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Charting the Progress of Education Reform:  
An Evaluation of the Recovery Act's Role

School Survey  
Spring 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 survey 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 school to anyone outside the study team, except as required by law.

## Introduction

This survey and the larger study of which it is a part are supported under a contract from the United States (U.S.) Department of Education, Institute of Education Sciences (IES). The overall purposes of the study are to examine (1) ongoing education reform efforts, (2) the uses of funds available under the American Recovery and Reinvestment Act of 2009 (ARRA or the Recovery Act) to support these reforms, and (3) the challenges associated with the reforms.

- This survey focuses on school reform efforts. The survey includes seven sections and covers the topics listed in the table below. While we expect that the school’s principal will be in the best position to answer the survey, please feel free to have other knowledgeable school personnel complete sections about activities for which they may be responsible.
- Your school’s responses are critical to drawing lessons to improve federal efforts to support education reform. In addition, your responses will help inform policy makers, educators and researchers at the local, state, and national levels of reform efforts underway and challenges being encountered.
- All survey results will be presented as aggregate findings and no individual schools will be named or otherwise identified in any study reports or other communications that use survey data.
- The study, including this survey, is being conducted by Westat and its partners, Policy Studies Associates, the University of Wisconsin, and Chesapeake Research Associates. IES is providing technical direction.
- Once your school survey is complete, please provide the following information for the school administrator(s) who assisted with the completion of each section of the survey.

Survey Section	For Each Person(s) Who Responded to a Survey Section		
	Position Title	Number of Years in the Position	Estimated total minutes to respond
I. School staffing			
II. Educator recruitment, hiring, and induction			
III. Practices related to educator performance evaluation and compensation			
IV. Strategies related to school organization and improvement			
V. New state standards, curricula, and assessments			
VI. Resources purchased or received to support education reform			
VII. School reform priorities for 2011-2012			

## I. School Staffing

1. Counting the 2010-2011 school year, how long has the current principal been the principal at this school?

\_\_\_\_\_ year(s)

*If the answer to item 1 is one year, continue to item 2. Otherwise skip to item 3.*

2. Was the principal of this school for the 2009-10 school year replaced for the 2010-11 school year as part of a school reconstitution or turnaround effort?

Yes

No

3. Enter the number of the following types of staff in your school for the specified school years.

- *If projections for 2011-2012 are not available, mark N/A in the appropriate cell(s).*

Number of Staff by Type	2009-2010	2010-2011	2011-2012 (projected)
a. Teachers of core academic subjects (mathematics, reading/English language arts, history/social studies, science)			
<ul style="list-style-type: none"> <li>• Of the teachers of core academic subjects, how many have 3 or fewer years of total teaching experience?</li> </ul>			
b. School-based professional development staff (including resource teachers, instructional coaches, and mentors who devote at least <u>half of their time</u> to working with teachers )			
c. Assistant principals			
d. All other staff			

## II. Educator Recruitment, Hiring, and Induction

4. Indicate whether your school used the practices below to **recruit, hire, and induct teachers** in the **2009-2010** and **2010-2011** school years, or expects to use them in the **2011-2012** school year.

- *If the district has a practice that applies to teachers in your school, please check that it is used, even if your school is not responsible for administering the practice.*

Recruitment, Hiring, and Induction Practices	Used in <u>2009-2010</u> (Enter Yes or No)	Used in <u>2010-2011</u> (Enter Yes or No)	Expected to be In Use in <u>2011-2012</u> (Enter Yes or No)
<b>Give preference in hiring new teachers (i.e., those in their first year of teaching) from university preparation programs that:</b>			
Are aligned with state content standards			
Have evidence of the effectiveness of its graduates based on student achievement gains			
Have established strong partnerships with your school			
<b>Hire teachers from alternative teacher pipelines (e.g., Teach for America, local alternative program)</b>			
<b>Hire experienced teachers who can provide evidence of effectiveness based on student learning gains or growth</b>			
<b>Provide financial or classroom supports to teachers with provisional or emergency certificates to obtain full certification in STEM or special education</b>			
<b>Provide first year teachers with a full year of mentoring and observation, feedback, and demonstrations by assigned mentors and/or skilled teachers</b>			
<b>School leaders have the authority to hire qualified transfer candidates without regard to district seniority status</b>			
<b>School leaders receive professional development, training, or technical assistance on how to identify, recruit or hire effective teachers*</b>			

\* Effective teacher are those whose students achieve acceptable rates (e.g., at least one grade level in an academic year) of student growth.

