Appendix B

District Survey

OMB#: XXXX-XXXX

Expiration Date: XX/XX/20XX

District Name:
City: State:

Implementation of Title I/II Program Initiatives

District Survey

2013-2014

Introduction

The **Implementation of Title I/II Program Initiatives** study will examine the implementation of policies promoted through the Elementary and Secondary Education Act (ESEA) at the state, district and school levels, in four core areas: state content standards, assessments, school accountability, and teacher and principal evaluation. The study will serve as an update on implementation of the Title I and Title II provisions since the last national assessment that concluded in 2006. The study includes surveys of officials from all state education agencies and district officials, school principals, and core academic and special education teachers from nationally representative samples. The United States (U.S.) Department of Education, Institute of Education Sciences (IES) is sponsoring this study.

- This survey includes four sections aligned with district policies and practices in four core areas. Given the scope of topics, the survey will likely require more than one respondent.
- Your district's responses are critical to drawing lessons about the implementation of ESEA.
- All survey results will be presented as aggregate findings and no individual districts will be named or otherwise identified in any study reports or other communications that use survey data.
- We will survey your district again at a later date to examine changes over time.

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

[WEB PROGRAMMING NOTE: SOME TEXT IN THIS SURVEY WILL BE CUSTOMIZED AS FOLLOWS DEPENDING ON WHETHER THE DISTRICT IS IN A STATE THAT ADOPTED THE COMMON CORE STATE STANDARDS (CCSS) IN ENGLISH LANGUAGE ARTS (ELA) OR MATH.

IF THE DISTRICT IS IN A STATE THAT ADOPTED THE CCSS IN ELA OR MATH, DISPLAY "COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH" OR "CCSS" WHERE NOTED.

IF THE DISTRICT IS IN A STATE THAT DID NOT ADOPT THE CCSS IN ELA OR MATH, DISPLAY "CURRENT STATE CONTENT STANDARDS FOR ELA OR MATH" OR "CURRENT STATE CONTENT STANDARDS" WHERE NOTED.]

Section 1. State Content Standards

DEFINITIONS FOR USE THROUGHOUT THIS SECTION:

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

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

[WEB PROGRAMMING NOTE: IF THE DISTRICT IS IN A STATE THAT ADOPTED THE COMMON CORE STATE STANDARDS (CCSS) IN ENGLISH LANGUAGE ARTS (ELA) OR MATH, DISPLAY THE FOLLOWING TEXT:

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

[WEB PROGRAMMING NOTE: IF THE DISTRICT IS IN A STATE THAT DID NOT ADOPT THE CCSS IN ELA OR MATH, DISPLAY THE FOLLOWING TEXT:

Many states have recently adopted the Common Core State Standards (CCSS) —that is, content standards for English language arts (ELA) and math that are shared across these states. Other states have substantially revised their own state content standards for ELA and math in recent years. This section includes questions about materials, professional development, and resources your district has used to support the implementation of the current state content standards for English language arts (ELA) or math.]

1-1. **During this school year (2013-14), which grade levels in your district are fully implementing the [COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ELA OR MATH]?**

SELECT ALL GRADES THAT APPLY IN EACH ROW

GRADE

a. English language arts (ELA)......	Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12
b. Math...	Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

1-2. **Has your district supplemented the [COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS (ELA) OR MATH] with additional standards of its own?**

Yes, in ELA only..1

Yes, in math only..2

Yes, in both ELA and math...3 ⟶

No, neither subject...0
....Skip to 1-4

1-3. **For which of the following reasons did your district supplement the state content standards in ELA, math, or both subjects? For each reason, please indicate whether the reason applies to ELA only, math only, both subjects, or neither subject.**

SELECT ONE RESPONSE IN EACH ROW

	ELA ONLY	MATH ONLY	BOTH ELA AND MATH	NEITHER SUBJECT
a. Key content areas were missing...	1	2	3	0
b. Certain concepts needed to be covered in earlier grades…	1	2	3	0
c. Certain concepts needed to be covered in later grades......	1	2	3	0
d. To increase rigor..	1	2	3	0
e. Something else (specify).. _____	1	2	3	0

1-4. **During this school year (2013-14), which of the following materials has your district used to revise curriculum to align with the [COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ELA OR MATH] and/or plan lessons based on these standards?**

	SELECT ONE RESPONSE IN EACH ROW	
	YES	**NO**

Materials to help align curriculum and instruction with the content standards

		YES	NO
a.	Documents showing alignment between the previous state standards and the [CCSS/ CURRENT STATE CONTENT STANDARDS]...	1	0
b.	Documents showing alignment between required state summative assessments and the [CCSS/ CURRENT STATE CONTENT STANDARDS]..	1	0
c.	Tools or guidance on providing instruction aligned with the [CCSS/ CURRENT STATE CONTENT STANDARDS] such as scope and sequence, curriculum maps, or frameworks...	1	0
d.	A state-developed model curriculum for ELA or math instruction for each grade or course..	1	0
e.	Sample lesson plans consistent with the [CCSS/ CURRENT STATE CONTENT STANDARDS]...	1	0
f.	Examples or videos of instruction consistent with the [CCSS/ CURRENT STATE CONTENT STANDARDS]...	1	0
g.	Sample student work...	1	0
h.	Sample performance tasks for formative assessment purposes including rubrics or scoring guides..	1	0
i.	Banks of diagnostic assessment items aligned with the [CCSS/ CURRENT STATE CONTENT STANDARDS]...	1	0
j.	Textbooks or other instructional materials aligned with the [CCSS/ CURRENT STATE CONTENT STANDARDS]...	1	0

Materials to facilitate instruction for special populations

		YES	NO
k.	Documents showing alignment between the [CCSS/ CURRENT STATE CONTENT STANDARDS] and the state's English Language Proficiency standards (standards for the progression of English language development for English learners)...........................	1	0
l.	Materials for understanding how to adapt instruction to help English learners meet the [CCSS/ CURRENT STATE CONTENT STANDARDS]..	1	0
m.	Materials for understanding how to adapt instruction to help students with disabilities meet the [CCSS/ CURRENT STATE CONTENT STANDARDS]...............................	1	0

Other materials

		YES	NO
n.	Walk-through or observation protocols to aid in monitoring the alignment of instruction with the [CCSS/ CURRENT STATE CONTENT STANDARDS]...............................	1	0

IF YES IS SELECTED FOR ANY OF ROWS A THROUGH M ABOVE, PROCEED TO QUESTION 1-5. OTHERWISE, SKIP TO QUESTION 1-6.

1-5. Indicate to what extent your district found the materials described in the previous question (by category) useful to help revise curriculum to align with the [COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ELA OR MATH] and/or plan lessons based on these standards.

(Select NA if your district did not use that type of material.)

	SELECT ONE RESPONSE IN EACH ROW				
	NOT USEFUL AT ALL	**SOMEWHA T USEFUL**	**MODERATELY USEFUL**	**VERY USEFUL**	**NA**
a. Materials to help align curriculum and instruction with [CCSS/ CURRENT STATE CONTENT STANDARDS].................	0	1	2	3	na
b. Materials to facilitate instruction for special populations....................................	0	1	2	3	na

1-6. During this school year (2013-14) and including last summer (2013), which of the following topics related to the [COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ELA OR MATH] have been covered in professional development offered to school leaders and/or teachers in your district?

	SELECT ONE RESPONSE IN EACH ROW	
	YES	**NO**
Professional development topics		
a. Information about the [CCSS/ CURRENT STATE CONTENT STANDARDS], such as content covered at each grade level and instructional changes or shifts required..	1	0
b. Instructional strategies consistent with the [CCSS/ CURRENT STATE CONTENT STANDARDS], such as model lessons or designing student work..........................	1	0
c. Adapting instruction to help English learners meet the [CCSS/ CURRENT STATE CONTENT STANDARDS]..	1	0
d. Adapting instruction to help students with disabilities meet the [CCSS/ CURRENT STATE CONTENT STANDARDS]..	1	0
e. Using student assessment data to improve instruction..	1	0
f. Monitoring alignment of instruction with the [CCSS/ CURRENT STATE CONTENT STANDARDS], such as the use of observation protocols........................	1	0

1-7.   **Through which methods has the professional development on the topics listed above been provided to school leaders and/or teachers in your district?**

	SELECT ONE RESPONSE IN EACH ROW	
	YES	**NO**

Method of delivery of professional development

		YES	NO
a.	Statewide or regional/county conference(s) on these topics................................	1	0
b.	Presentation(s) via webinar or video recording(s) on these topics.......................	1	0
c.	Instructional coaches worked with teachers or teams of teachers on these topics..	1	0
d.	Training of selected district staff, who provided the information to others in the district on these topics (train the trainer approach).......................................	1	0
e.	Required in-service professional development on these topics............................	1	0
f.	Teachers worked in teams to develop curriculum and lessons aligned with the [CCSS/ CURRENT STATE CONTENT STANDARDS]...	1	0
g.	Teachers worked with a content area coordinator, a team leader, or a specialist on these topics..	1	0
h.	Some other mode..	1	0

1-8.   **Which one of these methods was the predominant method for delivering professional development related to the [COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ELA OR MATH]?**

SELECT ONE ONLY

Statewide or regional/county conference(s) on these topics...1

Presentation(s) via webinar or video recording(s) on these topics....................................2

Instructional coaches worked with teachers or teams of teachers on these topics.........3

Training of selected district staff, who provided the information to others in the district on these topics (train the trainer approach)..4

Required in-service professional development on these topics...5

Teachers worked in teams to develop curriculum and lessons aligned with the [CCSS/ CURRENT STATE CONTENT STANDARDS]...6

Teachers worked with a content area coordinator, a team leader, or a specialist on these topics..7

Some other mode..8

1-9.   During this school year (2013-14), has your district engaged in any of the following activities to align instruction with the [COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH/ CURRENT STATE CONTENT STANDARDS IN ELA OR MATH]?

		SELECT ONE RESPONSE IN EACH ROW	
		YES	**NO**
a.	District staff have used walk-throughs or school visits to monitor alignment of instruction with the [CCSS/ CURRENT STATE CONTENT STANDARDS]................	1	0
b.	School leaders are required to monitor alignment of instruction to the [CCSS/ CURRENT STATE CONTENT STANDARDS]...	1	0
c.	Performance evaluations for teachers in your district include evidence of teaching approaches consistent with the [CCSS/ CURRENT STATE CONTENT STANDARDS]..	1	0
d.	Performance evaluation for school leaders in your district include evidence that the [CCSS/ CURRENT STATE CONTENT STANDARDS] have been implemented	1	0
e.	Public recognition has been given to schools that are making progress in implementing the [CCSS/ CURRENT STATE CONTENT STANDARDS]......................	1	0
f.	Schools have used the state-developed model curriculum aligned with the [CCSS/ CURRENT STATE CONTENT STANDARDS]...	1	0
g.	Staff developed district curriculum to align with the [CCSS/ CURRENT STATE CONTENT STANDARDS]...	1	0
h.	Staff collaborated with other districts to revise curriculum and/or instructional materials...	1	0
i.	The district used special strategies to recruit teachers with skills needed to teach advanced courses or more rigorous content, such as advertising earlier than usual, offering higher pay, or offering other incentives................................	1	0
j.	The district partnered with postsecondary institutions to develop or offer more rigorous courses...	1	0

1-10.   To what extent would you describe the following as challenges to implementing the [COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH/ CURRENT STATE CONTENT STANDARDS IN ELA OR MATH] in your district?

SELECT ONE RESPONSE IN EACH ROW

	NOT A CHALLENGE	MINOR CHALLENGE	MAJOR CHALLENGE
a. Insufficient federal, state, or local funding..............................	1	2	3
b. Insufficient time for professional development.......................	1	2	3
c. Insufficient information available about how to revise lessons and instructional materials to meet the [CCSS/ CURRENT STATE CONTENT STANDARDS]...............................	1	2	3
d. Lack of district staff who can mentor or serve as a resource to teachers about the [CCSS/ CURRENT STATE CONTENT STANDARDS]...	1	2	3
e. Lack of guidance or support from the state...........................	1	2	3
f. Lack of instructional materials aligned with the [CCSS/ CURRENT STATE CONTENT STANDARDS]...............................	1	2	3
g. The additional work required to modify curriculum and lesson plans within tight timeframes......................................	1	2	3
h. Community concerns or opposition to the [CCSS/ CURRENT STATE CONTENT STANDARDS]...............................	1	2	3

Section 2. Assessments

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DEFINITIONS FOR USE THROUGHOUT THIS SECTION:

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

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

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

1. **Value added measures (VAMs)** or **student growth percentiles (SGPs)** apply complex statistical methods to calculate achievement growth for a teacher's own students based on districtwide or statewide standardized assessments. VAMs and SGPs can also be calculated for teacher teams, for grades, or for schools.

2. **Student learning objectives (SLOs)** or **student growth objectives (SGOs)** are achievement targets for a teacher's own students, determined by each individual teacher at the beginning of the school year (often in consultation with the school principal) based on the teacher's assessment of the students' starting achievement levels. SLOs/SGOs may relate to students' scores on standardized assessments, or to teacher-developed tests, performance tasks, or other customized assessments of student learning.

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In this section of the survey, we will ask about the summative and diagnostic assessments that your district administers, any materials or professional development that you have received from the state or other sources to help with assessment activities, and how your district uses information from assessments.

2-1.   **During this school year (2013-14), did schools in your district assess children at kindergarten entry? By kindergarten entry assessment, we mean any test, survey, observation, or formal collection of quantitative data about the child's development and achievement at about the time of kindergarten entry.**

Yes...1

No..0

2-2. **In addition to summative assessments required by the state, during this school year (2013-14), is the district administering** <u>additional summative assessments</u> **or** <u>additional summative assessment items</u> **to students districtwide in any of the following subjects and grades?**

(Include only district summative assessments or district summative assessment items that have been added to the required state summative assessments. If district assessments or assessment items are administered in any high school course, select HS.)

