

Appendix H: Principal Questionnaire

STUDY OF TITLE I SCHOOLWIDE AND TARGETED ASSISTANCE PROGRAMS

PRINCIPAL SURVEY 2016-17 SCHOOL YEAR

*Label containing selected sample members
name*

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB number. The valid OMB control number of this information collection is XXXX-XXXX. The time required to complete this information collection is estimated to average 60 minutes per survey, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimates(s) or suggestion for improving this form, please write to: U.S. Department of Education, Washington, 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to:

Policy and Program Studies Service, Office Planning, Evaluation, and Policy
Development, U.S. Department of Education, 400 Maryland Avenue, SW,
Washington, DC 20202.

Dear Principal,

Thank you for your participation in the Study of Title I Schoolwide and Targeted Assistance Programs.

- **Purpose of Study:** To better understand how Title I Schoolwide and Targeted Assistance Programs are implemented and how schools make decisions about the use of Title I funds.
- **Sponsor:** The study is being conducted by the American Institutes for Research (AIR) under a contract from the U.S. Department of Education.
- **Participation:** Participation of Title I districts and their schools in this study is required under Section 8306(a)(4) of the Elementary and Secondary Education Act. However, you may choose not to respond to certain questions or discontinue the survey at any time.
- **Reporting and Confidentiality:** Responses to this survey will be used to summarize findings in an aggregate manner (across groups or sites), or will be used to provide examples of program implementation in a manner that does not associate responses with a specific site or individual. The study team may refer to the generic title of an individual (e.g. District Administrator or Principal) but neither the site name nor the individual name will be used. All efforts will be made to keep the description of the site general enough so that the reader would never be able to determine identity of the site. The study team will make sure that access to all data with identifiable information is limited to members of the study team. Except for that which is already public, we will not provide information that identifies you or your school to anyone outside the study team, except as required by law.
- **Response Burden:** This survey should require approximately 60 minutes of your time.
- **Benefits:** Your participation will help inform policymakers, educators, and researchers at the local, state, and national level about the implementation Title I at the local level.
- **More Information:** For questions or more information about this study, you may contact the AIR study team at XXXX@air.org or call the study toll-free-number at, 1-800-XXX-XXXX.

Please write your answers directly on the questionnaire by checking the appropriate box, circling the appropriate number, or by writing your answer in the space given.

Thank you for your cooperation in this very important effort!

A. School Characteristics

A.1 Around the first of October 2016, what was the total number of students enrolled in grades K-12 in your school? Please provide a number in the box below.

	Number of students
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A.2 Of all the students enrolled in grades K-12 in your school around the first of October 2016, how many were...: Please provide a number for each row. If "0", select the box "None". Students can be counted in more than one category.

	Number of Students	
a. Eligible for free or reduced-price lunch?	[]	<input type="checkbox"/> None
b. Students with individualized education plans (IEPs)?	[]	<input type="checkbox"/> None
c. English language learners (ELLs)?	[]	<input type="checkbox"/> None
d. Migrant students (students who move from school to school because they are children of migrant agricultural workers, including migratory dairy workers and migratory fishers)?	[]	<input type="checkbox"/> None

A.3 Of all the students enrolled in grades K-12 in your school around the first of October 2016, how many were...: Please provide a number in each row. If "0", select the box "None".

	Number of Students	
Ethnicity		
Hispanic or Latino?	[]	<input type="checkbox"/> None
Race		
a. American Indian or Alaska Native?	[]	<input type="checkbox"/> None
b. Asian?	[]	<input type="checkbox"/> None
c. Black or African American?	[]	<input type="checkbox"/> None
d. Native Hawaiian or Other Pacific Islander?	[]	<input type="checkbox"/> None
e. White?	[]	<input type="checkbox"/> None
f. Two or More Races?	[]	<input type="checkbox"/> None

A.4 In the previous school year (2015-16), what was your school's attendance rate for:
Enter a percent.

