



Appendix A

State Survey

OMB#: XXXX-XXXX

Expiration Date: XX/XX/20XX

Implementation of Title I/II Program Initiatives

Survey of State Education Agencies ESEA Flexibility Version

2013-2014



Paperwork Reduction Act of 1995

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Notice of Confidentiality

Information collected for this study comes 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). Responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific individual. We will not provide information that identifies you to anyone outside the study team, except as required by law.

Introduction

The **Implementation of Title I/II Program Initiatives** study will examine the implementation of policies promoted through the Elementary and Secondary Education Act (ESEA) at the state, district, and school levels, in four core areas: state content standards, assessments, school accountability and turning around low-performing schools, and teacher and principal evaluation. The study will serve as an update on implementation of the Title I and Title II provisions since the last national assessment that concluded in 2006. The study includes surveys of officials from all state education agencies and district officials, school principals, and core academic and special education teachers from nationally representative samples of schools and districts. The United States (U.S.) Department of Education, Institute of Education Sciences (IES) is sponsoring this study. We recognize the significant reporting burden placed on states this year and in coming years, including as part of the ESEA Flexibility waivers. The study team has worked to reduce the burden imposed by this survey as much as possible by using information from publicly available documents where feasible. The data collected in this survey are necessary to produce valid and reliable information on the implementation of Title I and Title II programs, and the study team has determined they cannot be acquired through less burdensome means.

- This survey includes four sections aligned with four core areas. Given the scope of topics, the survey will likely require more than one respondent.
- Your state's responses are critical to drawing lessons about the implementation of ESEA.
- States may be identified in reporting but individual respondents will not be identified. We will survey your state again at a later date to examine changes over time.

The study, including this survey, is being conducted by Westat and its partners, Mathematica Policy Research and edCount.

NOTE: SOME TEXT IN THIS SURVEY WILL BE CUSTOMIZED AS FOLLOWS DEPENDING ON WHETHER THE STATE HAS ADOPTED THE COMMON CORE STATE STANDARDS (CCSS) FOR ENGLISH LANGUAGE ARTS (ELA) OR MATH.

IF THE STATE HAS ADOPTED THE CCSS IN ELA OR MATH, THE QUESTIONNAIRE WILL SAY "COMMON CORE STATE STANDARDS (CCSS)" OR "CCSS" WHERE NOTED.

IF THE STATE HAS NOT ADOPTED THE CCSS IN ELA OR MATH, THE QUESTIONNAIRE WILL SAY "CURRENT STATE CONTENT STANDARDS FOR ELA OR MATH" OR "CURRENT STATE CONTENT STANDARDS" WHERE NOTED.

Section 1. State Content Standards

DEFINITIONS FOR USE THROUGHOUT THIS SECTION:

Summative assessments are state- or district-mandated tests that are intended to measure students' knowledge and skills at (or near) the end of a school year or course relative to grade-level content standards.

Diagnostic assessments are assessments that measure students' knowledge and skills at interim points during the school year to provide timely feedback on their progress toward grade-level content standards so that instruction can be adjusted or other support can be provided.

Many states have recently adopted the Common Core State Standards (CCSS)—that is, content standards for English language arts (ELA) and Math that are shared across these states. [CCSS STATES: The CCSS also may be known as your state's recently revised college and career ready standards in ELA and Math, core academic standards in ELA and Math, or something similar. Since your state may have its own name for the CCSS, in this survey we refer to these standards simply as the Common Core State Standards or CCSS.] Other states have substantially revised their own state content standards for ELA and Math in recent years. This section includes questions about your state's content standards and the materials, professional development, and resources your state has provided to support implementation of those standards.

- 1-1. In the past 12 months, has your state legislature, state education department, or state board of education adopted or approved new or substantially revised state content standards in the following subjects?

SELECT ONE RESPONSE
IN EACH ROW

	YES	NO
a. English language arts (ELA).....	1	0
b. Math.....	1	0

- 1-2. Some states' content standards for ELA and Math are entirely Common Core State Standards (CCSS), some are entirely state specific, and others use a combination of the two. Are your current state content standards for ELA and Math all Common Core, all state specific, or a combination of Common Core and state specific standards?

SELECT ONE RESPONSE IN EACH ROW

	STATE STANDARDS ARE ALL COMMON CORE	STATE STANDARDS ARE ALL STATE SPECIFIC	STATE STANDARDS ARE A COMBINATION OF COMMON CORE AND STATE SPECIFIC STANDARDS
a. ELA.....	1	2	3
b. Math.....	1	2	3

1-3. Does your state currently require all districts to implement curricula (in some or all grades) aligned with the state content standards for ELA and Math?

Yes.....1

No.....0 → Skip to 1-5

1-4. During this school year (2013-14), are districts required to fully implement ELA and Math curricula that are aligned with the [COMMON CORE STATE STANDARDS/CURRENT STATE CONTENT STANDARDS]? (Indicate for each grade level whether full implementation is required this school year.)

SELECT ONE RESPONSE IN EACH ROW

ELA Curricula	FULL IMPLEMENTATION IS REQUIRED IN 2013-14	FULL IMPLEMENTATION IS NOT REQUIRED IN 2013-14
a. Pre-K.....	1	0
b. Kindergarten.....	1	0
c. Grade 1.....	1	0
d. Grade 2.....	1	0
e. Grade 3.....	1	0
f. Grade 4.....	1	0
g. Grade 5.....	1	0
h. Grade 6.....	1	0
i. Grade 7.....	1	0
j. Grade 8.....	1	0
k. Grade 9.....	1	0
l. Grade 10.....	1	0
m. Grade 11.....	1	0
n. Grade 12.....	1	0
Math Curricula	FULL IMPLEMENTATION REQUIRED IN 2013-14	FULL IMPLEMENTATION IS NOT REQUIRED IN 2013-14
a. Pre-K.....	1	0
b. Kindergarten.....	1	0
c. Grade 1.....	1	0
d. Grade 2.....	1	0
e. Grade 3.....	1	0
f. Grade 4.....	1	0
g. Grade 5.....	1	0
h. Grade 6.....	1	0
i. Grade 7.....	1	0
j. Grade 8.....	1	0
k. Grade 9.....	1	0
l. Grade 10.....	1	0
m. Grade 11.....	1	0
n. Grade 12.....	1	0

- 1-5. In the past 12 months, has your state legislature, state education department, or state board of education adopted or approved new or substantially revised state content standards in the following subjects?

SELECT ONE RESPONSE
IN EACH ROW

	YES	NO
a. Science.....	1	0
b. Social Studies.....	1	0

- 1-6. Has your state legislature, state education department, or state board of education adopted the Next Generation Science Standards?

Yes.....1

No.....0

- 1-7. In the past 12 months, has your state legislature, state education department, or state board of education adopted or approved new or substantially revised English Language proficiency standards for English learners (ELs)?

Yes.....1

No.....0

Next we would like to ask you about your state's course requirements for high school graduation.

- 1-8. For students graduating in 2014 (current seniors), how many years of coursework in each of the following subjects does the state require for a standard or regular high school diploma?

SELECT ONE RESPONSE IN EACH ROW

	YEARS OF COURSEWORK REQUIRED								
	NONE	0.5	1	1.5	2	2.5	3	3.5	4
a. ELA.....	0	0.5	1	1.5	2	2.5	3	3.5	4
b. Math.....	0	0.5	1	1.5	2	2.5	3	3.5	4
c. Science.....	0	0.5	1	1.5	2	2.5	3	3.5	4
d. Social Studies/History.....	0	0.5	1	1.5	2	2.5	3	3.5	4
e. World/Foreign Language.....	0	0.5	1	1.5	2	2.5	3	3.5	4
f. Arts (Music, Drama, Fine Arts, other arts).....	0	0.5	1	1.5	2	2.5	3	3.5	4
g. Physical Education.....	0	0.5	1	1.5	2	2.5	3	3.5	4

- 1-9. For students graduating in 2014 (current seniors), please indicate the specific Math courses that are *required* for a standard or regular high school diploma (*if specified in state requirements*).

(Select “No” for the courses listed if particular Math courses are not specified in state requirements for a standard or regular high school diploma.)

SELECT ONE RESPONSE IN EACH ROW		
	YES	NO
a. Algebra I.....	1	0
b. Geometry.....	1	0
c. Algebra II.....	1	0
d. Pre-Calculus.....	1	0
e. Calculus I.....	1	0
f. Other (specify)..... _____	1	0

- 1-10. Next, think about the graduation requirements for this year’s freshman class (students who entered high school in fall 2013) compared to the graduation requirements for this year’s senior class (students who entered high school in fall 2010).

In what ways are your state’s course requirements for a standard or regular high school diploma for this year’s freshmen different than they are for this year’s seniors? That is, compared to this year’s seniors, are any of the following different for this year’s freshmen, and in what ways?

SELECT ONE RESPONSE IN EACH ROW			
	GRADUATION REQUIREMENT S HAVE INCREASED	GRADUATION REQUIREMENT S HAVE DECREASED	GRADUATION REQUIREMENTS HAVE NOT CHANGED
a. Required years of ELA.....	2	1	0
b. Required years of Math.....	2	1	0
c. Required years of Science.....	2	1	0
d. Required years of Social Studies/History.....	2	1	0
e. Specific required courses in Math.....	2	1	0
f. Specific required courses in Science.....	2	1	0
g. Other course requirements (specify)..... _____	2	1	0

- 1-11. Which of the following strategies does your state currently use to evaluate how well the [COMMON CORE STATE STANDARDS (CCSS) FOR ENGLISH LANGUAGE ARTS (ELA) OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS (ELA) OR MATH] prepare students for college and/or careers?

SELECT ONE RESPONSE
IN EACH ROW

	YES	NO
a. Track employment rates of students after graduation.....	1	0
b. Track enrollment in postsecondary education (two- and four-year programs).....	1	0
c. Track rates at which postsecondary students take remedial courses.....	1	0
d. Track postsecondary persistence rates (two- and four-year programs).....	1	0
e. Track students' postsecondary degree attainment within specified time since enrollment (two- and four-year programs).....	1	0
f. Something else (specify).....	1	0

Next we would like to ask you about materials, training, and resources for district administrators, school leaders, and teachers to help them implement the [COMMON CORE STATE STANDARDS (CCSS) FOR ENGLISH LANGUAGE ARTS (ELA) OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS (ELA) OR MATH].

- 1-12. During this school year (2013-14), which of the following materials has the state made available to help district administrators, school leaders, and teachers understand the [COMMON CORE STATE STANDARDS (CCSS) FOR ENGLISH LANGUAGE ARTS (ELA) OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS (ELA) OR MATH] and/or change curriculum and instruction based on these standards?

SELECT ONE RESPONSE
IN EACH ROW

YES	NO
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Materials to help align curriculum and instruction with the content standards

a. Documents showing alignment between the previous state standards and the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0
b. Documents showing alignment between required state summative assessments and the [CCSS/ CURRENT STATE CONTENT STANDARDS] such as blueprints.....	1	0
c. Tools or guidance on providing instruction aligned with the [CCSS/ CURRENT STATE CONTENT STANDARDS] such as scope and sequence, curriculum maps, or frameworks.....	1	0
d. A state-developed model curriculum for ELA or Math instruction for each grade level or course.....	1	0
e. Sample lesson plans consistent with the [CCSS/ CURRENT STATE CONTENT STANDARDS]....	1	0
f. Examples or videos of instruction consistent with the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0
g. Sample student work.....	1	0
h. Sample performance tasks for formative assessment purposes including rubrics or scoring guides.....	1	0
i. Banks of diagnostic assessment items aligned with [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0
j. Textbooks or other instructional materials aligned with the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0

Materials to facilitate instruction for special populations

k. Documents showing alignment between the [CCSS/ CURRENT STATE CONTENT STANDARDS] and the state's English Language Proficiency standards.....	1	0
l. Materials for understanding how to adapt instruction to help English learners meet the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0
m. Materials for understanding how to adapt instruction to help students with disabilities meet the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0

Other materials

n. Walk-through or observation protocols to aid in monitoring alignment of instruction with the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0
o. Something else (specify).....	1	0

- 1-13. During this school year (2013-14) and including last summer (2013), has the state funded or provided professional development on the following topics related to the [COMMON CORE STATE STANDARDS (CCSS) FOR ENGLISH LANGUAGE ARTS (ELA) OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS (ELA) OR MATH]?

SELECT ONE RESPONSE IN EACH ROW

YES	NO
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Professional development topics

a. Information about the [CCSS/ CURRENT STATE CONTENT STANDARDS], such as content covered at each grade level and instructional changes or shifts required....	1	0
b. Instructional strategies consistent with the [CCSS/ CURRENT STATE CONTENT STANDARDS], such as model lessons or designing student work.....	1	0
c. Adapting instruction to help English learners meet the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0
d. Adapting instruction to help students with disabilities meet the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0
e. Using student assessment data to improve instruction.....	1	0
f. Monitoring alignment of instruction with the [CCSS/ CURRENT STATE CONTENT STANDARDS], such as the use of observation protocols.....	1	0

- 1-14. Through which methods did the state fund or provide the professional development on the topics listed above?

SELECT ONE RESPONSE IN EACH ROW

YES	NO
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Method of delivery of professional development

a. Statewide or regional/county conference(s) on these topics.....	1	0
b. Presentation(s) via webinar or video recording(s) on these topics.....	1	0
c. Instructional coaches that worked with teachers or teams of teachers on these topics.....	1	0
d. Training of selected district staff, who provided the information to others in the district on these topics (train the trainer approach).....	1	0
e. Some other mode (specify).....	1	0

- 1-15. During this school year (2013-14), in which of the following ways does the state monitor the implementation of the [COMMON CORE STATE STANDARDS (CCSS) FOR ENGLISH LANGUAGE ARTS (ELA) OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS (ELA) OR MATH]?

SELECT ONE RESPONSE IN EACH ROW		
	YES	NO
a. State requires districts to provide evidence of curriculum revisions.....	1	0
b. State requires districts to use a state model curriculum.....	1	0
c. State staff conduct visits or observations in districts.....	1	0
d. State reviews the district and school results of statewide student assessments that are aligned with the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0
e. State requires teacher evaluations to include evidence of teaching approaches consistent with the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0
f. State requires principal evaluations to include evidence that the [CCSS/ CURRENT STATE CONTENT STANDARDS] have been implemented in their schools.....	1	0
g. Other (specify)..... _____	1	0

Please provide the following information for each state education department staff member who assisted with the completion of this survey section.

Name	Position Title	Number of years in the position

Section 2. Assessments

DEFINITIONS FOR USE THROUGHOUT THIS SECTION:

Summative assessments are state- or district-mandated tests that are intended to measure students' knowledge and skills at (or near) the end of a school year or course relative to grade-level content standards.

Student achievement growth is the change in student achievement for an individual student between two or more points in time. Two types of student achievement growth measures are common:

1. **Value added measures (VAMs)** or **student growth percentiles (SGPs)** apply complex statistical methods to calculate achievement growth for a teacher's own students based on state summative assessments or other standardized assessments. VAMs and SGPs can also be calculated for teacher teams, for grades, or for schools.
2. **Student learning objectives (SLOs)** or **student growth objectives (SGOs)** are achievement targets for a teacher's own students, determined by each individual teacher at the beginning of the school year (often in consultation with the school principal) based on the teacher's assessment of the students' starting achievement levels. SLOs/SGOs may relate to students' scores on standardized assessments, or to teacher-developed tests, performance tasks, or other customized assessments of student learning.

In this section of the survey, we will ask about the assessments your state requires districts to administer, any recent changes in those assessments, and the support you are providing to districts and schools for required assessment activities.

- 2-1.

For this school year (2013-14), did your state require districts to assess children's academic readiness at kindergarten entry? By kindergarten entry assessment, we mean any test, survey, observation, or formal collection of quantitative data about the child's development and achievement at about the time of kindergarten entry.

Yes.....1

No.....0 → Skip to 2-3

2-2. In what areas were districts required to assess children at kindergarten entry?

SELECT ONE RESPONSE IN EACH ROW		
	YES	NO
a. Language and literacy.....	1	0
b. Cognition and general knowledge.....	1	0
c. Early mathematics.....	1	0
d. Early scientific development.....	1	0
e. Approaches toward learning.....	1	0
f. Social and emotional development.....	1	0
g. Physical well-being and motor development (including adaptive skills).....	1	0

2-3. Has your state developed (or made available) an assessment or battery of assessments that districts can use to assess children at kindergarten entry?

Yes.....1
No.....0

Next, we will ask about required state summative assessments in kindergarten through grade 8.

2-4. During this school year (2013-14), what subjects are assessed using summative assessments statewide and in which grades between kindergarten and grade 8?

SELECT ALL GRADES THAT APPLY IN EACH ROW OR SELECT "0" IF THERE IS NO STATE ASSESSMENT IN ANY OF THE GRADES										
	GRADE LEVEL									
										NO STATE ASSESSMENT IN ANY OF THESE GRADE LEVELS
a. English language arts (ELA).....	K	1	2	3	4	5	6	7	8	0
b. Math.....	K	1	2	3	4	5	6	7	8	0
c. Science.....	K	1	2	3	4	5	6	7	8	0
d. Social Studies.....	K	1	2	3	4	5	6	7	8	0

Next, we would like to ask you about your state's exam requirements for a standard or regular high school diploma (not a GED).

2-5. For students graduating in 2014 (current seniors), does your state require students to either take or pass any statewide exams in order to receive a standard or regular high school diploma?

Yes.....1

No.....0

2-6. Indicate the types of exams required in high school, whether they are required for a standard or regular high school diploma, and list the subjects included in each type of exam.

SELECT ONE RESPONSE IN EACH ROW

Types of High School Exams:	STUDENT S MUST PASS EXAM(S)	STUDENTS MUST TAKE EXAM(S) BUT THOSE NOT PASSING MAY EARN A STANDARD/REGULAR DIPLOMA IN OTHER WAYS	STUDENTS MUST TAKE EXAM(S) BUT NO THRESHOLD SCORE REQUIRED	THIS EXAM IS NOT REQUIRED
a. End-of-course subject tests.....	3	2	1	0
What subject tests are used for graduation purposes? (list those subjects)				

b. A college entrance exam (SAT or ACT).....	3	2	1	0
c. Comprehensive exam, exit exam, or grade specific exam	3	2	1	0
d. Other (specify).....	3	2	1	0

2-7. Do state requirements for a standard or regular high school diploma (not a GED) include any of the following non-course-unit form of student achievement evidence?

SELECT ONE RESPONSE IN EACH ROW

Requirements for a Standard or Regular High School Diploma	REQUIRE D FOR ALL STUDENT S	AVAILABLE OPTION FOR ANY STUDENT	AVAILABLE OPTION ONLY FOR ELIGIBLE STUDENTS WITH DISABILITIES OR ENGLISH LEARNERS	NOT AN OPTION FOR ANY STUDENT
a. Alternative state assessment or the use of substitute scores from another assessment....	3	2	1	0
b. Portfolio of coursework or end-of-course project(s).....	3	2	1	0
c. Individual waivers or appeals of exit exam requirements.....	3	2	1	0
d. Other (specify).....	3	2	1	0

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2-8. What question formats are used in your state summative assessments in each content area from kindergarten through grade 8 and for high school end-of-course and exit exams? Four formats are defined below.

(In each row, select the grades in which that particular question format is used or select "NA (Not Applicable)" if this type of format is not used at any grade level in the designated subject.)

TYPES OF QUESTIONS-RESPONSES:

- **Single-step selected-response (multiple choice):** Includes questions in which students select from one set of response choices (for example, multiple choice or true-false)
- **Multiple-step selected-response:** Includes multiple choice questions that build on one another. Students select a response to the first question and the next question builds on that response. May involve scaffolding across these opportunities (for example, identify the theme of a passage, then identify two pieces of evidence from the passage for that theme)
- **Short constructed-response or grid-in:** Includes fill in the blank, or writing from one word to a few sentences in response to a prompt or single-step math or science item. Some math or science items require students to calculate an answer and then use a number grid to indicate that answer
- **Extended constructed-response:** Includes essay questions or questions where two or more paragraphs are written in response to a prompt or a multi-step show-your-work math or science item

SELECT ALL GRADE LEVELS THAT APPLY IN EACH ROW

GRADE LEVEL - K THROUGH 8TH	HIGH SCHOOL	NA
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English Language Arts (ELA)

a. Single-step selected-response (multiple choice).....	K	1	2	3	4	5	6	7	8	HS	na
b. Multiple-step selected-response.....	K	1	2	3	4	5	6	7	8	HS	na
c. Short constructed-response or grid-in.....	K	1	2	3	4	5	6	7	8	HS	na
d. Extended constructed-response.....	K	1	2	3	4	5	6	7	8	HS	na

Math

e. Single-step selected-response (multiple choice).....	K	1	2	3	4	5	6	7	8	HS	na
f. Multiple-step selected-response.....	K	1	2	3	4	5	6	7	8	HS	na
g. Short constructed-response or grid-in.....	K	1	2	3	4	5	6	7	8	HS	na
h. Extended constructed-response.....	K	1	2	3	4	5	6	7	8	HS	na

Science

i. Single-step selected-response (multiple choice).....	K	1	2	3	4	5	6	7	8	HS	na
j. Multiple-step selected-response.....	K	1	2	3	4	5	6	7	8	HS	na
k. Short constructed-response or grid-in.....	K	1	2	3	4	5	6	7	8	HS	na
l. Extended constructed-response.....	K	1	2	3	4	5	6	7	8	HS	na

SELECT ALL GRADE LEVELS THAT APPLY IN EACH ROW

GRADE LEVEL - K THROUGH 8TH	HIGH SCHOOL	NA
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Social Studies

m. Single-step selected-response (multiple choice).....	K	1	2	3	4	5	6	7	8	HS	na
n. Multiple-step selected-response.....	K	1	2	3	4	5	6	7	8	HS	na
o. Short constructed-response or grid-in.....	K	1	2	3	4	5	6	7	8	HS	na
p. Extended constructed-response.....	K	1	2	3	4	5	6	7	8	HS	na

2-9. During this school year (2013-14), how have your state's summative assessments in ELA and Math been aligned with the [COMMON CORE STATE STANDARDS/CURRENT STATE CONTENT STANDARDS] in these areas?

SELECT ONE RESPONSE
IN EACH ROW

	YES	NO
a. The state is using summative assessments that are fully aligned with the [CCSS/ CURRENT STATE CONTENT STANDARDS] in ELA and Math.....	1	0
b. The state has developed crosswalks showing alignment between the [CCSS/ CURRENT STATE CONTENT STANDARDS] and on the state's summative assessments in ELA and Math.....	1	0
c. The state's summative assessments include some items measuring [CCSS/ CURRENT STATE CONTENT STANDARDS] in ELA and Math.....	1	0
d. The state is using the pilot or field test version of the assessments developed by one of the assessment consortia (Smarter Balanced Assessment Consortium -- SBAC -- or Partnership for Assessment of Readiness for College and Careers -- PARCC) for accountability purposes.....	1	0
e. The state is using the pilot or field test version of the assessments developed by one of the assessment consortia (SBAC or PARCC) but <u>NOT</u> for accountability purposes.....	1	0
f. The state's summative assessments have not been changed to reflect the [CCSS/ CURRENT STATE CONTENT STANDARDS] in ELA and Math.....	1	0
g. Other (specify).....	1	0

- 2-10. Which, if any, of the following summative assessments will your state require districts to use in 2014-15 (in any grade level) to gauge student achievement in ELA and/or Math?

SELECT ONE RESPONSE IN EACH ROW

ELA ONLY	MATH ONLY	BOTH ELA AND MATH	NEITHER
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General State Assessments

a. Assessments developed by the Smarter Balanced Assessment Consortium (SBAC).....	1	2	3	0
b. Assessments developed by the Partnership for Assessment of Readiness for College and Careers (PARCC).....	1	2	3	0
c. Our state's own summative assessments.....	1	2	3	0

Alternate Assessments for Students with Significant Cognitive Disabilities

d. Alternate assessments for students with significant cognitive disabilities developed by the National Center and State Collaborative (NCSC).....	1	2	3	0
e. Alternate assessments for students with significant cognitive disabilities developed by the Dynamic Learning Maps (DLM) consortium.....	1	2	3	0
f. Our state's own alternate assessments for students with significant cognitive disabilities.....	1	2	3	0

- 2-11. During this school year (2013-14), has the state made investments in new technology or assisted districts with acquiring technology needed to implement the required state summative assessments in ELA and/or Math?

SELECT ONE RESPONSE
IN EACH ROW

YES	NO
-----	----

a. State provided new funding or assistance with acquiring expanded bandwidth for schools to provide broader and quicker access to internet resources.....	1	0
b. State provided new funding or assistance with acquiring computers (desktops, laptops, or tablets).....	1	0
c. New state funding to districts was specifically earmarked for technology.....	1	0

Next we'd like you to think about your policies for state summative assessments for English learners and students with disabilities.