SELECT ALL GRADES THAT APPLY IN EACH ROW
OR SELECT "0" INDICATING NO DISTRICT SUMMATIVE ASSESSMENT OR ITEMS
ADDED TO STATE SUMMATIVE ASSESSMENTS

	GRADE LEVEL	ANY HIGH SCHOOL GRADES	NO ADDITIONAL DISTRICT SUMMATIVE ASSESSMENT OR ADDITIONAL ITEMS
a. English language arts (ELA)	K 1 2 3 4 5 6 7 8	HS	0
b. Math...............................	K 1 2 3 4 5 6 7 8	HS	0
c. Science............................	K 1 2 3 4 5 6 7 8	HS	0
d. Social Studies..................	K 1 2 3 4 5 6 7 8	HS	0

2-3. **During this school year (2013-14), is the district administering** <u>diagnostic</u> **assessments in any of the following subjects and grades?** *(Include all diagnostic assessments given districtwide, whether they come from the state or are developed or purchased by the district.)*

(If diagnostic assessments are administered in any high school course, select HS.)

SELECT ALL GRADES THAT APPLY IN EACH ROW OR
SELECT "0" INDICATING NO DIAGNOSTIC ASSESSMENTS

	GRADE LEVEL	ANY HIGH SCHOOL GRADES	NO DIAGNOSTIC ASSESSMENTS
a. ELA....................................	K 1 2 3 4 5 6 7 8	HS	0
b. Math...............................	K 1 2 3 4 5 6 7 8	HS	0
c. Science............................	K 1 2 3 4 5 6 7 8	HS	0
d. Social Studies..................	K 1 2 3 4 5 6 7 8	HS	0

2-4. **In which subjects, if any, does <u>your district</u> administer districtwide final exams for high school courses? Please do not include any required state end-of-course assessments or required state exit exams.**

☐ *Check box if your district does not administer any districtwide final exams for high school courses, other than those that may be required by the state, and skip to 2-5.*

		YES	NO
		SELECT ONE RESPONSE IN EACH ROW	
a.	ELA..	1	0
b.	Math...	1	0
c.	Science...	1	0
d.	Social Studies...	1	0

2-5. **During this school year (2013-14), has your district done any of the following to prepare students for required state summative assessments in ELA or math?**

		YES	NO
		SELECT ONE RESPONSE IN EACH ROW	
a.	Strengthened coursework in areas with statewide assessments............................	1	0
b.	Provided resources for targeted assistance to struggling students outside school hours..	1	0
c.	Required targeted assistance to struggling students in place of a class during the school day (e.g., pull-out programs)...	1	0
d.	Reduced class sizes for ELA or math..	1	0
e.	Encouraged assignment of struggling students to high-performing teachers.........	1	0
f.	Encouraged high-performing teachers to teach grades and subjects tested for state accountability purposes..	1	0
g.	Taught test taking skills to students..	1	0
h.	Provided opportunities for students to take practice statewide assessment on paper...	1	0
i.	Provided opportunities for students to take practice statewide assessments online..	1	0
j.	Identified students likely to score below state proficiency levels for additional help..	1	0

2-6. **Next spring (2015), will students in your district take required state summative assessments using computers?**

Yes...1

No...0 ⟶

....Skip to Intro before 2-8 ⟶

Don't know...d

....Skip to Intro before 2-8

2-7. **As of today, does your district have sufficient technological resources to conduct required state summative assessments using computers?**

	SELECT ONE RESPONSE IN EACH ROW	
	YES	**NO**
a. Sufficient number of computers (desktops, laptops, or tablets)............................	1	0
b. Sufficient internet bandwidth...	1	0

Now we will ask you about access to data in your district, as well as the resources and supports related to data use for the schools in your district. These questions ask about data on value added measures (VAMs) or student growth percentiles (SGPs). As a reminder, VAMs/SGPs apply complex statistical methods to calculate achievement growth for a teacher's own students or for a school based on standardized assessments.

2-8. **During this school year (2013-14), does your district have access to data or reports from the state that provide any of the following information?**

	SELECT ONE RESPONSE IN EACH ROW		
	YES	**NO**	**DON'T KNOW**
a. Prior achievement on required state summative assessments for individual students transferring into the district from elsewhere in the state..	1	0	d
b. Schoolwide student achievement growth for the individual schools in the district measured using value added measures (VAMs) or student growth percentiles (SGPs)..	1	0	d
c. Teacher-specific student achievement growth for individual teachers in the district measured using value added measures (VAMs) or student growth percentiles (SGPs)..	1	0	d

Next we will ask about the use of a student-level data system. By student-level data system, we mean any technology-based tool that provides school leaders and teachers with data that can be used to monitor the achievement of individual students.

2-9. During this school year (2013-14), do school leaders and teachers in the district have electronic access to a student-level data system that includes any of the following types of data?

☐ *Check box if your district does not have electronic access to a student-level data system and skip to 2-11*

Data System Includes	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Past achievement of currently enrolled individual students on state or districtwide summative assessments..	1	0
b. Achievement of individual students on districtwide diagnostic assessments.........	1	0
c. Achievement growth for individual students on state or districtwide summative assessments..	1	0
d. Achievement growth associated with individual teachers, measured using value added measures (VAMs) or student growth percentiles, (SGPs)..................	1	0
e. Past course grades for currently enrolled individual students................................	1	0
f. Attendance of individual students..	1	0
g. Behavior/discipline information on individual students...	1	0
h. Readiness of individual students for grade promotion or graduation ("on track" measures)..	1	0
i. Indicator of whether individual students graduated or dropped out prior to graduation..	1	0

2-10. **During this school year (2013-14), has your district used a student-level data system for any of the following purposes?**

		SELECT ONE RESPONSE IN EACH ROW	
		YES	NO
a.	To set goals for school performance..	1	0
b.	To monitor the progress of English learners...	1	0
c.	To monitor the progress of students with disabilities..	1	0
d.	To evaluate the effectiveness of instructional interventions or initiatives............	1	0
e.	To plan districtwide professional development such as identifying specific content or skills where teachers need assistance or support...............................	1	0
f.	To evaluate the effectiveness of professional development programs..................	1	0
g.	To identify schools for additional support or resources...	1	0
h.	To identify schools that may serve as models for other schools............................	1	0
i.	To identify schools that should receive different levels of oversight or operational flexibility...	1	0

2-11. **Do staff in your district have access to any of the following types of postsecondary data on your district's graduates? If so, has your district used those data during the 2013-14 school year to monitor their progress? Please address both the district's access to data and its use of the data during this school year.**

		DISTRICT CAN ACCESS DATA		DISTRICT USED DATA THIS SCHOOL YEAR		
		SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW		
		YES	NO	YES	NO	DON'T KNOW
a.	Enrollment in postsecondary education for your district's graduates...	1	0	1	0	d
b.	Rates at which postsecondary students from your district take remedial courses......................................	1	0	1	0	d
c.	Postsecondary persistence rates for your district's graduates (percentage of college students who continue to be enrolled in any college the next year)...	1	0	1	0	d
d.	Postsecondary degree attainment (two- and four-year programs) for your district's graduates...............	1	0	1	0	d

2-12. **During this school year (2013-14), has your district received any of the following materials or technical assistance to support the use of data to improve school performance and instruction?**

	SELECT ONE RESPONSE IN EACH ROW	
	YES	**NO**
a. Materials or documents on the use of data for school improvement plans...........	1	0
b. Materials or documents on the use of data for instructional planning or improvement...	1	0
c. Technical assistance and/or support on hardware or software issues, such as technical systems or computer networks experts..	1	0

2-13. **To what extent would you describe the following as challenges to using assessment data to inform instruction in your district?**

	SELECT ONE RESPONSE IN EACH ROW		
	NOT A CHALLENGE	**MINOR CHALLENGE**	**MAJOR CHALLENGE**
a. Limited access to data from prior years on this year's students...	1	2	3
b. Timeliness of the data on student achievement from prior years..	1	2	3
c. Teachers' level of understanding of how to analyze information from diagnostic assessments to inform instruction...	1	2	3
d. Providing sufficient training so teachers can analyze student assessment data to identify instructional changes..	1	2	3
e. Lack of district staff who can assist teachers with questions about analyzing student data............................	1	2	3
f. The ability to schedule regular time for teachers to meet in teams to discuss student achievement data and instruction...	1	2	3
g. Assessments are not well aligned with the curriculum.....	1	2	3
h. Available assessment data do not accurately measure students' knowledge and skills..	1	2	3

Section 3: School Accountability

DEFINITION FOR USE THROUGHOUT THIS SECTION:

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

[WEB PROGRAMMING NOTE: IF THE DISTRICT IS IN A STATE THAT HAS AN APPROVED ESEA FLEXIBILITY WAIVER DISPLAY THE FOLLOWING NOTE:

NOTE: Questions in this section refer to high- and low-performing schools in your district as identified by your state's federally-approved school accountability system. High-performing schools are those identified by the state as Reward schools (i.e., highest-performing or high-progress schools). Low-performing schools are those identified as Priority schools or Focus schools. This section asks about school improvement efforts for any low-performing schools and for other schools in your district.]

[WEB PROGRAMMING NOTE: FOR DISTRICTS IN ALL OTHER STATES, DISPLAY THE FOLLOWING NOTE:

NOTE: Questions in this section refer to high- and low-performing schools in your district as identified by your state's federally-approved school accountability system. The No Child Left Behind Act (NCLB) requires states to identify schools not making Adequate Yearly Progress (AYP) as in Need of Improvement, in Corrective Action, or in Restructuring. This section asks about school improvement efforts for any schools in these categories in your district.]

[WEB PROGRAMMING NOTE:

QUESTION 3-1 ASKED OF DISTRICTS IN FLEXIBILITY STATES.

ALL GET ASKED 3-2.

QUESTIONS 3-5 and 3-6 ASKED OF DISTRICTS IN NON-FLEXIBILITY STATES.

ALL RESPONDENTS ARE ASKED QUESTION 3-7 THEN SPLIT AGAIN BASED ON FLEXIBILITY STATUS.]

HIGH-PERFORMING SCHOOLS (FLEXIBILITY STATES)

3-1.   During this school year (2013-14), has your state identified any schools in your district as "Reward" schools (i.e. "highest-performing" or "high-progress" schools), based on student outcomes measured by required state summative assessments and other data collected through the end of the 2012-13 school year?

Yes...1

No..0

Achievement of Subgroups

3-2. **During this school year (2013-14), do schools in your district monitor the achievement of the following student subgroups?**

(*Select NA (not applicable), if none of the schools in your district have a sufficient number of students in a subgroup (e.g., American Indian or Alaska Natives, English learners, or students with disabilities)).*

☐ *Check box if schools in your district do not monitor any subgroup achievement*

[WEB PROGRAMMING NOTE: IF SECOND CHECK BOX MARKED ABOVE, SKIP TO 3-5 IF DISTRICT IS IN A NON-FLEXIBILITY STATE OR TO INTRO BEFORE 3-7 IF DISTRICT IS IN A FLEXIBILITY STATE]

SELECT ONE RESPONSE IN EACH ROW

	SUBGROUP ACHIEVEMENT MONITORED		
	YES	NO	NA
a. White...	1	0	na
b. Black or African American..	1	0	na
c. Hispanic..	1	0	na
d. Asian...	1	0	na
e. American Indian or Alaska Native..................................	1	0	na
f. Native Hawaiian or Other Pacific Islander.....................	1	0	na
g. Multiracial/two or more races.......................................	1	0	na
h. Other individual racial/ethnic subgroup (specify).......... _____	1	0	na
i. Economically disadvantaged..	1	0	na
j. English learners..	1	0	na
k. Students with disabilities...	1	0	na
l. Low academic performance (for example, lowest 25 percent based on proficiency).......................................	1	0	na
m. A combined subgroup (specify)....................................... _____	1	0	na
n. Another combined subgroup (specify)............................ _____	1	0	na

[WEB PROGRAMMING NOTE: QUESTIONS 3-3 AND 3-4 SHOULD ONLY BE ASKED OF DISTRICTS THAT ANSWER YES (1) TO 3-2m. ALL OTHER DISTRICTS IN NON-FLEXIBILITY STATES GO TO 3-5, AND OTHER DISTRICTS IN FLEXIBILITY STATES GO TO INTRO BEFORE 3-7.]

3-3. **Did any schools in your district fall short of Annual Measurable Objectives (AMOs) for a state-designated combined subgroup in 2012-13?** ⟶

Yes..1

....

No...0   Skip to programming box before 3-5

3-4. **What actions were taken by school leaders in schools that fell short of Annual Measurable Objectives (AMOs) for a state-designated combined subgroup in 2012-13?**

	SELECT ONE RESPONSE IN EACH ROW	
	YES	**NO**
a. They developed a school improvement plan...	1	0
b. They examined the reasons for low achievement of that combined subgroup...	1	0
c. They implemented interventions to address the reasons for low achievement of the combined subgroup..	1	0
d. They reported on the interim progress of the combined subgroup to the district or state more than once during this school year (2013-14)........................	1	0
e. They examined the reasons for low achievement of <u>each constituent subgroup</u> within that combined subgroup...	1	0
f. They implemented interventions to address the reasons for low achievement of <u>each constituent subgroup</u> within that combined subgroup..	1	0
g. They reported on the interim progress of <u>each constituent subgroup</u> within that combined subgroup to the district or state more than once during this school year (2013-14)...	1	0

[WEB PROGRAMMING NOTE:

ALL DISTRICTS IN FLEXIBILITY STATES GO TO INTRO BEFORE QUESTION 3-7. OTHER DISTRICTS IN NON-FLEXIBILITY STATES CONTINUE TO 3-5]

HIGH-PERFORMING SCHOOLS (NON-FLEXIBILITY STATES)

3-5. **During this school year (2013-14), has your state identified any schools in your district as high-performing or as making high progress (i.e., substantially improving), based on student outcomes measured by required state summative assessments and/or graduation rates through the end of the 2012-13 school year?**

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

Yes...1
....
No..0   Skip to Intro before 3-7

→

3-6. **How many of your district's schools are currently identified by the state as high-performing or high-progress schools based on student outcomes measured through the end of the 2012-13 school year?**

(Enter the number of schools for each category or NA (not applicable) if the category does not exist in your district.)