	Attendance Rate (Percent)
a. Students	[] %
b. Teachers	[] %

A. School Characteristics, (continued)

A.5 Has your school been identified with a federal or state accountability designation for the current school year (2016-17)? Please select yes or no in each row.

	Yes	No
Federal Accountability Designations		
Priority school	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Focus school	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Reward school	<input type="checkbox"/> 1	<input type="checkbox"/> 0
State Accountability Designations		
High-performing - received a reward or designation for high level of performance or improvement	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Expected performance - achieved expected performance, no special designation	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Low-performing - identified as a result of low performance or decline in performance	<input type="checkbox"/> 1	<input type="checkbox"/> 0

A.6 How many full-time equivalent (FTE) teachers taught in your school during the previous school year (2015-16)?

Please enter the FTE amount to the nearest 0.1. For example ½ FTE as 0.5.

Number of FTE teachers

A.7 How many full-time equivalent teachers (FTEs) were newly hired into your school this school year (2016-17)?

Please enter the FTE amount to the nearest 0.1. For example ½ FTE as 0.5.

Number of FTE teachers

A.8 Please estimate the percentage of teachers currently in your school with the following years of teaching experience.

	Percentage of teachers in the school
a. No teaching experience (first year teachers)	<input type="text"/> %
b. 1-5 years of teaching experience	<input type="text"/> %
c. 6-10 years of teaching experience	<input type="text"/> %
d. 11-20 years of teaching experience	<input type="text"/> %
e. 21 or more years of teaching experience	<input type="text"/> %
TOTAL	100%

B. School Context and Interventions

B.1 In the current school year (2016-17), please indicate the extent to which your school is focusing on the following strategies in its improvement efforts.

Please select one answer in each row.

School is...	Not a focus	Minor focus	Moderate focus	Major focus
a. Using student achievement data to inform instruction and school improvement	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Aligning curriculum and instruction with standards and/or assessments	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Implementing new instructional approaches or curricula in <u>reading/language arts/English</u>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Implementing new instructional approaches or curricula in <u>mathematics</u>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Providing additional instruction to low-achieving students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Restructuring the school day to teach core content areas in greater depth (e.g., establishing a literacy block)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Increasing instructional time for all students (e.g., by lengthening the school day or year, shortening recess)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h. Providing extended-time instructional programs (e.g., before-school, after-school, or weekend instructional programs)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i. Implementing strategies for increasing parents' involvement in their children's education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j. Increasing the intensity, focus, and effectiveness of professional development	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

B.2 Thinking about the current school year (2016-17), what do you consider to be the most promising strategies your school is implementing to support improved student outcomes?

Strategies
a. _____
b. _____
c. _____

B. School Context and Interventions, (continued)

B.3 Please indicate if you strongly disagree, disagree, agree, or strongly agree with each of the following statements about your school environment.

Please select one answer for each row.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Once we start a new program, we follow up to make sure that it's working.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. I worry that we are adopting too many different programs and practices in this school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. This school generally chooses only those school improvement opportunities that fit with our improvement goals and strategies.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

B.4 To what extent is each of the following issues currently a challenge for your school?

Please select one answer in each row.

Type of Challenge	Not a challenge	Minor challenge	Moderate challenge	Major challenge
a. Large class size and/or case load	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Lack of safety in or around the school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Inadequate or substandard facilities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Inadequate supports for the lowest-achieving students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Too few textbooks and other instructional materials	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Textbooks and instructional materials that are not aligned with state standards	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Poor student discipline	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h. Insufficient parent involvement	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i. Low and/or erratic student attendance	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j. Insufficient access to technology	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k. Frequent changes in district policy and reform priorities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
l. Changes in district leadership	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
m. High rate of teacher turnover	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
n. Shortages of qualified teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
o. Other (<i>please specify below</i>): <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

B. School Context and Interventions, (continued)

B.5 To what extent have you used student assessment results to....:

Please select one answer in each row.

