



## **Attachment B: Copy of Survey and Online Screen Shots**

This survey is part of a study of the implementation of School Improvement Grants (SIG) in rural schools that use the transformation model. The Regional Educational Laboratory (REL) Northwest is conducting this study. REL Northwest is a private, nonprofit research and technical assistance provider based in Portland, Oregon, and is part of the Institute of Education Sciences' Regional Educational Laboratory program (<http://ies.ed.gov/ncee/edlabs/>).

The purpose of this study is to provide educators and policymakers with information about how rural schools implemented their SIG and to inform future efforts to turn around schools in rural areas. Your responses are very important. As the principal of a SIG school, you have first-hand knowledge about your school's implementation efforts. We will combine your answers with those of other SIG principals to help evaluators understand the implementation of the SIG transformation model in rural schools.

The survey takes about 20 minutes to complete. We request that you respond by [date to be determined].

Because your participation is voluntary, there are no repercussions to participating or not participating. By completing this survey, you are consenting to the inclusion of your survey data in the REL study. No one, other than the researchers working on this project from REL Northwest and Policy Studies Associates, will see your individual responses, and personal information will be removed from the database before analysis. Furthermore, the reports prepared for this study will summarize findings across the sample and will not associate responses with a specific district, school, or individual. Any reported information will always be aggregated across multiple schools. We will not provide information that identifies you or your district to anyone outside the study team.

If you have questions, please contact Dr. Caitlin Scott at [caitlin.scott@educationnorthwest.org](mailto:caitlin.scott@educationnorthwest.org) or 1.800.547.6339, ext. 585.

Thank you for your participation!

*Per the policies and procedures required by 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 district or individual. We will not provide information that identifies you or your district to anyone outside the study team, except as required by law. Any willful disclosure of such information for non-statistical purposes, without the informed consent of the respondent, is a class E felony. The survey is proprietary and approval by the federal Office of Management and Budget (OMB) does not imply endorsement by the Department of Education.*

*Public Burden Statement: 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 20 minutes, 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 voluntary. 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 20202-4536 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1850-xxxx.

## Background

1. What month did you assume your current position as principal of your school?  
Please check one response in the box below the appropriate month.

Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec

2. What year did you assume your current position as principal of your school?

Year you became principal at your school: \_\_\_\_\_

3. What position did you hold prior to becoming principal of your current school?

\_\_\_\_\_

4. Was this position in the school where you are currently serving as principal?

- a. Yes.....
- b. No.....

5. Are you familiar with the activities your school implemented using SIG funds, the challenges associated with SIG implementation, and the SIG implementation supports your school may have received?

- a. Yes.....  **(Go to question 6)**
- b. No.....

**IMPORTANT NOTE:** If you are not familiar with implementation of the SIG-funded transformation model at your school, we would appreciate it if you would please provide the name, title, email address, and phone number of someone whom you believe is familiar with SIG implementation at your school, such as:

- A district administrator responsible for school improvement
- A school-level administrator, such as an assistant principal, who was involved in the implementation of the SIG-funded transformation model at your school
- A teacher who had responsibilities for assisting in the implementation of the school's SIG-funded transformation model

<b>Name</b>	
<b>Title</b>	
<b>Email address</b>	
<b>Phone number (including area code)</b>	

## Implementation of the transformation model

6. To what degree has your school implemented each of the following activities related to the SIG transformation model? For each of the following transformation activities, please check the first box if your school was not planning to implement that particular transformation activity; check the second box if your school is planning and preparing to implement that activity but has not yet done so; check the third box if your school has partially implemented the activity; or check the fourth box if your school has fully implemented the activity. Please check only ONE response for each row.