5. Indicate to what extent, if at all, your school encountered these **challenges** in carrying out or improving practices to recruit, hire, induct, evaluate and compensate educators during the **2010—2011** school year.

	Extent of Challenge in 2010-2011			
	<i>(Check one in each row.)</i>			
Challenges when recruiting, hiring, and supporting new educators	Not Applicable	Not a Challenge	Minor Challenge	Major Challenge
<b>Insufficient funding to implement or sustain new educator induction programs</b>				
<b>Lack of school staff capacity or expertise to:</b>				
Identify and recruit effective teachers				
Mentor/coach new educators				
<b>Restrictions in rules and regulations relating to:</b>				
How teachers can be hired				
How administrators can be hired				
<b>Lack of clear district guidance/support concerning:</b>				
Hiring new educators				
Implementing teacher induction programs				
<b>Shortage of qualified applicants</b>				

### III. Practices Related to Educator Performance Evaluation and Compensation

6. Indicate whether your school used the **performance evaluation practices** for educators in your school in the **2009-2010** and **2010-2011** school years, or expects to use them in the **2011-2012** school year.
- *If the district has a practice that applies to educators in your school, please check that it is used, even if your school is not responsible for administering the practice.*

	Used in <u>2009-2010</u>  (Enter Yes or No)	Used in <u>2010-2011</u>  (Enter Yes or No)	Expected to be In Use in <u>2011-2012</u>  (Enter Yes or No)
Performance Evaluation Practices			
<b>Teacher evaluation practices</b>			
Uses a rating scale or rubric that defines three or more performance levels to evaluate classroom instruction or practice			
Includes at least two yearly observations of classroom instruction with written feedback			
Uses multiple observers (such as master teachers, coaches, or peers as well as school administrators)			
Requires evaluators to be trained to conduct reliable and accurate classroom observations			
Includes student achievement gains in NCLB grades/subjects in determining individual teacher performance ratings			
Uses student achievement gains in non-NCLB grades/subjects in determining individual teacher performance ratings			
Provides teachers with specific suggestions for professional development activities designed to help them improve in areas covered by the evaluation			
<b>Principal evaluation practices</b>			
Uses a rating scale or rubric that defines three or more levels of performance			
Includes at least two yearly observations with written feedback			
Includes input on performance from sources other than the direct supervisor, such as teachers, parents, and other central office staff			
Includes student achievement growth or gains in determining the principal's performance rating			
Provides the principal with specific suggestions for professional development activities designed to help her/him improve in the areas covered by the evaluation			

7. For those teacher evaluation practices applied to the teachers in your school in the 2009-2010 school year, were any of the teachers part of a pilot test or phase in of the practices that year?

Yes

No

8. For those teacher evaluation practices applied to the teachers in your school in the 2010-2011 school year, were more teachers covered in the 2010-2011 school year than in the 2009-2010 school year?

Yes

No

9. Indicate whether the **compensation practices** below were applied or were available to educators at your school in the **2009-2010** and **2010-2011** school years, or are expected to be applied or made available in the **2011-2012** school year.

- *If the district has a practice that applies to educators in your school, please check that it is used, even if your school is not responsible for administering the practice.*
- *A practice applied or was available if educators were eligible for or received the compensation as described.*