2-12. Which statement(s) below describe accommodations for state summative assessments that your state allows for English learners (ELs) in the content areas of English language arts (ELA) and/or Math?

(If ELs are given an accommodation for either ELA or Math, or only in certain grades, mark "Yes." If ELs are given the same assessments as other general education students, without any accommodations, check box below.)

☐ Not applicable, no accommodations Skip to 2-14

SELECT ONE RESPONSE IN EACH ROW		
	YES	NO
a. ELs are given the same assessments as other general education students, but they may be given extra time	1	0
b. ELs are given the same assessments as other general education students, but an adult may read the assessment aloud in English	1	0
c. ELs are given the same assessments as other general education students, but an adult may translate the <u>instructions</u> into the student's primary language	1	0
d. ELs are given the same assessments as other general education students, but an adult may translate the <u>reading passages</u> into the student's primary language	1	0
e. ELs are given the same assessments as other general education students, but an adult may translate the <u>entire assessment</u> into the student's primary language	1	0
f. ELs are given the same assessments as other general education students, but the assessment booklet (or online version) can be provided in the student's primary language	1	0
g. ELs are given the same assessments as other general education students, but they can use a dual-language dictionary during the assessment.....	1	0
h. ELs are given an alternate assessment	1	0
i. Other (specify).....	1	0

2-13. What criteria are used to determine whether ELs should be provided with an accommodation for state summative assessments or an alternate assessment?

		SELECT ONE RESPONSE IN EACH ROW	
		YES	NO
a.	Beyond a particular grade level, ELs are given the same assessments as other general education students, without any accommodations (if yes, specify grade level)..... _____	1	0
b.	Once ELs have been assessed using an accommodation or alternate assessment for the maximum number of years allowed, they are given the same assessments as other general education students, without any accommodations (if yes, specify number of years)..... _____	1	0
c.	Once ELs meet or exceed a threshold score on an English language proficiency assessment, they are given the same assessments as other general education students, without any accommodations.....	1	0
d.	School districts must assess certain ELs using either an accommodation or an alternate assessment.....	1	0
e.	School districts determine whether or not to use an accommodation or an alternate assessment for ELs.....	1	0
f.	Other (specify)..... _____	1	0

2-14. Which, if any, of the following English Language Proficiency assessments will your state use in 2014-15 (in any grade level) for English learners?

		SELECT ONE RESPONSE IN EACH ROW	
		YES	NO
a.	The English Language Proficiency assessment developed by the Assessment Services Supporting ELs through Technology Systems (ASSETS) consortium.....	1	0
b.	The English Language Proficiency assessment developed by the English Language Proficiency Assessment for the 21st Century (ELPA21) consortium.....	1	0
c.	Our state's own English Language Proficiency assessment.....	1	0

- 2-15. Thinking about the administration of state summative assessments to students with disabilities (SWDs), which statement(s) below describe accommodations for summative assessments or alternate assessments that your state allows for SWDs in the content areas of ELA and Math?

(If SWDs are given the same assessments as other general education students, without any accommodations, check box below.)

☐ Not applicable, no accommodations → Skip to 2-16

SELECT ONE RESPONSE IN EACH ROW		
	YES	NO
a. SWDs are given the same assessments as other general education students, but they may be given flexibility in timing or scheduling (for example, extended time, breaks, different time of day).....	1	0
b. SWDs are given the same assessments as other general education students, but they may be presented differently (for example, an adult may read the entire test or reading passages aloud, directions may be repeated, may be presented in Braille).....	1	0
c. SWDs are given the same assessments as other general education students, but they may respond in a different manner (for example, an adult may serve as a scribe, or they may use speech-to-text).....	1	0
d. SWDs are given the same assessments as other general education students, but they may use equipment or materials to assist them (for example, a calculator, math tables, or manipulatives).....	1	0
e. SWDs are given the same assessments as other general education students, but in a different setting (for example, in a separate room or study carrel, or in a small group setting).....	1	0
f. SWDs may be given an alternate assessment based on <u>modified</u> state achievement standards (known as 2% tests for SWDs).....	1	0
g. SWDs may be given an alternate assessment based on <u>alternate</u> state achievement standards (known as 1% tests for students with significant cognitive disabilities).....	1	0
h. SWDs may be assessed by submitting a portfolio of their work.....	1	0
i. SWDs may be assessed by a task-based performance assessment	1	0
j. Other (specify).....	1	0

- 2-16. Does your state currently have a statewide longitudinal data system that includes a consistent identifier for each student in the state and individual student records that can track student achievement and other education data across districts and over time?

Yes.....1 →

No.....0.....

- 2-17. During this school year (2013-14), what information is available in the state's student-level longitudinal data system?

SELECT ONE RESPONSE IN EACH ROW		
	YES	NO
a. State summative assessment scores and demographic information for each student.....	1	0
b. Teacher identifiers that indicate, for each student, the teacher(s) responsible for each grade and course.....	1	0
c. Data on individual students linked from state or local early childhood education program systems, such as pre-kindergarten or Head Start programs.....	1	0
d. Courses taken and grades received for each high school student.....	1	0
e. Advanced Placement test scores or college entrance exam scores for each high school student.....	1	0
f. Linked data for individual students who enroll in state postsecondary institutions.....	1	0
g. Linked data on individual students from state workforce or unemployment insurance systems.....	1	0
h. Information on the individual student's teacher of record that links to a state database on individual teachers.....	1	0
i. Other (specify).....	1	0

2-18. For which of the following purposes are data in the state's student-level longitudinal data system currently used by state-level staff?

SELECT ONE RESPONSE IN EACH ROW		
	YES	NO
a. To track overall school performance and identify areas for improvement.....	1	0
b. To monitor the progress of English Learners (ELs) and students with disabilities (SWDs).....		
c. To evaluate instructional programs such as measuring program effectiveness.....	1	0
d. To inform professional development offerings such as identifying specific content or skills where teachers need assistance or support.....	1	0
e. To evaluate the success of professional development offerings for teachers or principals.....	1	0
f. To inform resource allocation such as which schools and students receive which programs or which staff work with which students.....	1	0
g. To provide information to teachers about their students' progress.....	1	0
h. To provide information to parents about the school or their children.....	1	0
i. To provide information to students about their own progress.....	1	0
j. To track students' postsecondary enrollment and progress after high school graduation such as credits earned in public colleges or universities in your state.....	1	0
k. To provide information to federal agencies (e.g., EDFacts).....	1	0
l. Something else (specify).....	1	0

2-19. During this school year (2013-14), what information has the state provided to districts from the state's student-level longitudinal data system?

SELECT ONE RESPONSE IN EACH ROW		
	YES	NO
a. Student achievement growth reports on individual <u>schools</u> using value added models (VAMs) or student growth percentiles (SGPs).....	1	0
b. Student achievement growth reports on individual <u>teachers</u> using value added models (VAMs) or student growth percentiles (SGPs).....	1	0
c. Student achievement growth reports on different <u>subgroups</u> of students using value added models (VAMs) or student growth percentiles (SGPs).....	1	0
d. Postsecondary outcomes associated with districts and schools.....	1	0

2-20. Does the state require districts to implement a district data system, or technologically based tools that provide school leaders and teachers with data to manage continuous instructional improvement efforts?

Yes.....1

No.....0

2-21. During this school year (2013-14), did the state provide any of the following funding, materials, or technical assistance to help district administrators, school leaders, and teachers use data to improve instruction?

SELECT ONE
RESPONSE IN EACH
ROW

	YES	NO
a. Funding for or direct provision of student-level data management systems.....	1	0
b. Access by district administrators and school leaders to a statewide student-level data system.....	1	0
c. Materials or documents for district administrators and school leaders on the use of data for school improvement plans	1	0
d. Materials or documents for school leaders and teachers on the use of data for instructional planning or improvement.....	1	0
e. Technical assistance and/or support on hardware or software issues, such as making technical systems or computer networks experts available to districts.....	1	0

Please provide the following information for each state education department staff member who assisted with the completion of this survey section.

Name	Position Title	Number of years in the position

Section 3. School Accountability and Turning Around Low-Performing Schools

DEFINITIONS FOR USE THROUGHOUT THIS SECTION:

Summative assessments are state- or district-mandated tests that are intended to measure students' knowledge and skills at (or near) the end of a school year or course relative to grade-level content standards.

3-1. Which of the following best describes your state's goal for student achievement under the federal Elementary and Secondary Education Act (ESEA)?

SELECT ONE ONLY

- That 100% of the students achieve proficiency on the state assessments(s) by 2013-14.....1
 - To reduce by half the percentage of all students and subgroups who are not proficient on the state assessment(s) within 6 years.....2
 - That 100% of students achieve proficiency on the state assessment(s) by 2019-20.....3
 - Other (specify).....4
-

3-2. States monitor proficiency rates on state summative assessments for all students as well as for subgroups specified in ESEA (e.g., students with disabilities, low-income students, and students of specific racial/ethnic groups). Does your state merge some of the student subgroups specified in ESEA into a single combined subgroup for school accountability?

- Yes.....1
- No.....0 → Skip to 3-6

3-3. Which subgroups are merged into a single combined subgroup?

(If your state has only one combined subgroup, please indicate which groups are included in the first column, and check the box below indicating only one combined subgroup. If your state defines more than one combined subgroup, please indicate which subgroups are included in the second combined subgroup using the second column.)

- ☐ Check box if only one combined subgroup. (Indicate groups included in first combined subgroup column. Leave second combined subgroup column blank.)

	FIRST COMBINED SUBGROUP		SECOND COMBINED SUBGROUP	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. White.....	1	0	1	0
b. Black or African American.....	1	0	1	0
c. Hispanic.....	1	0	1	0
d. Asian.....	1	0	1	0
e. American Indian or Alaska Native.....	1	0	1	0
f. Native Hawaiian or Other Pacific Islander.....	1	0	1	0
g. Multiracial/two or more races.....	1	0	1	0
h. Other individual racial/ethnic subgroup (specify).....	1	0	1	0
i. Economically disadvantaged.....	1	0	1	0
j. English learners.....	1	0	1	0
k. Students with disabilities.....	1	0	1	0
l. Low academic performance (for example, lowest 25 percent based on proficiency).....	1	0	1	0

3-4. Are combined subgroups used by all schools in the state, or only for schools in which the individual subgroups are below the state's minimum group size or n-size?

SELECT ONE ONLY

Combined subgroups are used by all schools.....1

Combined subgroups are used only when the number of students in the individual subgroups for that school is below the minimum group size or n-size.....2

3-5. For schools that fell short of Annual Measurable Objectives (AMOs) for a state-designated combined subgroup in 2012-13, what actions did the state require?

☐ Check box if all schools in the state met their AMOs for combined subgroups and skip to 3-6.

☐ Check box if state does not set AMOs for combined subgroups and skip to 3-6.

Schools that fell short of AMOs for a state-designated combined subgroup in 2012-13 are required to:	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Develop a school improvement plan.....	1	0
b. Examine the reasons for low achievement of that combined subgroup.....	1	0
c. Implement interventions to address the reasons for low achievement of the combined subgroup.....	1	0
d. Report to the district or state on the interim progress of the combined subgroup more than once during this school year (2013-14).....	1	0
e. Examine the reasons for low achievement of <u>each constituent subgroup</u> within that combined subgroup.....	1	0
f. Implement interventions to address the reasons for low achievement of <u>each constituent subgroup</u> within that combined subgroup.....	1	0
g. Report to the district or state on the interim progress of <u>each constituent subgroup</u> within that combined subgroup more than once during this school year (2013-14).....	1	0

3-6. For this school year (2013-14), does the state set the same Annual Measurable Objectives (AMOs) for every school or do AMOs vary in different schools?

→
SELECT ONE ONLY

AMOs are the same for every school.....1 Skip to 3-8

AMOs vary in different schools.....0

3-7. In which ways do the AMOs vary for schools?

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. AMOs vary depending on school level (elementary, middle, and high schools)	1	0
b. AMOs vary depending on each school's initial proficiency level in the first year of the ESEA Flexibility.....	1	0
c. AMOs vary based on something else (specify).....	1	0

SELECT ONE RESPONSE
IN EACH ROW

YES	NO
-----	----

- 3-8. During this school year (2013-14), has your state identified “Reward” schools (i.e., “highest-performing” or “high-progress” schools), based on student outcomes measured by required state summative assessments and other data collected through the end of the 2012-13 school year?

SELECT ONE RESPONSE
IN EACH ROW

	YES	NO
a. State has identified highest-performing Reward schools.....	1	0
b. State has identified high-progress Reward schools.....	1	0

IF NO TO BOTH, SKIP TO 3-11.

- 3-9. Does your state recognize Title I Reward schools (highest-performing and/or high-progress schools) in any of the following ways?

SELECT ONE RESPONSE
IN EACH ROW

	YES	NO
a. Public recognition.....	1	0
b. Financial rewards for teachers and/or principals.....	1	0
c. Additional funding for schools to use for educational purposes.....	1	0
d. Additional operating flexibility or exemption from state/district requirements.....	1	0
e. Opportunities to share best practices with other schools in the state.....	1	0
f. Other (specify).....	1	0

- 3-10. Does your state identify any Non-Title I Reward schools (i.e., highest-performing or high-progress schools)?

Yes.....1

No.....0

- 3-11. Does your state have any other programs to identify and recognize high-performing schools other than Reward school?
(Do not include National Blue Ribbon Schools)

Yes.....1

No.....0

ESEA Flexibility states have identified low-performing schools as Priority schools and Focus schools for interventions. This section asks about Priority schools and Focus schools in your state.

3-12. How often does the state identify Priority and Focus schools?

SELECT ONE RESPONSE IN EACH ROW

	EVERY YEAR	EVERY 2 YEARS	EVERY 3 YEARS
a. Priority schools.....	1	2	3
b. Focus schools.....	1	2	3

3-13. Does your state identify any Non-Title I Priority or Focus schools?

SELECT ONE RESPONSE
IN EACH ROW

	YES	NO
a. Non-Title I Priority schools.....	1	0
b. Non-Title I Focus schools.....	1	0

The next questions pertain to your state's Title I and Non-Title I Priority schools.

3-14. Among the schools in your state that were designated as Priority schools during the last school year (2012-13), how many were closed after the 2012-13 school year for performance reasons?

(Write in NA if you had no Priority schools during the 2012-13 school year. Write in "0" if no schools were closed.)

_____ NUMBER OF TITLE I PRIORITY SCHOOLS THAT CLOSED AFTER THE 2012-13 SCHOOL YEAR

_____ NUMBER OF NON-TITLE I PRIORITY SCHOOLS THAT CLOSED AFTER THE 2012-13 SCHOOL YEAR

3-15. Does the state require any interventions or changes to be made in Title I and Non-Title I Priority schools this year (2013-14)?

(Leave the second column blank if the state has no Non-Title I Priority schools.)

	TITLE I PRIORITY SCHOOLS	NON-TITLE I PRIORITY SCHOOLS
SELECT ONE RESPONSE PER COLUMN		
a. State requires specific interventions/changes in Priority schools.....	1	1
b. State leaves interventions/changes in Priority schools to local discretion with state approval.....	2	2
c. State leaves interventions/changes in Priority schools completely to local discretion.....	3	3

- 3-16. During this school year (2013-14), what interventions, if any, does the state require for Title I or Non-Title I Priority schools?

(Leave the second column blank if the state has no Non-Title I Priority schools.)

Interventions for Priority schools:	TITLE I PRIORITY SCHOOLS		NON-TITLE I PRIORITY SCHOOLS	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	REQUIRED	NOT REQUIRED	REQUIRED	NOT REQUIRED
a. Schools must prepare a school improvement plan that focuses on subjects and/or subgroups that are falling short of AMOs.....	1	2	1	2
b. School improvement plans must be available to the public.....	1	2	1	2
c. Schools must implement and monitor an instructional program that supports students not showing sufficient growth toward AMOs.....	1	2	1	2
d. Schools and/or districts must provide professional development to staff that supports interventions for subgroups of students not showing sufficient growth toward AMOs.....	1	2	1	2

The next questions pertain to your state's Title I Priority schools.

- 3-17. Among Title I Priority schools, how many are implementing each of the following initiatives during this school year (2013-14)?

(Write in the number of Title I Priority schools implementing each initiative, or select "none" or "don't know" for Title I Priority schools.)

School Initiatives	SELECT ONE RESPONSE IN EACH ROW		
	TITLE I PRIORITY SCHOOLS		
	NUMBER OF SCHOOLS	NONE	DON'T KNOW
a. Implementing a "restart" model as defined in U.S. Department of Education regulations.....	_____	0	d
b. Implementing a "transformation" model as defined in U.S. Department of Education regulations.....	_____	0	d
c. Implementing a "turnaround" model as defined in U.S. Department of Education regulations.....	_____	0	d

- 3-18. Are all, some, or no Title I Priority schools in the state implementing the following academic and structural changes during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

TITLE I PRIORITY SCHOOLS		
ALL	SOME	NONE

School Academic and Structural Changes

a. Implementing a comprehensive schoolwide reform model.....	2	1	0
b. Operating an extended school day, week, or year.....	2	1	0

- 3-19. For Title I Priority schools implementing intervention models during this school year (2013-14), did the state provide any of the following types of guidance to districts regarding the selection of school intervention models?

SELECT ONE RESPONSE IN EACH ROW

GUIDANCE TO DISTRICTS ABOUT TITLE I PRIORITY SCHOOLS	
YES	NO

a. The state allowed or prohibited specific models and/or strategies.....	1	0
b. The state provided guidance on how to match the model to school needs and capacity.....	1	0
c. The state provided guidance on models appropriate for addressing the needs of English learners.....	1	0
d. The state provided guidance on models appropriate for addressing the needs of students with disabilities.....	1	0
e. The state provided guidance on how to engage the community in the selection of the model.....	1	0
f. Something else (specify).....	1	0

The next questions pertain to your state's **Title I and Non-Title I Priority schools**

3-20. How many Title I and Non-Title I Priority schools in the state have been placed under a new form of management for the 2013-14 school year?

(Write the number of Priority schools in each category. If "none" write in 0.)

(Leave the second column blank if the state has no Non-Title I Priority schools.)

NUMBER OF SCHOOLS		
	TITLE I PRIORITY SCHOOLS	NON-TITLE I PRIORITY SCHOOLS
a. Direct state control or statewide accountability district.....	_____	_____
b. Converted to charter school.....	_____	_____
c. Managed by a school management organization, either for-profit or nonprofit.....	_____	_____
TOTAL SCHOOLS UNDER NEW FORM OF MANAGEMENT	_____	_____

3-21. How many Title I and Non-Title I Priority schools in the state have been removed from district control since the beginning of the 2012-13 school year?

_____ NUMBER OF TITLE I PRIORITY SCHOOLS REMOVED FROM DISTRICT CONTROL

_____ NUMBER OF NON-TITLE I PRIORITY SCHOOLS REMOVED FROM DISTRICT CONTROL

3-22. To what extent were changes in personnel used to turn around Title I and Non-Title I Priority schools before the start of this school year (2013-14)?

(Write the number of Priority schools in which the principal was replaced or in which half or more of the teaching staff was replaced before the start of the 2013-14 school year as part of the school improvement plan.)

(Leave the second column blank if the state has no Non-Title I Priority schools.)

NUMBER OF SCHOOLS		
	TITLE I PRIORITY SCHOOLS	NON-TITLE I PRIORITY SCHOOLS
a. Principal replaced.....	_____	_____
b. Half or more of the teaching staff replaced.....	_____	_____

3-23. Do the state's current teacher assignment laws or policies for Title I and Non-Title I Priority schools include any of the following features?

(Leave the second column blank if the state has no Non-Title I Priority schools.)

	TITLE I PRIORITY SCHOOLS		NON-TITLE I PRIORITY SCHOOLS	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. Financial incentives for teachers to begin or continue to work in the state's Priority schools.....	1	0	1	0
b. Financial incentives for staff with English learner expertise to begin or continue to work in the Priority schools.....	1	0	1	0
c. Financial incentives for staff with expertise working with students with disabilities to begin or continue to work in the Priority schools.....	1	0	1	0
d. More flexibility in, or exemptions from, collective bargaining agreements or certain state employment laws/regulations that guide staffing decisions.....	1	0	1	0
e. School discretion or authority to decide which staff to hire for the Priority schools.....	1	0	1	0
f. Exemptions from teacher tenure rules that affect placement in or removal from the Priority schools (specify which rules).....	1	0	1	0

The next questions pertain to your state's **Title I and Non-Title I Focus schools**.

3-24. During this school year (2013-14), what interventions, if any, does the state require for Title I and Non-Title I Focus schools?

☐ Check box if no specific interventions are required in Focus schools and skip to 3-26.

(Leave the second column blank if the state has no Non-Title I Focus schools.)

Interventions for Focus schools:	TITLE I FOCUS SCHOOLS		NON-TITLE I FOCUS SCHOOLS	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	REQUIRED	NOT REQUIRED	REQUIRED	NOT REQUIRED
a. Schools must prepare a school improvement plan that focuses on subjects and/or subgroups that are falling short of AMOs.....	1	2	1	2
b. School improvement plans must be available to the public.....	1	2	1	2
c. Schools must implement and monitor an instructional program that supports students not showing sufficient growth toward AMOs.....	1	2	1	2
d. Schools and/or districts must provide professional development to staff that supports interventions for subgroups of students not showing sufficient growth toward AMOs.....	1	2	1	2

3-25. For Focus schools implementing intervention strategies during this school year (2013-14), did the state provide any of the following types of guidance to districts regarding the selection of school intervention strategies?

(Leave the second column blank if the state has no Non-Title I Focus schools.)

	GUIDANCE TO DISTRICTS ABOUT:			
	TITLE I FOCUS SCHOOLS		NON-TITLE I FOCUS SCHOOLS	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. The state allowed or prohibited specific initiatives and/or strategies.....	1	0	1	0
b. The state provided guidance on how to match the initiatives to school needs and capacity.....	1	0	1	0
c. The state provided guidance on initiatives appropriate for addressing the needs of English learners.....	1	0	1	0
d. The state provided guidance on initiatives appropriate for addressing the needs of students with disabilities.....	1	0	1	0
e. The state provided guidance on initiatives appropriate for addressing the needs of other subgroups (specify which subgroups).....	1	0	1	0
f. The state provided guidance on how to engage the community in the selection of the initiatives.....	1	0	1	0
g. Something else (specify).....	1	0	1	0

The next questions pertain to your state's Title I Priority and Focus schools.

- 3-26. During this school year (2013-14), and including last summer (2013), what additional professional development or technical assistance has the state provided to principals in Title I Priority and Focus schools, beyond what is available to any Title I school?

Additional professional development or assistance for principals on...	PROVIDED TO TITLE I PRIORITY SCHOOLS		PROVIDED TO TITLE I FOCUS SCHOOLS	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. School improvement planning, identifying interventions, or budgeting effectively.....	1	0	1	0
b. Acting as instructional leaders.....	1	0	1	0
c. Recruiting, retaining, and developing more effective teachers.....	1	0	1	0

- 3-27. Thinking now about teachers, during this school year (2013-14) and including last summer (2013), what additional professional development or technical assistance has the state provided to teachers in Title I Priority and Focus schools, beyond what is available to any Title I school?

Additional professional development or assistance for teachers on...	PROVIDED TO TITLE I PRIORITY SCHOOLS		PROVIDED TO TITLE I FOCUS SCHOOLS	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. Analyzing student assessment data to improve instruction.....	1	0	1	0
b. Working effectively in teacher teams to improve instruction.....	1	0	1	0
c. Identifying and implementing strategies to address the needs of English learners.....	1	0	1	0
d. Identifying and implementing strategies to address the needs of students with disabilities.....	1	0	1	0

3-28. During this school year (2013-14), what additional resources has the state provided to Title I Priority and Focus schools, beyond what is available to any Title I school?

	PROVIDED TO TITLE I PRIORITY SCHOOLS		PROVIDED TO TITLE I FOCUS SCHOOLS	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. Additional resources to be used for purposes specified in the school improvement plan.....	1	0	1	0
b. Additional resources to be used to reduce class sizes..	1	0	1	0
c. Additional resources to be used to add instructional time (extended day or extended school year).....	1	0	1	0
d. Other additional resources (specify)..... _____	1	0	1	0

3-29. Does the state currently have any organizational or administrative structures specifically intended to improve state capacity to support school turnaround efforts? By school turnaround, we mean the implementation of changes in low-performing schools designed to rapidly and substantially increase student achievement.