NUMBER OF SCHOOLS

	HIGH-PERFORMING BASED ON STATE DEFINITION	HIGH-PROGRESS BASED ON STATE DEFINITION
TITLE I SCHOOLS		
a. Elementary/middle schools.....................................	_____	_____
b. High schools..	_____	_____
TOTAL	_____	_____
NON-TITLE I SCHOOLS		
c. Elementary/middle schools.....................................	_____	_____
d. High schools..	_____	_____
TOTAL	_____	_____

Low-Performing Schools

> [WEB PROGRAMMING NOTE: IF THE DISTRICT IS IN A STATE THAT HAS AN APPROVED ESEA FLEXIBILITY WAIVER, DISPLAY THE FOLLOWING NOTE:]
>
> NOTE: States with ESEA Flexibility waivers have identified low-performing schools as Priority schools and Focus schools for interventions. States must also monitor whether schools meet annual measurable objectives (AMOs). The questions in this section ask about interventions and assistance provided to these schools.
>
> [WEB PROGRAMMING NOTE: FOR DISTRICTS IN ALL OTHER STATES, DISPLAY THE FOLLOWING NOTE:]
>
> NOTE: The No Child Left Behind (NCLB) Act requires states to identify chronically low-performing schools as in Restructuring, in Corrective Action, or in Need of Improvement. The questions in this section ask about interventions and assistance provided to these schools.

3-7.   During this school year (2013-14), are any Title I and Non-Title I schools in your district in the following categories?

> [WEB PROGRAMMING NOTE: DISPLAY ONLY THE FIRST THREE ROWS IF THE DISTRICT IS IN A STATE WITH ESEA FLEXIBILITY. OTHERWISE, DISPLAY THE THIRD THROUGH FIFTH ROWS.]

	TITLE I SCHOOLS		NON-TITLE I SCHOOLS	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. Priority schools...	1	0	1	0
b. Focus schools..	1	0	1	0
c. Schools with federal School Improvement Grant (SIG) funding...........	1	0	1	0
d. Schools in Restructuring..	1	0	1	0
e. Schools in Corrective Action...	1	0	1	0

[WEB PROGRAMMING NOTE:

IF THIS DISTRICT IS IN A FLEXIBILITY STATE AND:

- HAS NO PRIORITY OR FOCUS SCHOOLS (3-7A FIRST COLUMN = 0 AND 3-7A SECOND COLUMN =0 AND 3-7B FIRST COLUMN = 0 AND 3-7B SECOND COLUMN =0), ASK 3-8 and 3-22 THEN SKIP TO 3-38.

- HAS PRIORITY SCHOOLS, BUT NO FOCUS SCHOOLS (3-7A FIRST COLUMN = 1 OR 3-7A SECOND COLUMN = 1) AND (3-7B FIRST COLUMN = 0 AND 3-7B SECOND COLUMN =0) CONTINUE TO QUESTION 3-8.
    o FOR QUESTIONS 3-9 THROUGH 3-21 and 3-23, DISPLAY QUESTIONS ABOUT TITLE I AND/OR NON-TITLE I PRIORITY SCHOOLS BASED ON RESPONSES TO 3-7A FIRST AND SECOND COLUMNS

    o THEN SKIP RESPONDENT TO 3-35 THROUGH 3-37 AND DISPLAY QUESTIONS ABOUT TITLE I AND/OR NON-TITLE I PRIORITY SCHOOLS BASED ON RESPONSES TO 3-7A FIRST AND SECOND COLUMNS.

- HAS PRIORITY AND FOCUS SCHOOLS (3-7A FIRST COLUMN = 1 OR 3-7A SECOND COLUMN = 1) AND (3-7B FIRST COLUMN = 1 OR 3-7B SECOND COLUMN =1) CONTINUE TO QUESTION 3-8
    o FOR QUESTIONS 3-9 THROUGH 3-21 and 3-23 THROUGH 3-37, DISPLAY QUESTIONS ABOUT TITLE I AND/OR NON-TITLE PRIORITY SCHOOLS BASED ON RESPONSES TO 3-7A FIRST AND SECOND COLUMNS. DISPLAY QUESTIONS ABOUT TITLE I AND/OR NON-TITLE I FOCUS SCHOOLS BASED ON RESPONSES TO 3-7B FIRST AND SECOND COLUMNS.

- HAS FOCUS SCHOOLS, BUT NO PRIORITY SCHOOLS (3-7A FIRST COLUMN = 0 AND 3-7A SECOND COLUMN = 0) AND (3-7B FIRST COLUMN = 1 OR 3-7B SECOND COLUMN =1), ASK 3-8 AND 3-22, THEN SKIP TO 3-24.
    o FOR QUESTIONS 3-24 THROUGH 3-37, DISPLAY QUESTIONS ABOUT TITLE I AND/OR NON-TITLE I FOCUS SCHOOLS BASED ON RESPONSES TO 3-7B FIRST AND SECOND COLUMNS.

IF THIS DISTRICT IS IN A NON-FLEXIBILITY STATE AND:

- HAS NO SCHOOLS IN RESTRUCTURING OR IN CORRECTIVE ACTION (3-7D FIRST COLUMN = 0 AND 3-7D SECOND COLUMN =0 AND 3-7E FIRST COLUMN = 0 AND 3-7E SECOND COLUMN =0), ASK 3-43 AND 3-68 THEN SKIP TO 3-73.

- HAS SCHOOLS IN RESTRUCTURING, BUT NO SCHOOLS IN CORRECTIVE ACTION (3-7D FIRST COLUMN = 1 OR 3-7D SECOND COLUMN = 1) AND (3-7E FIRST COLUMN = 0 AND 3-7E SECOND COLUMN =0) SKIP TO QUESTION 3-43.
    o FOR QUESTIONS 3-44 THROUGH 3-55, DISPLAY QUESTIONS ABOUT TITLE I AND/OR NON-TITLE I SCHOOLS IN RESTRUCTURING BASED ON RESPONSES TO 3-7D FIRST AND SECOND COLUMNS.

    o THEN SKIP RESPONDENT TO 3-66. FOR 3-66, 3-67, AND 3-69 THROUGH 3-72 AND DISPLAY QUESTIONS ABOUT TITLE I AND/OR NON-TITLE I SCHOOLS IN RESTRUCTURING BASED ON RESPONSES TO 3-7D FIRST AND SECOND COLUMN.

- HAS SCHOOLS IN RESTRUCTURING AND IN CORRECTIVE ACTION (3-7D FIRST COLUMN = 1 OR 3-7D SECOND COLUMN = 1) AND (3-7E FIRST COLUMN = 1 OR 3-7E SECOND COLUMN =1) SKIP TO QUESTION 3-43.
    o FOR QUESTIONS 3-44 THROUGH 3-67 AND 3-69 THROUGH 3-72, DISPLAY QUESTIONS ABOUT TITLE I AND/OR NON-TITLE I SCHOOLS IN RESTRUCTURING BASED ON RESPONSES TO 3-7D FIRST AND SECOND COLUMNS. DISPLAY QUESTIONS ABOUT TITLE I AND/OR NON-TITLE I SCHOOLS IN CORRECTIVE ACTION BASED ON RESPONSES TO 3-7E FIRST AND SECOND COLUMNS

- HAS SCHOOLS IN CORRECTIVE ACTION, BUT NO SCHOOLS IN RESTRUCTURING (3-7D FIRST COLUMN = 0 AND 3-7D SECOND COLUMN = 0) AND (3-7E FIRST COLUMN = 1 OR 3-7E SECOND COLUMN =1), ASK 3-43, THEN SKIP TO 3-56.
    o FOR QUESTIONS 3-56 THROUGH 3-67 AND 3-69 THROUGH 3-72, DISPLAY QUESTIONS ABOUT TITLE I AND/OR NON-TITLE I SCHOOLS IN CORRECTIVE ACTION BASED ON RESPONSES TO 3-7E FIRST AND SECOND COLUMNS.]

3-8.   Among the schools in your district that were designated as Priority schools during the last school year (2012-13), how many were closed after the 2012-13 school year for performance reasons?

(Enter 'NA', where appropriate, if your district had no Priority schools during 2012-13. Enter '0' if no schools were closed.)

_____   NUMBER OF <u>TITLE I</u> PRIORITY SCHOOLS CLOSED AFTER THE 2012-13 SCHOOL YEAR

_____   NUMBER OF <u>NON-TITLE I</u> PRIORITY SCHOOLS CLOSED AFTER THE 2012-13 SCHOOL YEAR

[WEB PROGRAMMING NOTE: IF THE DISTRICT HAS NO PRIORITY SCHOOLS FOR 2013-14 (3-7A FIRST COLUMN = 0 AND 3-7A SECOND COLUMN =0), SKIP TO 3-22.]

NOTE TO REVIEWER: This set of questions (3-9 thru 3-21, and 3-23 thru 3-37) is only for districts in Flexibility states that have Priority or Focus schools during 2013-14.

The next questions pertain to your district's <u>Title I and Non-Title I Priority schools for 2013-14</u>.

3-9.   During this school year (2013-14), what interventions, if any, are being implemented for Priority schools?

Interventions for Priority schools:	TITLE I PRIORITY SCHOOLS		NON-TITLE I PRIORITY SCHOOLS	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. Schools prepare a school improvement plan that focuses on subjects and/or subgroups that are falling short of AMOs...	1	0	1	0
b. School improvement plans are made available to the public....	1	0	1	0
c. Schools are implementing and monitoring an instructional program that supports subgroups of students not showing sufficient growth toward AMOs...	1	0	1	0
d. Schools and/or the district are providing professional development to staff that supports interventions for subgroups of students not showing sufficient growth toward AMOs...	1	0	1	0

3-10. Among Priority schools in your district, how many are implementing each of the following initiatives during this school year (2013-14)?

(Enter the number of Priority schools implementing each initiative. If "none", enter 0.)

	NUMBER OF SCHOOLS	
School Initiatives	**TITLE I PRIORITY SCHOOLS IMPLEMENTING INITIATIVE**	**NON-TITLE I PRIORITY SCHOOLS IMPLEMENTING INITIATIVE**
a. Implementing a "restart" model as defined in U.S. Department of Education regulations......................	_____	_____
b. Implementing a "transformation" model as defined in U.S. Department of Education regulations...	_____	_____
c. Implementing a "turnaround" model as defined in U.S. Department of Education regulations...............	_____	_____

Please answer the questions below for <u>Title I Priority schools</u> in your district.

3-11. Are all, some, or no Title I Priority schools in your district implementing any of the following academic initiatives during this school year (2013-14)?

	SELECT ONE RESPONSE IN EACH ROW		
	TITLE I PRIORITY SCHOOLS		
Academic Initiatives	**ALL**	**SOME**	**NONE**
a. Implementing a comprehensive schoolwide reform model.................	2	1	0
b. Providing intensive intervention to struggling students during the school day (for example, response to intervention).............................	2	1	0

3-12. Are all, some, or no Title I Priority schools in your district implementing the following structural changes during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

School Structural Changes	TITLE I PRIORITY SCHOOLS		
	ALL	SOME	NONE
a. Adjusting the school schedule without changing the overall number of school hours..	2	1	0
b. Operating an extended school day, week, or year.................................	2	1	0
c. Making class sizes smaller than typical in other schools........................	2	1	0
d. Providing extra academic services for struggling students outside of the school day (for example, supplemental educational services).......	2	1	0
e. Offering students the option to attend a different school (school choice)...	2	1	0

3-13. Do all, some, or no Title I Priority schools in your district have staffing authority of the following types during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

Staffing authority	TITLE I PRIORITY SCHOOLS		
	ALL	SOME	NONE
a. School has more flexibility in, or exemptions from, collective bargaining agreements or district policies/regulations that guide teacher staffing decisions compared to other schools in the district...	2	1	0
b. School has the authority to make final decisions on teacher hiring.....	2	1	0

3-14. **Are all, some, or no Title I Priority schools in your district implementing new programs of the following types during this school year (2013-14)?**

	SELECT ONE RESPONSE IN EACH ROW		
	TITLE I PRIORITY SCHOOLS		
School is implementing new programs...	**ALL**	**SOME**	**NONE**
a. To provide ongoing mechanisms for family and community engagement..	2	1	0
b. To address students' social, emotional, or health needs.......................	2	1	0
c. To improve student behavior, discipline, or safety..............................	2	1	0

[WEB PROGRAMMING NOTE: IF DISTRICT RESPONDS "ALL" OR "SOME" IN ANY OF 3-11, 3-12, 3-13, OR 3-14, CONTINUE TO 3-15. OTHERWISE SKIP TO 3-16.]

3-15. **Which of the following did the district take into account when selecting the interventions to implement in these Title I Priority schools?**

	SELECT ONE RESPONSE IN EACH ROW		
Our district considered:	**YES**	**NO**	**DK**
a. Guidance or advice from the state education department or a technical assistance center funded by the state....................................	1	0	d
b. A list of vendors approved by the state..	1	0	d
c. Information provided by the intervention's developer or vendor.........	1	0	d
d. Recommendations from colleagues in other school districts.................	1	0	d
e. Information from a U.S. Department of Education Comprehensive Center...	1	0	d
f. Information from a U.S. Department of Education Regional Educational Laboratory...	1	0	d
g. Information from the What Works Clearinghouse.................................	1	0	d
h. School staff's interest in specific interventions......................................	1	0	d
i. Parent and/or community input..	1	0	d
j. Grade level of the school (i.e., elementary, middle, or secondary)........	1	0	d
k. Cost of interventions and amount of funding available.........................	1	0	d
l. District and/or school capacity to implement the interventions............	1	0	d
m. Something else (specify)...	1	0	d

Please answer the questions below for <u>Non-Title I Priority schools</u> in your district.

3-16. Are all, some, or no <u>Non-Title I</u> Priority schools in your district implementing any of the following academic initiatives during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

Academic Initiatives	NON-TITLE I PRIORITY SCHOOLS		
	ALL	SOME	NONE
a. Implementing a comprehensive schoolwide reform model...................	2	1	0
b. Providing intensive intervention to struggling students during the school day (for example, response to intervention)..............................	2	1	0

3-17. Are all, some, or no Non-Title I Priority schools in your district implementing the following structural changes during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

School Structural Changes	NON-TITLE I PRIORITY SCHOOLS		
	ALL	SOME	NONE
a. Adjusting the school schedule without changing the overall number of school hours..	2	1	0
b. Operating an extended school day, week, or year................................	2	1	0
c. Making class sizes smaller than typical in other schools........................	2	1	0
d. Providing extra academic services for struggling students outside of the school day (for example, supplemental educational services)....	2	1	0
e. Offering students the option to attend a different school (school choice)..	2	1	0

3-18. **Do all, some, or no Non-Title I Priority schools in your district have staffing authority of the following types during this school year (2013-14)?**

SELECT ONE RESPONSE IN EACH ROW

Staffing authority	NON-TITLE I PRIORITY SCHOOLS		
	ALL	SOME	NONE
a. School has more flexibility in, or exemptions from, collective bargaining agreements or district policies/regulations that guide teacher staffing decisions compared to other schools in the district…	2	1	0
b. School has the authority to make final decisions on teacher hiring.....	2	1	0

3-19. **Are all, some, or no Non-Title I Priority schools in your district implementing new programs of the following types during this school year (2013-14)?**

SELECT ONE RESPONSE IN EACH ROW

School is implementing new programs...	NON-TITLE I PRIORITY SCHOOLS		
	ALL	SOME	NONE
a. To provide ongoing mechanisms for family and community engagement...	2	1	0
b. To address students' social, emotional, or health needs.......................	2	1	0
c. To improve student behavior, discipline, or safety...............................	2	1	0

[WEB PROGRAMMING NOTE: IF DISTRICT RESPONDS "ALL" OR "SOME" IN ANY OF 3-16, 3-17, 3-18, OR 3-19, CONTINUE TO 3-20. OTHERWISE SKIP TO 3-21.]

