dismissed for performance-related reasons.

$_1$☐ Yes

$_0$☐ No ➞ **GO TO E5a**

E4b. |___|___| TEACHERS WHO LEFT FOR OTHER REASONS

E5a. **As of October 1, 2011, were there teaching vacancies in this school (i.e., teaching positions for which teachers were recruited and interviewed)?**

$_1$☐ Yes

$_0$☐ No ➞ **GO TO F1, PAGE 10**

E5b. |___|___| TEACHER VACANCIES

F1. **LAST school year (2010-2011), how many students were expelled from this school (i.e., removed or transferred for at least the remainder of the school year)?**

WRITE IN NUMBER BELOW. *If none, write "0."*

    a. Students..|___|___|

F2. **What was the total number of suspensions during the LAST school year (2010-2011)?**

(Include both in-school suspensions and out-of-school suspensions. Out-of-school suspensions include student removal from the school for disciplinary purposes temporarily, for the remainder of the school year, or longer, according to policy.)

WRITE IN NUMBER BELOW. *If none, write "0."*

    a. Students..|___|___|

F3. **How much of a problem are the following in the neighborhood where this school is located?**

MARK ONE PER ROW

	BIG PROBLEM	SOMEWHAT OF A PROBLEM	NO PROBLEM	DON'T KNOW
a. Tensions based on racial, ethnic, or religious differences?....................................	1 ☐	2 ☐	3 ☐	d ☐
b. Garbage, litter, or broken glass in the street or road, on the sidewalks, or in yards?..	1 ☐	2 ☐	3 ☐	d ☐
c. Sale or use of drugs or excessive drinking of alcohol in public?....................................	1 ☐	2 ☐	3 ☐	d ☐
d. Gangs?..	1 ☐	2 ☐	3 ☐	d ☐
e. Heavy traffic?..	1 ☐	2 ☐	3 ☐	d ☐
f. Vacant houses and buildings?.....................	1 ☐	2 ☐	3 ☐	d ☐
g. Crime in the neighborhood?.........................	1 ☐	2 ☐	3 ☐	d ☐

F4. **On a typical school day, what percentage of students would you estimate...**

    a. Are tardy?.......................................|___|___|%

    b. Are absent?.....................................|___|___|%

F5. To the best of your knowledge, how often do the following types of problems occur at your school?

MARK ONE PER ROW

	DAILY	AT LEAST ONCE A WEEK	AT LEAST ONCE A MONTH	ON OCCASION	NEVER
a. Physical conflicts among students.......	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Robbery, theft, or vandalism................	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Students under the influence of drugs or alcohol while at school....................	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. The sale of drugs on the way to or from school and/or on school grounds..	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Possession of weapons........................	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Physical abuse of teachers..................	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. Student racial tensions........................	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
h. Student bullying....................................	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
i. Widespread disorder in classrooms......	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
j. Student verbal abuse or disrespect for teachers...	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

PLEASE NOTE THE FOLLOWING DEFINITIONS THAT ARE RELEVANT TO QUESTION G1 BELOW:
*A **targeted assistance** program uses Title I funds to provide supplemental academic services (usually in reading and/or math) to specific "Title I students" who have been identified as low achieving.*

*A **schoolwide program** may use Title I funds to improve the quality of educational programs and services throughout the school. A school may use Title I funds for a schoolwide program if at least 40 percent of its students are from low-income families, or if it receives a waiver permitting it to operate a schoolwide program.*

G1.   Does your school use Title I funds for any of the following purposes?

