

OMB#: XXXX-XXXX

Expiration Date: XX/XX/XXXX

District Name:

City:

State:

Implementation of Title I and Title II-A Program Initiatives

District Survey

2017–2018



Paperwork Reduction Act of 1995

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Notice of Confidentiality

Information collected for this study comes under the confidentiality and data protection requirements of the Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Responses to this data collection will be used only for statistical purposes. The reports prepared for the study will summarize findings across the sample and will not associate responses with a specific district or individual. We will not provide information that identifies you or your district to anyone outside the study team, except as required by law.

Introduction

The **Implementation of Title I and Title II-A Program Initiatives** study is examining the implementation of policies funded through the Elementary and Secondary Education Act (ESEA) at the state and district levels, in four core areas: school accountability (including turning around low-performing schools), teacher and leader effectiveness, state content standards, and student assessments. This survey will update information on the implementation of the Title I and Title II provisions since the last surveys conducted in 2014. The survey also includes a section on school choice programs operating in your district. The study includes surveys of officials from all state education agencies and from a nationally representative sample of school district officials. 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 and a fifth section related to school choice. Given the scope of topics, the survey may require more than one respondent.
- Your district's responses are critical to drawing lessons about the early implementation of the Every Student Succeeds Act (ESSA).

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

Section 1: School Accountability

Questions in this section ask about the state’s school accountability system and identification of schools in various performance categories. It also asks about school improvement efforts for schools not meeting the state’s interim targets for student performance.

DEFINITIONS FOR THIS SECTION

Interim targets for student performance – These are targets set by the state in its accountability plan that specify thresholds for student proficiency or growth toward proficiency in each year. Under NCLB, they were called annual measurable objectives (AMOs). Under ESSA, states are required to specify their interim targets for student performance that are consistent with reaching the state’s long-term goals for student achievement.

Lowest-performing schools – refers to any schools identified as Priority schools (as defined under ESEA flexibility), schools in Corrective Action or Restructuring (as defined under NCLB), schools identified for Comprehensive Support (as defined under ESSA), schools receiving School Improvement Grants (SIG), or another lowest-performing category of schools under the state’s accountability system.

Schools with low-performing subgroups – refers to schools identified as needing to improve the performance of one or more subgroups of students. These include Focus schools (as defined under ESEA flexibility) and schools identified for Targeted Support (as defined under ESSA).

1-1. What is the number of schools in your district receiving Title I, Part A funds during this school year (2017–18)?

_____ NUMBER OF TITLE I SCHOOLS IN THE DISTRICT

Low-Performing Schools

1-2. During this school year (2017–18), are any Title I and Non-Title I schools in your district in the following categories?

During this school year (2017–18) the district has:	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	TITLE I SCHOOLS		NON-TITLE I SCHOOLS	
	YES	NO	YES	NO
a. Priority schools (as defined under ESEA flexibility)	1	0	1	0
b. Focus schools (as defined under ESEA flexibility)	1	0	1	0
c. Schools in Restructuring (as defined under NCLB)	1	0	1	0
d. Schools in Corrective Action (as defined under NCLB)	1	0	1	0
e. Schools with federal School Improvement Grant (SIG) funding	1	0	1	0
f. Schools identified for Comprehensive Support (as defined under ESSA)	1	0	1	0
g. Schools identified for Targeted Support (as defined under ESSA)	1	0	1	0
h. Schools identified as lowest-performing under another state accountability system	1	0	1	0

[REVIEWER NOTE: ALL DISTRICTS WILL RESPOND TO QUESTION 1-3 AND 1-4. THEN, IF THE DISTRICT RESPONDS YES TO 1-2 A, C, D, E, F, OR H, (TITLE I) THEN THE WEB SURVEY WILL DISPLAY QUESTIONS 1-5 THROUGH 1-17 ON LOWEST-PERFORMING SCHOOLS. IF THE DISTRICT RESPONDS YES TO 1-2 B OR G, (TITLE I) THEN THE WEB SURVEY WILL DISPLAY QUESTIONS 1-18 THROUGH 1-28 ON SCHOOLS WITH LOW-PERFORMING SUBGROUPS.]