Yes.....1 →

No.....0 Skip to Intro before 3-31

3-30. During this school year (2013-14), which of the following organizational or administrative structures are in place in your state to support school turnaround efforts?

SELECT ONE RESPONSE IN EACH ROW		
	YES	NO
a. State staff or office whose sole responsibility is to support school turnaround.....	1	0
b. Regional staff or office whose sole responsibility is to support school turnaround.....	1	0
c. Contracts with external consultants to support school turnaround.....	1	0
d. State-level staff or consultants to provide support to turnaround schools and districts in working with English learners.....	1	0
e. State-level staff or consultants to provide support to turnaround schools and districts in working with students with disabilities.....	1	0
f. Monitoring or reporting requirements specifically for schools designated as Priority or Focus schools.....	1	0
g. Something else (specify)..... _____	1	0

We would like to learn more about how your state monitors the activities and progress of Title I and Non-Title I Priority and Focus schools.

3-31. During this school year (2013-14), which of the following groups are responsible for monitoring the state's Title I and Non-Title I Priority and Focus schools?

(If your state has no Non-Title I Priority or Focus schools, leave those columns blank.)

	MONITORS TITLE I				MONITORS NON-TITLE I			
	PRIORITY SCHOOLS		FOCUS SCHOOLS		PRIORITY SCHOOLS		FOCUS SCHOOLS	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO	YES	NO	YES	NO
a. State Education Agency.....	1	0	1	0	1	0	1	0
b. Regional staff such as staff from the county office of education or BOCES (Boards of Cooperative Educational Services).....	1	0	1	0	1	0	1	0
c. External consultants.....	1	0	1	0	1	0	1	0
d. District central office staff.....	1	0	1	0	1	0	1	0

The next questions pertain to monitoring your state's Title I Priority and Focus schools.

- 3-32. During this school year (2013-14), which of the following strategies are used for monitoring the Title I Priority schools in your state and, for each strategy that is used, how often is it used?

SELECT YES OR NO IN EACH ROW. IF YES, SELECT ONE OPTION FOR HOW OFTEN USED

TITLE I PRIORITY SCHOOLS	USED FOR MONITORING IN YOUR STATE?		IF USED, HOW OFTEN FOR EACH TITLE I PRIORITY SCHOOL?				
	YES	NO	ONCE PER SCHOOL YEAR	TWICE PER SCHOOL YEAR	QUARTERLY	MONTHLY	OTHER (specify)
a. Site visits.....	1	0	1	2	3	4	_____
b. Telephone conferences.....	1	0	1	2	3	4	_____
c. Discussions with parents/community...	1	0	1	2	3	4	_____
d. Analysis of student data.....	1	0	1	2	3	4	_____
e. Other (specify)..... _____	1	0	1	2	3	4	_____

- 3-33. During this school year (2013-14), which of the following strategies are used for monitoring the Title I Focus schools in your state and, for each strategy that is used, how often is it used?

SELECT YES OR NO IN EACH ROW. IF YES, SELECT ONE OPTION FOR HOW OFTEN USED

TITLE I FOCUS SCHOOLS	USED FOR MONITORING IN YOUR STATE?		IF USED, HOW OFTEN FOR EACH TITLE I FOCUS SCHOOL?				
	YES	NO	ONCE PER SCHOOL YEAR	TWICE PER SCHOOL YEAR	QUARTERLY	MONTHLY	OTHER (specify)
a. Site visits.....	1	0	1	2	3	4	_____
b. Telephone conferences.....	1	0	1	2	3	4	_____
c. Discussions with parents/community...	1	0	1	2	3	4	_____
d. Analysis of student data.....	1	0	1	2	3	4	_____
e. Other (specify)..... _____	1	0	1	2	3	4	_____

SELECT YES OR NO IN EACH ROW. IF YES, SELECT ONE OPTION FOR HOW OFTEN USED

TITLE I FOCUS SCHOOLS	USED FOR MONITORING IN YOUR STATE?		IF USED, HOW OFTEN FOR EACH TITLE I FOCUS SCHOOL?				
	YES	NO	ONCE PER SCHOOL YEAR	TWICE PER SCHOOL YEAR	QUARTERLY	MONTHLY	OTHER (specify)
							—

- 3-34. During this school year (2013-14), approximately how many full-time-equivalent (FTE) staff or consultants is the state providing or funding specifically to assist its Title I Priority and Focus schools and their districts?

(Write the number of FTE staff or select "none". If "none", skip to introduction before 3-36.)

_____ NUMBER OF FULL-TIME-EQUIVALENT STAFF OR CONSULTANTS SUPPORTING TITLE I PRIORITY OR FOCUS SCHOOLS

NONE.....0 → Skip to Intro before 3-36

- 3-35. How many Title I Priority and Focus schools, in total, are being served by those state staff or state-funded consultants?

(Write the number of schools. If "none", write in 0.)

_____ NUMBER OF TITLE I PRIORITY SCHOOLS SERVED

_____ NUMBER OF TITLE I FOCUS SCHOOLS SERVED (Write zero if staff or consultants serve only Title I Priority schools.)

For the next set of questions, please consider Title I and Non-Title I schools in your state that are NOT Priority or Focus schools.

- 3-36. Apart from Priority and Focus schools, did any school in your state (either Title I or Non-Title I) fall short of Annual Measurable Objectives (AMOs) for the previous school year (2012-13)?

Yes.....1

No.....0 → Skip to Intro before 3-42

- 3-37. Excluding Priority and Focus schools, does your state require schools not meeting AMOs to take any action during this school year (2013-14)?

	TITLE I SCHOOLS NOT MEETING AMOs	NON-TITLE I SCHOOLS NOT MEETING AMOs
SELECT ONE RESPONSE PER COLUMN		
a. Yes, <u>all</u> schools falling short of AMOs must take action.....	1	1
b. Yes, <u>some</u> schools falling short of AMOs must take action (specify).....	2	2
c. No, schools falling short of AMOs are not required to take action.....	3	3

3-38. For schools that did not meet AMOs for 2012-13 (excluding Priority and Focus schools), what interventions, if any, does the state require?

☐ Check box if no specific interventions are required in schools that did not meet AMOs in 2012-13 (excluding Priority and Focus schools) and skip to 3-40.

(If your state has no Non-Title I schools not meeting AMOs, leave that column blank.)

Interventions for schools not meeting AMOs (excluding Priority and Focus schools):	TITLE I SCHOOLS NOT MEETING AMOs		NON-TITLE I SCHOOLS NOT MEETING AMOs	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	REQUIRED	NOT REQUIRED	REQUIRED	NOT REQUIRED
a. Schools must prepare a school improvement plan that focuses on subjects and/or subgroups that are falling short of AMOs.....	1	2	1	2
b. School improvement plans must be available to the public.....	1	2	1	2
c. Schools must implement and monitor an instructional program that supports students not showing sufficient growth toward AMOs.....	1	2	1	2
d. Schools and/or districts must provide professional development to staff that supports interventions for subgroups of students not showing sufficient growth toward AMOs.....	1	2	1	2
e. Schools must take some other action (specify).....	1	2	1	2

3-39. During this school year (2013-14), how does the state monitor schools that did not meet AMOs (excluding Priority and Focus schools)?

	TITLE I SCHOOLS NOT MEETING AMOs		NON-TITLE I SCHOOLS NOT MEETING AMOs	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. The State Education Agency reviews and provides feedback on the school improvement plan.....	1	0	1	0
b. The school improvement plan must be approved by the State Education Agency.....	1	0	1	0
c. The State Education Agency monitors the thoroughness of district oversight of schools as appropriate to the performance category of those schools.....	1	0	1	0
d. The State Education Agency conducts monitoring visits to all schools in this performance category.....	1	0	1	0
e. The State Education Agency conducts monitoring visits to a sample of schools in this performance category.....	1	0	1	0

The next questions pertain to your state's Title I schools that did not meet AMOs for 2012-13.

3-40. During this school year (2013-14), and including last summer (2013), what additional professional development or technical assistance has the state provided to principals in Title I schools that did not meet AMOs for 2012-13 (excluding Priority and Focus schools), beyond what is available to any other Title I school?

Additional professional development of assistance for principals on...	SELECT ONE RESPONSE IN EACH ROW	
	TITLE I SCHOOLS NOT MEETING AMOs	
	YES	NO
a. School improvement planning, identifying interventions, or budgeting effectively.....	1	0
b. Acting as instructional leaders.....	1	0
c. Recruiting, retaining, and developing more effective teachers.....	1	0

- 3-41. Thinking now about teachers, during this school year (2013-14), and including last summer (2013), what additional professional development or technical assistance has the state provided to teachers in Title I schools that did not meet AMOs for 2012-13 (excluding Priority and Focus schools), beyond what is available to any other Title I school?

SELECT ONE RESPONSE IN EACH ROW		
Additional professional development of assistance for teachers on...	TITLE I SCHOOLS NOT MEETING AMOs	
	YES	NO
a. Analyzing student assessment data to improve instruction.....	1	0
b. Working effectively in teacher teams to improve instruction.....	1	0
c. Identifying and implementing strategies to address the needs of English learners.....	1	0
d. Identifying and implementing strategies to address the needs of students with disabilities.....	1	0

Next, we ask about your state's approach to working with or through "intermediaries" to support the implementation of statewide education reforms and priorities. These "intermediaries" may be regional branches, contractors, consultants, or grant recipients of the State Education Agency, who support the State Education Agency's work but are not paid as State Education Agency employees.

- 3-42. Does your State Education Agency currently work with any intermediaries to support the implementation of statewide education reform priorities in any of the following areas?

SELECT ONE RESPONSE IN EACH ROW		
	YES	NO
a. Implementing college and career ready standards and assessments.....	1	0
b. Using data to improve instruction.....	1	0
c. Recruiting, developing, rewarding, and retaining effective teachers and school leaders.....	1	0
d. Turning around your state's Priority schools.....	1	0
e. Providing supports for English learners.....	1	0
f. Providing supports for students with disabilities.....	1	0

SELECT ONE RESPONSE IN EACH ROW	
YES	NO
g. Increasing state capacity in any of the areas listed in items a through f above.....1.....0.....	
h. Some other reform area (specify area).....1.....0.....	

IF AT LEAST ONE YES, PROCEED TO 3-43. IF ALL OF THE
ABOVE ARE NO, SKIP TO 3-45.

- 3-43. Within the past year, did the State Education Agency work with any of the following type(s) of intermediaries to support the implementation of statewide education reform priorities in the various areas identified in the preceding question?

SELECT ONE RESPONSE IN EACH ROW		
	YES	NO
a. Federally-supported comprehensive center, regional educational laboratory, equity assistance center, or content center (specify)..... _____	1	0
b. Postsecondary institutions.....	1	0
c. Regional/county offices.....	1	0
d. Educators contracted by the state such as distinguished educators.....	1	0
e. Other external organizations (specify)..... _____	1	0

- 3-44. Continuing to focus on the intermediaries with whom the State Education Agency worked in the past year, with which of the following groups were these intermediaries expected to work?

SELECT ONE RESPONSE IN EACH ROW		
	YES	NO
a. State-level staff.....	1	0
b. All districts.....	1	0
c. Schools identified as Priority schools and/or districts in which these schools are located.....	1	0
d. Schools identified as Focus schools and/or districts in which these schools are located.....	1	0
e. Some other groups of districts and/or schools (specify)..... _____	1	0

3-45. Considering the availability of state staff and consultants, to what extent are the following a challenge during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW			
	NOT A CHALLENGE	MINOR CHALLENGE	MAJOR CHALLENGE
a. Monitoring districts and/or schools.....	1	2	3
b. Providing targeted support or technical assistance to districts and/or schools.....	1	2	3
c. Developing guidelines for teacher and principal evaluation in the state.....	1	2	3
d. Working with districts to implement teacher and principal evaluation models.....	1	2	3
e. Developing state longitudinal data systems.....	1	2	3
f. Working with districts and/or schools on the use of data to improve instruction.....	1	2	3
g. Supporting districts and/or schools in the process of turning around low-achieving schools.....	1	2	3
h. Some other type of expertise (specify).....	1	2	3

Please provide the following information for each state education department staff member who assisted with the completion of this survey section.

Name	Position Title	Number of years in the position

Section 4. Teacher and Principal Evaluation

DEFINITIONS FOR USE THROUGHOUT THIS SECTION:

Summative assessments are state- or district-mandated tests that are intended to measure students' knowledge and skills at (or near) the end of a school year or course relative to grade-level content standards.

Standardized assessments are assessments consistently administered and scored for all students in the same grades and subjects, districtwide or statewide. These might include required state summative assessments, assessments purchased from testing companies, or district-developed assessments that are administered districtwide.

Student achievement growth is the change in student achievement for an individual student between two or more points in time. Two types of student achievement growth measures are common:

1. **Value added measures (VAMs)** or **student growth percentiles (SGPs)** apply complex statistical methods to calculate achievement growth for a teacher's own students based on state summative assessments or other standardized assessments. VAMs and SGPs can also be calculated for teacher teams, for grades, or for schools.
2. **Student learning objectives (SLOs)** or **student growth objectives (SGOs)** are achievement targets for a teacher's own students, determined by each individual teacher at the beginning of the school year (often in consultation with the school principal) based on the teacher's assessment of the students' starting achievement levels. SLOs/SGOs may relate to students' scores on standardized assessments, or to teacher-developed tests, performance tasks, or other customized assessments of student learning.

Teacher Evaluation

In this section, we want to gather information on the status of and requirements for teacher evaluation practices in your state during this school year (2013-14). Many states are implementing new teacher evaluation policies or systems based on new laws or regulations adopted since 2009.

- ☐ **Check box if your state has adopted new laws or regulations for teacher evaluation since 2009 (including those in response to ESEA Flexibility waiver requirements).** We are interested in learning about the status of and requirements for teacher evaluation practices being piloted or implemented in your state in response to these new laws or regulations. Please answer the questions in this section based on the new teacher evaluation practices as they are being piloted or implemented in the 2013-14 school year. For example, if a new system is being piloted during the 2013-14 school year, respond only about the components being piloted this year. → **SKIP TO 4-1**
- ☐ **Check box if your state has not adopted new laws or regulations for teacher evaluation since 2009.** Please respond about the requirements of teacher evaluation practices in your state during the 2013-14 school year. → **SKIP TO 4-3**

4-1. During this school year (2013-14), what is the status of the new teacher evaluation system in your state?

SELECT ONE ONLY

The system is in the planning stage and no components are being implemented.....1 → Skip to 4-3

The system is in the piloting stage and some, but not all, components are being implemented.....2

The system is in the piloting stage and all components are being implemented.....3

The system is being implemented statewide, and some but not all components are being implemented.....4 → Skip to 4-3

The system is fully implemented statewide.....5 Skip to 4-3

4-2. During this school year (2013-14), in how many districts and schools is the state piloting the teacher evaluation system?

ENTER NUMBER

a. Number of districts.....

b. Number of schools.....

4-3. During this school year (2013-14), which of the following statements best describes the state's requirements and regulations related to teacher evaluation?

(As a reminder, if your state has adopted new laws or regulations for teacher evaluation since 2009, please refer to the teacher evaluation practices being piloted or implemented in response to these new laws or regulations when responding to this and other questions in this section. For all other states, please refer to the practices in your state during the 2013-14 school year.)

SELECT ONE ONLY

Districts in your state are required to use a uniform evaluation model prescribed by the state.....1

Districts in your state are required to adopt the state model for evaluating teachers if they cannot meet or surpass state expectations, sometimes referred to as the state default model.....2

Districts in your state may adopt but are not required to adopt the state model for evaluating teachers, sometimes referred to as the state exemplar model.....3

Districts are permitted to select their own teacher evaluation models as long as they comply with state statutes and rules.....4

- 4-4. During this school year (2013-14), do state regulations stipulate a specific number of rating levels or a minimum number of rating levels (such as highly effective, effective, satisfactory, needs improvement) to be used when evaluating overall teacher performance? If so, what is the specific or minimum number of rating categories that is required?

SELECT ONE ONLY

Yes, districts must use a specific or minimum number of rating categories for teacher evaluation.....1

Specify specific or minimum number of rating categories _____

No, there is no specific or minimum number of rating categories that districts must use for teacher evaluation.....0

The next several questions ask about the use of student achievement growth in teacher evaluations.

As a reminder, student achievement growth may be measured using value added measures (VAMs), student growth percentiles (SGPs), student learning objectives (SLOs), student growth objectives (SGOs), or other measures of change in student achievement over time.

- 4-5. During this school year (2013-14), does your state require that student achievement growth be used as one component of the performance evaluation of some, all, or no teachers? This can include student achievement growth for the teacher's own students and/or teamwide, gradewide, or schoolwide student achievement growth.

(Note: If your state is piloting a new system in some districts or schools, then this question refers to teachers in the pilot schools. In order to report "all teachers," student achievement growth would need to be used with all teachers, including teachers of Art, Music, Physical Education, and special populations such as English learners or students with disabilities.)

SELECT ONE ONLY

The state requires student achievement growth to be included as an evaluation component for some but not all teachers.....1 → Skip to 4-7

The state requires student achievement growth to be included as an evaluation component for all teachers across all grades (K-12), all subjects, and special education.....2 → Skip to 4-7

The state does not require student achievement growth to be included in teacher evaluations, but local districts may choose to include it.....3

The state does not permit student achievement growth to be included in the evaluations of any teachers.....4

4-6. Please tell us about the reasons that your state either does not require or does not permit student achievement growth to be included among the components of a teacher's evaluation during the 2013-14 school year.

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Teachers are evaluated based on professional practice rather than student achievement.....	1	0
b. Inability to link teachers with the students they teach in the state's data system.....	1	0
c. Concerns about the validity of student achievement growth as a measure of teacher performance or quality.....	1	0
d. No tests available to measure student achievement growth in many grades and subjects.....	1	0
e. Concerns about the appropriateness of available assessments as a measure of student achievement growth.....	1	0
f. Opposition from teacher unions to using student achievement growth to evaluate teachers.....	1	0
g. Opposition from teachers to using student achievement growth to evaluate teachers.....	1	0
h. Inadequate technology, technical expertise, staff, or other resources.....	1	0
i. Teacher evaluation is a matter for local determination.....	1	0
j. Other (specify).....	1	0

—

SKIP TO 4-15.

The next several questions ask specifically about the use of value added measures (VAMs) or student growth percentiles (SGPs). As a reminder, VAMs/SGPs apply complex statistical methods to calculate achievement growth for a teacher's own students based on state summative assessments or other standardized assessments. VAMs and SGPs can also be calculated for teacher teams, for grades, or for schools.

- 4-7. This question focuses on teachers of English language arts (ELA) and/or Math in grades 4 through 8. Indicate whether during this school year (2013-14) your state requires teacher evaluations to include VAMs or SGPs based on state summative assessments for the teacher's own students and/or for a broader group of students.

SELECT ONE RESPONSE IN EACH ROW		
The state requires evaluations for teachers of ELA and Math in grades 4 through 8 to include:	YES	NO
a. VAM or SGP based on state summative assessments for the teacher's own students.....	1	0
b. VAM or SGP based on state summative assessments for a broader group than the teacher's own students, for example, a team, grade, or school.....	1	0

- 4-8. This question focuses on teachers of Science in grades 6 through 8. Indicate whether during this school year (2013-14) your state requires teacher evaluations to include VAMs or SGPs based on state summative assessments for the teacher's own students and/or for a broader group of students.

(For each VAM/SGP measure, select all grades in which your state uses state summative assessments to estimate VAMs or SGPs to be used in Science teacher evaluations. Select NA (not applicable) for each VAM/SGP measure that is not used for Science teachers' evaluations in any of grades 6-8.)

The state requires evaluations for teachers of Science in grades 6 through 8 to include:	NA	SELECT GRADES IN WHICH EACH VAM/SGP MEASURE IS USED IN SCIENCE TEACHER EVALUATIONS		
a. VAM or SGP based on state summative assessments for the teacher's own students.....	na	6	7	8
b. VAM or SGP based on state summative assessments for a broader group than the teacher's own students, for example, a team, grade, or school.....	na	6	7	8

- 4-9. This question focuses on teachers of Social Studies in grades 6 through 8. Indicate whether during this school year (2013-14) your state requires teacher evaluations to include VAMs or SGPs based on state summative assessments for the teacher's own students and/or for a broader group of students.

(For each VAM/SGP measure, select all grades in which your state uses state summative assessments to estimate VAMs or SGPs to be used in Social Studies teacher evaluations. Select NA (not applicable) for each VAM/SGP measure that is not used for Social Studies teachers' evaluations in any of grades 6-8.)

The state requires evaluations for teachers of Social Studies in grades 6 through 8 to include:	NA	SELECT GRADES IN WHICH EACH VAM/SGP MEASURE IS USED IN SOCIAL STUDIES TEACHER EVALUATIONS			
		6	7	8	
a. VAM or SGP based on state summative assessments for the teacher's own students.....	na	6	7	8	
b. VAM or SGP based on state summative assessments for a broader group than the teacher's own students, for example, a team, grade, or school.....	na	6	7	8	

- 4-10. This question focuses on early elementary teachers in grades K through 3. Indicate whether during this school year (2013-14) your state requires teacher evaluations to include VAMs or SGPs based on state summative assessments for the teacher's own students and/or for a broader group of students.

(For each VAM/SGP measure, select all grades in which your state uses state summative assessments to estimate VAMs or SGPs to be used in teacher evaluations. Select NA (not applicable) for each VAM/SGP measure that is not used for teachers' evaluations in any of grades K-3.)

The state requires evaluations of early elementary teachers to include:	NA	SELECT GRADES IN WHICH EACH VAM/SGP MEASURE IS USED IN EARLY ELEMENTARY TEACHER EVALUATIONS			
		K	1	2	3
a. VAM or SGP based on state summative assessments for the teacher's own students.....	na	K	1	2	3
b. VAM or SGP based on state summative assessments for a broader group than the teacher's own students, for example, a team, grade, or school.....	na	K	1	2	3

- 4-11. During this school year (2013-14), does your state require use of VAMs or SGPs for the teacher's own students as a component of the evaluations of high school teachers in any of the following subjects and courses?

(For each subject, select the name of each course for which your state requires use of a state summative assessment to estimate student achievement growth of the teacher's own students in high school teacher evaluations. Select NA if student achievement growth of the teacher's own students on state summative assessments is not required as part of high school teachers' evaluations in any course in that subject.)

		NA	SELECT COURSES IN WHICH VAMS OR SGPS ARE USED IN TEACHER EVALUATIONS				
a.	High school ELA teachers.....	na	English 9	English 10	English 11	English 12	Other ELA
b.	High school Math teachers...	na	Algebra I	Geometry	Algebra 2		Other Math
c.	High school Science teachers.....	na	Biology	Chemistry	Physics		Other Science
d.	High school Social Studies teachers.....	na	Civics	U.S. History			Other Social Studies

- 4-12. During this school year (2013-14), does the state require that a locally-selected measure of student achievement growth be included in any teachers' evaluations?

Yes.....1 →

No.....0 Skip to Intro before 4-14

- 4-13. For which teachers does the state require that a locally-selected measure of student achievement growth for a teacher's own students be included in these teachers' evaluations?

(Select "yes" for the row if any teachers in that category must include a locally-selected measure of student achievement growth for their own students in their evaluations.)

SELECT ONE RESPONSE IN EACH ROW		
A <u>locally-selected</u> measure of student achievement growth <u>for a teacher's own students</u> must be used to evaluate:	YES	NO
a. Kindergarten teachers.....	1	0
b. Teachers of grades 1, 2, or 3.....	1	0
c. Teachers of ELA and/or Math in grades 4-8.....	1	0
d. Teachers of Science in grades 6, 7, or 8.....	1	0
e. Teachers of Social Studies in grades 6, 7, or 8.....	1	0
f. High school ELA teachers.....	1	0
g. High school Math teachers.....	1	0
h. High school Science teachers.....	1	0
i. High school Social Studies teachers.....	1	0
j. Any teachers of other subjects, such as Art, Music, or Physical Education.....	1	0

Many teachers serve grades and subjects that lack state summative assessments that can be used to measure student achievement growth for the teacher's own students. The next question is about the evaluations of teachers for whom growth cannot be measured for their own students based on required state summative assessments.

- 4-14. During this school year (2013-14), for teachers of grades and subjects for which growth on state assessments cannot be calculated, does the state require any of the following approaches to measuring student achievement growth in teacher evaluation?