MARK ONE PER ROW

	YES	NO
a. To serve targeted students in a pull-out setting...	1 ☐	0 ☐
b. To serve targeted students in an in-class setting...	1 ☐	0 ☐
c. To reduce class sizes..	1 ☐	0 ☐
d. To provide extended time learning opportunities before and/or after school for targeted students..	1 ☐	0 ☐
e. To improve the entire educational program through a schoolwide program....	1 ☐	0 ☐
f. To provide professional development activities..	1 ☐	0 ☐
g. To provide family literacy services...	1 ☐	0 ☐
h. To provide summer learning opportunities...	1 ☐	0 ☐
i. To hire aides for reading/language arts instruction.......................................	1 ☐	0 ☐
j. To offer prekindergarten programs..	1 ☐	0 ☐
k. Other *(Specify)*...	1 ☐	0 ☐

G2.   Are students receiving Title I services in…

MARK ONE PER ROW

	YES	NO
a. Reading or language arts?...	1 ☐	0 ☐
b. English as a Second Language (ESL)?..	1 ☐	0 ☐

G2a. **Did (or will) your school receive money from the following sources for prekindergarten services for the 2011-2012 school year?**

MARK ONE PER ROW

	YES	NO	DON'T KNOW
a. State or local education funds...	1 ☐	0 ☐	d ☐
b. Head Start..	1 ☐	0 ☐	d ☐
c. Title I funds...	1 ☐	0 ☐	d ☐
d. Federal or local programs for children with disabilities............................	1 ☐	0 ☐	d ☐
e. Child care funds through a state or local agency.......................................	1 ☐	0 ☐	d ☐
f. Other *(Specify)*..	1 ☐	0 ☐	d ☐

_____

G3. **Does this school have a library media center?**

(A library media center is an organized collection of printed and/or audiovisual and/or computer resources which is administered as a unit, is located in a designated place or places, and makes resources and services available to students, teachers, and administrators. A library media center may be called a school library, media center, resource center, information center, instructional materials center, learning resource center, or any other similar name.)

1 ☐ Yes

0 ☐ No ➡ **GO TO H1, PAGE 14**

G4. **How is this library media center organized?**

MARK ONLY ONE

1 ☐ Centralized (one area in one building)

2 ☐ Decentralized (collections or services available in more than one location on a campus or in another building)

G5. **What is the total number of books available for circulation in this library media center?**

|__|__|__|__| BOOKS

G6. **Is there a computer access area or lab located within this school's library media center?**

1 ☐ Yes

0 ☐ No ➡ **GO TO H1, PAGE 14**

G7. **How many computer workstations does this library media center have for student and staff use?**

|__|__| COMPUTER WORKSTATIONS

G8. **How many of these computer workstations have access to the Internet?**

|__|__| COMPUTER WORKSTATIONS

G9. During the 2011-2012 school year, will your school undergo any of the following initiatives that could impact your reading/literacy program or student achievement?

MARK ONE PER ROW

		YES	NO	DON'T KNOW
a.	Implement the adoption of a new core curriculum in reading/literacy in prekindergarten?...	1 ☐	0 ☐	d ☐
b.	Implement the adoption of a new core curriculum in reading/literacy in grades K-3...	1 ☐	0 ☐	d ☐
c.	Lengthen or shorten the school day or school year?...............................	1 ☐	0 ☐	d ☐
d.	Provide major new professional development in literacy or English language arts in grades prekindergarten through 3?................................	1 ☐	0 ☐	d ☐
e.	Change the school entry age...	1 ☐	0 ☐	d ☐
f.	Other *(Specify)*..	1 ☐	0 ☐	d ☐

_____

H1. Are any students given a readiness or placement test before or shortly after entering kindergarten?

$_1$ ☐ Yes

$_0$ ☐ No ➝ **GO TO H3**

H2. How are the assessments used?

MARK ONE PER ROW

	YES	NO
a. To determine eligibility for enrollment when a student is below the cut-off age for kindergarten...	$_1$ ☐	$_0$ ☐
b. To determine students' class placements..	$_1$ ☐	$_0$ ☐
c. To identify students who may need additional testing (e.g., for a learning problem)...	$_1$ ☐	$_0$ ☐
d. To help teachers individualize instruction..	$_1$ ☐	$_0$ ☐
e. To support a recommendation that a student delay kindergarten entry for an additional year..	$_1$ ☐	$_0$ ☐
f. Other *(Specify)*...	$_1$ ☐	$_0$ ☐

H3. Can students be retained at their current grade levels in your school?

$_1$ ☐ Yes

$_0$ ☐ No ➝ **GO TO H7a, PAGE 15**

H4. What percentage of students were retained at their current grade levels at the end of the 2010-2011 school year?