3-20. **Which of the following did the district take into account when selecting the interventions to implement in these Non-Title I Priority schools?**

SELECT ONE RESPONSE IN EACH ROW

Our district considered:	YES	NO	DK
a. Guidance or advice from the state education department or a technical assistance center funded by the state...................................	1	0	d
b. A list of vendors approved by the state...	1	0	d
c. Information provided by the intervention's developer or vendor.........	1	0	d
d. Recommendations from colleagues in other school districts.................	1	0	d
e. Information from a U.S. Department of Education Comprehensive Center...	1	0	d
f. Information from a U.S. Department of Education Regional Educational Laboratory..	1	0	d
g. Information from the What Works Clearinghouse.................................	1	0	d
h. School staff's interest in specific interventions.......................................	1	0	d
i. Parent and/or community input...	1	0	d
j. Grade level of the school (i.e., elementary, middle, or secondary)........	1	0	d
k. Cost of interventions and amount of funding available.........................	1	0	d
l. District and/or school capacity to implement the interventions............	1	0	d
m. Something else (specify)..	1	0	d

Please answer the questions below for <u>Title I and Non-Title I Priority schools</u> in your district.

3-21. **Are any of the Priority schools in your district under the following forms of management during the 2013-14 school year?**

	TITLE I PRIORITY SCHOOLS		NON-TITLE I PRIORITY SCHOOLS	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. Direct state control or statewide accountability district...........................	1	0	1	0
b. Converted to charter school..	1	0	1	0
c. Managed by a school management organization, either for-profit or nonprofit..	1	0	1	0

3-22. **How many Priority schools in your district have been removed by the state from district control since the <u>beginning of the 2012-13 school year</u>?**

(Enter 'NA', where appropriate, if your district had no Priority schools during 2012-13 or 2013-14. Enter '0' if no schools were removed from district control.)

_____   NUMBER OF <u>TITLE I</u> PRIORITY SCHOOLS REMOVED FROM DISTRICT CONTROL

_____   NUMBER OF <u>NON-TITLE I</u> PRIORITY SCHOOLS REMOVED FROM DISTRICT CONTROL

[WEB PROGRAMMING NOTE:]
- **IF THE DISTRICT HAS NO PRIORITY SCHOOLS OR FOCUS SCHOOLS FOR 2013-14 (3-7A FIRST COLUMN =0 AND 3-7A SECOND COLUMN =0 AND 3-7B FIRST COLUMN = 0 AND 3-7B SECOND COLUMN = 0), SKIP TO 3-38.**
- **IF THE DISTRICT HAS FOCUS SCHOOLS, BUT NO PRIORITY SCHOOLS FOR 2013-14 (3-7A FIRST COLUMN = 0 AND 3-7A SECOND COLUMN = 0) AND (3-7B FIRST COLUMN = 1 OR 3-7B SECOND COLUMN = 1), SKIP TO 3-24.**

3-23. **To what extent were changes in personnel used to turn around Priority schools in your district before the start of this school year (2013-14)?**

(Enter the number of Priority schools in which the principal was replaced or in which half or more of the teaching staff was replaced before the start of the 2013-14 school year as part of the school improvement plan. If "none", enter 0.)

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

The next questions pertain to your district's <u>Title I and Non-Title I Focus schools</u>.

3-24. **During this school year (2013-14), what interventions, if any, are being implemented for Focus schools in your district?**

Interventions for Focus schools:	TITLE I FOCUS SCHOOLS		NON-TITLE I FOCUS SCHOOLS	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. Schools prepare a school improvement plan that focuses on subjects and/or subgroups that are falling short of AMOs...............	1	0	1	0
b. School improvement plans are made available to the public...........	1	0	1	0
c. Schools are implementing and monitoring an instructional program that supports subgroups of students not showing sufficient growth toward AMOs..	1	0	1	0
d. Schools and/or the district are providing professional development to staff that supports interventions for subgroups of students not showing sufficient growth toward AMOs................	1	0	1	0

Please answer the questions below for <u>Title I Focus schools</u> in your district.

3-25. **Are all, some, or no Title I Focus schools in your district implementing any of the following academic initiatives during this school year (2013-14)?**

	SELECT ONE RESPONSE IN EACH ROW		
Academic Initiatives	TITLE I FOCUS SCHOOLS		
	ALL	SOME	NONE
a. Implementing a comprehensive schoolwide reform model..................	2	1	0
b. Providing intensive intervention to struggling students during the school day (for example, response to intervention).............................	2	1	0

3-26. **Are all, some, or no Title I Focus schools in your district implementing the following structural changes during this school year (2013-14)?**

SELECT ONE RESPONSE IN EACH ROW

School Structural Changes	TITLE I FOCUS SCHOOLS		
	ALL	**SOME**	**NONE**
a. Adjusting the school schedule without changing the overall number of school hours...	2	1	0
b. Operating an extended school day, week, or year.................................	2	1	0
c. Making class sizes smaller than typical in other schools.......................	2	1	0
d. Providing extra academic services for struggling students outside of the school day (for example, supplemental educational services).......	2	1	0
e. Offering students the option to attend a different school (school choice)..	2	1	0

3-27. **Do all, some, or no Title I Focus schools in your district have staffing authority of the following types during this school year (2013-14)?**

SELECT ONE RESPONSE IN EACH ROW

Staffing authority	TITLE I FOCUS SCHOOLS		
	ALL	**SOME**	**NONE**
a. School has more flexibility in, or exemptions from, collective bargaining agreements or district policies/regulations that guide teacher staffing decisions compared to other schools in the district.....	2	1	0
b. School has the authority to make final decisions on teacher hiring.......	2	1	0

3-28.   **Are all, some, or no Title I Focus schools in your district implementing new programs of the following types during this school year (2013-14)?**

SELECT ONE RESPONSE IN EACH ROW

School is implementing new programs...	**TITLE I FOCUS SCHOOLS**		
	ALL	**SOME**	**NONE**
a. To provide ongoing mechanisms for family and community engagement..	2	1	0
b. To address students' social, emotional, or health needs.........................	2	1	0
c. To improve student behavior, discipline, or safety.................................	2	1	0

[WEB PROGRAMMING NOTE: IF DISTRICT RESPONDS "ALL" OR "SOME" IN ANY OF 3-25, 3-26, 3-27, OR 3-28, CONTINUE TO 3-29. OTHERWISE SKIP TO 3-30.]

3-29. **Which of the following did the district take into account when selecting the interventions to implement in these Title I Focus schools?**

SELECT ONE RESPONSE IN EACH ROW

Our district considered:	YES	NO	DK
a. Guidance or advice from the state education department or a technical assistance center funded by the state................................	1	0	d
b. A list of vendors approved by the state..	1	0	d
c. Information provided by the intervention's developer or vendor.........	1	0	d
d. Recommendations from colleagues in other school districts.................	1	0	d
e. Information from a U.S. Department of Education Comprehensive Center..	1	0	d
f. Information from a U.S. Department of Education Regional Educational Laboratory..	1	0	d
g. Information from the What Works Clearinghouse.................................	1	0	d
h. School staff's interest in specific interventions..	1	0	d
i. Parent and/or community input...	1	0	d
j. Grade level of the school (i.e., elementary, middle, or secondary)........	1	0	d
k. Cost of interventions and amount of funding available.........................	1	0	d
l. District and/or school capacity to implement the interventions............	1	0	d
m. Something else (specify)... _____	1	0	d

Please answer the questions below for <u>Non-Title I Focus schools</u> in your district.

3-30. **Are all, some, or no Non-Title I Focus schools in your district implementing any of the following academic initiatives during this school year (2013-14)?**

SELECT ONE RESPONSE IN EACH ROW

Academic Initiatives	NON-TITLE I FOCUS SCHOOLS		
	ALL	SOME	NONE
a. Implementing a comprehensive schoolwide reform model....................	2	1	0
b. Providing intensive intervention to struggling students during the school day (for example, response to intervention)...............................	2	1	0

3-31. Are all, some, or no Non-Title I Focus schools in your district implementing the following structural changes during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

School Structural Changes	NON-TITLE I FOCUS SCHOOLS		
	ALL	SOME	NONE
a. Adjusting the school schedule without changing the overall number of school hours...	2	1	0
b. Operating an extended school day, week, or year....................................	2	1	0
c. Making class sizes smaller than typical in other schools..........................	2	1	0
d. Providing extra academic services for struggling students outside of the school day (for example, supplemental educational services)..........	2	1	0
e. Offering students the option to attend a different school (school choice)...	2	1	0

3-32. Do all, some, or no Non-Title I Focus schools in your district have staffing authority of the following types during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

Staffing authority	NON-TITLE I FOCUS SCHOOLS		
	ALL	SOME	NONE
a. School has more flexibility in, or exemptions from, collective bargaining agreements or district policies/regulations that guide teacher staffing decisions compared to other schools in the district......	2	1	0
b. School has the authority to make final decisions on teacher hiring........	2	1	0

3-33. Are all, some, or no Non-Title I Focus schools in your district implementing new programs of the following types during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

School is implementing new programs...	NON-TITLE I FOCUS SCHOOLS		
	ALL	SOME	NONE
a. To provide ongoing mechanisms for family and community engagement...	2	1	0
b. To address students' social, emotional, or health needs........................	2	1	0

c. To improve student behavior, discipline, or safety.................................   2   1   0

[WEB PROGRAMMING NOTE: IF DISTRICT RESPONDS "ALL" OR "SOME" IN ANY OF 3-30, 3-31, 3-32, OR 3-33, CONTINUE TO 3-34. OTHERWISE SKIP TO 3-35.]

3-34.   **Which of the following did the district take into account when selecting the interventions to implement in these Non-Title I Focus schools?**

SELECT ONE RESPONSE IN EACH ROW

Our district considered:	**YES**	**NO**	**DK**
a. Guidance or advice from the state education department or a technical assistance center funded by the state....................................	1	0	d
b. A list of vendors approved by the state..	1	0	d
c. Information provided by the intervention's developer or vendor.........	1	0	d
d. Recommendations from colleagues in other school districts.................	1	0	d
e. Information from a U.S. Department of Education Comprehensive Center...	1	0	d
f. Information from a U.S. Department of Education Regional Educational Laboratory..	1	0	d
g. Information from the What Works Clearinghouse................................	1	0	d
h. School staff's interest in specific interventions......................................	1	0	d
i. Parent and/or community input...	1	0	d
j. Grade level of the school (i.e., elementary, middle, or secondary)........	1	0	d
k. Cost of interventions and amount of funding available.........................	1	0	d
l. District and/or school capacity to implement the interventions............	1	0	d
m. Something else (specify)...	1	0	d

The next questions are about your district's <u>Title I Priority and Focus schools</u>.

3-35. During this school year (2013-14) and including last summer (2013), what <u>additional</u> professional development or technical assistance was provided to principals in Title I Priority and Focus schools in your district, <u>beyond what is available to any Title I school</u>?

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

3-36. Thinking now about teachers, during this school year (2013-14) and including last summer (2013), what <u>additional</u> professional development or technical assistance was provided to teachers in Title I Priority and Focus schools in your district, <u>beyond what is available to any Title I school</u>?

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

3-37. During this school year (2013-14), what <u>additional</u> resources has the state provided to Title I Priority and Focus schools in your district, <u>beyond what is available to any Title I school</u>?

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

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

3-38. Apart from Priority and Focus schools, did any school in your district (either Title I or Non-Title I) fall short of Annual Measurable Objective (AMO) targets for the previous school year (2012-13)?

Yes...1 →

No...0   Skip to 3-77

3-39. What type of schools in your district (excluding Priority and Focus) fell short of AMO targets for the previous school year (2012-13)?

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Title I schools (excluding Priority and Focus schools)...	1	0
b. Non-Title I schools (excluding Priority and Focus schools)......................................	1	0

[WEB PROGRAMMING NOTE: IF 'NO' ENTERED IN BOTH RESPONSES IN 3-39, SKIP TO 3-77.]

3-40. **For schools in your district that did not meet AMOs for 2012-13 (excluding Priority and Focus schools), what interventions, if any, are being implemented during this school year (2013-14)?**

Interventions for schools not meeting AMOs (excluding Priority and Focus schools):	TITLE I SCHOOLS NOT MEETING AMOs SELECT ONE RESPONSE IN EACH ROW		NON-TITLE I SCHOOLS NOT MEETING AMOs SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. Schools prepare a school improvement plan that focuses on subjects and/or subgroups that are falling short of AMOs............	1	0	1	0
b. School improvement plans are made available to the public........	1	0	1	0
c. Schools are implementing and monitoring an instructional program that supports subgroups of students not showing sufficient growth toward AMOs.......................................	1	0	1	0
d. Schools and/or the district are providing professional development to staff that supports interventions for subgroups of students not showing sufficient growth toward AMOs..	1	0	1	0
e. District must offer students the opportunity to attend other schools (school choice)...	1	0	1	0
f. District must offer low-income students the opportunity to enroll in after-school supplemental educational services.............	1	0	1	0
g. Schools have smaller class sizes than last year..............................	1	0	1	0
h. Additional instructional time (extended day or extended school year)...	1	0	1	0

The next questions pertain to your district's <u>Title I schools</u> that did not meet AMOs for 2012-13.

3-41. During this school year (2013-14) and including last summer (2013), what <u>additional</u> professional development or technical assistance was provided to principals in Title I schools in your district that did not meet AMOs for 2012-13 (excluding Priority and Focus schools), beyond what is available to any Title I school?