Transformation activity	Implementation stage			
	N/A (not intending to implement )	Planning/ developing (planning and preparing to implement this activity)	Partially implemented (actively implementing this activity, but some aspects are not yet completely integrated into routines)	Fully implemented (completely implemented this activity, which is now a routine part of our school)
a. Used teacher evaluation systems that account for student growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Identified and REWARDED teachers who have improved student outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Identified and REMOVED teachers who have NOT improved student outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Provided staff with ongoing, high-quality, job-embedded professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Implemented strategies to RECRUIT high-quality staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Implemented strategies to RETAIN high-quality staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Used data to identify and implement a new instructional program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Promoted the use of student data to inform instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Increased learning time for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Provided mechanisms for family engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Provided mechanisms for community engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Used operational flexibility (such as staffing, calendars/time, and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

budgeting) to improve student outcomes				
m. Other (Please explain)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Among the transformation activities that are **fully** implemented in your school, which of the following, if any, do you believe were essential to your core efforts to improve your school?  
Check ALL that apply.

Transformation activity	Essential to core school improvement efforts?	
	YES, this activity was essential to our core school improvement efforts	NO, this activity was NOT essential to our core school improvement efforts
a. Using teacher evaluation systems that account for student growth	<input type="checkbox"/>	<input type="checkbox"/>
b. Identifying and REWARDING teachers who have improved student outcomes	<input type="checkbox"/>	<input type="checkbox"/>
c. Identifying and REMOVING teachers who have NOT improved student outcomes	<input type="checkbox"/>	<input type="checkbox"/>
d. Providing staff with ongoing, high-quality, job-embedded professional development	<input type="checkbox"/>	<input type="checkbox"/>
e. Implementing strategies to RECRUIT high-quality staff	<input type="checkbox"/>	<input type="checkbox"/>
f. Implementing strategies to RETAIN high-quality staff	<input type="checkbox"/>	<input type="checkbox"/>
g. Using data to identify and implement a new instructional program	<input type="checkbox"/>	<input type="checkbox"/>
h. Promoting the use of student data to inform instruction	<input type="checkbox"/>	<input type="checkbox"/>
i. Increasing learning time for students	<input type="checkbox"/>	<input type="checkbox"/>
j. Providing mechanisms for family engagement	<input type="checkbox"/>	<input type="checkbox"/>
k. Providing mechanisms for community engagement	<input type="checkbox"/>	<input type="checkbox"/>
l. Using operational flexibility (such as staffing, calendars/time, and budgeting) to improve student outcomes	<input type="checkbox"/>	<input type="checkbox"/>
m. Other (Please explain) _____	<input type="checkbox"/>	<input type="checkbox"/>

You are welcome to use the space provided below to elaborate on your responses regarding transformation model activities that are fully implemented in your school and that are essential to your core efforts to improve your school.

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Did any of the following factors act as barriers to your school’s capacity to implement a particular transformation activity? Please indicate whether insufficient funding, staff expertise, staff time, technological capacity/equipment, teacher support, or district support/guidance acted as a barrier to your school’s capacity to implement each of the following transformation activities. Check all that apply.

Transformation activity	Challenge								N/A: Did not implement this activity
	N/A: No challenge	Insufficient funding to implement the activity	Insufficient staff expertise to implement the activity	Insufficient staff time to implement the activity	Insufficient technological capacity/equipment to implement the activity	Insufficient teacher support for the activity	Insufficient district support/guidance for the activity	Don't know/cannot specify challenge	
a. Using teacher evaluation systems that account for student growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Identifying and rewarding teachers who have improved student outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Identifying and removing teachers who have NOT improved student outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Providing staff ongoing, high-quality, job-embedded professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Implementing strategies to recruit high-quality staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Implementing strategies to retain high-quality staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using data to identify and implement a new instructional program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Promoting the use of student data to inform instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Increasing learning time for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Providing mechanisms for family engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Providing mechanisms for community engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Using operational flexibility (such as staffing, calendars/ time, and budgeting) to improve student outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Other (Please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You are welcome to use the space provided below to elaborate on your responses regarding factors that acted as barriers to your school’s capacity to implement transformation model activities.

