

School Name:	
City:	State:

Appendix C

School Survey

OMB#: 1850-0877

Expiration Date: 04/30/2014

Charting the Progress of Education Reform

An Evaluation of the Recovery Act's Role

School Survey

Spring 2012



Paperwork Reduction Act of 1995

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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 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.

I. School Staffing

1. 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.

2. 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

3. 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	

II. Educator Recruitment, Hiring, and Induction

4. 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	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Have evidence of the effectiveness of its graduates based on student achievement gains	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Have established strong partnerships with your school	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Hire teachers from alternative teacher pipelines (e.g., Teach for America, local alternative program)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Hire experienced teachers who can provide evidence of effectiveness based on student learning gains or growth	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Provide financial or classroom supports to teachers with provisional or emergency certificates to obtain full certification in STEM or special education	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Provide first year teachers with a full year of mentoring and observation, feedback, and demonstrations by assigned mentors and/or skilled teachers	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
School leaders have the authority to hire qualified transfer candidates without regard to district seniority status	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
School leaders receive professional development, training, or technical assistance on how to identify, recruit, or hire effective teachers*	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

* Effective teachers 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, 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.

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

III. Practices Related to Educator Performance Evaluation and Compensation

6. 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	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Includes at least two yearly observations of classroom instruction with written feedback	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Uses multiple observers (such as master teachers, coaches, or peers as well as school administrators)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Requires evaluators to be trained to conduct reliable and accurate classroom observations	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Includes student achievement gains in NCLB grades/subjects in determining individual teacher performance ratings	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Uses student achievement gains in non-NCLB grades/subjects in determining individual teacher performance ratings	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Gives student achievement gains an explicit weight in determining teachers' performance ratings for those in grades or subjects with standardized tests	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Provides teachers with specific suggestions for professional development activities designed to help them improve in areas covered by the evaluation	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Principal evaluation practices		
Uses a rating scale or rubric that defines three or more levels of performance	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Includes at least two yearly observations with written feedback	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Includes input on performance from sources other than the direct supervisor, such as teachers, parents, and other central office staff	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Includes student achievement growth or gains in determining the principal's performance rating	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Provides the principal with specific suggestions for professional development activities designed to help her/him improve in the areas covered by the evaluation	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

7. 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 in 2011-2012 (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	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Achievement gains of students in individual teachers' classes	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Demonstrating higher levels of instructional skills via National Board certification or a similar state or district performance assessment	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Serving as master teachers, instructional specialists, or teacher coaches/mentors	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
One-time bonuses to teachers in addition to base pay for:		
Achievement gains of students in individual teachers' classes	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> 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)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Average achievement gains of students school-wide (e.g., same bonus provided to all teachers in the school)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Higher starting salaries, stipends or bonuses for:		
Teachers who move to teach in your school	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
STEM teachers	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Special education teachers	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Teachers qualified to teach in other shortage areas	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> 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	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Principal compensation practices		
Performance evaluation ratings used in determining base pay increases	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Bonuses for improvements or gains in student achievement	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

8. 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	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Dismissal or non-retention with the district	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Retention in the school or reassignment to another school	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> 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	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
The principal's contract is renewed or tenure given	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

9. 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.

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

IV. Strategies Related to School Organization and Improvement

10. 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 in 2011-2012 (Check Yes or No)	Expects to be introduced in 2012-2013 (Check Yes or No)
Operation by Charter Management Organization (CMO) or Education Management Organization (EMO)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Convert to or continue in charter status	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Increased autonomy in staffing and budgeting from the district, CMO, or EMO, compared to before restructuring or reorganizing	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Use school improvement experts from outside the school	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Identify the competencies or skills teachers need to facilitate effective learning at your school	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Assess whether current teachers have the competencies needed to improve student achievement at your school	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Replacement of a substantial proportion of teachers	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Reassignment of effective teachers* to your school from others	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Extend regular school day and/or week	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Extend regular school year	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