SELECT ONE RESPONSE
IN EACH ROW

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

3-42. Thinking now about teachers, during this school year (2013-14) and including last summer (2013), what <u>additional</u> professional development or technical assistance was provided to teachers in Title I schools in your district that did not meet AMOs for 2012-13 (excluding Priority and Focus schools), beyond what is available to any Title I school?

SELECT ONE RESPONSE
IN EACH ROW

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

[WEB PROGRAMMING NOTE: SKIP TO 3-77.] (ALL DISTRICTS IN FLEX STATES)

3-43. **Among the schools that were in Restructuring and Corrective Action in your district during the last school year (2012-13), how many were closed after the 2012-13 school year for performance reasons?**

(Enter 'NA', where appropriate, if your district had no schools in Restructuring or Corrective Action during 2012-13. Enter "0" if no schools were closed)

Title I Schools

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

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

Non-Title I Schools

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

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

> [WEB PROGRAMMING NOTE:
>
> - **IF DISTRICT HAS NO SCHOOLS IN RESTRUCTURING OR IN CORRECTIVE ACTION (3-7D FIRST COLUMN = 0 AND 3-7D SECOND COLUMN =0 AND 3-7E FIRST COLUMN = 0 AND 3-7E SECOND COLUMN =0), SKIP TO 3-68.**
>
> - **IF DISTRICT HAS SCHOOLS IN CORRECTIVE ACTION, BUT NO SCHOOLS IN RESTRUCTURING (3-7D FIRST COLUMN = 0 AND 3-7D SECOND COLUMN =0 AND (3-7E FIRST COLUMN = 1 OR 3-7E SECOND COLUMN =1), SKIP TO 3-56.)]**

The next questions pertain to your district's <u>Title I and Non-Title I schools in Restructuring during 2013-14</u>.

The following questions pertain to <u>Title I and Non-Title I Schools in Restructuring</u> in your district.

3-44. **For Title I and Non-Title I Schools in Restructuring in your district, what interventions, if any, are being implemented during this school year (2013-14)?**

Interventions for Schools in Restructuring:	TITLE I SCHOOLS IN RESTRUCTURING		NON-TITLE I SCHOOLS IN RESTRUCTURING	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. Schools prepared a school improvement plan that focuses on subjects and/or subgroups that are falling short of AMOs...	1	0	1	0
b. School improvement plans are made available to the public..	1	0	1	0
c. Schools are implementing and monitoring an instructional program that supports students not showing sufficient growth toward AMOs....................	1	0	1	0
d. Schools and/or the district provide professional development to staff that supports interventions for subgroups of students not showing sufficient growth toward AMOs..	1	0	1	0
e. District must offer students the opportunity to attend other schools (school choice)...........................	1	0	1	0
f. District must offer low-income students the opportunity to enroll in after-school supplemental educational services..	1	0	1	0
g. Schools have smaller class sizes than last year............	1	0	1	0
h. Schools are implementing additional instructional time (extended day or extended school year)..............	1	0	1	0

3-45. **Among Title I and Non-Title I Schools in Restructuring in your district, how many are implementing each of the following initiatives during this school year (2013-14)?**

(Enter the number of Schools in Restructuring implementing each initiative. If "none", enter 0.)

	NUMBER OF SCHOOLS	
School Initiatives	**TITLE I SCHOOLS IN RESTRUCTURING IMPLEMENTING INITIATIVE**	**NON-TITLE I SCHOOLS IN RESTRUCTURING IMPLEMENTING INITIATIVE**
a. Implementing a "restart" model as defined in U.S. Department of Education regulations...........	_____	_____
b. Implementing a "transformation" model as defined in U.S. Department of Education regulations...	_____	_____
c. Implementing a "turnaround" model as defined in U.S. Department of Education regulations........	_____	_____

Please answer the questions below for <u>Title I Schools in Restructuring</u> in your district.

3-46. **Are all, some, or no <u>Title I</u> Schools in Restructuring in your district implementing any of the following academic initiatives during this school year (2013-14)?**

	SELECT ONE RESPONSE IN EACH ROW		
	TITLE I SCHOOLS IN RESTRUCTURING		
Academic Initiatives	**ALL**	**SOME**	**NONE**
a. Implementing a comprehensive schoolwide reform model....................	2	1	0
b. Providing intensive intervention to struggling students during the school day (for example, response to intervention)................................	2	1	0

3-47. Are all, some, or no Title I Schools in Restructuring in your district implementing the following structural changes during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

School Structural Changes	TITLE I SCHOOLS IN RESTRUCTURING		
	ALL	**SOME**	**NONE**
a. Adjusting the school schedule without changing the overall number of school hours..	2	1	0
b. Operating an extended school day, week, or year....................................	2	1	0
c. Making class sizes smaller than typical in other schools..........................	2	1	0
d. Providing extra academic services for struggling students outside of the school day (for example, supplemental educational services)..........	2	1	0
e. Offering students the option to attend a different school (school choice)...	2	1	0

3-48. Do all, some, or no Title I Schools in Restructuring in your district have staffing authority of the following types during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

Staffing authority	TITLE I SCHOOLS IN RESTRUCTURING		
	ALL	**SOME**	**NONE**
a. School has more flexibility in, or exemptions from, collective bargaining agreements or district policies/regulations that guide teacher staffing decisions compared to other schools in the district.......	2	1	0
b. School has the authority to make final decisions on teacher hiring.........	2	1	0

3-49. Are all, some, or no Title I Schools in Restructuring in your district implementing new programs of the following types during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

School is implementing new programs...	TITLE I SCHOOLS IN RESTRUCTURING		
	ALL	**SOME**	**NONE**
a. To provide ongoing mechanisms for family and community engagement...	2	1	0

b. To address students' social, emotional, or health needs..........................	2	1	0
c. To improve student behavior, discipline, or safety.................................	2	1	0

[WEB PROGRAMMING NOTE: IF DISTRICT RESPONDS "ALL" OR "SOME" IN ANY OF 3-46, 3-47, 3-48, OR 3-49, CONTINUE TO 3-50. OTHERWISE SKIP TO 3-51.]

3-50. **Which of the following did the district take into account when selecting the interventions to implement in these Title I Schools in Restructuring?**

SELECT ONE RESPONSE IN EACH ROW

Our district considered:	**YES**	**NO**	**DK**
a. Guidance or advice from the state education department or a technical assistance center funded by the state...................................	1	0	d
b. A list of vendors approved by the state..	1	0	d
c. Information provided by the intervention's developer or vendor.........	1	0	d
d. Recommendations from colleagues in other school districts.................	1	0	d
e. Information from a U.S. Department of Education Comprehensive Center...	1	0	d
f. Information from a U.S. Department of Education Regional Educational Laboratory..	1	0	d
g. Information from the What Works Clearinghouse................................	1	0	d
h. School staff's interest in specific interventions...................................	1	0	d
i. Parent and/or community input..	1	0	d
j. Grade level of the school (i.e., elementary, middle, or secondary)........	1	0	d
k. Cost of interventions and amount of funding available........................	1	0	d
l. District and/or school capacity to implement the interventions............	1	0	d
m. Something else (specify).. _____	1	0	d

Please answer the questions below for <u>Non-Title I Schools in Restructuring</u> in your district.

3-51. **Are all, some, or no Non-Title I Schools in Restructuring in your district implementing any of the following academic initiatives during this school year (2013-14)?**

	SELECT ONE RESPONSE IN EACH ROW		
	NON-TITLE I SCHOOLS IN RESTRUCTURING		
Academic Initiatives	**ALL**	**SOME**	**NONE**
a. Implementing a comprehensive schoolwide reform model...................	2	1	0
b. Providing intensive intervention to struggling students during the school day (for example, response to intervention)...............................	2	1	0

3-52. **Are all, some, or no Non-Title I Schools in Restructuring in your district implementing the following structural changes during this school year (2013-14)?**

	SELECT ONE RESPONSE IN EACH ROW		
	NON-TITLE I SCHOOLS IN RESTRUCTURING		
School Structural Changes	**ALL**	**SOME**	**NONE**
a. Adjusting the school schedule without changing the overall number of school hours...	2	1	0
b. Operating an extended school day, week, or year...................................	2	1	0
c. Making class sizes smaller than typical in other schools..........................	2	1	0
d. Providing extra academic services for struggling students outside of the school day (for example, supplemental educational services)..........	2	1	0
e. Offering students the option to attend a different school (school choice)...	2	1	0

3-53. **Do all, some, or no Non-Title I Schools in Restructuring in your district have staffing authority of the following types during this school year (2013-14)?**

SELECT ONE RESPONSE IN EACH ROW

Staffing authority	NON-TITLE I SCHOOLS IN RESTRUCTURING		
	ALL	SOME	NONE
a. School has more flexibility in, or exemptions from, collective bargaining agreements or district policies/regulations that guide teacher staffing decisions compared to other schools in the district......	2	1	0
b. School has the authority to make final decisions on teacher hiring........	2	1	0

3-54. **Are all, some, or no Non-Title I Schools in Restructuring in your district implementing new programs of the following types during this school year (2013-14)?**

SELECT ONE RESPONSE IN EACH ROW

School is implementing new programs...	NON-TITLE I SCHOOLS IN RESTRUCTURING		
	ALL	SOME	NONE
a. To provide ongoing mechanisms for family and community engagement..	2	1	0
b. To address students' social, emotional, or health needs........................	2	1	0
c. To improve student behavior, discipline, or safety.................................	2	1	0

[WEB PROGRAMMING NOTE: IF DISTRICT RESPONDS "ALL" OR "SOME" IN ANY OF 3-51, 3-52, 3-53, OR 3-54, CONTINUE TO 3-55. OTHERWISE SKIP TO 3-56.]

3-55. **Which of the following did the district take into account when selecting the interventions to implement in these Non-Title I Schools in Restructuring?**

SELECT ONE RESPONSE IN EACH ROW

Our district considered:	YES	NO	DK
a. Guidance or advice from the state education department or a technical assistance center funded by the state....................................	1	0	d
b. A list of vendors approved by the state..	1	0	d
c. Information provided by the intervention's developer or vendor.........	1	0	d
d. Recommendations from colleagues in other school districts.................	1	0	d
e. Information from a U.S. Department of Education Comprehensive Center..	1	0	d
f. Information from a U.S. Department of Education Regional Educational Laboratory..	1	0	d
g. Information from the What Works Clearinghouse.................................	1	0	d
h. School staff's interest in specific interventions..	1	0	d
i. Parent and/or community input...	1	0	d
j. Grade level of the school (i.e., elementary, middle, or secondary)........	1	0	d
k. Cost of interventions and amount of funding available.........................	1	0	d
l. District and/or school capacity to implement the interventions............	1	0	d
m. Something else (specify)..	1	0	d

The following questions pertain to <u>Title I and Non-Title I Schools in Corrective Action</u> in your district.

3-56. For Title I and Non-Title I Schools in Corrective Action in your district, what interventions, if any, are being implemented during this school year (2013-14)?

Interventions for Schools in Corrective Action:	TITLE I SCHOOLS IN CORRECTIVE ACTION		NON-TITLE I SCHOOLS IN CORRECTIVE ACTION	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. Schools prepared a school improvement plan that focuses on subjects and/or subgroups that are falling short of AMOs..	1	0	1	0
b. School improvement plans are made available to the public...	1	0	1	0
c. Schools are implementing and monitoring an instructional program that supports students not showing sufficient growth toward AMOs..........................	1	0	1	0
d. Schools and/or the district provide professional development to staff that supports interventions for subgroups of students not showing sufficient growth toward AMOs...	1	0	1	0
e. District must offer students the opportunity to attend other schools (school choice)..................................	1	0	1	0
f. District must offer low-income students the opportunity to enroll in after-school supplemental educational services..	1	0	1	0

3-57. Among Title I and Non-Title I Schools in Corrective Action in your district, how many are implementing each of the following initiatives during this school year (2013-14)?

(Enter the number of Schools in Corrective Action implementing each initiative. If "none", enter 0.)

	NUMBER OF SCHOOLS	
School Initiatives	**TITLE I SCHOOLS IN CORRECTIVE ACTION IMPLEMENTING INITIATIVE**	**NON-TITLE I SCHOOLS IN CORRECTIVE ACTION IMPLEMENTING INITIATIVE**
a. Implementing a "restart" model as defined in U.S. Department of Education regulations............................	_____	_____
b. Implementing a "transformation" model as defined in U.S. Department of Education regulations............................	_____	_____
c. Implementing a "turnaround" model as defined in U.S. Department of Education regulations............................	_____	_____

Please answer the questions below for <u>Title I Schools in Corrective Action</u> in your district.

3-58. Are all, some, or no <u>Title I</u> Schools in Corrective Action in your district implementing any of the following academic initiatives during this school year (2013-14)?

	SELECT ONE RESPONSE IN EACH ROW		
	TITLE I SCHOOLS IN CORRECTIVE ACTION		
Academic Initiatives	**ALL**	**SOME**	**NONE**
a. Implementing a comprehensive schoolwide reform model...................	2	1	0
b. Providing intensive intervention to struggling students during the school day (for example, response to intervention)................................	2	1	0

3-59.   Are all, some, or no Title I Schools in Corrective Action in your district implementing the following structural changes during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

School Structural Changes	TITLE I SCHOOLS IN CORRECTIVE ACTION		
	ALL	SOME	NONE
a. Adjusting the school schedule without changing the overall number of school hours..	2	1	0
b. Operating an extended school day, week, or year..................................	2	1	0
c. Making class sizes smaller than typical in other schools.........................	2	1	0
d. Providing extra academic services for struggling students outside of the school day (for example, supplemental educational services)..........	2	1	0
e. Offering students the option to attend a different school (school choice)..	2	1	0

3-60.   Do all, some, or no Title I Schools in Corrective Action in your district have staffing authority of the following types during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

Staffing authority	TITLE I SCHOOLS IN CORRECTIVE ACTION		
	ALL	SOME	NONE
a. School has more flexibility in, or exemptions from, collective bargaining agreements or district policies/regulations that guide teacher staffing decisions compared to other schools in the district......	2	1	0
b. School has the authority to make final decisions on teacher hiring........	2	1	0

3-61.   Are all, some, or no Title I Schools in Corrective Action in your district implementing new programs of the following types during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

School is implementing new programs...	TITLE I SCHOOLS IN CORRECTIVE ACTION		
	ALL	SOME	NONE
a. To provide ongoing mechanisms for family and community engagement..	2	1	0

b. To address students' social, emotional, or health needs..........................	2	1	0
c. To improve student behavior, discipline, or safety.................................	2	1	0

Please answer the questions below for <u>Non-Title I Schools in Corrective Action</u> in your district.