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**Technical assistance that supports implementation of transformation activities**

8. Please indicate the extent to which you agree that the technical assistance your school received from **your school district** on each of the following SIG transformation activities was sufficient. If **your school district** did not provide technical assistance for a particular transformation activity, please select “not applicable” in the appropriate row. Check only ONE response for each row.

Transformation activity	The technical assistance provided by my SCHOOL DISTRICT on this topic was sufficient				
	Strongly disagree	Disagree	Agree	Strongly agree	Not applicable
a. Using teacher evaluation systems that account for student growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Identifying and <u>rewarding</u> teachers who have improved student outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Identifying and <u>removing</u> teachers who have NOT improved student outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Providing staff with ongoing, high-quality, job-embedded professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Implementing strategies to <u>recruit</u> high-quality staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Implementing strategies to <u>retain</u> high-quality staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using data to identify and implement a new instructional program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Promoting the use of student data to inform instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Increasing learning time for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Providing mechanisms for <u>family</u> engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Providing mechanisms for <u>community</u> engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Using operational flexibility (such as staffing, calendars/time, and budgeting) to improve student outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Other (Please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You are welcome to use the space provided below to elaborate on your responses regarding the sufficiency of the technical assistance your school received from **your school district** on SIG transformation activities.

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9. Please indicate the extent to which you agree that the technical assistance your school received from **your state** on each of the following SIG transformation activities was sufficient. If **your state** did not provide technical assistance for a particular transformation activity, please select “not applicable” in the appropriate row. Please check only ONE response for each row.

Transformation activity	The technical assistance provided by my STATE was sufficient				
	Strongly disagree	Disagree	Agree	Strongly agree	Not applicable
a. Using teacher evaluation systems that account for student growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Identifying and <u>rewarding</u> teachers who have improved student outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Identifying and <u>removing</u> teachers who have NOT improved student outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Providing staff with ongoing, high-quality, job-embedded professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Implementing strategies to <u>recruit</u> high-quality staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Implementing strategies to <u>retain</u> high-quality staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using data to identify and implement a new instructional program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Promoting the use of student data to inform instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Increasing learning time for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Providing mechanisms for <u>family</u> engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Providing mechanisms for <u>community</u> engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Using operational flexibility (such as staffing, calendars/time, and budgeting) to improve student outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Other (Please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You are welcome to use the space provided below to elaborate on your responses regarding the sufficiency of the technical assistance your school received from **your state** on SIG transformation activities.

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10. Please indicate the extent to which you agree that the technical assistance your school received from **a university** on each of the following SIG transformation activities was sufficient. If **a university** did not provide technical assistance for a particular transformation activity, please select “not applicable” in the appropriate row. Please check only ONE response for each row.

Transformation activity	The technical assistance provided by A UNIVERSITY was sufficient				
	Strongly disagree	Disagree	Agree	Strongly agree	Not applicable
a. Using teacher evaluation systems that account for student growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Identifying and <u>rewarding</u> teachers who have improved student outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Identifying and <u>removing</u> teachers who have NOT improved student outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Providing staff with ongoing, high-quality, job-embedded professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Implementing strategies to <u>recruit</u> high-quality staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Implementing strategies to <u>retain</u> high-quality staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using data to identify and implement a new instructional program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Promoting the use of student data to inform instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Increasing learning time for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Providing mechanisms for <u>family</u> engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Providing mechanisms for <u>community</u> engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Using operational flexibility (such as staffing, calendars/time, and budgeting) to improve student outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Other (Please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You are welcome to use the space provided below to elaborate on your responses regarding the sufficiency of the technical assistance your school received from **a university** on SIG transformation activities.

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11. Please indicate the extent to which you agree that the technical assistance your school received from **another provider** on each of the following SIG transformation activities was sufficient. If **another provider** did not provide technical assistance for a particular transformation activity, please select “not applicable” in the appropriate row. Please check only ONE response for each row.