SELECT ONE RESPONSE IN EACH ROW

	REQUIRED IN TEACHER EVALUATION	FULFILLS A REQUIRED CHOICE FOR MEASURING GROWTH	PERMITTED BUT NOT REQUIRED FOR USE IN TEACHER EVALUATION	PROHIBITED FOR USE IN TEACHER EVALUATION
a. Gradewide, teamwide, or schoolwide VAMs or SGPs based on state summative assessments.....	1	2	3	4
b. VAMs or SGPs for the teacher's own students on district-selected or district-developed standardized assessments (i.e., assessments consistently administered and scored for all students in the same grades and subjects districtwide).....	1	2	3	4
c. Student learning/growth objectives or other teacher-selected aims based on assessments selected or developed by individual teachers	1	2	3	4
d. Another approach (specify).....	1	2	3	4

—

4-15. During this school year (2013-14), does the state require any of the following sources of information on teacher performance (other than student achievement growth) be used in teacher evaluations?

- ☐ Check box if your state has no legislation or regulations about particular sources of information to be used to evaluate teacher performance and skip to instructions before 4-16.

SELECT ONE RESPONSE IN EACH ROW

	REQUIRED IN TEACHER EVALUATION	FULFILLS A REQUIRED CHOICE FOR TEACHER EVALUATION	PERMITTED BUT NOT REQUIRED FOR USE IN TEACHER EVALUATION	PROHIBITED FOR USE IN TEACHER EVALUATION
a. Classroom observations using a teacher professional practice rubric, conducted by the principal or other school administrator.....	1	2	3	4
b. Classroom observations using a teacher professional practice rubric, conducted by someone other than a school administrator (such as a peer or mentor teacher, instructional coach, central office staff member, or an observer from outside the school or district).....	1	2	3	4
c. Teacher self-assessment.....	1	2	3	4
d. Portfolios or other artifacts of teacher professional practice.....	1	2	3	4
e. Assessments by a peer or mentor teacher that are <u>not</u> based on a teacher professional practice rubric..	1	2	3	4
f. Student work samples.....	1	2	3	4
g. Student surveys or other student feedback.....	1	2	3	4
h. Parent surveys or other parent feedback.....	1	2	3	4
i. Something else (specify).....	1	2	3	4

—				

Principal Evaluation

In this section, we want to gather information on the status of and requirements for principal evaluation practices in your state during this school year (2013-14). Many states are implementing new principal evaluation policies or systems based on new laws or regulations adopted since 2009.

- ☐ **Check box if your state has adopted new laws or regulations for principal evaluation since 2009 (including those in response to ESEA Flexibility waiver requirements).** We are interested in learning about the status of and requirements for principal evaluation practices being piloted or implemented in your state in response to these new laws or regulations. Please answer the questions in this section based on the new principal evaluation practices as they are being piloted or implemented in the 2013-14 school year. For example, if a new system is being piloted during the 2013-14 school year, respond only about the components being piloted this year. → **SKIP TO 4-16.**
- ☐ **Check box if your state has not adopted new laws or regulations for principal evaluation since 2009.** Please respond about the requirements of principal evaluation practices in your state during the 2013-14 school year. → **SKIP TO 4-18.**

4-16. During this school year (2013-14), what is the status of the new principal evaluation system in your state?

SELECT ONE ONLY

- The system is in the planning stage and no components are being implemented.....1 → Skip to 4-18
- The system is in the piloting stage and some, but not all, components are being implemented.....2
- The system is in the piloting stage and all components are being implemented.....3
- The system is being implemented statewide, and some but not all components are being implemented.....4 → Skip to 4-18
- The system is fully implemented statewide.....4 → Skip to 4-18

4-17. During this school year (2013-14), in how many districts and schools is the state piloting the principal evaluation system?

ENTER NUMBER

a. Number of districts.....

b. Number of schools.....

- 4-18. During this school year (2013-14), which of the following statements best describes the state's requirements and regulations related to principal evaluation?

(As a reminder, if your state has adopted new laws or regulations for principal evaluation since 2009, please refer to the principal evaluation practices being piloted or implemented in response to these new laws or regulations when responding to this and other questions in this section. For all other states, please refer to the practices in your state during the 2013-14 school year.)

SELECT ONE ONLY

Districts in your state are required to use a uniform evaluation model prescribed by the state.....1

Districts in your state are required to adopt the state model for evaluating principals if they cannot meet or surpass state expectations, sometimes referred to as the state default model.....2

Districts in your state may adopt but are not required to adopt the state model for evaluating principals, sometimes referred to as the state exemplar model.....3

Districts are permitted to select their own principal evaluation models as long as they comply with state statutes and rules.....4

- 4-19. During this school year (2013-14), do state regulations stipulate a specific number of rating levels or a required minimum number of rating levels (such as highly effective, effective, satisfactory, needs improvement) to be used when evaluating overall principal performance? If so, what is the specific or minimum number of rating categories that is required?

SELECT ONE ONLY

Yes, districts must use a specific or minimum number of rating categories for principal evaluation.....1

Specify specific or minimum number of rating categories_____

No, there is no specific or minimum number of rating categories that districts must use for principal evaluation.....0

4-20. During this school year (2013-14), does the state require any of the following student outcomes for use in principal evaluations for elementary or middle school principals?

- ☐ Check box if your state has no legislation or regulations about using student outcomes to evaluate principal performance and skip to 4-22.

SELECT ONE RESPONSE IN EACH ROW

	ELEMENTARY AND MIDDLE SCHOOL PRINCIPALS			
	REQUIRED IN PRINCIPAL EVALUATION	FULFILLS A REQUIRED CHOICE FOR PRINCIPAL EVALUATION	PERMITTED BUT NOT REQUIRED FOR USE IN PRINCIPAL EVALUATION	PROHIBITED FOR USE IN PRINCIPAL EVALUATION
a. Schoolwide proficiency rates on required state summative assessments.....	1	2	3	4
b. Schoolwide year-to-year changes in proficiency rates on required state summative assessments.....	1	2	3	4
c. Achievement growth of students schoolwide using a value added measure (VAM) or student growth percentiles (SGPs).....	1	2	3	4
d. Student promotion/graduation rate.....	1	2	3	4
e. Student dropout rate.....	1	2	3	4
f. Gaps in achievement or low student achievement growth for English learners.....	1	2	3	4
g. Gaps in achievement or low student achievement growth for students with disabilities.....	1	2	3	4
h. Gaps in achievement or low student achievement growth for other subgroups.....	1	2	3	4
i. Student attendance.....	1	2	3	4
j. Student behavior/discipline/ safety.....	1	2	3	4
k. Other student outcome (specify).....	1	2	3	4

- 4-21. Thinking now about high school principals, during this school year (2013-14), does the state require any of the following student outcomes for use in principal evaluations for high school principals?

SELECT ONE RESPONSE IN EACH ROW

	HIGH SCHOOL PRINCIPALS			
	REQUIRED IN PRINCIPAL EVALUATION	FULFILLS A REQUIRED CHOICE FOR PRINCIPAL EVALUATION	PERMITTED BUT NOT REQUIRED FOR USE IN PRINCIPAL EVALUATION	PROHIBITED FOR USE IN PRINCIPAL EVALUATION
a. Schoolwide proficiency rates on required state summative assessments....	1	2	3	4
b. Schoolwide year-to-year changes in proficiency rates on required state summative assessments.....	1	2	3	4
c. Achievement growth of students schoolwide using a value added measure (VAM) or student growth percentiles (SGPs).....	1	2	3	4
d. Student promotion/graduation rate.....	1	2	3	4
e. Student dropout rate.....	1	2	3	4
f. Gaps in achievement or low student achievement growth for English learners.....	1	2	3	4
g. Gaps in achievement or low student achievement growth for students with disabilities.....	1	2	3	4
h. Gaps in achievement or low student achievement growth for other subgroups.....	1	2	3	4
i. Student attendance.....	1	2	3	4
j. Student behavior/discipline/ safety.....	1	2	3	4
k. Other student outcome (specify).....	1	2	3	4

4-22. During this school year (2013-14), does the state require any of the following sources of information on principal performance (other than student outcome measures) be used in principal evaluations?

- ☐ Check box if your state has no legislation or regulations about particular sources of information to be used to evaluate principal performance and skip to introduction before 4-23.

SELECT ONE RESPONSE IN EACH ROW

	REQUIRED IN PRINCIPAL EVALUATION	FULFILLS A REQUIRED CHOICE FOR PRINCIPAL EVALUATION	PERMITTED BUT NOT REQUIRED FOR USE IN PRINCIPAL EVALUATION	PROHIBITED FOR USE IN PRINCIPAL EVALUATION
a. Ratings based on a principal professional practice rubric.....	1	2	3	4
b. Principal self-assessment.....	1	2	3	4
c. Input from district administrators that is not based on a principal professional practice rubric.....	1	2	3	4
d. Staff surveys or other staff feedback...	1	2	3	4
e. Student surveys or other student feedback.....	1	2	3	4
f. Parent surveys or other parent feedback.....	1	2	3	4
g. Something else (specify)..... _____	1	2	3	4

Uses of Evaluation Ratings

As a reminder, if your state has adopted new laws or regulations for teacher or principal evaluation since 2009, please refer to the teacher or principal evaluation practices being piloted or implemented in response to these new laws or regulations when responding to questions in this section. For all other states, please refer to the practices in your state during the 2013-14 school year.

4-23. During this school year (2013-14), do state requirements allow teachers to earn tenure or some other continuing right to their job that cannot be revoked without due process?

Yes.....1

No.....0

4-24. Does the state require, recommend (but not require), permit, or prohibit teacher evaluation results for this year (2013-14) to be used to inform any of the following decisions?

(Select NA, where available, if tenure is not offered in your state.)

SELECT ONE RESPONSE IN EACH ROW

	REQUIRED	RECOMMENDED (BUT NOT REQUIRED)	PERMITTED	PROHIBITED	NA
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Teacher evaluation results are required, recommended, permitted, or prohibited to be used to inform decisions about teacher professional development:

a. Planning professional development for individual teachers.....	1	2	3	4	
b. Development of performance improvement plans for low-performing teachers.....	1	2	3	4	
c. Setting goals for student achievement growth for the next school year.....	1	2	3	4	
d. Identifying low-performing teachers for coaching, mentoring, or peer assistance.....	1	2	3	4	

Teacher evaluation results are required, recommended, permitted, or prohibited to be used to inform decisions about teacher career advancement:

e. Recognizing high-performing teachers.....	1	2	3	4	
f. Determining annual salary increases.....	1	2	3	4	
g. Determining bonuses or performance-based compensation other than salary increases.....	1	2	3	4	
h. Granting tenure or similar job protection.....	1	2	3	4	na
i. Career advancement opportunities, such as teacher leadership roles.....	1	2	3	4	
j. Determining eligibility to transfer to other schools.....	1	2	3	4	

For low-performing teachers, evaluation results are required, recommended, permitted, or prohibited to be used to inform decisions about:

l. Loss of tenure or similar job protection.....	1	2	3	4	na
m. Sequencing potential layoffs if the district needs to reduce staff.....	1	2	3	4	
n. Dismissal or terminating employment for cause.....	1	2	3	4	

4-25. During this school year (2013-14), do state requirements allow principals to earn tenure or some other continuing right to their job that cannot be revoked without due process?

Yes.....1

No.....0

4-26. Does the state require, recommend (but not require), permit, or prohibit principal evaluation results for this school year (2013-14) to be used to inform any of the following decisions?

(Select NA, where available, if tenure is not offered in your state.)

SELECT ONE RESPONSE IN EACH ROW

REQUIRED	RECOMMENDED (BUT NOT REQUIRED)	PERMITTED	PROHIBITED	NA
----------	--------------------------------------	-----------	------------	----

Principal evaluation results are required, recommended, permitted, or prohibited to be used to inform decisions about principal professional development:

a. Planning professional development for individual principals.....	1	2	3	4	
b. Development of performance improvement plans for low-performing principals.....	1	2	3	4	
c. Identifying low-performing principals for coaching or mentoring.....	1	2	3	4	

Principal evaluation results are required, recommended, permitted, or prohibited to be used to inform decisions about principal career advancement:

d. Recognizing high-performing principals.....	1	2	3	4	
e. Determining annual salary increases.....	1	2	3	4	
f. Determining bonuses or performance-based compensation other than salary increases.....	1	2	3	4	
g. Granting tenure or similar job protection.....	1	2	3	4	na
h. Career advancement opportunities, such as additional leadership roles.....	1	2	3	4	
i. Deciding on renewal of a principal's contract.....	1	2	3	4	
j. Assigning principals to schools.....	1	2	3	4	

For low-performing principals, evaluation results are required, recommended, permitted, or prohibited to be used to inform decisions about:

k. Loss of tenure or similar job protection.....	1	2	3	4	na
l. Sequencing potential layoffs if the district needs to reduce staff.....	1	2	3	4	
m. Transfer to a different school.....	1	2	3	4	
n. Demotion.....	1	2	3	4	
o. Dismissal or terminating employment for cause.....	1	2	3	4	

Requirements and Supports for Implementing Evaluation Systems

As a reminder, if your state has adopted new laws or regulations for teacher or principal evaluation since 2009, please refer to the teacher or principal evaluation practices being piloted or implemented in response to these new laws or regulations when responding to questions in this section. For all other states, please refer to the practices in your state during the 2013-14 school year.

- 4-27. During this school year (2013-14), does your state require any of the following training for staff who conduct evaluations of principals or teachers?

(Select NA if your state does not require use of a professional practice rubric to evaluate either teachers or principals.)

SELECT ONE RESPONSE IN EACH ROW			
	YES	NO	NA
a. Teacher evaluators must receive training on the teacher professional practice rubric.....	1	0	na
b. Teacher evaluators must pass a test that assesses their accuracy in using the teacher professional practice rubric.....	1	0	na
c. Principal evaluators must receive training on the principal professional practice rubric.....	1	0	na
d. Principal evaluators must pass a test that assesses their accuracy in using the principal professional practice rubric.....	1	0	na

4-28. During this school year (2013-14), has your state provided any of the following supports to district administrators, school leaders, or teachers in implementing or conducting principal or teacher evaluations?

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Provided or funded training for observers on teacher professional practice rubrics.....	1	0
b. Provided or funded training for observers on principal professional practice rubrics.....	1	0
c. Provided data on value added measures (VAMs) or student growth percentiles (SGPs) for schools and/or teachers.....	1	0
d. Provided data systems or information technology tools to help evaluators record evaluation ratings.....	1	0
e. Produced the final summative evaluation ratings for teachers and principals in each district based on information submitted by district staff.....	1	0
f. Helped districts purchase or develop data systems to record and analyze data from teacher and principal evaluations to create performance ratings.....	1	0
g. Helped districts negotiate the elements of new educator evaluation systems with administrators' or teachers' associations.....	1	0
h. Provided or helped develop communication materials to help explain major components of the new evaluation system to staff and the public.....	1	0
i. Provided materials, training, or assistance to district administrators and school leaders on communicating evaluation results to principals and teachers.....	1	0

4-29. During this school year (2013-14), what information does the state require districts to submit in order to monitor implementation of teacher and principal evaluation practices according to state requirements and regulations?

SELECT ONE RESPONSE IN EACH ROW		
	YES	NO
a. The district's plans for evaluating principals and teachers, including information about any measures that are selected by districts.....	1	0
b. Periodic reports about the number of principals and teachers observed or rated over a specific time period.....	1	0
c. Periodic reports about meeting other milestones or progress indicators (such as the number of principals and teachers who participated in a discussion of the past year's performance by a specific date).....	1	0
d. Plans describing what will be done to improve the performance of teachers identified as ineffective, low-performing, or unsatisfactory.....	1	0
e. Periodic reports on the number or percentage of teachers identified as ineffective, low-performing, or unsatisfactory who were provided with assistance or were terminated.....	1	0
f. Plans describing what will be done to improve the performance of principals identified as ineffective, low-performing, or unsatisfactory.....	1	0
g. Periodic reports on the number or percentage of principals identified as ineffective, low-performing, or unsatisfactory who were provided with assistance or were terminated.....	1	0
h. Reports on the number or percentage of teachers whose performance evaluation included a measure of student achievement growth.....	1	0
i. Plans for using evaluation results in hiring/placement/promotion decisions.....	1	0
j. Other (specify).....	1	0

Statewide Data on Individual Teachers

4-30. During this school year (2013-14), does your state have statewide data on individual teachers that includes any of the following elements?
(Select NA, where available, if tenure is not offered in your state.)

SELECT ONE RESPONSE IN EACH ROW			
	YES	NO	NA
a. Overall (summative) evaluation ratings for individual teachers.....	1	0	
b. Value added measures (VAMs) or student growth percentiles (SGPs) for (some) individual teachers.....	1	0	
c. Observation ratings for individual teachers.....	1	0	
d. Tenure status of individual teachers.....	1	0	na
e. Degree-granting institutions and degrees earned by individual teachers.....	1	0	
f. Certification/license status of individual teachers.....	1	0	
g. Years of experience of individual teachers.....	1	0	
h. Highly qualified teacher status.....	1	0	
i. Other (specify)..... _____	1	0	

4-31. For the most recent school year with complete teacher evaluations (for example, 2012-13), does the state have statewide data on the number of teachers in each evaluation rating category?
Yes.....1
No.....0

- 4-32. Based on the most recent evaluations completed (for example, 2012-13), please indicate the percentage of teachers in your state who fell into each of the performance evaluation rating categories, from the highest to lowest category.

(If your state has adopted new laws or regulations for teacher evaluation since 2009, please refer to the teacher evaluation practices being piloted or implemented in response to these new laws or regulations when responding. If no evaluations were completed in 2012-13 using that system, please refer to the evaluation practices in your state during the most recent evaluation year.

Please select the column that matches the number of rating categories in your state in place for the most recent evaluations completed. Write in the percentage of teachers in each category. If no teachers fell into a category, please enter a "0".

Your best estimate for percentages is fine.)

☐ Check box if you are unable to estimate the percentages.

TWO RATING CATEGORIES		THREE RATING CATEGORIES		FOUR RATING CATEGORIES		FIVE RATING CATEGORIES	
CATEGORY	% OF ALL TEACHERS	CATEGORY	% OF ALL TEACHERS	CATEGORY	% OF ALL TEACHERS	CATEGORY	% OF ALL TEACHERS
First (Highest).....	_____	First (Highest).....	_____	First (Highest).....	_____	First (Highest).....	_____
Second (Lowest).....	_____	Second	_____	Second.....	_____	Second	_____
TOTAL	100 %	Third (Lowest).....	_____	Third.....	_____	Third	_____
		TOTAL	100 %	Fourth (Lowest).....	_____	Fourth	_____
				TOTAL	100 %	Fifth (Lowest).....	_____
						TOTAL	100 %

- 4-33. When answering the rating question above, were the teacher evaluation policies and practices in that year

SELECT ONE ONLY

A pilot of the state's new teacher evaluation policies and practices based on new laws or regulations since 2009.....1

Statewide teacher evaluation policies and practices that were the same as or very similar to those in place during this school year (2013-14).....2

Older teacher evaluation practices that were in effect in your state during the most recent evaluation year and are not the same as or similar to current practices based on the state's new laws or regulations for teacher evaluation since 2009?.....3

Statewide Data on Individual Principals

- 4-34. During this school year (2013-14), does your state have statewide data on individual principals that includes any of the following elements?

(Select NA, where available, if tenure is not offered in your state.)

SELECT ONE RESPONSE IN EACH ROW			
	YES	NO	NA
a. Overall (summative) evaluation ratings for individual principals.....	1	0	
b. Schoolwide value added measures (VAMs) or student growth percentiles (SGPs) for (some) individual principals.....	1	0	
c. Rating from a principal professional practice rubric for individual principals.....	1	0	
d. Tenure status of individual principals.....	1	0	na
e. Degree-granting institutions and degrees earned by individual principals.....	1	0	
f. Certification status of individual principals.....	1	0	
g. Years of experience of individual principals.....	1	0	
h. Other (specify).....	1	0	

- 4-35. For the most recent school year with complete principal evaluations (for example, 2012-13), does the state have statewide data on the number of principals in each evaluation rating category?

Yes.....1

No.....0

- 4-36. Based on the most recent evaluations completed (for example, 2012-13), please indicate the percentage of principals in your state who fell into each of the performance evaluation rating categories, from the highest to lowest category.

(If your state has adopted new laws or regulations for principal evaluation since 2009, please refer to the principal evaluation practices being piloted or implemented in response to these new laws or regulations when responding. If no evaluations were completed in 2012-13 using that system, please refer to the evaluation practices in your state during the most recent evaluation year.

Please select the column that matches the number of rating categories in your state in place for the most recent evaluations completed. Write in the percentage of principals in each category. If no principals fell into a category, please enter a "0".

Your best estimate for percentages is fine.)

☐ Check box if you are unable to estimate the percentages.

TWO RATING CATEGORIES		THREE RATING CATEGORIES		FOUR RATING CATEGORIES		FIVE RATING CATEGORIES	
CATEGORY	% OF ALL PRINCIPALS	CATEGORY	% OF ALL PRINCIPALS	CATEGORY	% OF ALL PRINCIPALS	CATEGORY	% OF ALL PRINCIPALS
First (Highest).....	_____	First (Highest).....	_____	First (Highest).....	_____	First (Highest).....	_____
Second (Lowest).....	_____	Second	_____	Second.....	_____	Second	_____
TOTAL	100 %	Third (Lowest).....	_____	Third.....	_____	Third	_____
		TOTAL	100 %	Fourth (Lowest).....	_____	Fourth	_____
				TOTAL	100 %	Fifth (Lowest).....	_____
						TOTAL	100 %

- 4-37. When answering the rating question above, were the principal evaluation policies and practices in that year

SELECT ONE ONLY

A pilot of the state's new principal evaluation policies and practices based on new laws or regulations since 2009.....1

Statewide principal evaluation policies and practices that were the same as or very similar to those in place during this school year (2013-14).....2

Older principal evaluation practices that were in effect in your state during the most recent evaluation year and are not the same as or similar to current practices based on the state's new laws or regulations for principal evaluation since 2009?.....3

Educator Distribution

4-38. Within the past 12 months, has your state examined information about the distribution of teacher quality or effectiveness across schools or districts serving different student populations (e.g., high-poverty or urban schools compared with low-poverty or rural schools)?

SELECT ONE ONLY

- Yes, conducted by a contractor hired by the State Education Agency.....1
- Yes, conducted by State Education Agency staff.....2
- No.....0 → Skip to 4-41

4-39. What information was used to define teacher quality or effectiveness in this examination of the distribution of teachers?

SELECT ONE RESPONSE
IN EACH ROW

	YES	NO
a. Teacher evaluation ratings.....	1	0
b. Teacher effectiveness as measured by the teacher's value added measure (VAM) or student growth percentile (SGP).....	1	0
c. Teacher experience.....	1	0
d. Teacher certification.....	1	0
e. Teacher education (e.g., proportion of teachers with master's degrees).....	1	0
f. Assignment of teachers to grades or classes outside of their field of certification.....	1	0
g. Teacher's "highly qualified" status based on definitions of No Child Left Behind.....	1	0
h. Other (specify).....	1	0

4-40. What actions has your state taken to address any inequities found in teacher quality or effectiveness?

- ☐ Check box if not applicable – Analysis found no substantial inequities in teacher quality or effectiveness and skip to 4-41.

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. State provided findings about inequities to school districts and/or the public.....	1	0
b. State has established financial incentives to encourage qualified or effective teachers who move to or stay in schools with lower levels of teacher quality or effectiveness compared to other schools.....	1	0
c. State has provided resources (e.g., professional development, coaching) to improve the effectiveness of less-qualified or effective teachers.....	1	0
d. State requires school districts to develop a plan for addressing inequities.....	1	0
e. Other (specify)..... _____	1	0
f. State has not taken action to address inequities in access to effective teachers.....	1	0

4-41. Within the past 12 months, has your state examined information about the distribution of principal quality or effectiveness across schools or districts serving different populations (e.g., high-poverty or urban schools compared with low-poverty or rural schools)?

SELECT ONE ONLY

- Yes, conducted by a contractor hired by the State Education Agency.....1 →
- Yes, conducted by State Education Agency staff.....2
- No.....0 Skip to 4-44

4-42. In this examination of the distribution of principals, what information was used to define principal quality or effectiveness?

SELECT ONE RESPONSE IN EACH ROW		
	YES	NO
a. Principal evaluation ratings.....	1	0
b. Principal effectiveness as measured by achievement growth of students using a value added measure (VAM) or student growth percentile (SGP).....	1	0
c. Principal experience.....	1	0
d. Principal certification.....	1	0
e. Principal educational attainment.....	1	0
f. Other (specify).....	1	0

4-43. What actions has your state taken to address any inequities found in principal quality or effectiveness?

☐ Check box if not applicable – Analysis found no substantial inequities in principal quality or effectiveness and skip to 4-44.