	Did not use in this way	Used minimally	Used moderately	Used extensively
a. Identify and correct gaps in the curriculum for all students?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Recommend tutoring or other educational services for students?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Plan professional development activities for teachers?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Develop or revise our school improvement plan or strategic plan?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Allocate financial resources?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

B.6 Please indicate if you strongly disagree, disagree, agree, or strongly agree with each of the following statements.

Please select one answer in each row.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. When district officials make a commitment to our school, they always follow through.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Administrators in my district have expertise and skills that are relevant for our school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. District officials send mixed messages about district policies.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. District officials express genuine concern about the challenges our school faces.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. I have sufficient support from the district for trying new things in my school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

C. Decision-Making in Your School

C.1 Please indicate if you strongly disagree, disagree, agree, or strongly agree with each of the following statements.

Please select one answer in each row.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I understand how resources (personnel and non-personnel) and funding are allocated to my school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. I have input regarding how <u>the dollars in my school budget</u> are spent.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. I have sufficient autonomy to implement an instructional program that meets the needs of the students in my school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. I have the resources (personnel and non-personnel) I need to try new things in my school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

C.2 In this section we would like to gauge your level of familiarity with the following aspects of Title I. For each of the following statements, please indicate your overall knowledge about Title I funding.

Please select one answer in each row.

	I'm really not sure	I have a general idea, but I am not clear on the details	I have a good understanding of this, and I can explain it to others
a. How Title I funding levels are determined across schools within my district	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
b. Title I regulations and how they apply to my school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
c. The overall purpose of providing Title I funds to schools	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

C.3 Which statement would best characterize your school's use of Title I funds over the past three school years?

Please select only one answer.

- We have not changed how we use our Title I funding over the past three years.
- We have made minor adjustments on how we use our Title I funding over the past three years.
- We have significantly revised how we use our Title I funding over the last three years.
- Not applicable – we have received Title I funds for less than three years.

C. Decision-Making in Your School, (continued)

C.4 How frequently do you make revisions to your Title I spending during a given school year?

Please select only one answer.

- We revisit our Title I budget more than two times during the school year and may make changes to our Title I spending.
- We revisit our Title I budget once or twice during the school year and may make changes to our Title I spending.
- We make ad hoc, as-needed adjustments to our Title I spending during the school year.
- I am not involved in decisions regarding the use of Title I funds.
- We do not make any changes to our Title I spending during the school year.

C.5 Which statement would best characterize your school's involvement in making decisions about the use of Title I funds?

Please select only one answer.

- District staff make all decisions on how to use Title I funds.
- District staff make almost all decisions on how to use Title I funds, but we have some Title I funds we can spend as we choose.
- Our school provides input to district staff who then decide how to use Title I funds on our behalf.
- Our school works closely with district staff to decide how to use Title I funds.
- Our school largely decides how to use Title I funds with minimal input from district staff.

C.6 How much influence do the district or school have on the following decisions or activities?

Please select one answer per row.

	Mostly a district decision	Mostly a school decision	Shared district-school decision
a. Hiring new teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
b. Selecting curricula	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
c. Selecting professional development activities for teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
d. Developing a school improvement plan or strategic plan	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
e. Planning your school's budget	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
f. Planning your school's use of Title I funds	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

C. Decision-Making in Your School, (continued)

C.7 Now we would like to know in what month decisions about Title I budget plans were made for the current school year (2016-17).

Please enter month as a number (e.g., January = 01). If you have not been involved in this process, select "I don't know".

	Enter Month	
a. When does your school usually begin work on the Title I plan for the next school year?	<input style="width: 100%;" type="text" value="MM"/>	<input type="checkbox"/> I don't know, I haven't been involved in this process.
b. When do you find out about all of the Title I resources (funds and personnel) provided to your school?	<input style="width: 100%;" type="text" value="MM"/>	<input type="checkbox"/> I don't know, I haven't been involved in this process.
c. When do you find out about the amount of Title I funds that you can control (discretionary) at the school level?	<input style="width: 100%;" type="text" value="MM"/>	<input type="checkbox"/> I don't know, I haven't been involved in this process.
d. When is your final school-level Title I plan due?	<input style="width: 100%;" type="text" value="MM"/>	<input type="checkbox"/> I don't know, I haven't been involved in this process.
e. When do you receive the Title I funds that you can control at the school level?	<input style="width: 100%;" type="text" value="MM"/>	<input type="checkbox"/> I don't know, I haven't been involved in this process.