Transformation Activity	The technical assistance provided by <b>ANOTHER PROVIDER</b> was sufficient				
	Strongly disagree	Disagree	Agree	Strongly agree	Not applicable
a. Using teacher evaluation systems that account for student growth. <i>Please specify the technical assistance provider:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Identifying and REWARDING teachers who have improved student outcomes <i>Please specify the technical assistance provider:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Identifying and REMOVING teachers who have NOT improved student outcomes <i>Please specify the technical assistance provider:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Providing staff with ongoing, high-quality, job-embedded professional development <i>Please specify the technical assistance provider:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Implementing strategies to RECRUIT high-quality staff <i>Please specify the technical assistance provider:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Implementing strategies to RETAIN high-quality staff <i>Please specify the technical assistance provider:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using data to identify and implement a new instructional program <i>Please specify the technical assistance provider:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Promoting the use of student data to inform instruction <i>Please specify the technical assistance provider:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Increasing learning time for students <i>Please specify the technical assistance provider:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Providing mechanisms for <b>family</b> engagement <i>Please specify the technical assistance provider:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Providing mechanisms for <b>community</b> engagement <i>Please specify the technical assistance provider:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Using operational flexibility (such as staffing, calendars/time, and budgeting) to improve student outcomes <i>Please specify the technical assistance provider:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Other (Please specify) _____					

You are welcome to use the space provided below to elaborate on your responses regarding the sufficiency of the technical assistance your school received from **another provider** on SIG transformation activities.

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**Thank you for taking our survey. Your response is very important to us.**

# Survey screen shots

## Implementation of Federal School Improvement Grants in Rural Schools Winter 2014

Survey of Rural SIG School Principals

This survey is part of a study of the implementation of School Improvement Grants (SIG) in rural schools using the transformation model. The Regional Educational Laboratory (REL) Northwest is conducting this study. REL Northwest is a private nonprofit research and technical assistance provider based in Portland, Oregon that is part of the Institute of Education Sciences' Regional Educational Laboratory program (<http://ies.ed.gov/nce/edlabs/>).

The purpose of this study is to provide educators and policymakers with information about how rural schools implemented their SIG and to inform future efforts to turn around schools in rural areas. Your responses are very important because, as the principal of a SIG school, you have first-hand knowledge about your school's implementation efforts. We will combine your answers with those of other SIG principals to help evaluators understand the implementation of the SIG transformation model in rural schools.

The survey takes about 20 minutes to complete. We request that you respond by [date to be determined].

Because your participation is voluntary, there are no repercussions to participating or not participating. By completing this survey, you are consenting to the inclusion of your survey data in the REL study. No one, other than the researchers working on this project from REL Northwest and Policy Studies Associates, will see your individual responses, and personal information will be removed from the database before analysis. Furthermore, the reports prepared for this study will summarize findings across the sample and will not associate responses with a specific district, school, or individual. Any reported information will always be aggregated across multiple schools. We will not provide information that identifies you or your district to anyone outside the study team.

If you have questions, please contact Dr. Caitlin Scott at [caitlin.scott@educationnorthwest.org](mailto:caitlin.scott@educationnorthwest.org) or 1.800.547.6339, x585.

Thank you for your participation!

Per the policies and procedures required by 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 district or individual. We will not provide information that identifies you or your district to anyone outside the study team, except as required by law. Any willful disclosure of such information for non-statistical purposes, without the informed consent of the respondent, is a class E felony. The survey is proprietary and approved by the Federal Office of Management and Budget (OMB) does not imply endorsement by the Department of Education.

Public Burden Statement: 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 20 minutes, 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 voluntary. 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 20202-4536 or email [ICDocstaff@ed.gov](mailto:ICDocstaff@ed.gov) and reference the OMB Control Number 1850-xxxx.