SELECT ONE RESPONSE IN EACH ROW		
	YES	NO
a. State provided findings about inequities to school districts and/or the public.....	1	0
b. State has established financial incentives to encourage qualified or effective principals who move to or stay in schools with lower levels of principal quality or effectiveness compared to other schools.....	1	0
c. State has provided resources (e.g., professional development, coaching) to improve the effectiveness of less-qualified or effective principals.....	1	0
d. State requires school districts to develop a plan for addressing inequities.....	1	0
e. Other (specify).....	1	0

f. State has not taken action to address inequities in access to effective principals.....	1	0

Educator Preparation

- 4-44. Within the past 12 months, has the state assessed the effectiveness of any of its teacher preparation programs? Indicate whether the state assessed the effectiveness of traditional preparation programs or alternative preparation programs.
(Select NA if your state does not have alternative preparation programs.)

SELECT ONE RESPONSE IN EACH ROW			
	YES	NO	NA
a. Traditional programs.....	1	0	
b. Alternative programs.....	1	0	na

IF NO OR NA ANSWERED TO BOTH ITEMS IN 4-44 SKIP TO 4-48.

- 4-45. Within the past 12 months, which of the following types of information did the state use to assess the effectiveness of any of its teacher preparation programs? Please indicate if each type of information has been used for assessing effectiveness of traditional preparation programs only, alternative preparation programs only, both traditional and alternative programs, or neither.

SELECT ONE RESPONSE IN EACH ROW				
	TRADITIONA L ONLY	ALTERNATIVE PREPARATIO N ONLY	BOTH TRADITIONAL AND ALTERNATIVE PREPARATION	NEITHE R
a. The percentage of the program's graduates who earn certification.....	1	2	3	0
b. The percentage of the program's graduates placed in teaching jobs.....	1	2	3	0
c. Rates of retention in the profession of the program's graduates.....	1	2	3	0
d. Teacher evaluation ratings of teachers who graduated from each program.....	1	2	3	0
e. Value added measures (VAMs) or student growth percentiles (SGPs) for teachers who graduated from each program.....	1	2	3	0
f. Classroom observation ratings for teachers who graduated from each program.....	1	2	3	0
g. Qualitative program reviews.....	1	2	3	0
h. Feedback from principals, other school staff, or human resources staff on credentialed teachers from each program.....	1	2	3	0
i. Something else (specify).....	1	2	3	0

- 4-46. Within the past 12 months, has your state reported information about the effectiveness of the teachers they prepared to the schools of education or alternative preparation programs that the teachers attended using information listed in question 4-45?

(Select NA if your state does not have alternative preparation programs.)

SELECT ONE RESPONSE IN EACH ROW			
	YES	NO	NA
a. State reported information about effectiveness to schools of education.....	1	0	
b. State reported information about effectiveness to alternative preparation programs.....	1	0	na

- 4-47. Within the past 12 months, has your state publicly reported information about the effectiveness of teachers prepared by schools of education or alternative preparation programs?

(Select NA if your state does not have alternative preparation programs.)

SELECT ONE RESPONSE IN EACH ROW			
	YES	NO	NA
a. State publicly reported information about the effectiveness of schools of education.....	1	0	
b. State publicly reported information about the effectiveness of alternative preparation programs.....	1	0	na

- 4-48. Within the past 12 months, has the state assessed the effectiveness of its principal preparation programs? Indicate whether the state assessed the effectiveness of traditional preparation programs or alternative preparation programs.

(Select NA if your state does not have alternative preparation programs.)

SELECT ONE RESPONSE IN EACH ROW			
	YES	NO	NA
a. Traditional programs.....	1	0	
b. Alternative programs.....	1	0	na

IF NO OR NA ANSWERED TO BOTH ITEMS IN 4-48 SKIP TO END OF THIS SECTION OF THE SURVEY.

- 4-49. Within the past 12 months, which of the following types of information did the state use to assess the effectiveness of any of its principal preparation programs? Please indicate if each type of information has been used for assessing effectiveness of traditional preparation programs only, alternative preparation programs only, both traditional and alternative programs, or neither.

SELECT ONE RESPONSE IN EACH ROW

	TRADITIONAL ONLY	ALTERNATIVE PREPARATION ONLY	BOTH TRADITIONAL AND ALTERNATIVE PREPARATION	NEITHE R
a. The percentage of the program's graduates who earn certification.....	1	2	3	0
b. The percentage of the program's graduates placed as school principals.....	1	2	3	0
c. Rates of retention in the profession of the program's graduates.....	1	2	3	0
d. Principal evaluation ratings of principals who graduated from each program.....	1	2	3	0
e. Value added measures (VAMs) or student growth percentiles (SGPs) associated with principals who graduated from each program.....	1	2	3	0
f. Ratings on a professional practice rubric for principals who graduated from each program.....	1	2	3	0
g. Qualitative program reviews.....	1	2	3	0
h. Feedback from district administrators or human resources staff on credentialed principals from each program.....	1	2	3	0
i. Something else (specify)..... _____	1	2	3	0

- 4-50. Within the past 12 months, has your state reported information about the effectiveness of the principals they prepared to the schools of education or alternative preparation programs that the principals attended?

(Select NA if your state does not have alternative preparation programs.)

SELECT ONE RESPONSE
IN EACH ROW

	YES	NO	NA
a. State reported information about effectiveness to schools of education.....	1	0	
b. State reported information about effectiveness to alternative preparation programs.....	1	0	na

4-51. Within the past 12 months, has your state publicly reported information about the effectiveness of principals prepared by schools of education or alternative preparation programs?
(Select NA if your state does not have alternative preparation programs.)

SELECT ONE RESPONSE IN EACH ROW			
	YES	NO	NA
a. State publicly reported information about the effectiveness of schools of education.....	1	0	
b. State publicly reported information about the effectiveness of alternative preparation programs.....	1	0	na

Please provide the following information for each state education department staff member who assisted with the completion of this survey section.

Name	Position Title	Number of years in the position

Thank you for completing this survey.

OMB#: XXXX-XXXX

Expiration Date: XX/XX/20XX

Implementation of Title I/II Program Initiatives

Survey of State Education Agencies Version For States without ESEA Flexibility

SECTION 3: School Accountability and Turning Around Low-Performing Schools *(Remaining Sections are the Same as the ESEA Flexibility Version)*

2013-2014



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 180 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. The obligation to respond to this collection is required to obtain or retain benefit (Education Department General Administrative Regulations, Sections 75.591 and 75.592). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number XXXX-XXXX. Note: Please do not return the completed survey to this address.

Notice of Confidentiality

Information collected for this study comes 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). Responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific individual. We will not provide information that identifies you to anyone outside the study team, except as required by law.

Section 3. School Accountability and Turning Around Low-Performing Schools

DEFINITIONS FOR USE THROUGHOUT THIS SECTION:

Cohort-to-cohort improvement is the change in schoolwide proficiency rates, attendance, or other group-level measures of academic performance from one year to the next (for example, last year's fourth grade proficiency rate compared with this year's fourth grade proficiency rate).

Student achievement growth is the change in student achievement for an *individual student* between two or more points in time, and may be measured using student growth percentiles (SGPs), value added measures (VAMs), student growth objectives (SGOs), or other measures of change in student achievement over time.

Summative assessments are state- or district-mandated tests that are intended to measure students' knowledge and skills at (or near) the end of a school year or course relative to grade-level content standards.

3-1. Which of the following best describes your state's goal for student achievement under the federal Elementary and Secondary Education Act (ESEA)?

SELECT ONE ONLY

That 100% of the students achieve proficiency on the state assessments by 2013-14....1

To reduce by half the percentage of all students and subgroups who are not proficient on the state assessment(s) within 6 years.....2

That 100% of students achieve proficiency on the state assessment(s) by 2019-20.....3

Other (specify).....4

3-2. During this school year (2013-14), has your state recognized any schools as high-performing or as making high progress (i.e., substantially improving), based on student outcomes measured by required state summative assessments and/or graduation rates?

(Include Title I Distinguished Schools and other state recognition programs. Do not include National Blue Ribbon Schools (as designated by the U.S. Department of Education) unless they have also been designated as high-performing or high-progress schools as part of a state program.)

SELECT ONE RESPONSE
IN EACH ROW

	YES	NO
a. State has identified high-performing schools.....	1	0
b. State has identified high-progress schools.....	1	0

IF NO TO BOTH, SKIP TO INTRODUCTION BEFORE 3-7.

3-3. How many of the schools currently identified as high-performing or high-progress (substantially improving) are Title I and Non-Title I schools?

(If your state did not identify any high-progress schools based on 2012-13 performance, write NA in the space provided.)

	NUMBER OF SCHOOLS	
	HIGH-PERFORMING SCHOOLS	HIGH-PROGRESS SCHOOLS
a. Title I schools.....	_____	_____
b. Non-Title I schools.....	_____	_____

3-4. What criteria were used to identify high-performing schools?

☐ Check box if your state does not have a category of schools identified as high-performing and skip to 3-5.

	TITLE I HIGH-PERFORMING SCHOOLS				NON-TITLE I HIGH-PERFORMING SCHOOLS			
	ELEMENTARY/ MIDDLE SCHOOLS		HIGH SCHOOLS		ELEMENTARY/ MIDDLE SCHOOLS		HIGH SCHOOLS	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO	YES	NO	YES	NO
a. Achievement/proficiency in English language arts (ELA) and Math for all students....	1	0	1	0	1	0	1	0
b. Cohort-to-cohort improvement in achievement/ proficiency in ELA and Math for all students.....	1	0	1	0	1	0	1	0
c. Growth in the achievement of individual students in ELA and Math, measured for all students.....	1	0	1	0	1	0	1	0
d. Achievement/proficiency in ELA and Math for student subgroups.....	1	0	1	0	1	0	1	0
e. Achievement/proficiency in Science or Social Studies for all students.....	1	0	1	0	1	0	1	0
f. Attendance rates for all students.....	1	0	1	0	1	0	1	0
g. Graduation rates for all students.....	1	0	1	0	1	0	1	0
h. Dropout rates for all students.....	1	0	1	0	1	0	1	0
i. Graduation rates for student subgroups.....	1	0	1	0	1	0	1	0
j. Dropout rates for student subgroups.....	1	0	1	0	1	0	1	0
k. Other (specify).....	1	0	1	0	1	0	1	0

3-5. What criteria were used to identify high-progress (substantially improving) schools?

☐ Check box if your state does not have a category of schools identified as making high progress (substantially improving) and skip to 3-6.

	TITLE I HIGH-PROGRESS SCHOOLS				NON-TITLE I HIGH-PROGRESS SCHOOLS			
	ELEMENTARY/ MIDDLE SCHOOLS		HIGH SCHOOLS		ELEMENTARY/ MIDDLE SCHOOLS		HIGH SCHOOLS	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO	YES	NO	YES	NO
a. Achievement/proficiency in English language arts (ELA) and Math for all students....	1	0	1	0	1	0	1	0
b. Cohort-to-cohort improvement in achievement/proficiency in ELA and Math for all students.....	1	0	1	0	1	0	1	0
c. Growth in the achievement of individual students in ELA and Math, measured for all students.....	1	0	1	0	1	0	1	0
d. Achievement/proficiency in ELA and Math for student subgroups.....	1	0	1	0	1	0	1	0
e. Achievement/proficiency in Science or Social Studies for all students.....	1	0	1	0	1	0	1	0
f. Attendance rates for all students.....	1	0	1	0	1	0	1	0
g. Graduation rates for all students.....	1	0	1	0	1	0	1	0
h. Dropout rates for all students.....	1	0	1	0	1	0	1	0
i. Graduation rates for student subgroups.....	1	0	1	0	1	0	1	0
j. Dropout rates for student subgroups.....	1	0	1	0	1	0	1	0
k. Other (specify).....	1	0	1	0	1	0	1	0

3-6. Does your state recognize Title I high-performing and/or high-progress schools in any of the following ways?

SELECT ONE RESPONSE IN EACH ROW		
	YES	NO
a. Public recognition.....	1	0
b. Financial rewards for teachers and/or principals.....	1	0
c. Additional funding for schools to use for educational purposes.....	1	0
d. Additional operating flexibility or exemption from state/district requirements.....	1	0
e. Opportunities to share best practices with other schools in the state.....	1	0
f. Other (specify).....	1	0

The No Child Left Behind (NCLB) Act requires states to identify chronically low-performing schools as in Restructuring, in Corrective Action, or in Need of Improvement. This section asks about low-performing schools in those categories in your state.

The next set of questions pertain to your state's Title I and Non-Title I schools in Restructuring and Corrective Action.

3-7. During this school year (2013-14), are any Title I or Non-Title I schools in your state in "Restructuring" or "Corrective Action" status under the No Child Left Behind Act (NCLB)?

SCHOOLS IN RESTRUCTURING		SCHOOLS IN CORRECTIVE ACTION	
SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
YES	NO	YES	NO
a. Title I schools.....	1 0	1 0	
b. Non-title I schools.....	1 0	1 0	

3-8 During this school year (2013-14), how many schools in your state are receiving funds under the federal School Improvement Grant (SIG) program?

_____ NUMBER OF SCHOOLS RECEIVING SIG FUNDS IN 2013-14

IF YOUR STATE HAS NO SCHOOLS IN RESTRUCTURING OR IN CORRECTIVE ACTION, SKIP TO 3-35, OTHERWISE CONTINUE WITH 3-9.

- 3-9. Among the schools that were in Restructuring or Corrective Action during the last school year (2012-13), how many were closed after the 2012-13 school year for performance reasons?

(Write in NA, where appropriate, if you had no schools in Restructuring or Corrective Action during the 2012-13 school year. Write in '0' if no schools were closed.)

Title I Schools

_____ NUMBER OF TITLE I SCHOOLS IN RESTRUCTURING THAT CLOSED AFTER THE 2012-13 SCHOOL YEAR

_____ NUMBER OF TITLE I SCHOOLS IN CORRECTIVE ACTION THAT CLOSED AFTER THE 2012-13 SCHOOL YEAR

Non-Title I Schools

_____ NUMBER OF NON-TITLE I SCHOOLS IN RESTRUCTURING THAT CLOSED AFTER THE 2012-13 SCHOOL YEAR

_____ NUMBER OF NON-TITLE I SCHOOLS IN CORRECTIVE ACTION THAT CLOSED AFTER THE 2012-13 SCHOOL YEAR

- 3-10. First, thinking about Title I schools in Restructuring and Corrective Action, does the state require any interventions or changes to be made this year (2013-14)?

	TITLE I SCHOOLS IN RESTRUCTURING	TITLE I SCHOOLS IN CORRECTIVE ACTION
	SELECT ONE RESPONSE PER COLUMN	
a. State requires specific interventions/changes in these schools.....	1	1
b. State leaves interventions/changes in these schools to local discretion with state approval.....	2	2
c. State leaves interventions/changes in these schools completely to local discretion.....	3	3

3-11. For Title I Schools in Restructuring and Corrective Action, what interventions, if any, does the state require?

Interventions for Title I Schools in Restructuring or Corrective Action:	TITLE I SCHOOLS IN RESTRUCTURING		TITLE I SCHOOLS IN CORRECTIVE ACTION	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	REQUIRED	NOT REQUIRED	REQUIRED	NOT REQUIRED
a. Schools must prepare a school improvement plan that focuses on subjects and/or subgroups that are falling short of Annual Measurable Objectives (AMOs).....	1	2	1	2
b. School improvement plans must be available to the public....	1	2	1	2
c. Schools must implement and monitor an instructional program that supports students not showing sufficient growth toward AMOs.....	1	2	1	2
d. Schools and/or districts must provide professional development to staff that supports interventions for subgroups of students not showing sufficient growth toward AMOs.....	1	2	1	2
e. Districts must offer students the opportunity to attend other schools (school choice).....	1	2	1	2
f. Districts must offer low-income students the opportunity to enroll in after-school supplemental educational services....	1	2	1	2
g. Schools must take some other action (specify).....	1	2	1	2

3-12. Next, thinking about Non-Title I schools in Restructuring and Corrective Action, does the state require any interventions or changes to be made this year (2013-14)?

☐ Check box if your state has no Non-Title I schools in Restructuring or Corrective Action and skip to 3-14.

	NON-TITLE I SCHOOLS IN RESTRUCTURING	NON-TITLE I SCHOOLS IN CORRECTIVE ACTION
	SELECT ONE RESPONSE PER COLUMN	
a. State requires specific interventions/changes in these schools.....	1	1
b. State leaves interventions/changes in these schools to local discretion with state approval.....	2	2
c. State leaves interventions/changes in these schools completely to local discretion.....	3	3

3-13. For Non-Title I Schools in Restructuring and Corrective Action, what interventions, if any, does the state require?

Interventions for Non-Title I Schools in Restructuring or Corrective Action:	NON-TITLE I SCHOOLS IN RESTRUCTURING		NON-TITLE I SCHOOLS IN CORRECTIVE ACTION	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	REQUIRED	NOT REQUIRED	REQUIRED	NOT REQUIRED
a. Schools must prepare a school improvement plan that focuses on subjects and/or subgroups that are falling short of Annual Measurable Objectives (AMOs).....	1	2	1	2
b. School improvement plans must be available to the public....	1	2	1	2
c. Schools must implement and monitor an instructional program that supports students not showing sufficient growth toward AMOs.....	1	2	1	2
d. Schools and/or districts must provide professional development to staff that supports interventions for subgroups of students not showing sufficient growth toward AMOs.....	1	2	1	2
e. Districts must offer students the opportunity to attend other schools (school choice).....	1	2	1	2
f. Districts must offer low-income students the opportunity to enroll in after-school supplemental educational services....	1	2	1	2
g. Schools must take some other action (specify)..... _____	1	2	1	2

The next questions pertain to your state's Title I Schools in Restructuring and Corrective Action.

- 3-14. Among Title I Schools in Restructuring, how many are implementing each of the following initiatives during this school year (2013-14)?

(Write in the number of Title I Schools in Restructuring implementing each initiative, or select "none" or "don't know")

SELECT ONE RESPONSE IN EACH ROW

TITLE I SCHOOLS IN RESTRUCTURING		
NUMBER OF SCHOOLS	NONE	DON'T KNOW

School Initiatives

a. Implementing a "restart" model as defined in U.S. Department of Education regulations.....	_____	0	d
b. Implementing a "transformation" model as defined in U.S. Department of Education regulations.....	_____	0	d
c. Implementing a "turnaround" model as defined in U.S. Department of Education regulations.....	_____	0	d

- 3-15. Are all, some, or no Title I Schools in Restructuring in the state implementing the following academic and structural changes during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

TITLE I SCHOOLS IN RESTRUCTURING		
ALL	SOME	NONE

School Academic and Structural Changes

a. Implementing a comprehensive schoolwide reform model.....	2	1	0
b. Operating an extended school day, week, or year.....	2	1	0

- 3-16. Among Title I Schools in Corrective Action, how many are implementing each of the following initiatives during this school year (2013-14)?

(Write in the number of Title I Schools in Corrective Action implementing each initiative, or select “none” or “don’t know”.)

SELECT ONE RESPONSE IN EACH ROW

TITLE I SCHOOLS IN CORRECTIVE ACTION		
NUMBER OF SCHOOLS	NONE	DON'T KNOW

School Initiatives

a. Implementing a “restart” model as defined in U.S. Department of Education regulations.....	_____	0	d
b. Implementing a “transformation” model as defined in U.S. Department of Education regulations.....	_____	0	d
c. Implementing a “turnaround” model as defined in U.S. Department of Education regulations.....	_____	0	d

- 3-17. Are all, some, or no Title I Schools in Corrective Action in the state implementing the following academic and structural changes during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

TITLE I SCHOOLS IN CORRECTIVE ACTION		
ALL	SOME	NONE

School Academic and Structural Changes

a. Implementing a comprehensive schoolwide reform model.....	2	1	0
b. Operating an extended school day, week, or year.....	2	1	0

The next questions pertain to your state's Title I schools in Restructuring and Corrective Action.

- 3-18. For Title I schools in Restructuring or Corrective Action that are implementing intervention models during this school year (2013-14), did the state provide any of the following types of guidance to districts regarding the selection of school intervention models?

	GUIDANCE TO DISTRICTS ABOUT			
	TITLE I SCHOOLS IN RESTRUCTURING		TITLE I SCHOOLS IN CORRECTIVE ACTION	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. The state allowed or prohibited specific models and/or strategies.....	1	0	1	0
b. The state provided guidance on how to match the model to school needs and capacity.....	1	0	1	0
c. The state provided guidance on models appropriate for addressing the needs of English learners.....	1	0	1	0
d. The state provided guidance on models appropriate for addressing the needs of students with disabilities.....	1	0	1	0
e. The state provided guidance on how to engage the community in the selection of the model.....	1	0	1	0
f. Something else (specify)..... _____	1	0	1	0

- 3-19. How many of the Title I Schools in Restructuring and Corrective Action in the state have been placed under a new form of management for the 2013-14 school year?

(Write the number of schools in each category. If "none" write in 0.)

	NUMBER OF TITLE I SCHOOLS	
	IN RESTRUCTURING	IN CORRECTIVE ACTION
a. Direct state control or statewide accountability district.....	_____	_____
b. Converted to charter school.....	_____	_____
c. Managed by a school management organization, either for-profit or nonprofit.....	_____	_____
TOTAL SCHOOLS UNDER NEW FORM OF MANAGEMENT	_____	_____

- 3-20. How many Title I schools in Restructuring and Corrective Action in the state have been removed from district control since the beginning of the 2012-13 school year?

_____ NUMBER OF TITLE I SCHOOLS IN RESTRUCTURING REMOVED FROM DISTRICT CONTROL

_____ NUMBER OF TITLE I SCHOOLS IN CORRECTIVE ACTION REMOVED FROM DISTRICT CONTROL

The next questions pertain to your state's Non-Title I schools in Restructuring and Corrective Action.

- 3-21. How many Non-Title I schools in Restructuring and Corrective Action in the state have been placed under a new form of management for the 2013-14 school year?

(Write the number of Schools in each category. If "none" write in 0.

If the state has no Non-Title I schools in Restructuring or Corrective Action, leave blank.)

	NUMBER OF NON-TITLE I	
	SCHOOLS IN RESTRUCTURING	SCHOOLS IN CORRECTIVE ACTION
a. Direct state control or statewide accountability district.....	_____	_____
b. Converted to charter school.....	_____	_____
c. Managed by a school management organization, either for-profit or nonprofit.....	_____	_____
TOTAL SCHOOLS UNDER NEW FORM OF MANAGEMENT	_____	_____

- 3-22. How many Non-Title I schools in Restructuring and Corrective Action in the state have been removed from district control since the beginning of the 2012-13 school year?

(Write in NA, where appropriate, if you had no Non-Title I schools in Restructuring or Corrective Action during the 2012-13 school year. Write in '0' if no schools were removed from district control.)

_____ NUMBER OF NON-TITLE I SCHOOLS IN RESTRUCTURING REMOVED FROM DISTRICT CONTROL

_____ NUMBER OF NON-TITLE I SCHOOLS IN CORRECTIVE ACTION REMOVED FROM DISTRICT CONTROL

The next questions pertain to your state's Title I and Non-Title I Schools in Restructuring and Corrective Action.

- 3-23. To what extent were changes in personnel used to turn around Title I and Non-Title I schools in Restructuring or Corrective Action before the start of this school year (2013-14)?

(Write the number of schools in Restructuring and in Corrective Action in which the principal was replaced or in which half or more of the teaching staff was replaced before the start of the 2013-14 school year as part of the school improvement plan. If the state has no Non-Title I schools in Restructuring or Corrective Action, write in NA.)

NUMBER OF SCHOOLS				
	TITLE I		NON-TITLE I	
	SCHOOLS IN RESTRUCTURING	SCHOOLS IN CORRECTIVE ACTION	SCHOOLS IN RESTRUCTURING	SCHOOLS IN CORRECTIVE ACTION
a. Principal replaced.....	_____	_____	_____	_____
b. Half or more of the teaching staff replaced.....	_____	_____	_____	_____

3-24. Do the state's current teacher assignment laws or policies for schools in Title I and Non-Title I Restructuring or Corrective Action include any of the following features?

(Leave the appropriate third or fourth columns blank if the state has no Non-Title I schools in Restructuring or Corrective Action.)