Educator Compensation Practices	Applied/Was Available in <b>2009-2010</b> (Enter Yes or No)	Applied/Was Available in <b>2010-2011</b> (Enter Yes or No)	Expected to Apply/be Available in <b>2011-2012</b> (Enter Yes or No)
<b>Teacher compensation practices</b>			
<b>Base pay increases, add-ons, or stipends to teachers based in part on:</b>			
Ratings of classroom observations of teaching practice			
Achievement gains of students in individual teachers' classes			
Demonstrating higher levels of instructional skills via National Board certification or a similar state or LEA performance assessment			
Serving as master teachers, instructional specialists, or teacher coaches/mentors			
<b>One-time bonuses to teachers in addition to base pay for:</b>			
Achievement gains of students in individual teachers' classes			
Achievement gains of students served by teacher grade-level or other teams (e.g., same bonus provided to teachers of students in the same grade)			
Average achievement gains of students school-wide (e.g., same bonus provided to all teachers in the school)			
<b>Higher starting salaries, stipends or bonuses for:</b>			

	Applied/Was Available in <u>2009-2010</u>	Applied/Was Available in <u>2010-2011</u>	Expected to Apply/be Available in <u>2011-2012</u>
<b>Educator Compensation Practices</b>			
Teachers who move to teach in your school			
STEM teachers			
Special education teachers			
Teachers qualified to teach in other shortage areas			
Teachers who move to teach in your schools			
Teachers qualified to teach in shortage areas, including STEM or special education			
<b>Non-financial incentives (e.g., smaller class size, planning time, reduced classroom hours) to encourage teachers to come to and remain in this school</b>			
<b>Principal compensation practices</b>			
Performance evaluation ratings used in determining base pay increases			
Bonuses for improvements or gains in student achievement			

10. Indicate whether the policies below were in place regarding the use of student achievement data **in decisions about educator tenure, assignment, and retention** in the **2009-2010** and **2010-2011** school years, or are expected to be in place in the **2011-2012** school year.

- *If the district has a practice that applies to educators in your school, please check that it is in place, even if your school is not responsible for administering the practice.*

	Policy in Place in <u>2009-2010</u> <i>(Enter Yes or No)</i>	Policy in Place in <u>2010-2011</u> <i>(Enter Yes or No)</i>	Policy Expected to be In Place in <u>2011-2012</u> <i>(Enter Yes or No)</i>
<b>Policies Regarding the Use of Student Achievement Data for Tenure, Assignment, and Retention</b>			
<b>Use gains or growth in achievement of teachers' students in deciding teacher:</b>			
Tenure			
Dismissal or non-retention with the district			
Retention in the school or reassignment to another school			
<b>Use gains or growth in the achievement of the students in the school in deciding whether:</b>			
The principal is retained as leader of the school or reassigned to another school			
The principal 's contract is renewed or tenure given			

11. Indicate to what extent, if at all, your school encountered these **challenges** when implementing educator evaluation and compensation systems in the **2010-2011** school year.



Challenges when implementing educator evaluation and compensation systems	Extent of Challenge in 2010-2011 (Check one in each row.)			
	Not Applicable	Not a Challenge	Minor Challenge	Major Challenge
<b>Insufficient funding to:</b>				
Provide performance-based compensation to all eligible teachers				
Provide differential compensation for teachers in high need areas (i.e., STEM subjects)				
<b>Lack of school staff capacity or expertise to:</b>				
Conduct comprehensive educator performance evaluations				
Identify professional development needs of teachers based on performance evaluations				
<b>Limited access to technology needed in order to link student test data to individual teachers</b>				
<b>Restrictions in rules and regulations on:</b>				
How educators can be evaluated				
How educators can be compensated				
<b>Lack of clear district guidance/support on educator compensation or evaluation system</b>				
<b>Concerns or opposition from school staff/staff unions about:</b>				
Evaluating educators based, at least in part, on student achievement				
Performance based compensation				
<b>Difficulty in Measuring student growth for teachers of non-tested subjects</b>				

#### IV. Strategies Related to School Organization and Improvement

12. Indicate whether the features below of school restructuring or reorganizing were introduced in your school in the **2009-2010** and **2010-2011** school years, or are expected to be introduced in the **2011-2012** school year.