WRITE IN PERCENTAGE BELOW. *If none or if school has a policy that does not permit retaining students at a particular grade, write "0."*

a. Kindergarten..............................|__|__|%

b. First Grade.................................|__|__|%

c. Second Grade............................|__|__|%

d. Third Grade................................|__|__|%

H5. Which of the following statements describe your school's grade promotion and retention practices or policies?

MARK ONE PER ROW

	YES	NO
a. Students can be retained at any grade..	1 ☐	0 ☐
b. Students can be retained for maturational reasons (e.g., social/emotional immaturity)...	1 ☐	0 ☐
c. Students can be retained due to academic deficiencies (e.g., below grade level) or retained due to failing a school-wide standardized test........	1 ☐	0 ☐

H6. Are any of the following programs or support services provided by your school or district for students who are in danger of academic failure?

MARK ONE PER ROW

	YES	NO
a. Summer program (mandatory attendance)...	1 ☐	0 ☐
b. Summer program (optional attendance)..	1 ☐	0 ☐
c. Small group instruction during the school year, during school hours...........	1 ☐	0 ☐
d. Tutoring during the school year, during school hours...................................	1 ☐	0 ☐
e. Small group instruction during the school year, before or after school.........	1 ☐	0 ☐
f. Tutoring during the school year, before or after school...............................	1 ☐	0 ☐

H7a. Do any students have an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) because they have special needs?

1 ☐ Yes

0 ☐ No ➝ **GO TO H9, PAGE 16**

H7b. What percentage of students have an Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) because they have special needs?

WRITE IN PERCENTAGE BELOW. *If none, write "0."*

a. Prekindergarten.........................|__|__|%

b. Kindergarten..............................|__|__|%

c. First Grade................................|__|__|%

d. Second Grade...........................|__|__|%

e. Third Grade...............................|__|__|%

H8. How many students with disabilities are in each of the following instructional settings?

WRITE IN NUMBER FOR EACH TYPE OF INSTRUCTIONAL SETTING. *If none, write "0."*

　　a.　All day in a regular classroom (100% of the school day)...|___|___|

　　b.　Most of the day in a regular classroom (80-99% of the school day).........................|___|___|

　　c.　Some of the day in a regular classroom (40-79% of the school day).......................|___|___|

　　d.　Little or none of the day in a regular classroom (0-39% of the school day)...............|___|___|

H9. About what percentage of the students enrolled in this school are from the surrounding neighborhood?

|___|___|___| % STUDENTS FROM SURROUNDING NEIGHBORHOOD

H10. How much influence do you as a principal have on the following?

MARK ONE PER ROW

	NO INFLUENCE	SOME INFLUENCE	MAJOR INFLUENCE
a. Hiring and firing teachers...	1 ☐	2 ☐	3 ☐
b. Establishing policies and priorities for grouping students into classes..	1 ☐	2 ☐	3 ☐
c. Deciding what curriculum will be used............................	1 ☐	2 ☐	3 ☐
d. Selecting textbooks and other instructional materials.....	1 ☐	2 ☐	3 ☐
e. Setting curricular guidelines..	1 ☐	2 ☐	3 ☐
f. Establishing policies and practices for grading and student evaluation..	1 ☐	2 ☐	3 ☐
g. Establishing discipline policies.......................................	1 ☐	2 ☐	3 ☐
h. Deciding how school funds will be spent.........................	1 ☐	2 ☐	3 ☐

H11. Indicate the percentage of students who benefit from the following programs or services currently available AT THIS SCHOOL regardless of funding source.

H11a. Extended day program providing instruction beyond the normal school day for students who need academic assistance.

|___|___|___| %

H11b. Before-school or after-school child care programs.

|___|___|___| %

The next set of questions ask about different steps that schools may take to coordinate their prekindergarten and kindergarten programs and to ease children's transition from prekindergarten to kindergarten. We first ask about the coordination of programs when both are offered in your school (Question H12a). Next, since some children may enter kindergarten after attending preschool programs outside your school, we ask about coordination with these outside prekindergarten/preschool programs (Question H12b).