	TITLE I				NON-TITLE I			
	SCHOOLS IN RESTRUCTURING		SCHOOLS IN CORRECTIVE ACTION		SCHOOLS IN RESTRUCTURING		SCHOOLS IN CORRECTIVE ACTION	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO	YES	NO	YES	NO
a. Financial incentives for teachers to begin or continue to work in the relevant schools.....	1	0	1	0	1	0	1	0
b. Financial incentives for staff with English learner expertise to begin or continue to work in the relevant schools.....	1	0	1	0	1	0	1	0
c. Financial incentives for staff with expertise working with students with disabilities to begin or continue to work in the relevant schools.....	1	0	1	0	1	0	1	0
d. More flexibility in, or exemptions from, collective bargaining agreements or certain state employment laws/regulations that guide staffing decisions.....	1	0	1	0	1	0	1	0
e. School discretion or authority to decide which staff to hire for the relevant schools.....	1	0	1	0	1	0	1	0
f. Exemption from teacher tenure rules that affect placement in or removal from the relevant schools (specify which rules).....	1	0	1	0	1	0	1	0

The next questions pertain to your state's Title I Schools in Restructuring and Corrective Action.

- 3-25. During this school year (2013-14), and including last summer (2013), what additional professional development or technical assistance has the state provided to principals in Title I schools in Restructuring and Corrective Action, beyond what is available to any Title I school?

PROVIDED TO TITLE I				
Additional professional development or assistance for principals on...	SCHOOLS IN RESTRUCTURING		SCHOOLS IN CORRECTIVE ACTION	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. School improvement planning, identifying interventions, or budgeting effectively.....	1	0	1	0
b. Acting as instructional leaders.....	1	0	1	0
c. Recruiting, retaining, and developing more effective teachers.....	1	0	1	0

- 3-26. Thinking now about teachers, during this school year (2013-14) and including last summer (2013), what additional professional development or technical assistance has the state provided to teachers in Title I schools in Restructuring and Corrective Action, beyond what is available to any Title I school?

PROVIDED TO TITLE I				
Additional professional development or assistance for teachers on...	SCHOOLS IN RESTRUCTURING		SCHOOLS IN CORRECTIVE ACTION	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. Analyzing student assessment data to improve instruction.....	1	0	1	0
b. Working effectively in teacher teams to improve instruction.....	1	0	1	0
c. Identifying and implementing strategies to address the needs of English learners.....	1	0	1	0
d. Identifying and implementing strategies to address the needs of students with disabilities.....	1	0	1	0

3-27. During this school year (2013-14), what additional resources has the state provided to Title I schools in Restructuring and Corrective Action, beyond what is available to any Title I school?

PROVIDED TO TITLE I				
SCHOOLS IN RESTRUCTURING		SCHOOLS IN CORRECTIVE ACTION		
SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW		
YES	NO	YES	NO	
a. Additional resources to be used for purposes specified in the school improvement plan.....	1 0	1	0	
b. Additional resources to be used to reduce class sizes.....	1 0	1	0	
c. Additional resources to be used to add instructional time (extended day or extended school year).....	1 0	1	0	
d. Other additional resources (specify)..... _____	1 0	1	0	

3-28. Does the state currently have any organizational or administrative structures specifically intended to improve state capacity to support school turnaround efforts for schools in Restructuring or Corrective Action? By school turnaround, we mean the implementation of changes in low-performing schools designed to rapidly and substantially increase student achievement.

Yes.....1 →

No.....0 Skip to Intro before 3-30

3-29. During this school year (2013-14), which of the following organizational or administrative structures are in place in your state to support school turnaround efforts?

SELECT ONE RESPONSE IN EACH ROW		
	YES	NO
a. State staff or office whose sole responsibility is to support school turnaround.....	1	0
b. Regional staff or office whose sole responsibility is to support school turnaround.....	1	0
c. Contracts with external consultants to support school turnaround.....	1	0
d. State-level staff or consultants to provide support to turnaround schools and districts in working with English learners.....	1	0
e. State-level staff or consultants to provide support to turnaround schools and districts in working with students with disabilities.....	1	0
f. Monitoring or reporting requirements specifically for schools in Restructuring or Corrective Action.....	1	0
g. Something else (specify).....	1	0

We would like to learn more about how your state monitors the activities and progress of Title I and Non-Title I schools in Restructuring and Corrective Action.

3-30. During this school year (2013-14), which of the following groups are responsible for monitoring the state's Title I and Non-Title I schools in Restructuring and Corrective Action?

(If your state has no Non-Title I schools in Restructuring or Corrective Action, leave those columns blank.)

	MONITORS TITLE I				MONITORS NON-TITLE I			
	SCHOOLS IN RESTRUCTURING		SCHOOLS IN CORRECTIVE ACTION		SCHOOLS IN RESTRUCTURING		SCHOOLS IN CORRECTIVE ACTION	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO	YES	NO	YES	NO
a. State Education Agency.....	1	0	1	0	1	0	1	0
b. Regional staff such as staff from the county office of education or BOCES (Boards of Cooperative Educational Services).....	1	0	1	0	1	0	1	0
c. External consultants.....	1	0	1	0	1	0	1	0
d. District central office staff.....	1	0	1	0	1	0	1	0

The next questions pertain to your state's Title I Schools in Restructuring and Corrective Action.

3-31. During this school year (2013-14), which of the following strategies are used for monitoring the Title I Schools in Restructuring in your state and, for each strategy that is used, how often is it used?

SELECT YES OR NO IN EACH ROW. IF YES, SELECT ONE OPTION FOR HOW OFTEN USED

TITLE I SCHOOLS IN RESTRUCTURING	USED FOR MONITORIN G IN YOUR STATE?		IF USED, HOW OFTEN FOR EACH TITLE I SCHOOL IN RESTRUCTURING?				
	YES	NO	ONCE PER SCHOOL YEAR	TWICE PER SCHOOL YEAR	QUARTERLY	MONTHLY	OTHER (specify)
a. Site visits.....	1	0	1	2	3	4	_____
b. Telephone conferences.....	1	0	1	2	3	4	_____
c. Discussions with parents/community...	1	0	1	2	3	4	_____
d. Analysis of student data.....	1	0	1	2	3	4	_____
e. Other (specify)..... _____	1	0	1	2	3	4	_____

3-32. During this school year (2013-14), which of the following strategies are used for monitoring the Title I Schools in Corrective Action in your state and, for each strategy that is used, how often is it used?

SELECT YES OR NO IN EACH ROW. IF YES, SELECT ONE OPTION FOR HOW OFTEN USED

TITLE I SCHOOLS IN CORRECTIVE ACTION	USED FOR MONITORIN G IN YOUR STATE?		IF USED, HOW OFTEN FOR EACH TITLE I SCHOOL IN CORRECTIVE ACTION?				
	YES	NO	ONCE PER SCHOOL YEAR	TWICE PER SCHOOL YEAR	QUARTERLY	MONTHLY	OTHER (specify)
a. Site visits.....	1	0	1	2	3	4	_____
b. Telephone conferences.....	1	0	1	2	3	4	_____
c. Discussions with parents/community....	1	0	1	2	3	4	_____
d. Analysis of student data.....	1	0	1	2	3	4	_____
e. Other (specify)..... _____	1	0	1	2	3	4	_____

- 3-33. During this school year (2013-14), approximately how many full-time-equivalent (FTE) staff or consultants is the state providing or funding specifically to assist its Title I schools in Restructuring, Title I Schools in Corrective Action, and their districts?

(Write the number of FTE staff or select "none". If "none", skip to introduction before 3-35.)

_____ NUMBER OF FULL-TIME-EQUIVALENT STAFF OR CONSULTANTS SUPPORTING TITLE I SCHOOLS IN
RESTRUCTURING OR CORRECTIVE ACTION

NONE.....0 →

.....Skip to Intro before 3-35

- 3-34. How many Title I schools in Restructuring and Corrective Action, in total, are being served by those state staff or state-funded consultants?

(Write the number of schools. If "none", write in 0)

_____ NUMBER OF TITLE I SCHOOLS IN RESTRUCTURING SERVED

_____ NUMBER OF TITLE I SCHOOLS IN CORRECTIVE ACTION SERVED *(Write zero if staff or consultants serve only Schools in Restructuring)*

For the next set of questions, please consider Title I and Non-Title I schools in your state that are identified as in Need of Improvement but NOT in Restructuring or Corrective Action.

3-35. For schools identified as in Need of Improvement, what interventions, if any, does the state require?

- ☐ Check box if no specific interventions are required in Title I Schools in Need of Improvement, and skip to intro before 3-39.

(If your state has no Non-Title I schools in Need of Improvement, leave that column blank.)

Interventions for schools in Need of Improvement:	TITLE I SCHOOLS IN NEED OF IMPROVEMENT		NON-TITLE I SCHOOLS IN NEED OF IMPROVEMENT	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	REQUIRED	NOT REQUIRED	REQUIRED	NOT REQUIRED
a. Schools must prepare a school improvement plan that focuses on subjects and/or subgroups that are falling short of Annual Measurable Objectives (AMOs).....	1	2	1	2
b. School improvement plans must be available to the public....	1	2	1	2
c. Schools must implement and monitor an instructional program that supports students not showing sufficient growth toward AMOs.....	1	2	1	2
d. Schools and/or districts must provide professional development to staff that supports interventions for subgroups of students not showing sufficient growth toward AMOs.....	1	2	1	2
e. Districts must offer students the opportunity to attend other schools (school choice).....	1	2	1	2
f. Districts must offer low-income students the opportunity to enroll in after-school supplemental educational services....	1	2	1	2
g. Schools must take some other action (specify).....	1	2	1	2

3-36. During this school year (2013-14), how does the state monitor schools that are identified as in Need of Improvement?

	TITLE I SCHOOLS IN NEED OF IMPROVEMENT		NON-TITLE I SCHOOLS IN NEED OF IMPROVEMENT	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. The State Education Agency reviews and provides feedback on the school improvement plan.....	1	0	1	0
b. The school improvement plan must be approved by the State Education Agency.....	1	0	1	0
c. The State Education Agency monitors the thoroughness of district oversight of schools as appropriate to the performance category of those schools.....	1	0	1	0
d. The State Education Agency conducts monitoring visits to all schools in this performance category.....	1	0	1	0
e. The State Education Agency conducts monitoring visits to a sample of schools in this performance category.....	1	0	1	0

The next questions pertain to Title I schools in Need of Improvement.

3-37. During this school year (2013-14), and including last summer (2013), what additional professional development or technical assistance has the state provided to principals in Title I schools that were identified as in Need of Improvement, beyond what is available to any other Title I school?

Additional professional development of assistance for principals on...	SELECT ONE RESPONSE IN EACH ROW	
	TITLE I SCHOOLS IN NEED OF IMPROVEMENT	
	YES	NO
a. School improvement planning, identifying interventions, or budgeting effectively.....	1	0
b. Acting as instructional leaders.....	1	0
c. Recruiting, retaining, and developing more effective teachers.....	1	0

- 3-38. Thinking now about teachers, during this school year (2013-14), and including last summer (2013), what additional professional development or technical assistance has the state provided to teachers in Title I schools that were identified as in Need of Improvement beyond what is available to any other Title I school?

SELECT ONE RESPONSE IN EACH ROW		
Additional professional development of assistance for teachers on...	TITLE I SCHOOLS IN NEED OF IMPROVEMENT	
	YES	NO
a. Analyzing student assessment data to improve instruction.....	1	0
b. Working effectively in teacher teams to improve instruction.....	1	0
c. Identifying and implementing strategies to address the needs of English learners.....	1	0
d. Identifying and implementing strategies to address the needs of students with disabilities.....	1	0

Next, we ask about your state's approach to working with or through "intermediaries" to support the implementation of statewide education reforms and priorities. These "intermediaries" may be regional branches, contractors, consultants, or grant recipients of the State Education Agency, who support the State Education Agency's work but are not paid as State Education Agency employees.

- 3-39. Does your State Education Agency currently work with any intermediaries to support the implementation of statewide education reform priorities in any of the following areas?

SELECT ONE RESPONSE IN EACH ROW		
	YES	NO
a. Implementing college and career ready standards and assessments.....	1	0
b. Using data to improve instruction.....	1	0
c. Recruiting, developing, rewarding, and retaining effective teachers and school leaders.....	1	0
d. Turning around your state's schools that are in Restructuring or Corrective Action.....	1	0
e. Providing supports for English learners.....	1	0
f. Providing supports for students with disabilities.....	1	0
g. Increasing state capacity in any of the areas listed in items a through f above.....	1	0
h. Some other reform area (specify area).....	1	0

IF AT LEAST ONE YES, PROCEED TO 3-40. IF ALL OF THE

ABOVE ARE NO, SKIP TO 3-42.

- 3-40. Within the past year, did the State Education Agency work with any of the following type(s) of intermediaries to support the implementation of statewide education reform priorities in the various areas identified in the preceding question?

SELECT ONE RESPONSE IN EACH ROW		
	YES	NO
a. Federally-supported comprehensive center, regional educational laboratory, equity assistance center, or content center (specify)..... _____	1	0
b. Postsecondary institutions.....	1	0
c. Regional/county offices.....	1	0
d. Educators contracted by the state such as distinguished educators.....	1	0
e. Other external organizations (specify)..... _____	1	0

- 3-41. Continuing to focus on the intermediaries with whom the State Education Agency worked in the past year, with which of the following groups were these intermediaries expected to work?

SELECT ONE RESPONSE IN EACH ROW		
	YES	NO
a. State-level staff.....	1	0
b. All districts.....	1	0
c. Districts identified for Improvement or Corrective Action under NCLB.....	1	0
d. Schools in Corrective Action and/or Restructuring under NCLB and/or the districts in which these schools are located.....	1	0
e. Schools identified for Improvement under NCLB and/or the districts in which these schools are located.....	1	0
f. Some other groups of districts and/or schools (specify)..... _____	1	0

3-42. Considering the availability of state staff and consultants, to what extent are the following a challenge during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW			
	NOT A CHALLENGE	MINOR CHALLENGE	MAJOR CHALLENGE
a. Monitoring districts and/or schools.....	1	2	3
b. Providing targeted support or technical assistance to districts and/or schools.....	1	2	3
c. Developing guidelines for teacher and principal evaluation in the state.....	1	2	3
d. Working with districts to implement teacher and principal evaluation models.....	1	2	3
e. Developing state longitudinal data systems.....	1	2	3
f. Working with districts and/or schools on the use of data to improve instruction.....	1	2	3
g. Supporting districts and/or schools in the process of turning around low-achieving schools.....	1	2	3
h. Some other type of expertise (specify).....	1	2	3

—

Please provide the following information for each state education department staff member who assisted with the completion of this survey section.

Name	Position Title	Number of years in the position

Laura Kalb
Senior Survey Researcher
955 Massachusetts Avenue, Suite 801
Cambridge, MA 02139
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(617) 301-8989

DATE

Dear NAME:

Thank you for agreeing to participate in the state survey for the Implementation of Title I/II Program Initiatives, a study we are conducting for the U.S. Department of Education's Institute of Education Sciences.

In your state, more than one person might need to work on the survey, depending on the policy areas with which they are most familiar. As a reminder, the state survey is divided into four sections: state content standards, state assessments, accountability and school turnaround, and teacher and principal evaluation systems. Additionally, in an effort to ease the burden on your staff, the research team at Mathematica Policy Research has used publicly-available data from your state to complete portions of the enclosed extant data form. This form covers topics on school accountability systems. We request your help in verifying the information in this form and in completing parts of the form that we were unable to complete using data available online.

Because multiple people from your agency will be working on the survey and extant data form, we have created a SharePoint site for all respondents in your agency to use. SharePoint is a collaborative web-based application, accessed via the secure log-in information below. It allows multiple users to access to the survey (through a check-in/check-out document system). It will also allow users to oversee and review the completed documents before final submission. Please see the attached User's Guide for more details on using a SharePoint site.

SHAREPOINT URL: XXXXX

USERNAME: XXXXX

PASSWORD: XXXXX

Thank you in advance for your cooperation and participation in this important study. Please do not hesitate to call or email with any questions.

Sincerely,

Attachment:
SharePoint User Guide
State Extant Data Form

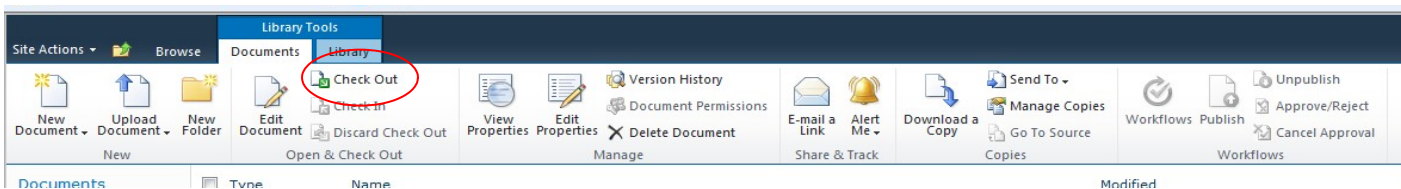
SharePoint User Guide

This SharePoint User Guide provides instructions for key steps you will need to follow to access your state's survey documents on the secure website and save completed work. SharePoint allows multiple users to access and contribute to documents. Using this system, different staff from your agency can work on different sections of the survey, to best match the policy focus of your agency's staff with the sections of the survey related to those policy areas.

Checking Out and Editing a File

Checking out a file in SharePoint prevents multiple people from making changes at the same time. While the file is checked out to a user, they can edit and save the file, close it and reopen it. Other users can not make any edits, or see the user's edits until the file is checked back in.

To check out a file, select the box next the survey section you would like to work in. Select 'Check Out' from the Document Ribbon at the top of the page:



You can also check out the file when you open it for editing [***Note: we will include a screenshot here once the SharePoint site is set up***]. If the check out command is not available in the Document ribbon or when you open the file, the file may already be checked out to you or someone else. The icon for the document changes to the following symbol to indicate it is checked out:

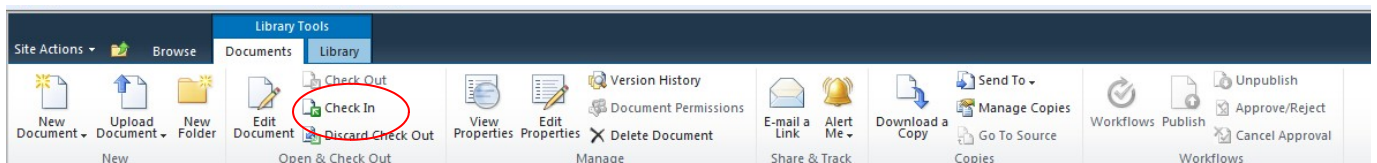


Rest the mouse pointer over this icon to see the name of the person who has checked out the document.

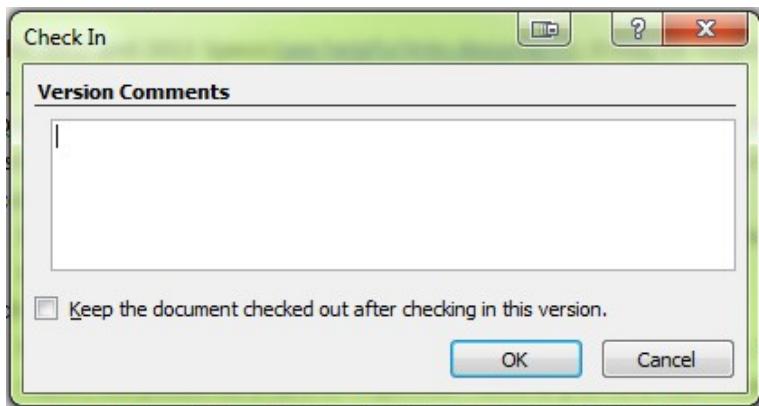
Remember to save all changes to the document before checking it back in! If you check-in a document before saving, you will lose any changes that were made while the file was checked out and the file will revert to the previous checked-in version.

Check-in File

Once you are finished editing a file, make it available to other users to view your changes or make their own edits by checking the file back in. Similar to checking out a document, to check a document in, select the check box next the survey section you would like to check in and select the Check In icon from the document ribbon:



When you check in a file, you can add comments about the changes you made to the file. Check-in comments are useful when several people are working in a file. After you check in the file, the box below will pop-up, allowing you to enter version comments:



OMB#: XXXX-XXXX

Expiration Date: XX/XX/20XX

Implementation of Title I/II Program Initiatives

Extant Data Form For States with ESEA Flexibility 2013-2014



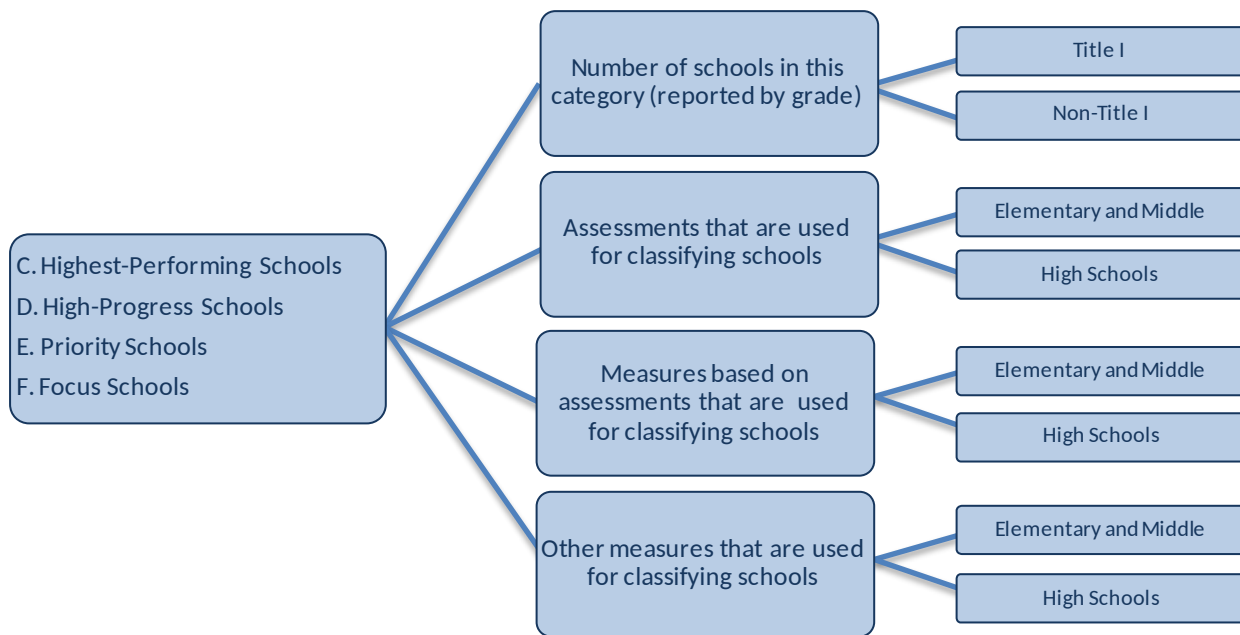
Paperwork Reduction Act of 1995

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 180 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. The obligation to respond to this collection is required to obtain or retain benefit (Education Department General Administrative Regulations, Sections 75.591 and 75.592). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number XXXX-XXXX. Note: Please do not return the completed survey to this address.

Notice of Confidentiality

Information collected for this study comes 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). Responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific individual. We will not provide information that identifies you to anyone outside the study team, except required by law.

Below is a chart to illustrate the layout of sections C, D, E, and F.



Implementation of Title I/II Program Initiatives

Extant Documents and Data Form

For States with ESEA Flexibility

School Accountability

Instructions for State Education Agency Staff:

This Extant Data form contains questions about school accountability policies and outcomes.

In an effort to reduce the burden on your staff, the research team at Mathematica Policy Research has filled in this form using publicly available data sources (such as data provided on your State Education Agency webpage). Please review and verify that the data in this form are correct.

To assist your review, the "Website" box under each question indicates where the data for each question was found. In some cases, the information could not be found in the publicly available data sources. Please fill in missing data points and revise any data that is not correct directly in the form.

For each question, please use the check boxes (example below) to indicate whether the data was verified or revised/added:

- ☐ Data below has been verified.
- ☐ Data below has been revised/added.

DEFINITIONS:

States define **annual measurable objectives (AMOs)**, or targets for specific student outcomes such as proficiency on the state's English language arts (ELA) assessment for as all students or subgroups of students.

States may define a **school performance index (SPI)** that combines school-level data on student proficiency levels and growth on required state assessments, graduation rates, attendance rates, and other data in order to rank schools so that Priority, Focus, and Reward Schools can be identified. States may use this index to sort schools into additional performance categories.

A. Setting Annual Measurable Objectives for Schools

3E-1. For elementary and middle schools, which subject-area assessments did the state use to set annual measurable objectives (AMOs) for the 2012-13 school year?

- ☐ Data below has been verified.
- ☐ Data below has been revised/added.

ELEMENTARY/MIDDLE SCHOOLS	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. English language arts (ELA); including Reading and Writing.....	1	0
b. Math.....	1	0
c. Science.....	1	0
d. Social Studies/History.....	1	0
e. Other subjects (specify).....	1	0

3E-2. For high schools, which assessments did the state use to set annual measurable objectives (AMOs) for the 2012-13 school year?