Do you agree to participate in the Survey of Rural SIG School Principals? \*

- Yes  
 No

## Implementation of Federal School Improvement Grants in Rural Schools Winter 2014

You declined to participate in the Survey of Rural SIG School Principals. If you did not mean to decline to participate, please use your browser's back button to return to the start of the survey. Otherwise, please close your browser window to exit.

## Implementation of Federal School Improvement Grants in Rural Schools Winter 2014

Background

1. What month did you assume your current position as principal of ? Please choose the appropriate month from the drop-down menu.

April

2. What year did you assume your current position as principal of ?

Year you became principal at your school: 2012

3. What position did you hold prior to becoming principal of ?

4. Was this position in the school where you are currently serving as principal?

- Yes  
 No

5. Are you familiar with the activities your current school implemented using SIG funds, the challenges associated with SIG implementation, and the SIG implementation supports your school may have received?

- Yes  
 No

Back

Next

7%

3. What position did you hold prior to becoming principal of ?

4. Was this position in the school where you are currently serving as principal?

- Yes  
 No

5. Are you familiar with the activities your current school implemented using SIG funds, the challenges associated with SIG implementation, and the SIG implementation supports your school may have received?

- Yes  
 No

You indicated that you are not familiar with implementation of the SIG-funded transformation model at your school. We would appreciate it if you would please provide the name, title, email address, and phone number of someone whom you believe is familiar with SIG implementation, such as:

- A district administrator responsible for school improvement
- A school-level administrator, such as an assistant principal, who was involved in the implementation of the SIG-funded transformation model at your school
- A teacher who had responsibilities for assisting in the implementation of the school's SIG-funded transformation model

Name  Title

Email address

Phone number (including area code)

7%

### Implementation of Federal School Improvement Grants in Rural Schools Winter 2014

Thank you for providing the contact information for someone familiar with the implementation of the SIG-funded transformation model at your school. We will contact them in the coming days.

### Implementation of Federal School Improvement Grants in Rural Schools Winter 2014

Implementation of the Transformation Model

6. To what degree has your school implemented each of the following activities related to the SIG-funded transformation model? For each of the following transformation activities, please select the first response if your school was NOT planning to implement that particular transformation activity; select the second response if your school is planning and preparing to implement that activity but has not yet done so; select the third response if your school has partially implemented the activity; or select the fourth response if your school has fully implemented the activity. Please select ONE response for each row.

	N/A (not intending to implement)	Planning/developing (planning and preparing to implement this activity)	Partially implemented (actively implementing this activity, but some aspects are not yet completely integrated into routines)	Fully implemented (completely implemented this activity, which is now a routine part of our school)
a. Used teacher evaluation systems that account for student growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Identified and REWARDED teachers who have improved student outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Identified and REMOVED teachers who have NOT improved student outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Provided staff with ongoing, high-quality, job-embedded professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Implemented strategies to RECRUIT high-quality staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Implemented strategies to RETAIN high-quality staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Used data to identify and implement a new instructional plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Promoted the use of student data to inform instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Increased learning time for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	N/A (not intending to implement)	Planning/developing (planning and preparing to implement this activity)	Partially implemented (actively implementing this activity, but some aspects are not yet completely integrated into routines)	Fully implemented (completely implemented this activity, which is now a routine part of our school)
a. Used teacher evaluation systems that account for student growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Identified and REWARDED teachers who have improved student outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Identified and REMOVED teachers who have NOT improved student outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Provided staff with ongoing, high-quality, job-embedded professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Implemented strategies to RECRUIT high-quality staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Implemented strategies to RETAIN high-quality staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Used data to identify and implement a new instructional plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Promoted the use of student data to inform instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Increased learning time for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Provided mechanisms for FAMILY engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Provided mechanisms for COMMUNITY engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Used operational flexibility (such as staffing, scheduling, and budgeting) to improve student outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Implementation of Federal School Improvement Grants in Rural Schools Winter 2014

Implementation of the Transformation Model

7. Among the transformation model activities that are **fully** implemented in your school, which of the following, if any, do you believe were essential to your core efforts to improve your school? Check ALL that apply.