3-62. Are all, some, or no <u>Non-Title I</u> Schools in Corrective Action in your district implementing any of the following academic initiatives during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

Academic Initiatives	NON-TITLE I SCHOOLS IN CORRECTIVE ACTION		
	ALL	SOME	NONE
a. Implementing a comprehensive schoolwide reform model....................	2	1	0
b. Providing intensive intervention to struggling students during the school day (for example, response to intervention)...............................	2	1	0

3-63. Are all, some, or no Non-Title I Schools in Corrective Action in your district implementing the following structural changes during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

School Structural Changes	NON-TITLE I SCHOOLS IN CORRECTIVE ACTION		
	ALL	SOME	NONE
a. Adjusting the school schedule without changing the overall number of school hours...	2	1	0
b. Operating an extended school day, week, or year...................................	2	1	0
c. Making class sizes smaller than typical in other schools.........................	2	1	0
d. Providing extra academic services for struggling students outside of the school day (for example, supplemental educational services)..........	2	1	0
e. Offering students the option to attend a different school (school choice)...	2	1	0

3-64. Do all, some, or no Non-Title I Schools in Corrective Action in your district have staffing authority of the following types during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

Staffing authority	NON-TITLE I SCHOOLS IN CORRECTIVE ACTION		
	ALL	SOME	NONE
a. School has more flexibility in, or exemptions from, collective bargaining agreements or district policies/regulations that guide	2	1	0

teacher staffing decisions compared to other schools in the district......		
b. School has the authority to make final decisions on teacher hiring........	2	1	0

3-65. Are all, some, or no Non-Title I Schools in Corrective Action in your district implementing new programs of the following types during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

School is implementing new programs...	NON-TITLE I SCHOOLS IN CORRECTIVE ACTION		
	ALL	**SOME**	**NONE**
a. To provide ongoing mechanisms for family and community engagement..	2	1	0
b. To address students' social, emotional, or health needs.........................	2	1	0
c. To improve student behavior, discipline, or safety..................................	2	1	0

The next questions pertain to <u>Title I and Non-Title I Schools in Restructuring and Corrective Action</u> in your district.

3-66. Are any of the Title I and Non-Title I Schools in Restructuring in your district under the following forms of management during the 2013-14 school year?

	TITLE I SCHOOLS IN RESTRUCTURING		NON-TITLE I SCHOOLS IN RESTRUCTURING	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	**NO**	**YES**	**NO**
a. Direct state control or statewide accountability district...............	1	0	1	0
b. Converted to charter school..	1	0	1	0
c. Managed by a school management organization, either for-profit or nonprofit..	1	0	1	0

3-67. **And are any of the Title I and Non-Title I Schools in Corrective Action in your district under the following forms of management for the 2013-14 school year?**

	TITLE I SCHOOLS IN CORRECTIVE ACTION		NON-TITLE I SCHOOLS IN CORRECTIVE ACTION	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. Direct state control or statewide accountability district..............	1	0	1	0
b. Converted to charter school...	1	0	1	0
c. Managed by a school management organization, either for-profit or nonprofit..	1	0	1	0

3-68. **How many schools in Restructuring and Corrective Action in your district have been removed by the state from district control <u>since the beginning of the 2012-13 school year</u>?**

(Enter 'NA', where appropriate, if your district had no schools in Restructuring or Corrective Action during 2012-13 or 2013-14. Enter '0' if no schools were removed from district control.)

Title I Schools

_____   NUMBER OF <u>TITLE I</u> SCHOOLS IN RESTRUCTURING REMOVED FROM DISTRICT CONTROL

_____   NUMBER OF <u>TITLE I</u> SCHOOLS IN CORRECTIVE ACTION REMOVED FROM DISTRICT CONTROL

Non-Title I Schools

_____   NUMBER OF <u>NON-TITLE I</u> SCHOOLS IN RESTRUCTURING REMOVED FROM DISTRICT CONTROL

_____   NUMBER OF <u>NON-TITLE I</u> SCHOOLS IN CORRECTIVE ACTION REMOVED FROM DISTRICT CONTROL

> [WEB PROGRAMMING NOTE:
>
> IF THE DISTRICT HAS NO SCHOOLS IN RESTRUCTURING OR CORRECTIVE ACTION FOR 2013-14 (3-7D FIRST COLUMN = 0 AND 3-7D SECOND COLUMN =0 AND 3-7E FIRST COLUMN = 0 AND 3-7E SECOND COLUMN = 0), SKIP TO 3-73.]

3-69. **To what extent were changes in personnel used to turn around schools in Restructuring or Corrective Action in your district before the start of this school year (2013-14)?**

(Enter the number of schools in Restructuring and in Corrective Action in which the principal was replaced or in which half or more of the teaching staff was replaced before the start of the 2013-14 school year as part of the school improvement plan. If "none", enter 0.)

NUMBER OF SCHOOLS

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

The next questions pertain to <u>Title I Schools in Restructuring and Corrective Action</u> in your district.

3-70. **During this school year (2013-14) and including last summer (2013), what <u>additional</u> professional development or technical assistance was provided to principals in Title I schools in Restructuring or Corrective Action in your district, <u>beyond what is available to any Title I school</u>?**

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

3-71. **Thinking now about teachers, during this school year (2013-14) and including last summer (2013), what** <u>additional</u> **professional development or technical assistance was provided to teachers in Title I schools in Restructuring or Corrective Action in your district,** <u>beyond what is available to any Title I school</u>**?**

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

3-72. **During this school year (2013-14), what** <u>additional</u> **resources has the state provided to Title I schools in Restructuring or Corrective Action in your district,** <u>beyond what is available to any Title I school</u>**?**

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

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

3-73.   During this school year, are there any Title I or non-Title I schools in your district in each of the following categories based on 2012-13 student achievement?

	TITLE I SCHOOLS		NON-TITLE I SCHOOLS	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	**NO**	**YES**	**NO**
a. Schools not meeting adequate yearly progress (AYP) for 2012-13 only (i.e., not identified as in Need of Improvement)..	1	0	1	0
b. Schools in Need of Improvement, Year 1 (i.e., has missed AYP for two years)..	1	0	1	0
c. Schools in Need of Improvement, Year 2 (i.e., has missed AYP for three years)..	1	0	1	0

> [WEB PROGRAMMING NOTE: SKIP TO 3-77 IF NO SCHOOLS IN NEED OF IMPROVEMENT (RESPONSE TO 3-73b AND 3-73c IS '0' IN BOTH COLUMNS).]

3-74. For schools in your district identified as in Need of Improvement (excluding schools in Restructuring or Corrective Action), what interventions, if any, are being implemented during this school year (2013-14)?

Interventions for schools in Need of Improvement:	TITLE I SCHOOLS IN NEED OF IMPROVEMENT SELECT ONE RESPONSE IN EACH ROW		NON-TITLE I SCHOOLS IN NEED OF IMPROVEMENT SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. Schools prepared a school improvement plan that focuses on subjects and/or subgroups that are falling short of AMOs...	1	0	1	0
b. School improvement plans are made available to the public...	1	0	1	0
c. Schools are implementing and monitoring an instructional program that supports students not showing sufficient growth toward AMOs....................	1	0	1	0
d. Schools and/or the district provide professional development to staff that supports interventions for subgroups of students not showing sufficient growth toward AMOs..	1	0	1	0
e. District must offer students the opportunity to attend other schools (school choice)...........................	1	0	1	0
f. District must offer low-income students the opportunity to enroll in after-school supplemental educational services...	1	0	1	0
g. Schools have smaller class sizes than last year..........	1	0	1	0
h. Schools are implementing additional instructional time (extended day or extended school year)...........	1	0	1	0

The next questions pertain to your district's <u>Title I Schools in Need of Improvement</u>

3-75. During this school year (2013-14) and including last summer (2013), what <u>additional</u> professional development or technical assistance was provided to principals in schools identified as in Need of Improvement in your district, <u>beyond what is available to any Title I school</u>?

SELECT ONE RESPONSE
IN EACH ROW

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

3-76. Thinking now about teachers, during this school year (2013-14) and including last summer (2013), what <u>additional</u> professional development or technical assistance was provided to teachers in schools identified as in Need of Improvement for 2012-13 in your district, <u>beyond what is available to any Title I school</u>?

SELECT ONE RESPONSE
IN EACH ROW

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

DISTRICT ACCOUNTABILITY SYSTEMS

3-77. Has your district classified its schools for its <u>own accountability or performance management purposes</u> (based on 2012-13 or earlier student achievement data) using a set of categories or performance measures that <u>differ</u> from those used by the state?   ⟶

Yes...1

....

No..0

....Skip to 3-79

3-78. How many school performance categories are defined in your <u>district's</u> school accountability system?

(Enter the number)

_____ NUMBER OF CATEGORIES

3-79. To what extent would you describe the following as challenges to improving the performance of schools in your district?

SELECT ONE RESPONSE IN EACH ROW

	NOT A CHALLENGE	MINOR CHALLENGE	MAJOR CHALLENGE
a. Difficulty finding, hiring, or retaining teachers with the skills needed..	1	2	3
b. Difficulty finding, hiring, or retaining principals with the skills needed..	1	2	3
c. Lack of staff who can mentor or serve as a resource to teachers about instructional strategies for struggling students...	1	2	3
d. Lack of guidance or support from the state.................................	1	2	3
e. Insufficient resources for personnel and/or materials................	1	2	3
f. Lack of effective methods/interventions to improve student achievement..	1	2	3
g. Curricula not aligned with the required state summative assessments...	1	2	3
h. Teacher concerns or opposition to implementing school interventions..	1	2	3
i. Community concerns or opposition to implementing school interventions..	1	2	3
j. Lack of parent involvement / participation in children's	1	2	3

SELECT ONE RESPONSE IN EACH ROW

NOT A CHALLENGE	MINOR CHALLENGE	MAJOR CHALLENGE

education...

Section 4. Teacher and Principal Evaluation

DEFINITIONS FOR USE THROUGHOUT THIS SECTION:

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

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

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

1. **Value added measures (VAMs)** or **student growth percentiles (SGPs)** apply complex statistical methods to calculate achievement growth for a teacher's own students based on districtwide or statewide standardized assessments. VAMs and SGPs can also be calculated for teacher teams, for grades, or for schools.

2. **Student learning objectives (SLOs)** or **student growth objectives (SGOs)** are achievement targets for a teacher's own students, determined by each individual teacher at the beginning of the school year (often in consultation with the school principal) based on the teacher's assessment of the students' starting achievement levels. SLOs/SGOs may relate to students' scores on standardized assessments, or to teacher-developed tests, performance tasks, or other customized assessments of student learning.

Teacher Evaluation

In this section, we want to gather information on the status of and requirements for teacher evaluation practices in your district during this school year (2013-14). Many states are implementing new teacher evaluation policies or systems based on new laws or regulations adopted since 2009. Districts in states that are implementing new evaluation systems are in various stages of implementation, including planning, piloting in a few schools or grade levels, piloting districtwide with no consequences, and fully implementing districtwide. Some districts are taking the lead in implementing new evaluation systems without state requirements to do so.

☐ **Check box if your district is piloting or implementing a teacher evaluation system that is newly established since 2009.** Please answer the questions in this section based on the new teacher evaluation practices as they are being piloted or implemented in the 2013-14 school year. For example, if a new system is being piloted during the 2013-14 school year in only a few schools, respond only about the components being piloted this year in those schools. ⟶ **Go to question 4-1.**

☐ **Check box if your district is not piloting or implementing a newly established teacher evaluation system.** Please respond about the requirements of teacher evaluation practices in your district during the 2013-14 school year. ⟶ **Go to question 4-3.**

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

SELECT ONE ONLY

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

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

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

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

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

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

_____ NUMBER OF SCHOOLS

4-3. **During this school year (2013-14), how many rating categories or levels (such as *highly effective, effective, satisfactory, needs improvement*) does your district use in its teacher evaluation system to describe overall teacher performance?**

(As a reminder, if your district is piloting or implementing a teacher evaluation system that is newly established since 2009, please refer to the new teacher evaluation practices when responding to this and other questions in this section.)

_____ NUMBER OF RATING CATEGORIES

This question and the next several questions ask about the use of <u>student achievement growth</u> in teacher evaluations.

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

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

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

SELECT ONE ONLY

The district uses student achievement growth in the evaluation of <u>all</u> teachers across all grades (K-12), all subjects, and special education 1

The district uses student achievement growth in the evaluation of <u>some</u> but not all teachers...2 →

The district does <u>not use</u> student achievement growth in teacher evaluations...............3   Skip to 4-11

4-5. **During this school year (2013-14), does your district use student learning objectives (SLOs) or student growth objectives (SGOs) in the evaluations of any of the following types of teachers?**

(Select "yes" for the row if any teachers in that category have SLOs/SGOs included in their evaluations.)

	SELECT ONE RESPONSE IN EACH ROW	
Student learning objectives (SLOs) or student growth objectives (SGOs) are used to evaluate:	**YES**	**NO**
a. Kindergarten teachers...	1	0
b. Teachers of grades 1, 2, or 3...	1	0
c. Teachers of ELA and/or math in grades 4-8..............................	1	0
d. Teachers of science in grades 6, 7, or 8..................................	1	0
e. Teachers of social studies in grades 6, 7, or 8..........................	1	0
f. High school ELA teachers...	1	0
g. High school math teachers...	1	0
h. High school science teachers..	1	0
i. High school social studies teachers...	1	0
j. Any teachers of other subjects, such as art, music, or physical education..............	1	0

4-6   In some districts, teachers are evaluated in part based on the achievement growth of students across a teacher team, an entire grade or the entire school (not only their own students). During this school year (2013-14), does your district use teamwide, gradewide, or schoolwide student achievement growth in the evaluations of all, some, or no teachers?