Features of School Restructuring or Reorganizing	Introduced in <u>2009-2010</u> <i>(Enter Yes or No)</i>	Introduced in <u>2010-2011</u> <i>(Enter Yes or No)</i>	Expected to be Introduced in <u>2011-2012</u> <i>(Enter Yes or No)</i>
Operation by Charter Management Organization (CMO) or Education Management Organization (EMO)			
Convert to or continue in charter status			
Increased autonomy in staffing and budgeting from the district, CMO, or EMO, compared to before restructuring or reorganizing			
Use school improvement experts from outside the school			
Replacement of a substantial proportion of teachers			
Reassignment of effective teachers to your school from others			
Extend regular school day and/or week			
Extend regular school year			

13. Indicate whether your school used the strategies below to help **improve instruction and related student services** in the **2009-2010** and **2010-2011** school years, or plans to use them in the **2011-2012** school year.

Strategies to Improve Instruction and Related Student Services	Used in <u>2009-2010</u> <i>(Enter Yes or No)</i>	Used in <u>2010-11</u> <i>(Enter Yes or No)</i>	Expected to be In Use in <u>2011-2012</u> <i>(Enter Yes or No)</i>
Complete a comprehensive school needs assessment to identify areas in need of improvement			
Submit improvement plans to the district that detail changes in curricula, instructional methods, or staffing			
Use a school improvement model developed by an outside partner or a vendor			
Use new curriculum or curricular materials that are not part of a school improvement model			
Use instructional coaches to support teacher learning			
Provide one-on-one or small group instructional sessions for struggling students			
Have smaller class sizes than typical for grade			
Modify daily schedule to increase the amount of instructional time for reading/English language arts or mathematics			
Purchase technology to support instruction (includes computers and software for student use in the classroom)			

	Used in <b>2009-2010</b> <i>(Enter Yes or</i>	Used in <b>2010-11</b> <i>(Enter Yes</i>	Expected to be In Use in <b>2011-2012</b>
Strategies to Improve Instruction and Related Student Services			
<b>Schedule common planning time for teachers</b>			
<b>Use student assessment data to:</b>			
Tailor instruction in the classroom			
Identify students for additional support			
<b>Implement programs to:</b>			
Address students' social and emotional needs			
Encourage family and community involvement			
Orient parents to school improvement models			
<b>Provide or have teachers take part in professional development opportunities to improve content knowledge in STEM</b>			

14. Indicate to what extent, if at all, your school encountered these **challenges** when working on school organization and improvement in the **2010-2011** school year.

Challenges when supporting school restructuring and improvement	Extent of Challenge in 2010-2011 <i>(Check one in each row.)</i>			
	Not Applicable	Not a Challenge	Minor Challenge	Major Challenge
<b>Insufficient funding to:</b>				
Make substantial changes to school day/year schedules				
Support special programs for students and families				
Support school-based experts (outside consultants, instructional specialists/coaches, mentors)				
Purchase technology for classroom use				
<b>Lack of school staff capacity or expertise to effectively use technology to improve instruction</b>				
<b>Insufficient help from local social services and other community-based organizations in providing services to students and their families</b>				
<b>Restrictions in rules and regulations on:</b>				
Making substantial changes to school day/year schedules				
Replacing less effective teachers				
<b>Lack of clear district guidance/support focused on:</b>				

Challenges when supporting school restructuring and improvement	Extent of Challenge in 2010-2011			
	<i>(Check one in each row.)</i>			
	Not Applicable	Not a Challenge	Minor Challenge	Major Challenge
Implementing a whole-school intervention/turn around model				
Staffing or budgeting decisions made at the school level				
<b>Concerns or opposition from parents or community groups about reform activities</b>				

#### IV. New State Standards, Curricula, and Assessments

15. Has your state adopted the Common Core State Standards in Mathematics and/or English Language Arts (ELA)?

- Yes (*Skip to Item 17*)
- No (*Continue to Item 16*)
- Do Not Know (*Continue to Item 16*)

16. Has your state adopted other new or revised content standards in Mathematics, Reading/ELA, Science, and/or Social Studies in the 2009-10 or 2010-2011 school years?

- Yes (*Continue to Item 17*)
- No (*Skip to Item 19*)
- Do Not Know (*Skip to Item 19*)

17. Indicate which practices your school used to **implement new or revised state content standards** (such as the Common Core State Standards or other new or revised state content standards) **by subject** in the **2009-2010** and **2010-2011** school years, or expect to use in the **2011-2012** school year.

