Appendix C

School Survey

|  |
| --- |
| School Name: |
| City: | State: |

OMB#: 1850-0877

Expiration Date: 04/30/2014



**School Survey**

**Spring 2012**



**Paperwork Reduction Act of 1995**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number.  Public reporting burden for this collection of information is estimated to average 45 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. If you have any comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, please write to U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Institute of Education Sciences, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208.

**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 is the second and final data collection for the study.

• The survey includes five sections and covers the topics listed in the table below.

• Your school’s responses are critical to drawing lessons to improve federal eﬀorts to support education reform.

• 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.

*• 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.*

|  |
| --- |
| **Survey Section** |
| 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 |

The study, including this survey, is being conducted by Westat and its partners, Policy Studies Associates, and Chesapeake Research Associates. IES is providing technical direction.

1. School Staffing
2. **Counting the 2011-2012 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 or less, continue to Item 2. Otherwise, skip to Item 3.* |

1. **Was the principal of this school for the 2010-2011 school year replaced for the 2011-2012 school year as part of a school reconstitution or turnaround eﬀort?**

[ ]  Yes

[ ]  No

1. **Enter the number of the following types of staﬀ in your school for the 2011-12 school year.**

|  |  |
| --- | --- |
| **Number of Staff by Type** | **2011-2012** |
| a. Teachers of core academic subjects (mathematics, reading/English language arts, history/social studies, science) |  |
| Of the teachers of core academic subjects, how many have 3 or fewer years of total teaching experience? |  |
| b. School-based professional development staff (including resource teachers, instructional coaches, and mentors who devote at least half of their time to working with teachers ) |  |
| c. Assistant principals |  |
| d. All other staff |  |

1. Educator Recruitment, Hiring, and Induction
2. **Indicate whether your school used the practices below to recruit, hire, and induct teachers in the 2011-2012 school year, or expects to use them in the 2012-2013 school year.**

*• Please indicate that you used a practice if it applies to teachers in your school, regardless of whether your school or district was responsible for administering it.*

|  |  |  |
| --- | --- | --- |
| **Recruitment, Hiring, and Induction Practices** | **Used in 2011-2012*(Check Yes or No)*** | **Expects to be In Use in 2012-2013*(Check Yes or No)*** |
| **When hiring new teachers (those on their first year of teaching) give preference to those from university preparation programs that:** |  |  |
| Are aligned with state content standards | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| Have evidence of the effectiveness of its graduates based on student achievement gains | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| Have established strong partnerships with your school | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Hire teachers from alternative teacher pipelines (e.g., Teach for America, local alternative program)** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Hire experienced teachers who can provide evidence of effectiveness based on student learning gains or growth** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Provide financial or classroom supports to teachers with provisional or emergency certificates to obtain full certification in STEM or special education** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Provide first year teachers with a full year of mentoring and observation, feedback, and demonstrations by assigned mentors and/or skilled teachers** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **School leaders have the authority to hire qualified transfer candidates without regard to district seniority status** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **School leaders receive professional development, training, or technical assistance on how to identify, recruit, or hire effective teachers\*** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |

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

1. **Indicate to what extent, if at all, your school encountered these challenges in carrying out or improving practices to recruit, hire, and induct educators during the 2011–2012 school year.**

**•** *Select ‘Not Applicable’ if a challenge listed cannot arise for your school because your school is not implementing the specified strategy.*

|  |  |
| --- | --- |
|  | **Extent of Challenge in 2011-2012*****(Check one box in each row)*** |
| **Challenges When Recruiting, Hiring, and Supporting New Educators** | **Not Applicable** | **Not a Challenge** | **Minor Challenge** | **Major Challenge** |
| **Insufficient funding to implement or sustain new educator induction programs** | [ ]  | [ ]  | [ ]  | [ ]  |
| **Lack of school staff or expertise to:** |
| Identify and recruit effective teachers | [ ]  | [ ]  | [ ]  | [ ]  |
| Mentor/coach new educators | [ ]  | [ ]  | [ ]  | [ ]  |
| **Restrictions in rules and regulations relating to:** |
| How teachers can be hired | [ ]  | [ ]  | [ ]  | [ ]  |
| How administrators can be hired | [ ]  | [ ]  | [ ]  | [ ]  |
| **Lack of clear district guidance/support concerning:** |
| Hiring new educators | [ ]  | [ ]  | [ ]  | [ ]  |
| Implementing teacher induction programs | [ ]  | [ ]  | [ ]  | [ ]  |
| **Shortage of qualified applicants** | [ ]  | [ ]  | [ ]  | [ ]  |