C.8 In what month does your school usually conduct a needs assessment to inform your Title I planning for next school year?

Please enter month as a number (e.g., January = 01). If you have not been involved in this process, select "I don't know." If your school does not conduct a needs assessment for this purpose, please select that option.

Enter Month	
<input style="width: 100%;" type="text" value="MM"/>	<input type="checkbox"/> I don't know, I haven't been involved in this process. <input type="checkbox"/> Our school does not conduct a needs assessment for this purpose.

C.9 To what extent are each of the following individuals involved in conducting the needs assessment for Title I planning?

Please select one answer per row.

	No involvement	Limited involvement	Moderate involvement	Substantial involvement
a. School administrators	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. District administrators	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Instructional Coaches	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Parents	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Community Members	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h. Other (please specify below): <input style="width: 100%;" type="text"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

D. Use of Title I Funds

For this section, it will be helpful if you can refer to your school's budget (including Title I) and staffing plan.

D.1 For the previous school year (2015-16) what was the school-controlled portion of the Title I allocation for your school?

The school-controlled portion includes those Title I dollars directly provided by the district to your school to be used at your discretion to provide services under a schoolwide or targeted assistance Title I program.

\$ School-controlled portion of the Title I allocation for school year 2015-16

- I don't know
 Not applicable, our school did not receive Title I Funds in school year 2015-16 , Go to Question **D.7** on page 16

D.2 For the previous school year (2015-16), how many full-time equivalent (FTE) certificated and other staff in each of the following categories were funded by Title I (either from your school-controlled portion or directly provided by the district)?

- *Certificated staff* are employed in positions that require a professional education certificate/credentials that are registered with the local district employer.
- *Other staff* are employed in positions that do not require certification.

Please enter the FTE amount to the nearest 0.1. For example if a teacher works ½ time enter 0.5. If "0", select the box "None".

	Full-time Equivalent (FTE) Staff	
	Certificated	Other Staff
a. Teachers	<input style="width: 100px;" type="text"/> <input type="checkbox"/> None	<input style="width: 100px;" type="text"/> <input type="checkbox"/> None
b. Paraprofessionals (e.g., teacher aides, instructional assistants)	<input style="width: 100px;" type="text"/> <input type="checkbox"/> None	<input style="width: 100px;" type="text"/> <input type="checkbox"/> None
c. Instructional coaches	<input style="width: 100px;" type="text"/> <input type="checkbox"/> None	<input style="width: 100px;" type="text"/> <input type="checkbox"/> None
d. English Language Learner (ELL) specialists	<input style="width: 100px;" type="text"/> <input type="checkbox"/> None	<input style="width: 100px;" type="text"/> <input type="checkbox"/> None
e. Curriculum coordinators	<input style="width: 100px;" type="text"/> <input type="checkbox"/> None	<input style="width: 100px;" type="text"/> <input type="checkbox"/> None
f. Assessment coordinators	<input style="width: 100px;" type="text"/> <input type="checkbox"/> None	<input style="width: 100px;" type="text"/> <input type="checkbox"/> None
g. Data analysts	<input style="width: 100px;" type="text"/> <input type="checkbox"/> None	<input style="width: 100px;" type="text"/> <input type="checkbox"/> None
h. Administrative staff (e.g., principals, assistant principals)	<input style="width: 100px;" type="text"/> <input type="checkbox"/> None	<input style="width: 100px;" type="text"/> <input type="checkbox"/> None
i. Technology support staff	<input style="width: 100px;" type="text"/> <input type="checkbox"/> None	<input style="width: 100px;" type="text"/> <input type="checkbox"/> None
j. Parent, family, or community coordinator or liaisons	<input style="width: 100px;" type="text"/> <input type="checkbox"/> None	<input style="width: 100px;" type="text"/> <input type="checkbox"/> None
k. Other (please specify below): <input style="width: 400px;" type="text"/>	<input style="width: 100px;" type="text"/> <input type="checkbox"/> None	<input style="width: 100px;" type="text"/> <input type="checkbox"/> None