	Used in <u>2009-2010</u>			Used in <u>2010-2011</u>			Expected to be in Use in <u>2011-2012</u>		
	<i>(Check all that applied.)</i>			<i>(Check all that apply.)</i>			<i>(Check all expected to apply.)</i>		
Practices to Implement New or Revised State Content Standards	Math	Reading /ELA	Science and/or Social Studies	Math	Reading /ELA	Science and/or Social Studies	Math	Reading /ELA	Science and/or Social Studies
Teachers receive <b>in-person</b> professional development on the new or revised content standards									
School leaders receive <b>in-person</b> professional development on the new or revised content standards									
<b>Internet-based</b> professional development on new or revised content standards is made available to educators									
Use curriculum frameworks or pacing guides aligned with new or revised standards									
Use a curriculum aligned with the new or revised standards									
<b>Administer the following assessments aligned with the new or revised standards:</b>									
Summative assessments <sup>1</sup>									
Interim assessments <sup>2</sup>									

<sup>1</sup>A summative assessment summarizes learning as of a particular point in time and is used for evaluative purposes (e.g., a grade). Examples of summative assessments include state or district standards-based assessments or an end of course assessment.

<sup>2</sup> Interim assessments are tests given periodically to check student progress, including standardized and diagnostic assessments but not including teacher-developed tests.

18. Indicate whether teachers in your school received targeted professional development specifically designed to help English language learners and students with disabilities master new or revised state content standards in the **2009-2010** and **2010-2011** school years, or whether they are expected to receive this professional development in the **2011-2012** school year.

Targeted Professional Development to Help Certain Students Master New or Revised State Content Standards	Received in <b>2009-2010</b> <i>(Enter Yes or No)</i>	Received in <b>2010-2011</b> <i>(Enter Yes or No)</i>	Expected to Receive in <b>2011-2012</b> <i>(Enter Yes or No)</i>
<b>English language learners</b>			
<b>Students with disabilities</b>			

19. Indicate to what extent, if at all, your school encountered these **challenges** when planning or implementing the Common Core State Standards or other new or revised state content standards in the **2010-2011** school year.

Challenges planning or implementing any new or revised state content standards	Extent of Challenge in 2010-2011 <i>(Check one in each row.)</i>			
	Not Applicable	Not a Challenge	Minor Challenge	Major Challenge
<b>Insufficient funding to:</b>				
Purchase new instructional materials aligned with new standards				
Support instructional specialists or coaches to help teachers implement new standards				
<b>Lack of school staff capacity or expertise to:</b>				
Develop new curricula guides and instructional materials aligned with new standards				
Provide guidance about or train educators on using new standards for their instruction				
<b>Lack of clear district guidance/support on:</b>				
Specific content of new standards				
Expectations concerning when and how standards should be implemented				
<b>Inadequate quality or availability of state-developed instructional materials aligned with standards</b>				
<b>Concerns or opposition focused on new standards from:</b>				
School staff/staff unions				
Parents or other community groups				
<b>Current assessments are not aligned with the new standards</b>				

20. Indicate whether your school used the practices below to implement **new or existing assessments** and use data systems in the **2009-2010** and **2010-2011** school years, or planned to use them in the **2011-2012** school year.

- Report on practices related to assessments used in 2009-2010 and 2010-2011, and expected for 2011-2012. These may or may not include new assessments aligned with the Common Core State Standards or other new or revised state content standards.

Practices Related to New or Existing Assessments and Data Systems	Used in <u>2009-2010</u> (Enter Yes or No)	Used in <u>2010-2011</u> (Enter Yes or No)	Expected to be In Use in <u>2011-2012</u> (Enter Yes or No)
<b>Administer standardized summative assessments in:</b>			
Non-NCLB tested grades			
Non-NCLB tested subjects			
<b>Administer interim assessments</b>			
<b>Use longitudinal data to track student achievement gains:</b>			
For individual teachers			
For the school			
<b>Teachers have on-line access to individual student results from:</b>			
State summative assessments <sup>1</sup>			
District summative assessments <sup>1</sup>			
Interim assessments <sup>2</sup>			
<b>Teachers have on-line access to students' demographic information, attendance, or discipline data linked to student assessment data</b>			
<b>Teachers receive professional development about how to use student assessment results for instructional planning</b>			
<b>School administrators receive professional development about how to use student assessment results for improvement planning</b>			
<b>Educators have access to key aggregate student and school indicators through report cards, data dashboards, or other feedback and analysis systems</b>			