1. Practices Related to Educator Performance Evaluation and Compensation
2. **Indicate whether your school used the performance evaluation practices below for educators in your school in the 2011-2012 school year, or expects to use them in the 2012-2013 school year.**

• Please indicate that you used a practice if it applies to educators in your school, regardless of whether your school or district was responsible for administering it.

|  |  |  |
| --- | --- | --- |
| **Performance Evaluation Practices** | **Used in 2011-2012*(Check Yes or No)*** | **Expects to be In Use in 2012-2013*(Check Yes or No)*** |
| **Teacher evaluation practices** |
| **Uses a rating scale or rubric that defines three or more performance levels to evaluate classroom instruction or practice** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Includes at least two yearly observations of classroom instruction with written feedback** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Uses multiple observers (such as master teachers, coaches, or peers as well as school administrators)** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Requires evaluators to be trained to conduct reliable and accurate classroom observations** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Includes student achievement gains in NCLB grades/subjects in determining individual teacher performance ratings** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Uses student achievement gains in non-NCLB grades/subjects in determining individual teacher performance ratings** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Gives student achievement gains an explicit weight in determining teachers’ performance ratings for those in grades or subjects with standardized tests** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Provides teachers with specific suggestions for professional development activities designed to help them improve in areas covered by the evaluation** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Principal evaluation practices** |
| **Uses a rating scale or rubric that defines three or more levels of performance** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Includes at least two yearly observations with written feedback** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Includes input on performance from sources other than the direct supervisor, such as teachers, parents, and other central office staff** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Includes student achievement growth or gains in determining the principal’s performance rating** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Provides the principal with specific suggestions for professional development activities designed to help her/him improve in the areas covered by the evaluation** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |

1. **Indicate whether the compensation practices below were applied or were available to educators at your school in the 2011-2012 school year, or are expected to apply or be made available in the 2012-2013 school year.**

• Please indicate that you used a practice if it applies to educators in your school, regardless of whether your school or district was responsible for administering it.

• A practice applied or was available if educators were eligible for or received the compensation as described.

|  |  |  |
| --- | --- | --- |
| **Educator Compensation Practices** | **Applied/Was Available in2011-2012*(Check Yes or No)*** | **Expects to Apply/Be Available in 2012-2013*(Check Yes or No)*** |
| **Teacher compensation practices** |
| **Base pay increases, add-ons, or stipends to teachers based in part on:** |
| Ratings of classroom observations of teaching practice | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| Achievement gains of students in individual teachers’ classes  | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| Demonstrating higher levels of instructional skills via National Board certification or a similar state or district performance assessment | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| Serving as master teachers, instructional specialists, or teacher coaches/mentors | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **One-time bonuses to teachers in addition to base pay for:** |
| Achievement gains of students in individual teachers’ classes | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| 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) | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| Average achievement gains of students school-wide (e.g., same bonus provided to all teachers in the school) | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Higher starting salaries, stipends or bonuses for:** |
| Teachers who move to teach in your school  | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| STEM teachers | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| Special education teachers | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| Teachers qualified to teach in other shortage areas | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Non-financial incentives (e.g., smaller class size, planning time, reduced classroom hours) to encourage teachers to come to and remain in this school** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Principal compensation practices** |
| **Performance evaluation ratings used in determining base pay increases** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Bonuses for improvements or gains in student achievement** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |

1. **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 2011-2012 school year, or are expected to be in place in the 2012-2013 school year.**

• Please indicate that this policy was in place if it applies to educators in your school, regardless of whether your school or district was responsible for administering it.

|  |  |  |
| --- | --- | --- |
| **Policies Regarding the Use of Student Achievement Data for Tenure, Assignment, and Retention** | **Policy in Place in 2011-2012*(Check Yes or No)*** | **Expects Policy to be in Place in 2012-2013** ***(Check Yes or No)*** |
| **Use gains or growth in achievement of teachers’ students in deciding teacher:** |
| Tenure | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| Dismissal or non-retention with the district | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| Retention in the school or reassignment to another school  | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Use gains or growth in the achievement of the students in the school in deciding whether:** |
| The principal is retained as leader of the school or reassigned to another school | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| The principal‘s contract is renewed or tenure given | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |

1. **Indicate to what extent, if at all, your school encountered these challenges when implementing educator evaluation and compensation systems in the 2011-2012 school year.**

• Select ‘Not Applicable’ if a challenge listed cannot arise for your school because your school is not implementing the specified strategy.

|  |  |
| --- | --- |
|  | **Extent of Challenge in 2011-2012*****(Check one box in each row)*** |
| **Challenges When Implementing Educator Evaluation and Compensation Systems** | **Not Applicable** | **Not a Challenge** | **Minor Challenge** | **Major Challenge** |
| **Insufficient funding to:** |
| Provide performance-based compensation to all eligible teachers | [ ]  | [ ]  | [ ]  | [ ]  |
| Provide differential compensation for teachers in high need areas (e.g., STEM subjects) | [ ]  | [ ]  | [ ]  | [ ]  |
| **Lack of school staff or expertise to:** |
| Conduct comprehensive educator performance evaluations | [ ]  | [ ]  | [ ]  | [ ]  |
| Identify professional development needs of teachers based on performance evaluations | [ ]  | [ ]  | [ ]  | [ ]  |
| **Limited access to technology needed in order to link student test data to individual teachers** | [ ]  | [ ]  | [ ]  | [ ]  |
| **Restrictions in rules and regulations on:** |
| How educators can be evaluated | [ ]  | [ ]  | [ ]  | [ ]  |
| How educators can be compensated | [ ]  | [ ]  | [ ]  | [ ]  |
| **Lack of clear district guidance/support on educator compensation or evaluation system** | [ ]  | [ ]  | [ ]  | [ ]  |
| **Concerns or opposition from school staff/staff unions about:** |
| Evaluating educators based, at least in part, on student achievement | [ ]  | [ ]  | [ ]  | [ ]  |
| Performance based compensation | [ ]  | [ ]  | [ ]  | [ ]  |
| **Difficulty in measuring student growth for teachers of non-tested subjects** | [ ]  | [ ]  | [ ]  | [ ]  |

1. Strategies Related to School Organization and Improvement
2. **Indicate whether the features of school restructuring or reorganizing below were introduced in your school in the 2011-2012 school year, or are expected to be introduced in the 2012-2013 school year.**

|  |  |  |
| --- | --- | --- |
| **Features of School Restructuring or Reorganizing** | **Introduced in2011-2012*(Check Yes or No)*** | **Expects to be introduced in2012-2013*(Check Yes or No)*** |
| **Operation by Charter Management Organization (CMO) or Education Management Organization (EMO)** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Convert to or continue in charter status** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Increased autonomy in staffing and budgeting from the district, CMO, or EMO, compared to before restructuring or reorganizing** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Use school improvement experts from outside the school** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Identify the competencies or skills teachers need to facilitate effective learning at your school** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Assess whether current teachers have the competencies needed to improve student achievement at your school** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Replacement of a substantial proportion of teachers** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Reassignment of effective teachers\* to your school from others** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Extend regular school day and/or week** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Extend regular school year** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |

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

1. **Indicate whether your school used the strategies below to help improve instruction and related student services in the 2011-2012 school year, or expects to use them in the 2012-2013 school year.**

|  |  |  |
| --- | --- | --- |
| **Strategies to Improve Instruction and Related Student Services** | **Used in2011-2012*(Check Yes or No)*** | **Expects to Use in 2012-2013*(Check Yes or No)*** |
| **Complete a comprehensive school needs assessment to identify areas in need of improvement** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Submit improvement plans to the district that detail changes in curricula, instructional methods, or staffing** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Use a school improvement model developed by an outside partner or a vendor** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Inform teachers that those who are not achieving a minimum standard for student test score growth would be removed from the school** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Use instructional coaches to support teacher learning** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Provide one-on-one or small group instructional sessions for struggling students** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Have smaller class sizes than typical for grade** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Modify daily schedule to increase the amount of instructional time for reading/English language arts or mathematics** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Purchase technology to support instruction (includes computers and software for student use in the classroom)** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Schedule common planning time for teachers** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Use student assessment data to:** |  |  |
| Tailor instruction in the classroom | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| Identify students for additional support | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Implement programs to:** |  |  |
| Address students’ social and emotional needs | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| Encourage family and community involvement | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| Orient parents to school improvement models | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |

1. **Indicate to what extent, if at all, your school encountered these challenges when working on school organization and improvement in the 2011-2012 school year.**

• Select ‘Not Applicable’ if a challenge listed cannot arise for your school because your school is not implementing the specified strategy.

|  |  |
| --- | --- |
|  | **Extent of Challenge in 2011-2012*****(Check one box in each row)*** |
| **Challenges When Supporting School Restructuring and Improvement** | **Not Applicable** | **Not a Challenge** | **Minor Challenge** | **Major Challenge** |
| **Insufficient funding to:** |
| 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 | [ ]  | [ ]  | [ ]  | [ ]  |
| **Lack of school staff or expertise to effectively use technology to improve instruction** | [ ]  | [ ]  | [ ]  | [ ]  |
| **Insufficient help from local social services and other community-based organizations in providing services to students and their families** | [ ]  | [ ]  | [ ]  | [ ]  |
| **Restrictions in rules and regulations on:** |
| Making substantial changes to school day/year schedules | [ ]  | [ ]  | [ ]  | [ ]  |
| Replacing less effective teachers | [ ]  | [ ]  | [ ]  | [ ]  |
| **Lack of clear district guidance/support focused on:** |
| Implementing a whole-school intervention/turn around model | [ ]  | [ ]  | [ ]  | [ ]  |
| Staffing or budgeting decisions made at the school level | [ ]  | [ ]  | [ ]  | [ ]  |
| **Concerns or opposition from parents or community groups about reform activities** | [ ]  | [ ]  | [ ]  | [ ]  |

1. New State Standards, Curricula, and Assessments
2. **Has your state adopted the Common Core State Standards in Mathematics and/or English Language Arts (ELA)?**

[ ]  Yes

[ ]  No

[ ]  Do Not Know

1. **Has your state adopted other new or revised content standards in Mathematics or Reading/ELA, in the 2011-2012 school year?**

[ ]  Yes

[ ]  No

[ ]  Do Not Know

**(Note: if both 13 and 14 are “No”, survey will skip to item 18)**

1. **Indicate which practices below 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 2011-2012 school year, or expects to use in the 2012-2013 school year.**

|  |  |  |
| --- | --- | --- |
|  | **Used in 2011-2012(*Check Yes or No for each subject*)** | **Expects to Use in 2012-2013(*Check Yes or No for each subject*)** |
| **Practices to Implement New or Revised State Content Standards** | **Math** | **Reading/ELA** | **Math** | **Reading/ELA** |
| **Teachers receive in-person or internet-based professional development on the new or revised content standards** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **School leaders receive in-person or internet-based professional development on the new or revised content standards** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Use curriculum frameworks or pacing guides aligned with the new or revised standards** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Use a curriculum aligned with the new or revised standards** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Administer the following types of assessments aligned with the new or revised standards:** |
| Summative assessments1 | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| Interim assessments2 | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |

1 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.

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

1. **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 2011-2012 school year, or whether they are expected to receive this professional development in the 2012-2013 school year.**

|  |  |  |
| --- | --- | --- |
| **Targeted Teacher Professional Development to Help CertainStudents Master New or Revised State Content Standards** | **Received in2011-2012*(Check Yes or No)*** | **Expects to Receivein 2012-2013*(Check Yes or No)*** |
| English language learners | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| Students with disabilities | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |

1. **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 2011-2012 school year.**

• Select ‘Not Applicable’ if a challenge listed cannot arise for your school because your school is not implementing the specified strategy.