	YES, this activity was essential to our core school improvement efforts	NO, this activity was NOT essential to our core school improvement efforts
a. Using teacher evaluation systems that account for student growth	<input type="checkbox"/>	<input type="checkbox"/>
b. Identifying and REWARDING teachers who have improved student outcomes	<input type="checkbox"/>	<input type="checkbox"/>
c. Identifying and REMOVING teachers who have NOT improved student outcomes	<input type="checkbox"/>	<input type="checkbox"/>
d. Providing staff ongoing, high-quality, job-embedded professional development	<input type="checkbox"/>	<input type="checkbox"/>
e. Implementing strategies to RECRUIT high-quality staff	<input type="checkbox"/>	<input type="checkbox"/>
f. Implementing strategies to RETAIN high-quality staff	<input type="checkbox"/>	<input type="checkbox"/>
g. Using data to identify and implement a new instructional program	<input type="checkbox"/>	<input type="checkbox"/>
h. Promoting the use of student data to inform instruction	<input type="checkbox"/>	<input type="checkbox"/>
i. Increasing learning time for students	<input type="checkbox"/>	<input type="checkbox"/>
j. Providing mechanisms for family engagement	<input type="checkbox"/>	<input type="checkbox"/>
k. Providing mechanisms for community engagement	<input type="checkbox"/>	<input type="checkbox"/>
l. Using operational flexibility (such as staffing, calendars/time, and budgeting) to improve student outcomes	<input type="checkbox"/>	<input type="checkbox"/>
m. Other (please specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

You are welcome to use the space provided below to elaborate on your responses regarding transformation model activities that are fully implemented in your school and that are essential to your core efforts to improve your school.

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8. Did any of the following factors act as barriers to your school's capacity to implement a particular transformation model activity? Please indicate whether insufficient funding, staff expertise, staff time, technological capacity/equipment, teacher support, or district support/guidance acted as a barrier to your school's capacity to implement each of the following transformation model activities. Check all that apply. Please note that if you did not face barriers implementing a specified transformation model activity, please select the first response option, "N/A: no challenge." If you are do not know or cannot specify the barriers to implementing the specified transformation model activity, please select the response option, "Don't know/cannot specify challenge." If you did not implement the specified transformation model activity, please select the rightmost response option, "N/A: Did not implement this activity."

	N/A: No challenge	Insufficient funding to implement the activity	Insufficient staff expertise to implement the activity	Insufficient staff time to implement the activity	Insufficient technological capacity/equipment to implement the activity	Insufficient teacher support to implement the activity	Insufficient district support/guidance to implement the activity	Don't know/cannot specify challenge	N/A: Did not implement this activity
a. Using teacher evaluation systems that account for student growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Identifying and REWARDING teachers who have improved student outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Identifying and REMOVING teachers who have NOT improved student outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Providing staff with ongoing, high-quality, job-embedded professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Implementing strategies to RECRUIT high-quality staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Implementing strategies to RETAIN high-quality staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using data to identify and implement a new instructional program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. Providing staff with ongoing, high-quality, job-embedded professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Implementing strategies to RECRUIT high-quality staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Implementing strategies to RETAIN high-quality staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using data to identify and implement a new instructional program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Promoting the use of student data to inform instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Increasing learning time for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Providing mechanisms for FAMILY engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Providing mechanisms for COMMUNITY engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Using operational flexibility (such as staffing, scheduling, and budgeting) to improve student outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You are welcome to use the space provided below to elaborate on your responses regarding factors that acted as barriers to your school's capacity to implement transformation model activities.

## Implementation of Federal School Improvement Grants in Rural Schools Winter 2014

Technical Assistance that Supports Implementation of Transformation Model Activities

9. Please indicate for which of the following transformation model activities, if any, you received technical assistance from **YOUR SCHOOL DISTRICT**. Check all that apply.