SELECT ONE ONLY

Student achievement growth across a teacher team, an entire grade, or the entire school is one component in the evaluation of <u>all</u> teachers..1

Student achievement growth across a teacher team, an entire grade, or the entire school is one component in the evaluation of <u>some but not all</u> teachers.........................2

Student achievement growth across a teacher team, an entire grade, or the entire school is <u>not</u> part of the evaluation of any teachers; instead, teachers are evaluated based on the achievement growth of their own students only...3

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

4-7.   During this school year (2013-14), does your district use VAMs or SGPs to measure achievement growth <u>of the teacher's own students</u> in the evaluations of any of the following types of teachers?

(Select "yes" for the row if any teachers in that category have VAMs or SGPs applied to their own students included in their evaluations.)

Value added measures (VAMs) or student growth percentiles (SGPs) are used to measure achievement growth <u>of the teacher's own students</u> for evaluation purposes for the following teachers:	YES	NO
a. Kindergarten teachers..	1	0
b. Teachers of grades 1, 2, or 3..	1	0
c. Teachers of ELA and/or math in grades 4-8...............................	1	0
d. Teachers of science in grades 6, 7, or 8....................................	1	0
e. Teachers of social studies in grades 6, 7, or 8..........................	1	0
f. Any teachers of other subjects, such as art, music, or physical education..............	1	0

SELECT ONE RESPONSE IN EACH ROW

4-8. **During this school year (2013-14), does your district use VAMs or SGPs to measure achievement growth <u>of the teacher's own students</u> in the evaluations of high school teachers in any of the following subjects and courses?**

(For each subject, circle the name of each course for which your district uses VAMs or SGPs to estimate student achievement growth <u>of the teacher's own students</u> for use in high school teacher evaluations. Select NA if student achievement growth of the teacher's own students using VAMs or SGPs is not part of high school teachers' evaluations in any course in that subject.)

	NA	CIRCLE COURSES IN WHICH VAMS OR SGPS ARE USED IN TEACHER EVALUATIONS				
a. High school ELA teachers............	na	English 9	English 10	English 11	English 12	Other ELA
b. High school math teachers.........	na	Algebra I	Geometry	Algebra II		Other math
c. High school science teachers......	na	Biology	Chemistry	Physics		Other science
d. High school social studies teachers....................................	na	Civics	U.S. History			Other social studies

4-9. **During this school year (2013-14), which of the following best describes how student achievement growth is combined with other measures of teacher performance to determine the overall evaluation rating or score?**

SELECT ONE ONLY

Student achievement growth has a specific percentage (or weight) in determining a teacher's overall performance rating..1

Student achievement growth does not have a specific percentage or weight in determining a teacher's overall performance rating, but there is a uniform method (such as a matrix, table, or chart) that is used to combine student achievement growth with the other measures (for example, professional practice measures)............2   ⟶   Skip to 4-11

The overall performance evaluation rating is determined based on evaluators' judgment about the importance of student achievement growth and other performance measures...3 ⟶ Skip to 4-11

Some other method is used..4   Skip to 4-11

4-10. During this school year (2013-14), what percentage of a teacher's evaluation rating is based on different measures of student achievement growth? If the percentages differ for tenured vs. non-tenured (or probationary vs. non-probationary) teachers, please provide the weights for tenured (non-probationary) teachers.

(As a reminder, student achievement growth may be measured using student growth percentiles (SGPs), value added measures (VAM), student learning objectives (SLOs), student growth objectives (SGOs), or other measures of change in student achievement over time. Select NA if the measure is not used for that category of teachers; select DK if you don't know the percentage; otherwise enter the percentage/weight for that measure. Your best estimate is fine.)

	SELECT ONE RESPONSE IN EACH ROW		
Teachers of ELA and/or Math in grades 4-8	**NA**	**PERCENTAGE**	**DK**
a. Percentage of teacher's evaluation rating based on VAM or SGP result for the <u>teacher's own students</u>..	na	_____	d
b. Percentage of teacher's evaluation rating based on VAM or SGP result <u>for a broader group than the teacher's own students</u>, for example, a team, grade, or school...	na	_____	d
c. Percentage of teacher's evaluation rating <u>based on SLOs/SGOs</u>............	na	_____	d
d. Percentage of teacher's evaluation rating <u>based on any other</u> growth measure..	na	_____	d
e. **Total** percentage of teacher's evaluation rating based on all measures of student achievement growth (sum of rows "a-d" above).	na	_____	d
Teachers in core academic subjects (math, ELA, science, and social studies) where VAMs or SGPs are *not* calculated for the teachers' own students			
f. Percentage of teacher's evaluation rating based on VAM or SGP result <u>for a broader group than the teacher's own students</u>, for example, a teacher team, an entire grade, or school	na	_____	d
g. Percentage of teacher's evaluation rating <u>based on SLOs/SGOs</u>............	na	_____	d
h. Percentage of teacher's evaluation rating <u>based on any other</u> growth measure..	na	_____	d
i. **Total** percentage of teacher's evaluation rating based on all measures of student achievement growth (sum or rows "f-h" above…	na	_____	d

4-11. **During this school year (2013-14), which of the following sources of information on teacher performance does the district use in teacher evaluations?**

SELECT ONE RESPONSE IN EACH ROW

	USED IN EVALUATING TEACHERS	NOT USED IN EVALUATING TEACHERS
a. Classroom observations using a teacher professional practice rubric, conducted by the principal or other school administrator......	1	0
b. Classroom observations using a teacher professional practice rubric, conducted by someone other than a school administrator (such as a peer or mentor teacher, instructional coach, central office staff member, or an observer from outside the school or district)..	1	0
c. Teacher self-assessment..	1	0
d. Portfolios or other artifacts of teacher professional practice.............	1	0
e. Assessments by a peer or mentor teacher not based on a teacher professional practice rubric..	1	0
f. Student work samples...	1	0
g. Student surveys or other student feedback......................................	1	0
h. Parent surveys or other parent feedback...	1	0

4-12. **How frequently must non-probationary or tenured teachers be evaluated?**

SELECT ONE RESPONSE IN EACH ROW

Non- probationary or tenured teacher whose previous performance was:	FREQUENCY OF EVALUATIONS				
	EVERY YEAR	EVERY 2 YEARS	EVERY 3 YEARS	EVERY 4 YEARS	EVERY 5 YEARS
a. Rated effective, satisfactory, proficient, or better......	1	2	3	4	5
b. Rated unsatisfactory (or the equivalent).....................	1	2	3	4	5

4-13. **For the evaluation of a non-probationary or tenured teacher, how many formal observations must be completed during the evaluation period or cycle?**

(Enter the number in each row. Please consider only instances of formal observations conducted in the classroom. Formal observations are standardized using an instrument, rubric, or checklist.)

Non-probationary or tenured teacher whose previous performance was...	**NUMBER OF FORMAL OBSERVATIONS REQUIRED**
a. Rated effective, satisfactory, proficient, or better...	_____
b. Rated unsatisfactory (or the equivalent)...	_____

4-14. **Thinking now about first-year teachers, for the evaluation of a first-year teacher, how many formal observations must be completed (at a minimum) during this school year (2013-14)?**

(Please consider only instances of formal observations conducted in the classroom. Formal observations are standardized using an instrument, rubric, or checklist.)

_____ NUMBER OF REQUIRED FORMAL OBSERVATIONS OF FIRST-YEAR TEACHERS

4-15. **Based on the most recent evaluations completed (for example, 2012-13), please indicate the percentage of teachers in your district who fell into each of the performance evaluation rating categories, from the highest to lowest category.**

(If your district has adopted new policies or practices for teacher evaluation since 2009, please refer to the teacher evaluation practices being piloted or implemented during the most recent evaluation year.

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

Your best estimate for percentages is fine.)

☐ *Check box if you are unable to estimate the percentages and skip to the Principal Evaluation Section.*

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

4-16. **When answering the rating question above, were the teacher evaluation policies and practices in that year ....**

SELECT ONE ONLY

A <u>pilot</u> of new teacher evaluation policies and practices based on new laws or regulations since 2009...1

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

<u>Older</u> teacher evaluation practices that were in effect in your district during the most recent evaluation year and are <u>not the same as or similar to current practices in your district</u>?...3

Principal Evaluation

In this section, we want to gather information on the status of and requirements for principal evaluation practices in your district during this school year (2013-14). Many districts are implementing new principal evaluation policies or systems based on new laws or regulations adopted since 2009. Districts that are implementing new evaluation systems are in various stages of implementation, including planning, piloting in a few schools or grade levels, piloting districtwide with no consequences, and fully implementing districtwide.

- ☐ **Check box if your district is piloting or implementing a principal evaluation system that is newly established since 2009.** Please answer the questions in this section based on the new principal evaluation practices as they are being piloted or implemented in the 2013-14 school year. For example, if a new system is being piloted during the 2013-14 school year in only a few schools, respond only about the components being piloted this year in those schools. ⟶ **Go to question 4-17.**

- ☐ **Check box if your district is not piloting or implementing a newly established principal evaluation system.** Please respond about the requirements of principal evaluation practices in your district during the 2013-14 school year ⟶ **Go to question 4-19.**

4-17. **During this school year (2013-14), what is the status of the new principal evaluation system in your district?**

SELECT ONE ONLY

The system is in the planning stage and no components are being implemented...........1 ⟶ Skip to 4-19

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

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

The system is being implemented districtwide, and some but not all components are being implemented...4 ⟶ Skip to 4-19

The system is fully implemented districtwide...5 ⟶ Skip to 4-19

4-18. **During this school year (2013-14), in how many schools is the district piloting the principal evaluation system?**

_____ NUMBER OF SCHOOLS

4-19. **During this school year (2013-14), how many rating categories or levels (***such as highly effective, effective, satisfactory, needs improvement***) does your district use in its principal evaluation system to describe overall principal performance?**

(As a reminder, if your district is piloting or implementing a principal evaluation system that is newly established since 2009, please refer to the new principal evaluation practices when responding to this and other questions in this section.)

_____ NUMBER OF RATING CATEGORIES

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

SELECT ONE RESPONSE FOR ELEMENTARY AND MIDDLE SCHOOL PRINCIPALS AND ONE FOR HIGH SCHOOL PRINCIPALS FOR EACH ROW

	ELEMENTARY AND MIDDLE SCHOOL PRINCIPALS		HIGH SCHOOL PRINCIPALS	
	YES	NO	YES	NO
a. Schoolwide proficiency rates on standardized assessments.............	1	0	1	0
b. Schoolwide year-to-year changes in proficiency rates on standardized assessments...	1	0	1	0
c. Achievement growth of students schoolwide using a value added measure (VAM) or student growth percentiles (SGPs)..........	1	0	1	0
d. Student promotion/graduation rate...	1	0	1	0
e. Student dropout rate..	1	0	1	0
f. Gaps in achievement or low student achievement growth for English learners..	1	0	1	0
g. Gaps in achievement or low student achievement growth for students with disabilities...	1	0	1	0
h. Gaps in achievement or low student achievement growth for other subgroups..	1	0	1	0
i. Student attendance...	1	0	1	0
j. Student behavior/discipline/safety...	1	0	1	0

4-21 **During this school year (2013-14), which of the following best describes how student outcomes are combined with other measures of principal performance to determine the overall evaluation rating or score?**

SELECT ONE ONLY

Student outcomes have a specific percentage (or weight) in determining a principal's overall performance rating...1

Student outcomes do not have a specific percentage or weight in determining a principal's overall performance rating, but there is a uniform method (such as a matrix, table, or chart) that is used to combine student outcomes with the other measures (e.g., professional practice)...2 → Skip to 4-23

The overall performance evaluation rating is determined based on evaluators' judgment about the importance of student outcomes and other performance measures..3 → Skip to 4-23

Some other method is used...4 → Skip to 4-23

4-22. **During this school year (2013-14), what is the specific percentage (or weight) for student outcomes used in evaluating principals?**

_____ %

4-23. **During this school year (2013-14), which of the following sources of information on principal performance (other than student outcome measures), does the district use for principal evaluations?**

SELECT ONE RESPONSE
IN EACH ROW

	USED IN EVALUATING PRINCIPALS	NOT USED IN EVALUATING PRINCIPALS
a. Ratings based on a principal professional practice rubric.............................	1	0
b. Principal self-assessment...	1	0
c. Input from district administrators that is not based on a principal professional practice rubric...	1	0
d. Staff surveys or other staff feedback...	1	0
e. Student surveys or other student feedback..	1	0
f. Parent surveys or other parent feedback...	1	0

4-24. **Based on the most recent evaluations completed (for example, 2012-13), please indicate the percentage of principals in your district who fell into each of the performance evaluation rating categories, from the highest to lowest category.**

(If your district has adopted new policies or practices for principal evaluation since 2009, please refer to the principal evaluation practices being piloted or implemented during the most recent evaluation year.

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

Your best estimate for percentages is fine.)

☐ *Check box if you are unable to estimate the percentages and skip to question 4-26.*

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

4-25. **When answering the rating question above, were the principal evaluation policies and practices in that year ….**

SELECT ONE ONLY

A <u>pilot</u> of new principal evaluation policies and practices based on new laws or regulations since 2009..1

<u>Districtwide p</u>rincipal evaluation policies and practices that were the same as or very similar to those in place during this school year (2013-14) 2

<u>Older</u> principal evaluation practices that were in effect in your district during the most recent evaluation year and are <u>not the same as or similar to current practices in your district</u>?...3

Uses of Evaluation Ratings

As a reminder, if your district is piloting or implementing a new teacher or principal evaluation system established since 2009, please refer to the new evaluation practices when responding to questions in this section.

4-26.   Will the district use the evaluation results for teachers for this school year (2013-14) to inform any of the following decisions?