<sup>1</sup>A summative assessment summarizes learning as of a particular point in time and is used for evaluative purposes (e.g., a grade). Examples of summative assessments include state or district standards-based assessments or an end of course assessment.

<sup>2</sup> Interim assessments are tests given periodically to check student progress, including standardized and diagnostic assessments but not including teacher-developed tests.

21. Indicate to what extent, if at all, your school encountered these **challenges** when implementing assessments and using data systems for storing, reporting, and using assessment results in the **2010-2011** school year.

Challenges implementing assessments and using data systems	Extent of Challenge in 2010-2011			
	<i>(Check one in each row.)</i>			
	Not applicable	Not a Challenge	Minor Challenge	Major Challenge
<b>Insufficient funding to purchase or sustain data systems that store and provide access to assessment information</b>				
<b>Lack of school staff capacity or expertise to:</b>				
Train educators on how to administer assessments				
Train educators on how to use assessments to improve instruction				
Maintain and facilitate educators' access to assessment data systems				
<b>Lack of clear district guidance/support on using state and district assessment data systems</b>				
<b>Concerns or opposition from:</b>				
Parents or other community groups to additional assessments				
School staff about additional assessments				
<b>Standardized assessments not available for enough subjects or grades</b>				
<b>Delays in transmission of assessment results to school or teachers</b>				



## VI. Resources Purchased or Received to Support Education Reform

22. Indicate whether your school has purchased or received from your district any of the following resources to support reform efforts listed in other questions in this survey during the **2009-2010** and/or **2010-2011** school years?

Resources Purchased or Received to Support Reforms	2009-2010			2010-2011		
	<i>(Check all that apply in each row.)</i>			<i>(Check all that apply in each row.)</i>		
	Purchased	Received	No	Purchased	Received	No
<b>Computers and software for teacher use in accessing and analyzing student data</b>						
<b>Computers and software for teacher use in accessing online instructional resources</b>						
<b>Computers and software for student use in classroom learning activities</b>						
<b>Assistive technology to support special education students' access to curricula and learning activities aligned with content standards</b>						
<b>Consulting services/technical assistance in using new computers and software</b>						

## VII. School Reform Priorities for 2011-2012

23. We realize that schools may need to make choices about their emphasis on particular reform areas. Indicate the priority level of each school reform area below for the **2011-2012** school year.

- Check one in each row.

• Select only one "highest" priority reform area.

School Reform Priorities for 2011-2012	Level of Priority for <b>2011-2012</b> (Check one in each row.)			
	Highest Priority	High Priority	Medium Priority	Low Priority
<b>Implementing reforms to increase educator quality:</b>				
Improved ways to recruit and hire effective teachers				
Improved educator induction programs				
Performance evaluation systems that hold educators accountable for improved student outcomes				
Performance-based compensation systems for educators				
Incentives or programs to attract and retain effective educators*				
<b>Implementing school restructuring or reorganization</b>				
<b>Implementing reforms to improve instruction:</b>				
Strategies for improving instruction or related student services				
New or revised state content standards in reading/English/language arts and/or mathematics				
New or revised state content standards in other subjects				
<b>Administering assessments:</b>				
New summative assessments				
New interim assessments				
<b>Implementing data systems and increasing use of technology:</b>				
On-line data systems that provide information on student learning growth or gains				
Instructional use of information technology				

\*Effective teachers are those whose students achieve acceptable rates (e.g., at least one grade level in an academic year) of student growth. Effective principals are those whose students, overall and for each subgroup, achieve acceptable rates (e.g., at least one grade level in an academic year) of student growth.

**Thank You for Your Participation in This  
Evaluation**