- a. Using teacher evaluation systems that account for student growth
- b. Identifying and REWARDING teachers who have improved student outcomes
- c. Identifying and REMOVING teachers who have NOT improved student outcomes
- d. Providing staff with ongoing, high-quality, job-embedded professional development
- e. Implementing strategies to RECRUIT high-quality staff
- f. Implementing strategies to RETAIN high-quality staff
- g. Using data to identify and implement a new instructional program
- h. Promoting the use of student data to improve instruction
- i. Increasing learning time for students
- j. Providing mechanisms for FAMILY engagement
- k. Providing mechanisms for COMMUNITY engagement
- l. Using operational flexibility (such as staffing, scheduling, and budgeting) to improve student outcomes
- m. Other (please specify)

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## Implementation of Federal School Improvement Grants in Rural Schools Winter 2014

Technical Assistance that Supports Implementation of Transformation Model Activities

10. Please indicate the extent to which you agree that the technical assistance your school received from **YOUR SCHOOL DISTRICT** on each of the following SIG-funded transformation model activities was sufficient.

	Strongly disagree	Disagree	Agree	Strongly agree
a. Using teacher evaluation systems that account for student growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Identifying and REWARDING teachers who have improved student outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Identifying and REMOVING teachers who have NOT improved student outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Providing staff with ongoing, high-quality, job-embedded professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Implementing strategies to RECRUIT high-quality staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Implementing strategies to RETAIN high-quality staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Using data to identify and implement a new instructional program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Promoting the use of student data to improve instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Increasing learning time for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Providing mechanisms for FAMILY engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Providing mechanisms for COMMUNITY engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Using operational flexibility (such as staffing, scheduling, and budgeting) to improve student outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

You are welcome to use the space provided below to elaborate on your responses regarding the sufficiency of the technical assistance your school received from **your school district** on SIG transformation activities.

## Implementation of Federal School Improvement Grants in Rural Schools Winter 2014

Technical Assistance that Supports Implementation of Transformation Model Activities

12. Please indicate the extent to which you agree that the technical assistance your school received from **YOUR STATE** on each of the following SIG-funded transformation model activities was sufficient.

	Strongly disagree	Disagree	Agree	Strongly agree
a. Using TEACHER evaluation systems that account for student growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Identifying and REWARDING teachers who have improved student outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Implementing strategies to RECRUIT high-quality staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Using data to identify and implement a new instructional program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Increasing learning time for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Providing mechanisms for COMMUNITY engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

You are welcome to use the space provided below to elaborate on your responses regarding the sufficiency of the technical assistance your school received from **your state** on SIG transformation activities.

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57%

## Implementation of Federal School Improvement Grants in Rural Schools Winter 2014

Technical Assistance that Supports Implementation of Transformation Model Activities

13. Please indicate for which of the following transformation model activities, if any, you received technical assistance from **A UNIVERSITY**. Check all that apply.

- a. Using teacher evaluation systems that account for student growth
- b. Identifying and REWARDING teachers who have improved student outcomes
- c. Identifying and REMOVING teachers who have NOT improved student outcomes
- d. Providing staff with ongoing, high-quality, job-embedded professional development
- e. Implementing strategies to RECRUIT high-quality staff
- f. Implementing strategies to RETAIN high-quality staff
- g. Using data to identify and implement a new instructional program
- h. Promoting the use of student data to improve instruction
- i. Increasing learning time for students
- j. Providing mechanisms for FAMILY engagement
- k. Providing mechanisms for COMMUNITY engagement
- l. Using operational flexibility (such as staffing, scheduling, and budgeting) to improve student outcomes
- m. Other (please specify)

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64%



## Implementation of Federal School Improvement Grants in Rural Schools Winter 2014

Technical Assistance that Supports Implementation of Transformation Model Activities

14. Please indicate the extent to which you agree that the technical assistance your school received from **A UNIVERSITY** on each of the following SIG-funded transformation model activities was sufficient.