- ☐ Data below has been verified.
- ☐ Data below has been revised/added.

HIGH SCHOOLS	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Comprehensive or grade-specific exam.....	1	0
b. High school exit exam.....	1	0
c. End of course exams in ELA.....	1	0
d. End of course exams in Math.....	1	0
e. End of course exams in Science.....	1	0
f. End of course exams in Social Studies/History.....	1	0
g. American College Test, or ACT.....	1	0
h. SAT exam.....	1	0
i. Advanced Placement exams.....	1	0
j. Other subjects area (specify).....	1	0

3E-3. Which measures, other than those based on student achievement tests, did the state use to set annual measurable objectives for the 2012-13 school year?

- ☐ Data below has been verified.
- ☐ Data below has been revised/added.

SELECT ONE RESPONSE IN EACH ROW		
ELEMENTARY/MIDDLE SCHOOLS	YES	NO
a. Student attendance rate.....	1	0
b. Percentage of teachers rated as effective.....	1	0
c. School climate.....	1	0
d. Other (specify).....	1	0

HIGH SCHOOLS	YES	NO
a. Student attendance rate.....	1	0
b. Graduation or dropout rate.....	1	0
c. "On track" to graduate index.....	1	0
d. Percentage of teachers rated as effective.....	1	0
e. School climate.....	1	0
f. Other (specify).....	1	0

WEBSITE:

B. Subgroups Used in Setting Annual Measurable Objectives

3E-4. For the 2012-13 school year, what was the minimum number of students in a school that can constitute a subgroup whose achievement is monitored against annual measurable objectives?

- ☐ Data below has been verified.
- ☐ Data below has been revised/added.

_____ Minimum subgroup size used for school accountability based on the 2012-13 state assessments

_____ Minimum subgroup size used for school accountability prior to flexibility waiver approval

For which subgroups does the state set AMO's or report proficiency rates, either individually or combined?

The state sets AMOs or reports proficiency rates for:	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
INDIVIDUAL SUBGROUPS		
a. White.....	1	0
b. Black or African American.....	1	0
c. Hispanic.....	1	0
d. Asian.....	1	0
e. American Indian or Alaska Native.....	1	0
f. Native Hawaiian or Other Pacific Islander.....	1	0
g. Multiracial/two or more races.....	1	0
h. Other individual racial/ethnic subgroup (specify).....	1	0
i. Economically disadvantaged.....	1	0
j. English learners.....	1	0
k. Students with disabilities.....	1	0
COMBINED SUBGROUPS		
l. Low academic performance (for example, lowest 25 percent based on proficiency).....	1	0
m. Combined racial/ethnic subgroup (specify).....	1	0
n. Other combined subgroup (specify).....	1	0

WEBSITE:

- 3E-5. If the state uses combined subgroups, has the state's use of combined subgroups changed the number of schools held accountable for subgroups?

Indicate the percentage increase or decrease in the number of schools held accountable for subgroups, based on data in state's flexibility application.

- ☐ Data below has been verified.
☐ Data below has been revised/added.

DESCRIBE THE SCHOOLS THAT THE STATE INCLUDED IN THE ANALYSIS (such as elementary schools, high schools, Title I schools, etc.)	CHANGE IN NUMBER OF SCHOOLS			CHANGE IN PERCENTAGE OF SCHOOLS	
	# OF SCHOOLS ACCOUNTABLE IN OLD SYSTEM	# OF SCHOOLS ACCOUNTABLE UNDER FLEXIBILITY	TOTAL SCHOOLS IN THIS CATEGORY	INCREASE %	DECREASE %
a. _____	_____	_____	_____	_____%	_____%
b. _____	_____	_____	_____	_____%	_____%
c. _____	_____	_____	_____	_____%	_____%
d. _____	_____	_____	_____	_____%	_____%

Indicate the number of schools that will be held accountable for subgroups in 2013-14.

SCHOOL	# OF SCHOOLS ACCOUNTABLE 2013-14	PERCENTAGE OF THE STATE'S SCHOOLS AT THAT GRADE LEVEL THAT WILL BE HELD ACCOUNTABLE FOR SUBGROUPS IN 2013-14
a. Elementary and Middle schools.....	_____	_____%
b. High schools.....	_____	_____%
c. Combination schools (K-12).....	_____	_____%

WEBSITE:

C. Highest-Performing Schools

3E-6. During this school year (2013-14), how many schools are classified as highest-performing at each grade level based on student outcomes in preceding years?

- ☐ Data below has been verified.
- ☐ Data below has been revised/added.

		RECORD NUMBER OF SCHOOLS	
		TITLE I SCHOOLS	NON-TITLE I SCHOOLS
a. Elementary schools.....	_____	_____	_____
b. Middle schools.....	_____	_____	_____
c. High schools.....	_____	_____	_____
d. Combination schools (including grades from elementary and middle or middle and high).....	_____	_____	_____
e. Total schools.....	_____	_____	_____

WEBSITE:

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The next set of questions asks how states identify their highest-performing schools. ESEA flexibility states may refer to these schools as Reward schools. You should focus on schools identified as highest-performing for this school year (2013-14). There are separate questions for the three types of measurements that may be used to identify these schools: assessments, measures based on assessments, and other measures.

3E-7. For elementary and middle schools, which subject-area assessments did the state use to identify schools classified as highest-performing schools during this school year (2013-14)?

☐ Data below has been verified.

☐ Data below has been revised/added.

		SELECT ONE RESPONSE IN EACH ROW	
ELEMENTARY/MIDDLE SCHOOLS		YES	NO
a.	English language arts (ELA); including Reading and Writing.....	1	0
b.	Math.....	1	0
c.	Science.....	1	0
d.	Social Studies/History.....	1	0
e.	Other subjects (specify).....	1	0

3E-8. For high schools, which assessments did the state use to identify schools classified as highest-performing schools during this school year (2013-14)?

☐ Data below has been verified.

☐ Data below has been revised/added.

		SELECT ONE RESPONSE IN EACH ROW	
HIGH SCHOOLS		YES	NO
a.	Comprehensive or grade-specific exam.....	1	0
b.	High school exit exam.....	1	0
c.	End of course exams in ELA.....	1	0
d.	End of course exams in Math.....	1	0
e.	End of course exams in Science.....	1	0
f.	End of course exams in Social Studies/History.....	1	0
g.	American College Test, or ACT.....	1	0
h.	SAT exam.....	1	0
i.	Advanced Placement exams.....	1	0
j.	Other subjects area (specify).....	1	0

3E-9. Which measures based on student assessments did the state use to identify schools classified as highest-performing schools during this school year (2013-14)?

☐ Data below has been verified.

☐ Data below has been revised/added.

		SELECT ONE RESPONSE IN EACH ROW	
ELEMENTARY/MIDDLE SCHOOLS		YES	NO
a.	Schoolwide proficiency rates.....	1	0
b.	Schoolwide year-to-year changes in proficiency rates.....	1	0
c.	Achievement growth of students schoolwide (student growth or value added).....	1	0
d.	Size of subgroup achievement gaps.....	1	0
e.	Subgroup proficiency rates.....	1	0
f.	Achievement growth for subgroups (student growth or value added).....	1	0
g.	Other (specify)..... _____	1	0
HIGH SCHOOLS		YES	NO
a.	Schoolwide proficiency rates.....	1	0
b.	Schoolwide year-to-year changes in proficiency rates.....	1	0
c.	Achievement growth of students schoolwide (student growth or value added).....	1	0
d.	Size of subgroup achievement gaps.....	1	0
e.	Subgroup proficiency rates.....	1	0
f.	Achievement growth for subgroups (student growth or value added).....	1	0
g.	Other (specify)..... _____	1	0

3E-10. Which measures, other than those based on student achievement tests, did the state use to identify schools classified as highest-performing schools during this school year (2013-14)?

☐ Data below has been verified.

☐ Data below has been revised/added.

SELECT ONE RESPONSE IN EACH ROW		
ELEMENTARY/MIDDLE SCHOOLS	YES	NO
a. Student attendance rate.....	1	0
b. Percentage of teachers rated as effective.....	1	0
c. School climate.....	1	0
d. Other (specify).....	1	0

HIGH SCHOOLS	YES	NO
a. Student attendance rate.....	1	0
b. Graduation or dropout rate.....	1	0
c. "On track" to graduate index.....	1	0
d. Percentage of teachers rated as effective.....	1	0
e. School climate.....	1	0
f. Other (specify).....	1	0

WEBSITE:

D. High-Progress Schools

3E-11. During this school year (2013-14), how many schools are classified as high-progress at each grade level based on student outcomes in preceding years? If the state does not identify high-progress schools, write NA in that column.

☐ Data below has been verified.

☐ Data below has been revised/added.

RECORD NUMBER OF
SCHOOLS, or NA if category
does not exist in the state

	TITLE I SCHOOLS	NON-TITLE I SCHOOLS
a. Elementary schools.....	_____	_____
b. Middle schools.....	_____	_____
c. High schools.....	_____	_____
d. Combination schools (including grades from elementary and middle or middle and high).....	_____	_____
e. Total schools.....	_____	_____

WEBSITE:

The next set of questions asks how states identify their high-progress schools. You should focus on schools identified as high-progress for this school year (2013-14). There are separate questions for the three types of measurements that may be used to identify these schools: assessments, measures based on assessments, and other measures.

3E-12. For elementary and middle schools, which subject-area assessments did the state use to identify schools classified as high-progress schools during this school year (2013-14)?

☐ Data below has been verified.

☐ Data below has been revised/added.

SELECT ONE RESPONSE IN EACH ROW		
ELEMENTARY/MIDDLE SCHOOLS	YES	NO
a. English language arts (ELA); including Reading and Writing.....	1	0
b. Math.....	1	0
c. Science.....	1	0
d. Social Studies/History.....	1	0
e. Other subjects (specify).....	1	0

3E-13. For high schools, which assessments did the state use to identify schools classified as high-progress schools during this school year (2013-14)?

☐ Data below has been verified.

☐ Data below has been revised/added.

SELECT ONE RESPONSE IN EACH ROW		
HIGH SCHOOLS	YES	NO
a. Comprehensive or grade-specific exam.....	1	0
b. High school exit exam.....	1	0
c. End of course exams in ELA.....	1	0
d. End of course exams in Math.....	1	0
e. End of course exams in Science.....	1	0
f. End of course exams in Social Studies/History.....	1	0
g. American College Test, or ACT.....	1	0
h. SAT exam.....	1	0
i. Advanced Placement exams.....	1	0
j. Other subjects area (specify).....	1	0

3E-14. Which measures based on student assessments did the state use to identify schools classified as high-progress schools during this school year (2013-14)?

☐ Data below has been verified.

☐ Data below has been revised/added.

		SELECT ONE RESPONSE IN EACH ROW	
ELEMENTARY/MIDDLE SCHOOLS		YES	NO
a.	Schoolwide proficiency rates.....	1	0
b.	Schoolwide year-to-year changes in proficiency rates.....	1	0
c.	Achievement growth of students schoolwide (student growth or value added).....	1	0
d.	Size of subgroup achievement gaps.....	1	0
e.	Subgroup proficiency rates.....	1	0
f.	Achievement growth for subgroups (student growth or value added).....	1	0
g.	Other (specify)..... _____	1	0
HIGH SCHOOLS		YES	NO
a.	Schoolwide proficiency rates.....	1	0
b.	Schoolwide year-to-year changes in proficiency rates.....	1	0
c.	Achievement growth of students schoolwide (student growth or value added).....	1	0
d.	Size of subgroup achievement gaps.....	1	0
e.	Subgroup proficiency rates.....	1	0
f.	Achievement growth for subgroups (student growth or value added).....	1	0
g.	Other (specify)..... _____	1	0

3E-15. Which measures, other than those based on student achievement tests, did the state use to identify schools classified as high-progress schools during this school year (2013-14)?

- ☐ Data below has been verified.
- ☐ Data below has been revised/added.

		SELECT ONE RESPONSE IN EACH ROW	
ELEMENTARY/MIDDLE SCHOOLS		YES	NO
a.	Student attendance rate.....	1	0
b.	Percentage of teachers rated as effective.....	1	0
c.	School climate.....	1	0
d.	Other (specify).....	1	0

HIGH SCHOOLS		YES	NO
a.	Student attendance rate.....	1	0
b.	Graduation or dropout rate.....	1	0
c.	“On track” to graduate index.....	1	0
d.	Percentage of teachers rated as effective.....	1	0
e.	School climate.....	1	0
f.	Other (specify).....	1	0

WEBSITE:

3E-16. Item is not applicable in this version

E. Priority Schools

3E-17. During this school year (2013-14), how many schools are classified as Priority schools?

Note: The last row should be the total of all previous rows and equal to the total number of schools classified in the low-performing category. Schools designated as Priority typically remain in that category for three years, so the count should include all schools designated since the flexibility application was approved.

☐ Data below has been verified.

☐ Data below has been revised/added.

RECORD NUMBER OF SCHOOLS		
	TITLE I SCHOOLS	NON-TITLE I SCHOOLS
a. Elementary and middle schools.....	_____	_____
b. High schools.....	_____	_____
c. Combination schools (including grades from elementary and middle or middle and high).....	_____	_____
d. Total schools.....	_____	_____

WEBSITE:

3E-18. For elementary and middle schools, which subject-area assessments did the state use to identify schools classified as Priority schools during this school year (2013-14)?

☐ Data below has been verified.

☐ Data below has been revised/added.

ELEMENTARY/MIDDLE SCHOOLS	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. English language arts (ELA); including Reading and Writing.....	1	0
b. Math.....	1	0
c. Science.....	1	0
d. Social Studies/History.....	1	0
e. Other subjects (specify).....	1	0

3E-19. For high schools, which assessments did the state use to identify schools classified as Priority schools during this school year (2013-14)?

☐ Data below has been verified.

☐ Data below has been revised/added.

HIGH SCHOOLS	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Comprehensive or grade-specific exam.....	1	0
b. High school exit exam.....	1	0
c. End of course exams in ELA.....	1	0
d. End of course exams in Math.....	1	0
e. End of course exams in Science.....	1	0
f. End of course exams in Social Studies/History.....	1	0
g. American College Test, or ACT.....	1	0
h. SAT exam.....	1	0
i. Advanced Placement exams.....	1	0
j. Other subjects area (specify).....	1	0

3E-20. Which measures based on student assessments did the state use to identify schools classified as Priority schools during this school year (2013-14)?

☐ Data below has been verified.

☐ Data below has been revised/added.

		SELECT ONE RESPONSE IN EACH ROW	
ELEMENTARY/MIDDLE SCHOOLS		YES	NO
a.	Schoolwide proficiency rates.....	1	0
b.	Schoolwide year-to-year changes in proficiency rates.....	1	0
c.	Achievement growth of students schoolwide (student growth or value added).....	1	0
d.	Size of subgroup achievement gaps.....	1	0
e.	Subgroup proficiency rates.....	1	0
f.	Achievement growth for subgroups (student growth or value added).....	1	0
g.	Other (specify)..... _____	1	0
HIGH SCHOOLS		YES	NO
a.	Schoolwide proficiency rates.....	1	0
b.	Schoolwide year-to-year changes in proficiency rates.....	1	0
c.	Achievement growth of students schoolwide (student growth or value added).....	1	0
d.	Size of subgroup achievement gaps.....	1	0
e.	Subgroup proficiency rates.....	1	0
f.	Achievement growth for subgroups (student growth or value added).....	1	0
g.	Other (specify)..... _____	1	0

3E-21. Which measures, other than those based on student achievement tests, did the state use to identify schools classified as Priority schools during this school year (2013-14)?

☐ Data below has been verified.

☐ Data below has been revised/added.

SELECT ONE RESPONSE
IN EACH ROW

ELEMENTARY/MIDDLE SCHOOLS

	YES	NO
a. Student attendance rate.....	1	0
b. Percentage of teachers rated as effective.....	1	0
c. School climate.....	1	0
d. Other (specify).....	1	0

HIGH SCHOOLS

	YES	NO
a. Student attendance rate.....	1	0
b. Graduation or dropout rate.....	1	0
c. "On track" to graduate index.....	1	0
d. Percentage of teachers rated as effective.....	1	0
e. School climate.....	1	0
f. Other (specify).....	1	0

WEBSITE:

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F. Focus Schools

3E-22. During this school year (2013-14), how many schools are classified as Focus schools?

Note: The last row should be the total of all previous rows and equal to the total number of schools classified in the low-performing category. Schools designated as Focus typically remain in that category for three years, so the count should include all schools designated since the flexibility application was approved.

- ☐ Data below has been verified.
- ☐ Data below has been revised/added.

RECORD NUMBER OF SCHOOLS		
	TITLE I SCHOOLS	NON-TITLE I SCHOOLS
a. Elementary and middle schools.....	_____	_____
b. High schools.....	_____	_____
c. Combination schools (including grades from elementary and middle or middle and high).....	_____	_____
d. Total schools.....	_____	_____

WEBSITE:

3E-23. For elementary and middle schools, which subject-area assessments did the state use to identify schools classified as Focus schools during this school year (2013-14)?

- ☐ Data below has been verified.
- ☐ Data below has been revised/added.

		SELECT ONE RESPONSE IN EACH ROW	
ELEMENTARY/MIDDLE SCHOOLS		YES	NO
a.	English language arts (ELA); including Reading and Writing.....	1	0
b.	Math.....	1	0
c.	Science.....	1	0
d.	Social Studies/History.....	1	0
e.	Other subjects (specify).....	1	0

3E-24. For high schools, which assessments did the state use to identify schools classified as Focus schools during this school year (2013-14)?

- ☐ Data below has been verified.
- ☐ Data below has been revised/added.

		SELECT ONE RESPONSE IN EACH ROW	
HIGH SCHOOLS		YES	NO
a.	Comprehensive or grade-specific exam.....	1	0
b.	High school exit exam.....	1	0
c.	End of course exams in ELA.....	1	0
d.	End of course exams in Math.....	1	0
e.	End of course exams in Science.....	1	0
f.	End of course exams in Social Studies/History.....	1	0
g.	American College Test, or ACT.....	1	0
h.	SAT exam.....	1	0
i.	Advanced Placement exams.....	1	0
j.	Other subjects area (specify).....	1	0

3E-25. Which measures based on student assessments did the state use to identify schools classified as Focus schools during this school year (2013-14)?

☐ Data below has been verified.

☐ Data below has been revised/added.

		SELECT ONE RESPONSE IN EACH ROW	
ELEMENTARY/MIDDLE SCHOOLS		YES	NO
a.	Schoolwide proficiency rates.....	1	0
b.	Schoolwide year-to-year changes in proficiency rates.....	1	0
c.	Achievement growth of students schoolwide (student growth or value added).....	1	0
d.	Size of subgroup achievement gaps.....	1	0
e.	Subgroup proficiency rates.....	1	0
f.	Achievement growth for subgroups (student growth or value added).....	1	0
g.	Other (specify)..... _____	1	0
HIGH SCHOOLS		YES	NO
a.	Schoolwide proficiency rates.....	1	0
b.	Schoolwide year-to-year changes in proficiency rates.....	1	0
c.	Achievement growth of students schoolwide (student growth or value added).....	1	0
d.	Size of subgroup achievement gaps.....	1	0
e.	Subgroup proficiency rates.....	1	0
f.	Achievement growth for subgroups (student growth or value added).....	1	0
g.	Other (specify)..... _____	1	0

3E-26. Which measures, other than those based on student achievement tests, did the state use to identify schools classified as Focus schools during this school year (2013-14)?

☐ Data below has been verified.

☐ Data below has been revised/added.

SELECT ONE RESPONSE
IN EACH ROW

ELEMENTARY/MIDDLE SCHOOLS	YES	NO
a. Student attendance rate.....	1	0
b. Percentage of teachers rated as effective.....	1	0
c. School climate.....	1	0
d. Other (specify).....	1	0

HIGH SCHOOLS	YES	NO
a. Student attendance rate.....	1	0
b. Graduation or dropout rate.....	1	0
c. "On track" to graduate index.....	1	0
d. Percentage of teachers rated as effective.....	1	0
e. School climate.....	1	0
f. Other (specify).....	1	0

WEBSITE:

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F. Section 4: Teacher and Principal Evaluation

DEFINITION FOR USE THROUGHOUT THIS SECTION:

Student achievement growth is the change in student achievement for an individual student between two or more points in time. Two types of student achievement growth measures are common:

- 1. Value added measures (VAMs) or student growth percentiles (SGPs)** apply complex statistical methods to calculate achievement growth for a teacher’s own students based on districtwide or statewide standardized assessments. VAMs and SGPs can also be calculated for teacher teams, for grades, or for schools.
- 2. Student learning objectives (SLOs) or student growth objectives (SGOs)** are achievement targets for a teacher’s own students, determined by each individual teacher at the beginning of the school year (often in consultation with the school principal) based on the teacher’s assessment of the students’ starting achievement levels. SLOs/SGOs may relate to students’ scores on standardized assessments, or to teacher-developed tests, performance tasks, or other customized assessments of student learning.

Student outcomes are measures of attainment or achievement for groups of students at a point in time, and may be measured using student proficiency rates and changes in proficiency rates, graduation or dropout rates, or gaps in achievement between subgroups of students.

This section focuses on the use of student achievement growth measures in teacher and principal evaluation. If your state is piloting or implementing evaluation practices based on new laws or regulations since 2009, this section should reflect information about the new practices as they are being piloted or implemented in the 2013-14 school year (even if the practices are being piloted in only a few schools or districts in the state).

4E-1. For the 2013-14 school year, which of the following best describes how student achievement growth is used in teacher evaluation? (If a new evaluation system is being piloted or implemented, refer to that system.)

☐ Data below has been verified.

☐ Data below has been revised/added.

Student achievement growth is a required component of teacher evaluation.....1

Student achievement growth is a recommended component of teacher evaluation.....2

Student achievement growth is a permitted, but not required component of teacher evaluation.....3 →

Student achievement growth is prohibited in teacher evaluation.....4

Skip to 4E-6

4E-2. For the 2013-14 school year, which of the following best describes how student achievement growth is combined with other measures of teacher performance to determine the overall evaluation rating or score in this state?

- ☐ Data below has been verified.
- ☐ Data below has been revised/added.

SELECT ONE ONLY

The state recommends or requires that student achievement growth constitutes a specific percentage (or weight) of a teacher's overall performance rating.....1

.....

The state recommends or requires that, instead of specifying a specific percentage for student achievement growth, a matrix, table, or chart specifies the overall performance rating for each combination of student achievement growth and other measures (e.g., professional practice).....2 →

.....Skip to 4E-5

The state has no recommendation or requirement about the weight; instead, districts determine the weight to place on student achievement growth and other performance measures.....3 →

.....Skip to 4E-6

The overall performance evaluation rating is determined based on the evaluator's judgment about the importance of student achievement growth and other performance measures.....4 →

.....Skip to 4E-6

Some other method is used (specify).....5

.....Skip to 4E-6

4E-3. For the 2013-14 school year, does the specific percentage (or weight) for student achievement growth in a teacher's overall performance rating differ for different groups of teachers (e.g., teachers of grades/subjects with state assessments, first-year teachers)?

- ☐ Data below has been verified.
- ☐ Data below has been revised/added.

Yes.....1

No.....0

4E-4. For the 2013-14 school year, what is the specific percentage (or weight) for student achievement growth used in evaluating teachers? Please specify the weights the state requires for each type of student achievement growth measure and indicate which types of teachers use that weighting approach.

☐ Data below has been verified.

☐ Data below has been revised/added.

WEIGHT IN TEACHER EVALUATION

WEIGHTING APPROACH	WEIGHT FOR GROWTH OF TEACHER'S OWN STUDENTS		WEIGHT FOR SCHOOLWIDE, GRADEWIDE, OR TEAMWIDE GROWTH		WEIGHT FOR LOCALLY-SELECTED STUDENT ACHIEVEMENT GROWTH MEASURE	TOTAL WEIGHT FOR STUDENT ACHIEVEMENT GROWTH (SUM OF ALL WEIGHTS IN THE ROW)
	VAM OR SGP BASED ON STATE ASSESSMENTS	SLOs/SGOs	VAM OR SGP BASED ON STATE ASSESSEMENTS	OTHER GROWTH MEASURE		
Approach 1.....	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
Approach 2.....	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %

(Note: Use one line for each weighting approach the state uses. Add lines as necessary.)

4E-4a. Approach 1 must be used for which types of teachers?

(Place an X for each grade and content area that uses this approach to weighting.)