|  |  |
| --- | --- |
|  | **Extent of Challenge in 2011-2012*****(Check one box in each row)*** |
| **Challenges Planning or Implementing Common Core on Other New or Revised State Content Standards** | **Not Applicable** | **Not a Challenge** | **Minor Challenge** | **Major Challenge** |
| **Insufficient funding to:** |
| Purchase new instructional materials aligned with new standards | [ ]  | [ ]  | [ ]  | [ ]  |
| Support instructional specialists or coaches to help teachers implement new standards | [ ]  | [ ]  | [ ]  | [ ]  |
| **Lack of school staff or expertise to:** |
| Develop new curricula guides and instructional materials aligned with new standards | [ ]  | [ ]  | [ ]  | [ ]  |
| Provide guidance about or train educators on using new standards for their instruction | [ ]  | [ ]  | [ ]  | [ ]  |
| **Lack of clear district guidance/support on:** |
| Specific content of new standards | [ ]  | [ ]  | [ ]  | [ ]  |
| Expectations concerning when and how standards should be implemented | [ ]  | [ ]  | [ ]  | [ ]  |
| **Inadequate quality or availability of state-developed instructional materials aligned with standards** | [ ]  | [ ]  | [ ]  | [ ]  |
| **Concerns or opposition focused on new standards from:** |
| School staff/staff unions | [ ]  | [ ]  | [ ]  | [ ]  |
| Parents or other community groups | [ ]  | [ ]  | [ ]  | [ ]  |
| **Current assessments are not aligned with the new standards** | [ ]  | [ ]  | [ ]  | [ ]  |

1. **Indicate whether your school used the practices below to implement assessments and to use data systems in the 2011-2012 school year, or expects to use them in the 2012-2013 school year.**

• Report on practices related to assessments used in 2011-2012, and expected for 2012-2013. 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 Assessments and Data Systems** | **Used in2011-2012*(Check Yes or No)*** | **Expects to Usein 2012-2013*(Check Yes or No)*** |
| **Administer standardized assessments in non-NCLB tested subjects or grades** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Administer interim assessments1** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Use longitudinal data to track student achievement gains:** |
| For individual teachers  | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| For the school  | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Teachers have on-line access to individual student results from:** |
| State summative assessments2 | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| District summative assessments2 | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| Interim assessments1 | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Implement practices to ensure that state or district data bases accurately link student assessment results to the teacher of record** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Teachers of math and reading/English language arts are provided with student growth data for last year’s students** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Teachers of math and reading/English language arts are provided with student growth data for this year’s students** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Teachers receive professional development about how to use student assessment results for instructional planning** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **School administrators receive professional development about how to use student assessment results for improvement planning** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |
| **Educators have access to key aggregate student and school indicators through report cards, data dashboards, or other feedback and analysis systems** | [ ]  Yes[ ]  No | [ ]  Yes[ ]  No |

1 Interim assessments are tests given periodically to check student progress, including standardized and diagnostic assessments but not including teacher- developed tests.

2 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.

1. **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 2011-2012 school year.**

*• Select ‘Not Applicable’ if a challenge listed cannot arise for your school because your school is not implementing the specified strategy.*

|  |  |
| --- | --- |
|  | **Extent of Challenge in 2011-2012*****(Check one box in each row)*** |
| **Challenges Implementing Assessments and Using Data Systems** | **Not Applicable** | **Not a Challenge** | **Minor Challenge** | **Major Challenge** |
| **Insufficient funding to purchase or sustain data systems that store and provide access to assessment information** | [ ]  | [ ]  | [ ]  | [ ]  |
| **Lack of school staff or expertise to:** |
| 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 | [ ]  | [ ]  | [ ]  | [ ]  |
| **Lack of clear district guidance/support on using state and district assessment data systems** | [ ]  | [ ]  | [ ]  | [ ]  |
| **Concerns or opposition from:** |
| Parents or other community groups to additional assessments | [ ]  | [ ]  | [ ]  | [ ]  |
| School staff about additional assessments | [ ]  | [ ]  | [ ]  | [ ]  |
| **Standardized assessments not available for enough subjects or grades** | [ ]  | [ ]  | [ ]  | [ ]  |
| **Delays in transmission of assessment results to school or teachers** | [ ]  | [ ]  | [ ]  | [ ]  |

*Once your school survey is complete, please provide the following information for the school administrator(s) who assisted with the completion of the survey.*

|  |
| --- |
| **Respondent 1** |
| Position title |  |
| Number of years in the position |  |
| Estimated total minutes to respond to the survey |  |

|  |
| --- |
| **Respondent 2** |
| Position title |  |
| Number of years in the position |  |
| Estimated total minutes to respond to the survey |  |

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