	Strongly disagree	Disagree	Agree	Strongly agree
a. Using teacher evaluation systems that account for student growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Identifying and REMOVING teachers who have NOT improved student outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Implementing strategies to RECRUIT high-quality staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Implementing strategies to RETAIN high-quality staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Using data to identify and implement a new instructional program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Promoting the use of student data to improve instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Providing mechanisms for FAMILY engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Providing mechanisms for COMMUNITY engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Using operational flexibility (such as staffing, scheduling, and budgeting) to improve student outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

You are welcome to use the space provided below to elaborate on your responses regarding the sufficiency of the technical assistance your school received from **a university** on SIG transformation activities.

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71%

## Implementation of Federal School Improvement Grants in Rural Schools Winter 2014

Technical Assistance that Supports Implementation of Transformation Model Activities

15. Please indicate for which of the following transformation model activities, if any, you received technical assistance from **ANOTHER TECHNICAL ASSISTANCE PROVIDER**. Check all that apply.

- a. Using teacher evaluation systems that account for student growth
- b. Identifying and REWARDING teachers who have improved student outcomes
- c. Identifying and REMOVING teachers who have NOT improved student outcomes
- d. Providing staff with ongoing, high-quality, job-embedded professional development
- e. Implementing strategies to RECRUIT high-quality staff
- f. Implementing strategies to RETAIN high-quality staff
- g. Using data to identify and implement a new instructional program
- h. Promoting the use of student data to improve instruction
- i. Increasing learning time for students
- j. Providing mechanisms for FAMILY engagement
- k. Providing mechanisms for COMMUNITY engagement
- l. Using operational flexibility (such as staffing, scheduling, and budgeting) to improve student outcomes
- m. Other (please specify)

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79%

16. Please indicate the extent to which you agree that the technical assistance your school received from **ANOTHER TECHNICAL ASSISTANCE PROVIDER** on each of the following SIG-funded transformation model activities was sufficient.

	Strongly disagree	Disagree	Agree	Strongly agree
b. Identifying and REWARDING teachers who have improved student outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Providing staff with ongoing, high-quality, job-embedded professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Implementing strategies to RETAIN high-quality staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Using data to identify and implement a new instructional program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Increasing learning time for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Providing mechanisms for COMMUNITY engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Please name the **OTHER TECHNICAL ASSISTANCE PROVIDER** from whom you received technical assistance on each of the transformation model activities.

	Name of Technical Assistance Provider
b. Identifying and REWARDING teachers who have improved student outcomes	<input type="text"/>
d. Providing staff with ongoing, high-quality, job-embedded professional development	<input type="text"/>
f. Implementing strategies to RETAIN high-quality staff	<input type="text"/>
g. Using data to identify and implement a new instructional program	<input type="text"/>
i. Increasing learning time for students	<input type="text"/>
k. Providing mechanisms for COMMUNITY engagement	<input type="text"/>

17. Please name the **OTHER TECHNICAL ASSISTANCE PROVIDER** from whom you received technical assistance on each of the transformation model activities.

	Name of Technical Assistance Provider
b. Identifying and REWARDING teachers who have improved student outcomes	<input type="text"/>
d. Providing staff with ongoing, high-quality, job-embedded professional development	<input type="text"/>
f. Implementing strategies to RETAIN high-quality staff	<input type="text"/>
g. Using data to identify and implement a new instructional program	<input type="text"/>
i. Increasing learning time for students	<input type="text"/>
k. Providing mechanisms for COMMUNITY engagement	<input type="text"/>

You are welcome to use the space provided below to elaborate on your responses regarding the sufficiency of the technical assistance your school received from **another technical assistance provider** on SIG transformation activities.

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86%

Thank you for taking our survey. Your response is very important to us.