CONTENT AREA

Grades	ENGLISH LANGUAGE ARTS	MATHEMATICS	SOCIAL STUDIES	SCIENCE	OTHER CONTENT AREAS
Kindergarten.....	_____	_____	_____	_____	_____
1st.....	_____	_____	_____	_____	_____
2nd.....	_____	_____	_____	_____	_____
3rd.....	_____	_____	_____	_____	_____
4th.....	_____	_____	_____	_____	_____
5th.....	_____	_____	_____	_____	_____
6th.....	_____	_____	_____	_____	_____
7th.....	_____	_____	_____	_____	_____
8th.....	_____	_____	_____	_____	_____
9th.....	_____	_____	_____	_____	_____
10th.....	_____	_____	_____	_____	_____
11th.....	_____	_____	_____	_____	_____
12th.....	_____	_____	_____	_____	_____

4E-4b. Approach 2 must be used for which types of teachers?

(Place an X for each grade and content area that uses this approach to weighting.)

Grades	CONTENT AREA				
	ENGLISH LANGUAGE ARTS	MATHEMATICS	SOCIAL STUDIES	SCIENCE	OTHER CONTENT AREAS
Kindergarten.....	_____	_____	_____	_____	_____
1st.....	_____	_____	_____	_____	_____
2nd.....	_____	_____	_____	_____	_____
3rd.....	_____	_____	_____	_____	_____
4th.....	_____	_____	_____	_____	_____
5th.....	_____	_____	_____	_____	_____
6th.....	_____	_____	_____	_____	_____
7th.....	_____	_____	_____	_____	_____
8th.....	_____	_____	_____	_____	_____
9th.....	_____	_____	_____	_____	_____
10th.....	_____	_____	_____	_____	_____
11th.....	_____	_____	_____	_____	_____
12th.....	_____	_____	_____	_____	_____

4E-5. For the 2013-14 school year, are all school districts required to use these weights, or can they choose other weights for student achievement growth in teacher evaluations?

☐ Data below has been verified.

☐ Data below has been revised/added.

SELECT ONE ONLY

Districts are required to use the state-specified weights for student achievement growth in teacher evaluation.....1

The state recommends weights, but districts may choose how to weight student achievement growth in teacher evaluation.....2

4E-6. For the 2013-14 school year, which of the following best describes how student outcomes are used in principal evaluation? (If a new evaluation system is being piloted or implemented, refer to that system.)

☐ Data below has been verified.

☐ Data below has been revised/added.

Student outcomes are a required component of principal evaluation.....1

Student outcomes are a recommended component of principal evaluation.....2

Student outcomes are a permitted, but not required component of principal evaluation.....3

Student outcomes are prohibited in principal evaluation.....4

.....Skip to End

4E-7. For the 2013-14 school year, which of the following best describes how student outcomes are combined with other measures of principal performance to determine the overall evaluation rating or score in this state?

☐ Data below has been verified.

☐ Data below has been revised/added.

SELECT ONE ONLY

The state recommends or requires that student outcomes constitute a specific percentage (or weight) of a principal's overall performance rating.....1

The state recommends or requires that, instead of specifying a specific percentage for student outcomes, a matrix, table, or chart specifies the overall performance rating for each combination of student outcomes and other measures (e.g., professional practice).....2

.....Skip to 4E-10

The state has no recommendation or requirement about the weight; instead, districts determine the weight to place on student outcomes and other performance measures.....3

.....Skip to End

The overall performance evaluation rating is determined based on the evaluator's judgment about the importance of student outcomes and other performance measures.....4

.....Skip to End

Some other method is used (specify).....5

.....Skip to End

4E-8. For the 2013-14 school year, does the specific percentage (or weight) for student outcomes in a principal's overall performance rating differ for different groups of principals (e.g., high school principals, first-year principals)?

☐ Data below has been verified.

☐ Data below has been revised/added.

Yes.....1

No.....0

4E-9. For the 2013-14 school year, what is the specific percentage (or weight) for student outcomes used in evaluating principals?

☐ Data below has been verified.

☐ Data below has been revised/added.

Subgroup of principals	Weight
_____	_____ %
_____	_____ %
_____	_____ %

Note: Add lines as needed

4E-10. For the 2013-14 school year, are all school districts required to use these weights, or can they choose other weights for student outcomes in principal evaluations?

☐ Data below has been verified.

☐ Data below has been revised/added.

SELECT ONE ONLY

Districts are required to use the state-specified weights for student outcomes in principal evaluation.....1

The state recommends weights, but districts may choose how to weight student outcomes in principal evaluation.....2

OMB#: XXXX-XXXX

Expiration Date: XX/XX/20XX

Implementation of Title I/II Program Initiatives

Extant Data Form For States without ESEA Flexibility

2013-2014



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 180 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. The obligation to respond to this collection is required to obtain or retain benefit (Education Department General Administrative Regulations, Sections 75.591 and 75.592). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number XXXX-XXXX. Note: Please do not return the completed survey to this address.

Notice of Confidentiality

Information collected for this study comes 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). Responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific individual. We will not provide information that identifies you to anyone outside the study team, except required by law.

Implementation of Title I/II Program Initiatives

Extant Documents and Data Form

For States without ESEA Flexibility

School Accountability

Instructions for State Education Agency Staff:

This Extant Data form contains questions about school accountability policies and outcomes.

In an effort to reduce the burden on your staff, the research team at Mathematica Policy Research has filled in this form using publicly available data sources (such as data provided on your State Education Agency webpage). Please review and verify that the data in this form are correct.

To assist your review, the "Website" box under each question indicates where the data for each question was found. In some cases, the information could not be found in the publicly available data sources. Please fill in missing data points and revise any data that is not correct directly in the form.

For each question, please use the check boxes (example below) to indicate whether the data was verified or revised/added:

- ☐ Data below has been verified.
- ☐ Data below has been revised/added.

DEFINITIONS:

States define **annual measurable objectives (AMOs)**, or targets for specific student outcomes such as proficiency on the state's English language arts (ELA) assessment for all students or subgroups of students

States also define **adequate yearly progress (AYP)**, or the threshold for proficiency or progress toward proficiency that the school needs to show in order to be judged by the state as making sufficient progress for that year for all students and subgroups.

A. Setting Annual Measurable Objectives for Schools

3E-1. Item is not applicable in this version

3E-2. Item is not applicable in this version

3E-3. Item is not applicable in this version

B. Subgroups Used in Setting Annual Measurable Objectives

3E-4. For the 2012-13 school year, what was the minimum number of students in a school that can constitute a subgroup whose achievement is monitored against annual measurable objectives?

☐ Data below has been verified.

☐ Data below has been revised/added.

_____ Minimum subgroup size used for school accountability based on the 2012-13 state assessments

WEBSITE:

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3E-5. Item is not applicable in this version

C. Highest-Performing Schools

3E-6. During this school year (2013-14), how many schools are classified as highest-performing at each grade level based on student outcomes in preceding years? In states without ESEA flexibility, use whatever the state defines as highest-performing (e.g., schools earning “A” grades on A-F scale or “exemplary” schools).

☐ Data below has been verified.

☐ Data below has been revised/added.

RECORD NUMBER OF SCHOOLS		
	TITLE I SCHOOLS	NON-TITLE I SCHOOLS
a. Elementary schools.....	_____	_____
b. Middle schools.....	_____	_____
c. High schools.....	_____	_____
d. Combination schools (including grades from elementary and middle or middle and high).....	_____	_____
e. Total schools.....	_____	_____

WEBSITE:

The next set of questions asks how states identify their highest-performing schools. You should focus on schools identified as highest-performing for this school year (2013-14).

3E-7. For elementary and middle schools, which subject-area assessments did the state use to identify schools classified as highest-performing schools during this school year (2013-14)?

☐ Data below has been verified.

☐ Data below has been revised/added.

SELECT ONE RESPONSE IN EACH ROW		
ELEMENTARY/MIDDLE SCHOOLS	YES	NO
a. English language arts (ELA); including Reading and Writing).....	1	0
b. Math.....	1	0
c. Science.....	1	0
d. Social Studies/History.....	1	0
e. Other subjects (specify).....	1	0

3E-8. For high schools, which assessments did the state use to identify schools classified as highest-performing schools during this school year (2013-14)?

☐ Data below has been verified.

☐ Data below has been revised/added.

SELECT ONE RESPONSE IN EACH ROW		
HIGH SCHOOLS	YES	NO
a. Comprehensive or grade-specific exam.....	1	0
b. High school exit exam.....	1	0
c. End of course exams in ELA.....	1	0
d. End of course exams in Math.....	1	0
e. End of course exams in Science.....	1	0
f. End of course exams in Social Studies/History.....	1	0
g. American College Test, or ACT.....	1	0
h. SAT exam.....	1	0
i. Advanced Placement exams.....	1	0
j. Other subjects area (specify).....	1	0

3E-9. Which measures based on student assessments did the state use to identify schools classified as highest-performing schools during this school year (2013-14)?

☐ Data below has been verified.

☐ Data below has been revised/added.

		SELECT ONE RESPONSE IN EACH ROW	
ELEMENTARY/MIDDLE SCHOOLS		YES	NO
a.	Schoolwide proficiency rates.....	1	0
b.	Schoolwide year-to-year changes in proficiency rates.....	1	0
c.	Achievement growth of students schoolwide (student growth or value added).....	1	0
d.	Size of subgroup achievement gaps.....	1	0
e.	Subgroup proficiency rates.....	1	0
f.	Achievement growth for subgroups (student growth or value added).....	1	0
g.	Other (specify).....	1	0
HIGH SCHOOLS		YES	NO
a.	Schoolwide proficiency rates.....	1	0
b.	Schoolwide year-to-year changes in proficiency rates.....	1	0
c.	Achievement growth of students schoolwide (student growth or value added).....	1	0
d.	Size of subgroup achievement gaps.....	1	0
e.	Subgroup proficiency rates.....	1	0
f.	Achievement growth for subgroups (student growth or value added).....	1	0
g.	Other (specify).....	1	0

3E-10. Which measures, other than those based on student achievement tests, did the state use to identify schools classified as highest-performing schools during this school year (2013-14)?

☐ Data below has been verified.

☐ Data below has been revised/added.

SELECT ONE RESPONSE IN EACH ROW		
ELEMENTARY/MIDDLE SCHOOLS	YES	NO
a. Student attendance rate.....	1	0
b. Percentage of teachers rated as effective.....	1	0
c. School climate.....	1	0
d. Other (specify).....	1	0

HIGH SCHOOLS	YES	NO
a. Student attendance rate.....	1	0
b. Graduation or dropout rate.....	1	0
c. "On track" to graduate index.....	1	0
d. Percentage of teachers rated as effective.....	1	0
e. School climate.....	1	0
f. Other (specify).....	1	0

WEBSITE:

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D. High-Progress Schools

3E-11. During this school year (2013-14), how many schools are classified as high-progress at each grade level based on student outcomes in preceding years? If the state does not identify high-progress schools, write NA in that column.

- ☐ Data below has been verified.
- ☐ Data below has been revised/added.

RECORD NUMBER OF
SCHOOLS, or NA if
category does not exist in
the state

	TITLE I SCHOOLS	NON-TITLE I SCHOOLS
a. Elementary schools.....	_____	_____
b. Middle schools.....	_____	_____
c. High schools.....	_____	_____
d. Combination schools (including grades from elementary and middle or middle and high).....	_____	_____
e. Total schools.....	_____	_____

WEBSITE:

The next set of questions asks how states identify their high-progress schools. You should focus on schools identified as high-progress for this school year (2013-14).

3E-12. For elementary and middle schools, which subject-area assessments did the state use to identify schools classified as high-progress schools during this school year (2013-14)?

- ☐ Data below has been verified.
- ☐ Data below has been revised/added.

SELECT ONE RESPONSE IN EACH ROW		
ELEMENTARY/MIDDLE SCHOOLS	YES	NO
a. English language arts (ELA); including Reading and Writing.....	1	0
b. Math.....	1	0
c. Science.....	1	0
d. Social Studies/History.....	1	0
e. Other subjects (specify).....	1	0

3E-13. For high schools, which assessments did the state use to identify schools classified as high-progress schools during this school year (2013-14)?

- ☐ Data below has been verified.
- ☐ Data below has been revised/added.

SELECT ONE RESPONSE IN EACH ROW		
HIGH SCHOOLS	YES	NO
a. Comprehensive or grade-specific exam.....	1	0
b. High school exit exam.....	1	0
c. End of course exams in ELA.....	1	0
d. End of course exams in Math.....	1	0
e. End of course exams in Science.....	1	0
f. End of course exams in Social Studies/History.....	1	0
g. American College Test, or ACT.....	1	0
h. SAT exam.....	1	0
i. Advanced Placement exams.....	1	0
j. Other subjects area (specify).....	1	0

3E-14. Which measures based on student assessments did the state use to identify schools classified as high-progress schools during this school year (2013-14)?

☐ Data below has been verified.

☐ Data below has been revised/added.

		SELECT ONE RESPONSE IN EACH ROW	
ELEMENTARY/MIDDLE SCHOOLS		YES	NO
a.	Schoolwide proficiency rates.....	1	0
b.	Schoolwide year-to-year changes in proficiency rates.....	1	0
c.	Achievement growth of students schoolwide (student growth or value added).....	1	0
d.	Size of subgroup achievement gaps.....	1	0
e.	Subgroup proficiency rates.....	1	0
f.	Achievement growth for subgroups (student growth or value added).....	1	0
g.	Other (specify)..... _____	1	0
HIGH SCHOOLS		YES	NO
a.	Schoolwide proficiency rates.....	1	0
b.	Schoolwide year-to-year changes in proficiency rates.....	1	0
c.	Achievement growth of students schoolwide (student growth or value added).....	1	0
d.	Size of subgroup achievement gaps.....	1	0
e.	Subgroup proficiency rates.....	1	0
f.	Achievement growth for subgroups (student growth or value added).....	1	0
g.	Other (specify)..... _____	1	0

3E-15. Which measures, other than those based on student achievement tests, did the state use to identify schools classified as high-progress schools during this school year (2013-14)?

☐ Data below has been verified.

☐ Data below has been revised/added.

SELECT ONE RESPONSE IN EACH ROW		
ELEMENTARY/MIDDLE SCHOOLS	YES	NO
a. Student attendance rate.....	1	0
b. Percentage of teachers rated as effective.....	1	0
c. School climate.....	1	0
d. Other (specify).....	1	0

HIGH SCHOOLS	YES	NO
a. Student attendance rate.....	1	0
b. Graduation or dropout rate.....	1	0
c. "On track" to graduate index.....	1	0
d. Percentage of teachers rated as effective.....	1	0
e. School climate.....	1	0
f. Other (specify).....	1	0

WEBSITE:

E. Low-Performing Schools

The next questions are about the number of schools in low-performing categories.

3E-16. During this school year (2013-14), how many schools are classified as in Need of Improvement, in Corrective Action, and in Restructuring?

☐ Data below has been verified.

☐ Data below has been revised/added.

IN NEED OF IMPROVEMENT	TITLE I SCHOOLS	NON-TITLE I SCHOOLS
a. Elementary and middle schools.....	_____	_____
b. High schools.....	_____	_____
c. Combination schools (including grades from elementary and middle or middle and high).....	_____	_____
d. Total schools.....	_____	_____

IN CORRECTIVE ACTION	TITLE I SCHOOLS	NON-TITLE I SCHOOLS
a. Elementary and middle schools.....	_____	_____
b. High schools.....	_____	_____
c. Combination schools (including grades from elementary and middle or middle and high).....	_____	_____
d. Total schools.....	_____	_____

IN RESTRUCTURING	TITLE I SCHOOLS	NON-TITLE I SCHOOLS
a. Elementary and middle schools.....	_____	_____
b. High schools.....	_____	_____
c. Combination schools (including grades from elementary and middle or middle and high).....	_____	_____
d. Total schools.....	_____	_____

WEBSITE:

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3E-17. Item is not applicable in this version

3E-18. Item is not applicable in this version

3E-19. Item is not applicable in this version

3E-20. Item is not applicable in this version

3E-21. Item is not applicable in this version

3E-22. Item is not applicable in this version

3E-23. Item is not applicable in this version

3E-24. Item is not applicable in this version

3E-25. Item is not applicable in this version

3E-26. Item is not applicable in this version

F. Section 4: Teacher and Principal Evaluation

DEFINITION FOR USE THROUGHOUT THIS SECTION:

Student achievement growth is the change in student achievement for an individual student between two or more points in time. Two types of student achievement growth measures are common:

- 1. **Value added measures (VAMs)** or **student growth percentiles (SGPs)** apply complex statistical methods to calculate achievement growth for a teacher’s own students based on districtwide or statewide standardized assessments. VAMs and SGPs can also be calculated for teacher teams, for grades, or for schools.
- 2. **Student learning objectives (SLOs)** or **student growth objectives (SGOs)** are achievement targets for a teacher’s own students, determined by each individual teacher at the beginning of the school year (often in consultation with the school principal) based on the teacher’s assessment of the students’ starting achievement levels. SLOs/SGOs may relate to students’ scores on standardized assessments, or to teacher-developed tests, performance tasks, or other customized assessments of student learning.

Student outcomes are measures of attainment or achievement for groups of students at a point in time, and may be measured using student proficiency rates and changes in proficiency rates, graduation or dropout rates, or gaps in achievement between subgroups of students.

This section focuses on the use of student achievement growth measures in teacher and principal evaluation. If your state is piloting or implementing evaluation practices based on new laws or regulations since 2009, this section should reflect information about the new practices as they are being piloted or implemented in the 2013-14 school year (even if the practices are being piloted in only a few schools or districts in the state).

4E-1. For the 2013-14 school year, which of the following best describes how student achievement growth is used in teacher evaluation? (If a new evaluation system is being piloted or implemented, refer to that system.)

- ☐ Data below has been verified.
- ☐ Data below has been revised/added.

Student achievement growth is a required component of teacher evaluation.....1
.....

Student achievement growth is a recommended component of teacher
evaluation.....2
.....

Student achievement growth is a permitted, but not required component of
teacher evaluation.....3 →
.....

Student achievement growth is prohibited in teacher evaluation.....4
.....Skip to 4E-6

4E-2. For the 2013-14 school year, which of the following best describes how student achievement growth is combined with other measures of teacher performance to determine the overall evaluation rating or score in this state?

- ☐ Data below has been verified.
- ☐ Data below has been revised/added.

SELECT ONE ONLY

The state recommends or requires that student achievement growth constitutes a specific percentage (or weight) of a teacher's overall performance rating.....1
.....

The state recommends or requires that, instead of specifying a specific percentage for student achievement growth, a matrix, table, or chart specifies the overall performance rating for each combination of student achievement growth and other measures (e.g., professional practice).....2 →
.....Skip to 4E-5

The state has no recommendation or requirement about the weight; instead, districts determine the weight to place on student achievement growth and other performance measures.....3
.....Skip to 4E-6

The overall performance evaluation rating is determined based on the evaluator's judgment about the importance of student achievement growth and other performance measures.....4 →
.....Skip to 4E-6

Some other method is used (specify).....5
.....Skip to 4E-6

4E-3. For the 2013-14 school year, does the specific percentage (or weight) for student achievement growth in a teacher's overall performance rating differ for different groups of teachers (e.g., teachers of grades/subjects with state assessments, first-year teachers)?

- ☐ Data below has been verified.
- ☐ Data below has been revised/added.

Yes.....1
No.....0

4E-4. For the 2013-14 school year, what is the specific percentage (or weight) for student achievement growth used in evaluating teachers? Please specify the weights the state requires for each type of student achievement growth measure and indicate which types of teachers use that weighting approach.

☐ Data below has been verified.

☐ Data below has been revised/added.

WEIGHT IN TEACHER EVALUATION

WEIGHTING APPROACH	WEIGHT FOR GROWTH OF TEACHER'S OWN STUDENTS		WEIGHT FOR SCHOOLWIDE, GRADEWIDE, OR TEAMWIDE GROWTH		WEIGHT FOR LOCALLY-SELECTED STUDENT ACHIEVEMENT GROWTH MEASURE	TOTAL WEIGHT FOR STUDENT ACHIEVEMENT GROWTH (SUM OF ALL WEIGHTS IN THE ROW)
	VAM OR SGP BASED ON STATE ASSESSMENTS	SLOs/SGOs	VAM OR SGP BASED ON STATE ASSESSEMENTS	OTHER GROWTH MEASURE		
Approach 1.....%	%	%	%	%	%	%
Approach 2.....%	%	%	%	%	%	%

(Note: Use one line for each weighting approach the state uses. Add lines as necessary.)

4E-4a. Approach 1 must be used for which types of teachers?

(Place an X for each grade and content area that uses this approach to weighting.)

CONTENT AREA

Grades	English Language Arts	Mathematics	Social Studies	Science	Other Content Areas
Kindergarten.....	_____	_____	_____	_____	_____
1st.....	_____	_____	_____	_____	_____
2nd.....	_____	_____	_____	_____	_____
3rd.....	_____	_____	_____	_____	_____
4th.....	_____	_____	_____	_____	_____
5th.....	_____	_____	_____	_____	_____
6th.....	_____	_____	_____	_____	_____
7th.....	_____	_____	_____	_____	_____
8th.....	_____	_____	_____	_____	_____
9th.....	_____	_____	_____	_____	_____
10th.....	_____	_____	_____	_____	_____
11th.....	_____	_____	_____	_____	_____
12th.....	_____	_____	_____	_____	_____

4E-4b. Approach 2 must be used for which types of teachers?

(Place an X for each grade and content area that uses this approach to weighting.)

Grades	CONTENT AREA				
	English Language Arts	Mathematics	Social Studies	Science	Other Content Areas
Kindergarten.....	_____	_____	_____	_____	_____
1st.....	_____	_____	_____	_____	_____
2nd.....	_____	_____	_____	_____	_____
3rd.....	_____	_____	_____	_____	_____
4th.....	_____	_____	_____	_____	_____
5th.....	_____	_____	_____	_____	_____
6th.....	_____	_____	_____	_____	_____
7th.....	_____	_____	_____	_____	_____
8th.....	_____	_____	_____	_____	_____
9th.....	_____	_____	_____	_____	_____
10th.....	_____	_____	_____	_____	_____
11th.....	_____	_____	_____	_____	_____
12th.....	_____	_____	_____	_____	_____

4E-5. For the 2013-14 school year, are all school districts required to use these weights, or can they choose other weights for student achievement growth in teacher evaluations?

☐ Data below has been verified.

☐ Data below has been revised/added.

SELECT ONE ONLY

Districts are required to use the state-specified weights for student achievement growth in teacher evaluation.....1

The state recommends weights, but districts may choose how to weight student achievement growth in teacher evaluation.....2

4E-6. For the 2013-14 school year, which of the following best describes how student outcomes are used in principal evaluation? (If a new evaluation system is being piloted or implemented, refer to that system.)

☐ Data below has been verified.

☐ Data below has been revised/added.

Student outcomes are a required component of principal evaluation.....1

Student outcomes are a recommended component of principal evaluation.....2

Student outcomes are a permitted, but not required component of principal evaluation.....3 →

Student outcomes are prohibited in principal evaluation.....4
.....Skip to End

4E-7. For the 2013-14 school year, which of the following best describes how student outcomes are combined with other measures of principal performance to determine the overall evaluation rating or score in this state?

☐ Data below has been verified.

☐ Data below has been revised/added.

SELECT ONE ONLY

The state recommends or requires that student outcomes constitute a specific percentage (or weight) of a principal's overall performance rating.....1

The state recommends or requires that, instead of specifying a specific percentage for student outcomes, a matrix, table, or chart specifies the overall performance rating for each combination of student outcomes and other measures (e.g., professional practice).....2 →
.....Skip to 4E-10

The state has no recommendation or requirement about the weight; instead, districts determine the weight to place on student outcomes and other performance measures.....3 →
.....Skip to End

The overall performance evaluation rating is determined based on the evaluator's judgment about the importance of student outcomes and other performance measures.....4 →
.....Skip to End

Some other method is used (specify).....5
.....Skip to End

4E-8. For the 2013-14 school year, does the specific percentage (or weight) for student outcomes in a principal's overall performance rating differ for different groups of principals (e.g., high school principals, first-year principals)?

☐ Data below has been verified.

☐ Data below has been revised/added.

Yes.....1

No.....0

4E-9. For the 2013-14 school year, what is the specific percentage (or weight) for student outcomes used in evaluating principals?

☐ Data below has been verified.

☐ Data below has been revised/added.

Subgroup of principals	Weight
_____	_____ %
_____	_____ %
_____	_____ %

Note: Add lines as needed

4E-10. For the 2013-14 school year, are all school districts required to use these weights, or can they choose other weights for student outcomes in principal evaluations?

☐ Data below has been verified.

☐ Data below has been revised/added.

SELECT ONE ONLY

Districts are required to use the state-specified weights for student outcomes in principal evaluation.....1

The state recommends weights, but districts may choose how to weight student outcomes in principal evaluation.....2