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

		YES	NO	NA
	SELECT ONE RESPONSE IN EACH ROW			

Teacher evaluation results will be used to inform decisions about teacher professional development:

		YES	NO	NA
a.	The design of professional development programs offered by the district................	1	0	
b.	Planning professional development for individual teachers.......................................	1	0	
c.	Development of performance improvement plans for low-performing teachers......	1	0	
d.	Setting goals for student achievement growth for the next school year...................	1	0	
e.	Identifying low-performing teachers for coaching, mentoring, or peer assistance..	1	0	

Teacher evaluation results will be used to inform decisions about teacher career advancement:

		YES	NO	NA
f.	Recognizing high-performing teachers..	1	0	
g.	Determining annual salary increases..	1	0	
h.	Determining bonuses or performance-based compensation other than salary increases...	1	0	
i.	Granting tenure or similar job protection..	1	0	na
j.	Career advancement opportunities, such as teacher leadership roles.......................	1	0	
k.	Determining eligibility to transfer to other schools..	1	0	

For low-performing teachers, evaluation results will be used to inform decisions about:

		YES	NO	NA
l.	Loss of tenure or similar job protection..	1	0	na
m.	Sequencing potential layoffs if the district needs to reduce staff..............................	1	0	
n.	Dismissal or terminating employment for cause...	1	0	

4-27. **Will the district use principal evaluation results for this school year (2013-14) to inform any of the following decisions?**

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

	SELECT ONE RESPONSE IN EACH ROW		
	YES	**NO**	**NA**

Principal evaluation results will be used to inform decisions about principal professional development:

	YES	NO	NA
a. The design of professional development programs offered by the district...............	1	0	
b. Planning professional development for individual principals.....................................	1	0	
c. Development of performance improvement plans for low-performing principals..	1	0	
d. Identifying low-performing principals for coaching or mentoring.............................	1	0	

Principal evaluation results will be used to inform decisions about principal career advancement

	YES	NO	NA
e. Recognizing high-performing principals..	1	0	
f. Determining annual salary increases..	1	0	
g. Determining bonuses or performance-based compensation other than salary increases..	1	0	
h. Granting tenure or similar job protection..	1	0	na
i. Career advancement opportunities such as additional leadership roles..................	1	0	
j. Deciding on renewal of a principal's contract...	1	0	
k. Assigning principals to schools...	1	0	

For low-performing principals, evaluation results will be used to inform decisions about:

	YES	NO	NA
l. Loss of tenure or similar job protection...	1	0	na
m. Sequencing potential layoffs if the district needs to reduce staff	1	0	
n. Transfer to a different school...	1	0	
o. Demotion...	1	0	
p. Dismissal or terminating employment for cause..	1	0	

Supports for Implementing Evaluation Systems

As a reminder, if your district is piloting or implementing a new teacher or principal evaluation system that is newly established since 2009, please refer to the new evaluation practices when responding to questions in this section.

4-28.   **During this school year (2013-14), did your state or district provide any of the following training for staff who conduct teacher observations?**

(Select NA if your district does not require use of a teacher professional practice rubric to observe teachers.)

		SELECT ONE RESPONSE IN EACH ROW		
		YES	**NO**	**NA**
a.	Training for the observers on the teacher professional practice rubric......................	1	0	na
b.	Testing of observers to assess their accuracy in using the teacher professional practice rubric...	1	0	na
c.	Training for observers on providing feedback to teachers on their professional practice..	1	0	na

4-29.   **During this school year (2013-14), did your state or district provide any of the following training for staff who conduct principal evaluations?**

(Select NA if your district does not require use of a principal professional practice rubric to evaluate principals.)

		SELECT ONE RESPONSE IN EACH ROW		
		YES	**NO**	**NA**
a.	Training for the evaluators on the principal professional practice rubric..................	1	0	na
b.	Testing of evaluators to assess their accuracy in using the principal professional practice rubric...	1	0	na
c.	Training of evaluators on providing feedback to principals on their professional practice..	1	0	na

4-30. **During this school year (2013-14), has your district received any of the following supports for implementing or conducting principal or teacher evaluations?**

		SELECT ONE RESPONSE IN EACH ROW	
		YES	**NO**
Supports for observing teacher professional practice			
a.	Received funding for training observers on teacher professional practice rubrics..	1	0
b.	Received technical assistance or funding for training to assess the accuracy of observers in using the teacher professional practice rubrics.......................................	1	0
c.	Received refresher training or funding for refresher training to ensure observers continue to accurately code the teacher professional practice rubrics..	1	0
Supports for rating principal professional practice			
d.	Received funding for training evaluators on principal professional practice rubrics..	1	0
e.	Received technical assistance or funding for training to assess the accuracy of evaluators in using the principal professional practice rubrics...................................	1	0
f.	Received refresher training or funding for refresher training to ensure evaluators continue to accurately rate the principal professional practice rubrics..	1	0
Support for data systems or student achievement growth measures required for evaluations			
g.	Received data on schoolwide value added measures (VAMs) or schoolwide student growth percentiles (SGPs)	1	0
h.	Received data on teachers' VAMs or SGPs	1	0
i.	Received assistance with purchasing or developing data systems to record and analyze data from teacher and principal evaluations to create performance ratings..	1	0
Other supports			
j.	Received assistance in negotiating the elements of new educator evaluation systems with administrators' or teachers' associations..	1	0
k.	Received assistance in developing communication materials to help explain major components of the new evaluation system to staff and the public.................	1	0
l.	Received assistance in communicating evaluation results to teachers and principals..	1	0
m.	Received assistance in providing feedback to teachers and principals based on the ratings of professional practice..	1	0

Educator Support

As a reminder, if your district is piloting or implementing a teacher or principal evaluation system that is newly established since 2009, please refer to the new evaluation practices when responding to questions in this section.

4-31.   During this school year (2013-14) and including last summer (2013), have teacher evaluation topics listed below been a major focus, a minor focus, or not a focus of professional development offered by the state, the district, or another organization for teachers in your district?

SELECT ONE RESPONSE FOR EACH ROW

Professional development for teachers	MAJOR FOCUS OF PROFESSIONAL DEVELOPMENT	MINOR FOCUS OF PROFESSIONAL DEVELOPMENT	NOT A FOCUS OF PROFESSIONAL DEVELOPMENT
a. Understanding overall (summative) teacher performance evaluation..	2	1	0
b. Understanding how the state or district measures student achievement growth.................	2	1	0
c. Creating student learning objectives and measures of student learning toward proficiency...	2	1	0
d. Understanding the teacher professional practice rubric..	2	1	0
e. Observing teacher professional practice and providing useful feedback...................................	2	1	0
f. Understanding other components of the teacher evaluation system.......................................	2	1	0
g. Improving teacher practice and student achievement through instructional leadership........	2	1	0

4-32. **Thinking now about principals, during this school year (2013-14) and including last summer (2013), have teacher evaluation topics listed below been a major focus, a minor focus, or not a focus of professional development offered by the state, the district, or another organization for principals in your district?**

SELECT ONE RESPONSE FOR EACH ROW

Professional development for principals	MAJOR FOCUS OF PROFESSIONAL DEVELOPMENT	MINOR FOCUS OF PROFESSIONAL DEVELOPMENT	NOT A FOCUS OF PROFESSIONAL DEVELOPMENT
a. Understanding overall (summative) teacher performance evaluation..	2	1	0
b. Understanding how the state or district measures student achievement growth....................................	2	1	0
c. Creating student learning objectives and measures of student learning toward proficiency.....	2	1	0
d. Understanding the teacher professional practice rubric...	2	1	0
e. Observing teacher professional practice and providing useful feedback.....................................	2	1	0
f. Understanding other components of the teacher evaluation system...	2	1	0
g. Improving teacher practice and student achievement through instructional leadership.........	2	1	0

4-33. **For this question, please think about all district professional development activities -- and all topic areas. Did teachers in your district have any of the following involvement in planning districtwide professional development activities during this school year (2013-14)?**

SELECT ONE RESPONSE IN EACH ROW

	YES	NO
a. Participated on a district and/or school committee that planned topics for required in-service professional development days...	1	0
b. Participated on a district committee that planned how the district's professional development budget would be allocated to activities...........................	1	0
c. Provided survey feedback to the district following required in-service professional development...	1	0
d. Participated in a discussion with a supervisor about their own professional development needs...	1	0

4-34. **During this school year (2013-14), and including last summer (2013), how many days of in-service professional development are required for teachers and principals?**

(Please add full and half days together, for example 6 days would be 6.0; while 4 full days and 3 half days would be 5.5. Please round to the nearest half day.

Your best estimate is fine.)

TOTAL REQUIRED IN-SERVICE DAYS

Teacher Required In-service Days ....   _____ . _____

Principal Required In-service Days ....   _____ . _____

Educator Distribution

4-35. **Within the past 12 months, has your district examined information about the distribution of teacher quality or effectiveness across schools in your district serving different student populations (such as high-poverty or urban schools compared with low-poverty or suburban schools)?**

SELECT ONE ONLY

Yes, received from our state education agency..1

Yes, conducted by a contractor hired by our district...2

Yes, conducted by district staff...3 ⟶

No..0   Skip to 4-37

4-36. **What information was used to define teacher quality or effectiveness in this examination of the distribution of teachers?**

SELECT ONE RESPONSE
IN EACH ROW

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

4-37. **Within the past 12 months, has your district examined information about the distribution of principal quality or effectiveness across schools in your district serving different student populations (such as high-poverty or urban schools compared with low-poverty or suburban schools)?**

<div align="right">SELECT ONE ONLY</div>

Yes, received from our state education agency..1

Yes, conducted by a contractor hired by our district..2

Yes, conducted by district staff...3

No..0 ⟶ Skip to 4-39

4-38. **In this examination of the distribution of principals, what information was used to define principal quality or effectiveness?**

<div align="right">SELECT ONE RESPONSE
IN EACH ROW</div>

		YES	NO
a.	Principal evaluation ratings...	1	0
b.	Principal effectiveness as measured by achievement growth of students schoolwide using the school's value added measure (VAM) or schoolwide student growth percentiles (SGPs)................................	1	0
c.	Principal experience...	1	0
d.	Principal certification...	1	0
e.	Principal educational attainment...	1	0

4-39. **What actions has your district taken to address any inequities found in teacher or principal quality or effectiveness?**

☐ *Check box if not applicable for teachers – analysis found no substantial inequities in teacher quality or effectiveness. Leave teacher column blank and answer for principal inequities.*

☐ *Check box if not applicable for principals – analysis found no substantial inequities in principal quality or effectiveness. Leave principal column blank.*

(Note: If both boxes are checked, skip to 4-40.)

SELECT ONE RESPONSE FOR TEACHERS AND ONE RESPONSE FOR PRINCIPALS IN EACH ROW

	FOR TEACHERS		FOR PRINCIPALS	
	YES	NO	YES	NO
a. Offering more compensation for qualified or effective teachers or principals who move to or stay in schools with lower levels of teacher or principal quality or effectiveness compared to other schools...................	1	0	1	0
b. Providing loan repayment assistance or tuition reimbursement to teachers or principals working in schools with lower levels of teacher or principal quality or effectiveness compared to other schools...................	1	0	1	0
c. Beginning the hiring process earlier for vacancies at schools with lower levels of teacher or principal quality or effectiveness compared to other schools...................	1	0	1	0
d. Increasing external recruitment activities such as hosting open houses and job fairs...................	1	0	1	0
e. Improving teaching and learning environments (e.g., lower teaching loads, more resources, or improved facility quality) at schools with lower levels of teacher quality or effectiveness compared to other schools...................	1	0	1	0
f. Offering more professional development for teachers and/or principals in schools with lower levels of teacher or principal quality or effectiveness compared to other schools...................	1	0	1	0
g. Limiting the ability of teachers or principals who are inexperienced or low performing to transfer to or be placed in schools with lower levels of teacher or principal quality or effectiveness compared to other schools...................	1	0	1	0
h. Making exceptions in contracts or regulations to protect the most qualified or effective teachers and principals from layoff in schools with lower levels of teacher or principal quality or effectiveness compared to other schools...................	1	0	1	0
i. Using external providers to prepare, recruit, or supply more qualified or effective teachers or principals to schools with lower levels of teacher or principal quality or effectiveness compared to other schools......	1	0	1	0

Use of Title II, Part A Funds

4-40. **Did your district receive Title II, Part A funding for the 2013-14 school year?**

Yes..1

No..0 ⟶
....Skip to end of survey

4-41. **Did your district allocate 2013-14 Title II, Part A funds for any of the following activities related to teacher professional development, evaluation, or recruitment/retention?**

SELECT ONE
RESPONSE IN EACH
ROW

		YES	NO
Professional development			
a.	Professional development for teachers related to implementing [COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ELA OR MATH]..	1	0
b.	Professional development for teachers on analyzing student assessment data to improve instruction...	1	0
c.	Professional development for teachers on understanding teacher evaluation systems and resulting feedback..	1	0
d.	Targeted professional development linked to teachers' evaluation results (e.g., individual teacher PD plans based on evaluation ratings, performance improvement plans for low-performing teachers)..	1	0
Implementation of teacher evaluation systems			
e.	Training school administrators to evaluate teachers...	1	0
f.	Training peers, mentors, or other teachers to conduct classroom observations or review artifacts used in evaluating teachers...	1	0
g.	Administration of student or parent surveys on teacher performance................	1	0
Other activities			
a.	Providing additional compensation to mentor teachers, master teachers, coaches, peer evaluators, or others who take on additional duties involving professional development of their peers..	1	0
b.	Providing financial rewards or incentives for high-performing teachers	1	0
j.	Strategies to help schools recruit and retain effective teachers (e.g., scholarships, loan repayment assistance or tuition reimbursement, more compensation for qualified or effective teachers, external recruitment activities)..........................	1	0
k.	Using external providers to prepare, recruit, or supply more effective teachers to high need schools..	1	0

4-42. **Did your district allocate 2013-14 Title II, Part A funds for any of the following activities related to principal professional development, evaluation, or recruitment/retention?**

	SELECT ONE RESPONSE IN EACH ROW	
	YES	**NO**

Professional development

		YES	NO
a.	Professional development for principals related to implementing [COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ELA OR MATH]...	1	0
b.	Professional development for principals on analyzing student assessment data to improve instruction..	1	0
c.	Providing professional development for principals on understanding principal evaluation systems and resulting feedback...	1	0
d.	Targeted professional development linked to principals' evaluation results (e.g., individual principal PD plans based on evaluation ratings, performance improvement plans for low-performing principals)...	1	0

Implementation of principal evaluation systems

		YES	NO
e.	Training district administrators to conduct evaluations of principals...................	1	0
f.	Training peers or mentors to conduct evaluations of principals...........................	1	0
g.	Administration of student or parent surveys on principal performance...............	1	0

Other activities

		YES	NO
h.	Providing additional compensation to principals who serve as mentors or coaches to their peers..	1	0
i.	Providing financial rewards or incentives for high-performing principals.............	1	0
j.	Strategies to help schools recruit and retain effective principals (e.g., scholarships, loan repayment assistance or tuition reimbursement, more compensation for qualified or effective principals , external recruitment activities)...	1	0
k.	Using external providers to prepare, recruit, or supply more effective principals to high need schools..	1	0

Thank you for completing this survey.