D. Use of Title I Funds, (continued)

D.3 For the previous school year (2015-16), please indicate in Column A if any of the Title I-funded certificated and/or other staff you listed in D2 were used to implement various improvement efforts. Then, in Column B, please indicate where appropriate how many of the certificated and other FTEs were used in each improvement effort.

- *Certificated staff* are employed in positions that require a professional education certificate/credentials that are registered with the local district employer.
- *Other staff* are employed in positions that do not require certification.

If there is 1.0 FTE of a staff member whose effort is spent on more than one improvement effort, enter the appropriate fractions of their time in the different strategies. For example, if a teacher spends half of their time on reading curricula and half of their time on math curricula, then enter 0.5 in the Certificated Staff column for each of these improvement efforts.

Column A		Column B	
Were Title I funds used to support certificated and/or other staff in implementing any of the following <u>improvement efforts</u> ?		For this improvement effort, how many <u>full-time equivalent (FTE)</u> certificated and/or other staff were supported by your Title I funds?	
Improvement Efforts		Full-time Equivalent (FTE) Personnel Resources	
		Certificated Staff	Other Staff
<i>If yes then go to Column B, otherwise go to the next row.</i>		<i>Enter the FTE amount to the nearest 0.1. If "0", select the box "None."</i>	
a. Instructional approaches or curricula in <u>reading/language arts/English</u>	<input type="checkbox"/> Yes → <input type="checkbox"/> No	<input type="text"/> <input type="checkbox"/> None	<input type="text"/> <input type="checkbox"/> None
b. Instructional approaches or curricula in <u>mathematics</u>	<input type="checkbox"/> Yes → <input type="checkbox"/> No	<input type="text"/> <input type="checkbox"/> None	<input type="text"/> <input type="checkbox"/> None
c. Instructional approaches or curricula in <u>other subjects</u>	<input type="checkbox"/> Yes → <input type="checkbox"/> No	<input type="text"/> <input type="checkbox"/> None	<input type="text"/> <input type="checkbox"/> None
d. Extended-time instructional programs (e.g., before-school, after-school, or weekend instructional programs)	<input type="checkbox"/> Yes → <input type="checkbox"/> No	<input type="text"/> <input type="checkbox"/> None	<input type="text"/> <input type="checkbox"/> None
e. Strategies for increasing parental involvement in children's education	<input type="checkbox"/> Yes → <input type="checkbox"/> No	<input type="text"/> <input type="checkbox"/> None	<input type="text"/> <input type="checkbox"/> None
f. Supports for English language learners (ELLs)	<input type="checkbox"/> Yes → <input type="checkbox"/> No	<input type="text"/> <input type="checkbox"/> None	<input type="text"/> <input type="checkbox"/> None
g. Supports for students with disabilities	<input type="checkbox"/> Yes → <input type="checkbox"/> No	<input type="text"/> <input type="checkbox"/> None	<input type="text"/> <input type="checkbox"/> None
h. Support for use of data to inform instruction and school improvement	<input type="checkbox"/> Yes → <input type="checkbox"/> No	<input type="text"/> <input type="checkbox"/> None	<input type="text"/> <input type="checkbox"/> None
i. Support for use of technology	<input type="checkbox"/> Yes → <input type="checkbox"/> No	<input type="text"/> <input type="checkbox"/> None	<input type="text"/> <input type="checkbox"/> None

D. Use of Title I Funds, (continued)

D.4 For the previous school year (2015-16), please think about all of the non-personnel resources at your school supported by Title I funds (either from your school-controlled portion or provided by the district). Please indicate the approximate amount spent in 2015-16 across the categories listed below.

