**Appendix G**

**Study Brochure**



**State and school district surveys with all 50 states and the District of Columbia and a nationally representative sample of 570 school districts will begin in January 2014.**

**School and teacher surveys with nationally representative samples of 1,300 schools and 9,100 core academic and special education teachers will begin in January 2014.**

**Collecting Information**

***Who we are***

This study was commissioned by the National Center for Education Evaluation (NCEE) within the Institute of Education Sciences (IES). IES is an independent arm of the U.S. Department of Education, charged with collecting statistics, supporting research and conducting program evaluations.

***Implementation of Title I/II Program Initiatives***

**National Center for Education Evaluation**

**Institute of Education Sciences**

**U.S. Department of Education**

**Washington, DC**

**Conducted by:**

**For any questions about the study, please contact:**

E-mail: TitleI-IIStudy@westat.com

Phone: 1-888-441-3221

**How has student achievement changed over time?**

We will use publicly available, aggregate student achievement data to identify state trends and cross-state trends in student proficiency levels.

**What elements are included in states’ accountability systems? How do states and districts identify and reward their highest-performing schools, identify and support their lowest-performing schools, and offer differentiated support for schools that are neither highest-performing nor lowest-performing?**

We will investigate the extent to which states are broadening their accountability systems to incorporate additional student outcomes (such as achievement growth of individual students and achievement in subjects other than reading and math) as well as how states are incorporating ESEA Flexibility provisions. We also will examine the ways that states and districts identify, reward, and provide assistance to high- and low-performing schools, and how they offer differentiated support to schools that are neither high-performing nor low-performing.

**How do states and districts evaluate teacher and principal effectiveness and assess equitable distribution of teachers and principals, and what supports do states, districts, and schools provide to improve teacher and principal effectiveness?**

This study will examine how states, districts, and schools are evaluating teacher and principal effectiveness and whether states, districts, and schools are taking steps to ensure that all students have access to effective teachers and principals. It will also look at what states, districts, and schools are doing to improve educator effectiveness through supporting preparation and practice.

**The Title I/II study will examine the implementation status of policies promoted through the Elementary and Secondary Education Act (ESEA) at the state, district, and school levels, including the ESEA Flexibility provisions. Through surveys at each level and selected extant data, the study will provide information on activities in four core areas: state content standards, assessments, school accountability and teacher and principal evaluation.**

W**hat content standards and high school graduation requirements are states adopting, and what materials and resources do states, districts, and schools provide to help teachers implement the state content standards?**

This study will examine whether states have been adopting new or revised content standards and state high school graduation requirements. It will also look at state, district, and school supports for the implementation of standards and how standards are being used to guide instruction in schools.

**what assessments do states and districts use (in terms of assessment format and coverage of grade levels and content areas), and what materials and resources do states, districts, and schools provide to support the implementation of assessments, and use of assessment data?**

We will look at the format and coverage of state assessments. We will also examine state, district, and school supports for the implementation of assessments and the use of assessment data.

**The study is designed to answer five key questions:**

***What can we learn from this study?***

**Purpose of the study**