

Appendix G
Study Brochure

Collecting Information

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.

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.

For any questions about the study, please contact:
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Conducted by:



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Implementation of Title I/III Program Initiatives



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What can we learn from this study?

The study is designed to answer five key questions: **Purpose of the study**

3 How has student achievement changed over time?
We will use publicly available, aggregate student achievement

What elements are included in states' accountability systems?
We will investigate the extent to which states are broadening

4 How do states and districts evaluate teacher and principal performance?
This study will examine how states, districts, and schools are e

1 WHAT 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?
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

5 selected extant data, the study will provide information on activities in four core areas: state content standards, assessments, 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.

WHAT ASSESSMENTS DO STATES AND DISTRICTS USE (IN TERMS OF ASSESSMENT FORMAT AND COVERAGE OF GRADE LEVELS, CONTENT STANDARDS, ASSESSMENT MATERIALS AND RESOURCES DO STATES, DISTRICTS, AND SCHOOLS PROVIDE TO SUPPORT THE IMPLEMENTATION OF ASSESSMENTS, AND USE OF ASSESSMENT DATA?

2