Enter \$ amount to the nearest \$500. For example, \$10,500. If \$0 or none select "None". If you do not know the amount please select "Don't know".

	Total Amount	
a. Professional development	<input type="text"/>	<input type="checkbox"/> None <input type="checkbox"/> Don't know
b. Materials	<input type="text"/>	<input type="checkbox"/> None <input type="checkbox"/> Don't know
c. Licenses / fees	<input type="text"/>	<input type="checkbox"/> None <input type="checkbox"/> Don't know
d. All other	<input type="text"/>	<input type="checkbox"/> None <input type="checkbox"/> Don't know
e. Total	<input type="text"/>	<input type="checkbox"/> None <input type="checkbox"/> Don't know

GO TO NEXT PAGE

D. Use of Title I Funds, (continued)

D.5 Please think about the spending on the non-personnel resources you listed in D.4 and indicate in Column A if any of this spending was used to support different improvement efforts.

Then, indicate in Column B where appropriate how much of the Title I allocation was used for each improvement effort.

Column A		Column B			
Did you use Title I funds to support any of the following improvement efforts?		For each of the non-personnel resource categories, how much of the Title I funds (listed above) were used for this improvement effort?			
Improvement Efforts		Non-Personnel Resources			
		Professional development	Materials	Licenses / fees	Other
<i>If yes then go to Column B, otherwise go to the next row.</i>		<i>Enter \$ amount to the nearest \$500. For example, \$10,500. If "0", select the box "None".</i>			
a. Instructional approaches or curricula in <u>reading/language arts/English</u>	<input type="checkbox"/> Yes → <input type="checkbox"/> No	<input style="width: 100%;" type="text"/> <input type="checkbox"/> None	<input style="width: 100%;" type="text"/> <input type="checkbox"/> None	<input style="width: 100%;" type="text"/> <input type="checkbox"/> None	<input style="width: 100%;" type="text"/> <input type="checkbox"/> None
b. Instructional approaches or curricula in <u>mathematics</u>	<input type="checkbox"/> Yes → <input type="checkbox"/> No	<input style="width: 100%;" type="text"/> <input type="checkbox"/> None	<input style="width: 100%;" type="text"/> <input type="checkbox"/> None	<input style="width: 100%;" type="text"/> <input type="checkbox"/> None	<input style="width: 100%;" type="text"/> <input type="checkbox"/> None
c. Instructional approaches or curricula in <u>other subjects</u>	<input type="checkbox"/> Yes → <input type="checkbox"/> No	<input style="width: 100%;" type="text"/> <input type="checkbox"/> None	<input style="width: 100%;" type="text"/> <input type="checkbox"/> None	<input style="width: 100%;" type="text"/> <input type="checkbox"/> None	<input style="width: 100%;" type="text"/> <input type="checkbox"/> None
d. Extended-time instructional programs (e.g., before-school, after-school, or weekend instructional programs)	<input type="checkbox"/> Yes → <input type="checkbox"/> No	<input style="width: 100%;" type="text"/> <input type="checkbox"/> None	<input style="width: 100%;" type="text"/> <input type="checkbox"/> None	<input style="width: 100%;" type="text"/> <input type="checkbox"/> None	<input style="width: 100%;" type="text"/> <input type="checkbox"/> None
e. Strategies for increasing parents' involvement in their children's education	<input type="checkbox"/> Yes → <input type="checkbox"/> No	<input style="width: 100%;" type="text"/> <input type="checkbox"/> None	<input style="width: 100%;" type="text"/> <input type="checkbox"/> None	<input style="width: 100%;" type="text"/> <input type="checkbox"/> None	<input style="width: 100%;" type="text"/> <input type="checkbox"/> None
f. Supports for English language learners (ELLs)	<input type="checkbox"/> Yes → <input type="checkbox"/> No	<input style="width: 100%;" type="text"/> <input type="checkbox"/> None	<input style="width: 100%;" type="text"/> <input type="checkbox"/> None	<input style="width: 100%;" type="text"/> <input type="checkbox"/> None	<input style="width: 100%;" type="text"/> <input type="checkbox"/> None
g. Supports for students with disabilities	<input type="checkbox"/> Yes → <input type="checkbox"/> No	<input style="width: 100%;" type="text"/> <input type="checkbox"/> None	<input style="width: 100%;" type="text"/> <input type="checkbox"/> None	<input style="width: 100%;" type="text"/> <input type="checkbox"/> None	<input style="width: 100%;" type="text"/> <input type="checkbox"/> None
h. Support for use of data to inform instruction and school improvement	<input type="checkbox"/> Yes → <input type="checkbox"/> No	<input style="width: 100%;" type="text"/> <input type="checkbox"/> None	<input style="width: 100%;" type="text"/> <input type="checkbox"/> None	<input style="width: 100%;" type="text"/> <input type="checkbox"/> None	<input style="width: 100%;" type="text"/> <input type="checkbox"/> None
i. Support for use of technology	<input type="checkbox"/> Yes → <input type="checkbox"/> No	<input style="width: 100%;" type="text"/> <input type="checkbox"/> None	<input style="width: 100%;" type="text"/> <input type="checkbox"/> None	<input style="width: 100%;" type="text"/> <input type="checkbox"/> None	<input style="width: 100%;" type="text"/> <input type="checkbox"/> None