H12a. **How are the prekindergarten and kindergarten programs in your school coordinated? Do prekindergarten and kindergarten staff…**

MARK ONE PER ROW

	YES	NO
a. Participate in joint trainings and professional development?.......................	1 ☐	0 ☐
b. Use a common curriculum?..	1 ☐	0 ☐
c. Examine and modify the scope and sequence of coverage of topics to align instruction better between prekindergarten and kindergarten?...........	1 ☐	0 ☐
d. Develop cross-grade themes to integrate instruction between prekindergarten and kindergarten?...	1 ☐	0 ☐
e. Share information about rules and program policies?................................	1 ☐	0 ☐
f. Share information on expectations of children and families?......................	1 ☐	0 ☐
g. Share information about individual children's performance and any difficulties children are experiencing?..	1 ☐	0 ☐
h. Jointly participate in the development of IEPs/IFSPs for children with disabilities?..	1 ☐	0 ☐
i. Do anything else? *(Specify)*..	1 ☐	0 ☐

H12b. **What steps are taken to coordinate your school's kindergarten program with prekindergarten/preschool programs offered in other locations? Do kindergarten staff at your school…**

MARK ONE PER ROW

	YES	NO
a. Participate in joint trainings with other prekindergarten/preschool staff?…..	1 ☐	0 ☐
b. Share curriculum information with prekindergarten/preschool staff?...........	1 ☐	0 ☐
c. Share information about rules and policies in the two programs?...............	1 ☐	0 ☐
d. Share information on expectations of children and families with prekindergarten/preschool staff?...	1 ☐	0 ☐
e. Meet with prekindergarten/preschool teachers?...	1 ☐	0 ☐
f. Jointly participate with prekindergarten/preschool staff in the development of IEPs/IFSPs for children with disabilities?...........................	1 ☐	0 ☐
g. Do anything else? *(Specify)*..	1 ☐	0 ☐

The next questions are about support for families and children in the transition to kindergarten when the child did not attend prekindergarten at this school.

H13. **For children entering kindergarten from other programs, do you have a formal process in place for planning for children's transition from prekindergarten to kindergarten?**

$_1\square$ Yes

$_0\square$ No

H14. **Does your school do any of the following?**

	MARK ONE PER ROW	
	YES	**NO**
a. Invite parents to attend informational meetings or discussions with school staff about kindergarten transition...	$_1\square$	$_0\square$
b. Provide information about this school to other prekindergarten programs so they can pass it along to parents..	$_1\square$	$_0\square$
c. Schedule parent and/or child visit(s) to the school...................................	$_1\square$	$_0\square$
d. Children visit kindergarten classrooms and meet kindergarten teachers prior to the start of the school year..	$_1\square$	$_0\square$
e. Kindergarten teachers visit prekindergarten/preschool programs to talk with parents and children..	$_1\square$	$_0\square$
f. Anything else? *(Specify)*..	$_1\square$	$_0\square$

I1. **PRIOR to this school year, how many years did you serve as the principal of THIS OR ANY OTHER school?**

WRITE IN NUMBER BELOW. COUNT PART OF A YEAR AS 1 YEAR. IF NEVER, MARK "0."

|__|__| YEARS

I2. **PRIOR to this school year, how many years did you serve as the principal of THIS school?**

WRITE IN NUMBER BELOW. COUNT PART OF A YEAR AS 1 YEAR. IF NEVER, MARK "0."

|__|__| YEARS

I3. **Prior to this school year, how many years have you taught each of the following grades and programs?**

PLEASE INCLUDE PART-TIME TEACHING.

WRITE THE NUMBER OF YEARS TO THE NEAREST YEAR.

COUNT PART OF A YEAR AS 1 YEAR. WRITE "0" IF YOU HAVE NEVER TAUGHT THE GRADE OR PROGRAM LISTED.

YEARS TAUGHT

a. Prekindergarten...|__|__|

b. Kindergarten (including Transitional/Readiness Kindergarten and Transitional/Pre-1st grade)..|__|__|

c. First Grade through Third Grade..|__|__|

d. Fourth Grade or higher...|__|__|