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

11. 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 in 2011-2012 <i>(Check Yes or No)</i>	Expects to Use in 2012-2013 <i>(Check Yes or No)</i>
Complete a comprehensive school needs assessment to identify areas in need of improvement	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Submit improvement plans to the district that detail changes in curricula, instructional methods, or staffing	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Use a school improvement model developed by an outside partner or a vendor	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Inform teachers that those who are not achieving a minimum standard for student test score growth would be removed from the school	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Use instructional coaches to support teacher learning	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Provide one-on-one or small group instructional sessions for struggling students	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Have smaller class sizes than typical for grade	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Modify daily schedule to increase the amount of instructional time for reading/English language arts or mathematics	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Purchase technology to support instruction (includes computers and software for student use in the classroom)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Schedule common planning time for teachers	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Use student assessment data to:		
Tailor instruction in the classroom	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Identify students for additional support	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Implement programs to:		
Address students' social and emotional needs	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Encourage family and community involvement	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Orient parents to school improvement models	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

12. 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.

Challenges When Supporting School Restructuring and Improvement	Extent of Challenge in 2011-2012 (Check one box in each row)			
	Not Applicable	Not a Challenge	Minor Challenge	Major Challenge
Insufficient funding to:				
Make substantial changes to school day/year schedules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support special programs for students and families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support school-based experts (outside consultants, instructional specialists/coaches, mentors)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Purchase technology for classroom use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of school staff or expertise to effectively use technology to improve instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insufficient help from local social services and other community-based organizations in providing services to students and their families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restrictions in rules and regulations on:				
Making substantial changes to school day/year schedules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Replacing less effective teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of clear district guidance/support focused on:				
Implementing a whole-school intervention/turn around model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staffing or budgeting decisions made at the school level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concerns or opposition from parents or community groups about reform activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

V. New State Standards, Curricula, and Assessments

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

- Yes
 No
 Do Not Know

14. 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)

15. 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.

Practices to Implement New or Revised State Content Standards	Used in 2011-2012 (Check Yes or No for each subject)		Expects to Use in 2012-2013 (Check Yes or No for each subject)	
	Math	Reading/ELA	Math	Reading/ELA
Teachers receive in-person or internet-based professional development on the new or revised content standards	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
School leaders receive in-person or internet-based professional development on the new or revised content standards	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Use curriculum frameworks or pacing guides aligned with the new or revised standards	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Use a curriculum aligned with the new or revised standards	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Administer the following types of assessments aligned with the new or revised standards:				
Summative assessments ¹	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Interim assessments ²	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> 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.

16. 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 Certain Students Master New or Revised State Content Standards	Received in 2011-2012 (Check Yes or No)	Expects to Receive in 2012-2013 (Check Yes or No)
English language learners	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Students with disabilities	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

17. 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.

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

18. 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 in 2011-2012 (Check Yes or No)	Expects to Use in 2012-2013 (Check Yes or No)
Administer standardized assessments in non-NCLB tested subjects or grades	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Administer interim assessments ¹	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Use longitudinal data to track student achievement gains:		
For individual teachers	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
For the school	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Teachers have on-line access to individual student results from:		
State summative assessments ²	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
District summative assessments ²	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Interim assessments ¹	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Implement practices to ensure that state or district data bases accurately link student assessment results to the teacher of record	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Teachers of math and reading/English language arts are provided with student growth data for <u>last</u> year's students	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Teachers of math and reading/English language arts are provided with student growth data for <u>this</u> year's students	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Teachers receive professional development about how to use student assessment results for instructional planning	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
School administrators receive professional development about how to use student assessment results for improvement planning	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Educators have access to key aggregate student and school indicators through report cards, data dashboards, or other feedback and analysis systems	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> 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.

19. 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.

Challenges Implementing Assessments and Using Data Systems	Extent of Challenge in 2011-2012 (Check one box in each row)			
	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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of school staff or expertise to:				
Train educators on how to administer assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Train educators on how to use assessments to improve instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain and facilitate educators' access to assessment data systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of clear district guidance/support on using state and district assessment data systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concerns or opposition from:				
Parents or other community groups to additional assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School staff about additional assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standardized assessments not available for enough subjects or grades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delays in transmission of assessment results to school or teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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