D. Use of Title I Funds, (continued)

D.6 For the current school year (2016-17), is your school designated a schoolwide Title I school or a targeted assistance Title I school?

Please select one answer.

- Our school is a schoolwide Title I school Go to Question **D.7** below
- Our school is a targeted assistance Title I school Go to Question **E.1** on page 16

D.7 Which one of the following statements most accurately reflects your understanding of the composition of funding used to support your school's Title I Schoolwide Program?

Please select one answer.

- The funds used to support my school's program include Title I funding that is coordinated with other federal, state, and local funding sources.
- The funds used to support my school's program include Title I dollars that are consolidated with dollars from other federal, state, and local funding sources to form a single funding pool.
- The funds used to support my school's program include Title I dollars that are neither coordinated nor consolidated with other federal, state, and local funding sources.
- I don't know.

E. Your Professional Development and Background

E.1 Considering your own professional development, please indicate in Column A how many hours of professional development you received in each of the following areas during the previous school year (2015-16, including summer 2016). Include only workshops, coursework, and conferences sponsored by your school, district, or state. Then, for each area you attended, please indicate in Column B if the professional development was useful or not.

Please enter total number of hours in each row. If none, please write "0" hours and go to the next row.

Area of Professional Development	Column A Number of Hours	Column B Was this professional development useful?
a. Reading/language arts/English	<input style="width: 100%;" type="text"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
b. Mathematics	<input style="width: 100%;" type="text"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
c. Other academic subjects (e.g., science, social studies, foreign language)	<input style="width: 100%;" type="text"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
d. Instructional strategies for English Language Learners (ELLs)	<input style="width: 100%;" type="text"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
e. Instructional strategies for students with individualized education programs (IEPs)	<input style="width: 100%;" type="text"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
f. Analyzing and interpreting student achievement data	<input style="width: 100%;" type="text"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
g. Use of educational technology	<input style="width: 100%;" type="text"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
h. School management or governance	<input style="width: 100%;" type="text"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
i. Title I planning and budgeting	<input style="width: 100%;" type="text"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No

E.2 Including the current school year (2016-17), how many years have you been employed as a principal of this or any other school?

Please count the current school year as one full year.

Number of years across all schools

E.3 How long have you been principal of this school?

Please count the current school year as one full year.

Number of years in this school

E.4 How many years of teaching experience do you have?

Number of years

F. Share Your Thoughts About Title I Funds

F.1 If there is anything else you would like to tell us about the use of Title I funds in your school, please enter your comments here.

Comments:

THANK YOU FOR COMPLETING THE SURVEY! WE VERY MUCH APPRECIATE YOUR TIME.