The next questions will ask about “lowest-performing Title I schools,” which refer to any Title I schools in your district identified as Priority schools, schools in Restructuring or Corrective Action, SIG schools, schools identified under ESSA for Comprehensive Support, or schools identified as lowest-performing under another state accountability system.

1-3. Among the lowest-performing Title I schools in your district during the last school year (2016–17), how many were closed after the 2016–17 school year for performance reasons?

Check not applicable box if your district had no lowest-performing Title I schools during 2016–17. Enter ‘0’ if your district had lowest-performing Title I schools in 2016–17 but none were closed.

Not applicable: our district had no lowest-performing Title I schools in 2016–17

_____ NUMBER OF LOWEST-PERFORMING TITLE I SCHOOLS CLOSED AFTER THE 2016–17 SCHOOL YEAR

1-4. How many lowest-performing Title I schools did you have in your district in 2017–18?

_____ NUMBER OF LOWEST-PERFORMING TITLE I SCHOOLS

The next questions pertain to your district’s lowest-performing Title I schools for 2017–18.

[REVIEWER NOTE: DISTRICTS WITHOUT LOWEST-PERFORMING TITLE I SCHOOLS IN 2017–18 WILL SKIP THIS SECTION]

1-5. During this school year (2017–18), are all, some, or no lowest-performing Title I schools in your district implementing the following interventions?

Interventions for Title I lowest-performing schools	SELECT ONE RESPONSE IN EACH ROW		
	LOWEST-PERFORMING TITLE I SCHOOLS		
	ALL	SOME	NONE
a. Schools prepared a school improvement plan that focuses on subjects and/or subgroups that are falling short of state targets for student performance	2	1	0
b. School improvement plans were made available to the public	2	1	0
c. Schools are implementing and monitoring an instructional program that supports students not showing sufficient growth toward state targets for student performance	2	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 state targets for student performance.....	2	1	0
e. Schools are working with an outside organization offering managers and coaches to support rapid school improvement	2	1	0
f. Schools are implementing interventions selected from a list of evidence-based programs and models identified by the state.....	2	1	0
g. Schools are participating in an innovation zone, a group of schools given more flexibility to implement interventions and stricter targets for student performance.....	2	1	0
h. Schools joined a state-operated school improvement district	2	1	0

1-6. Are all, some, or no lowest-performing Title I schools in your district implementing any of the following academic initiatives during this school year (2017–18)?

SELECT ONE RESPONSE IN EACH ROW			
LOWEST-PERFORMING TITLE I 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

1-7. Are all, some, or no lowest-performing Title I schools in your district implementing the following structural changes during this school year (2017–18)?

SELECT ONE RESPONSE IN EACH ROW			
LOWEST-PERFORMING TITLE I SCHOOLS			
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

1-8. Are all, some, or no lowest-performing Title I schools in your district implementing programs of the following types during this school year (2017–18)?

School is implementing programs	SELECT ONE RESPONSE IN EACH ROW		
	LOWEST-PERFORMING TITLE I 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

1-9. Do all, some, or no lowest-performing Title I schools in your district have staffing authority of the following types during this school year (2017–18)?

Staffing authority	SELECT ONE RESPONSE IN EACH ROW		
	LOWEST-PERFORMING TITLE I 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

1-10. How many of the lowest-performing Title I schools in your district are under the following forms of management during this school year (2017–18)?

(If none, enter 0.)

	NUMBER OF TITLE I SCHOOLS
a. Direct state control or statewide accountability district	_____
b. Converted to charter school	_____
c. Managed by a school management organization, either for-profit or nonprofit	_____
d. TOTAL NUMBER OF LOWEST-PERFORMING TITLE I SCHOOLS UNDER ALTERNATIVE MANAGEMENT DURING THE 2017–18 SCHOOL YEAR.....	_____

1-11. In how many schools were changes in personnel used to turn around lowest-performing Title I schools in your district before the start of this school year (2017–18)?

(Enter the number of lowest-performing Title I schools in which the principal was replaced or in which half or more of their teaching staff was replaced as part of school improvement efforts before the start of the 2017–18 school year.

If none, enter 0.)

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

1-12. During this school year (2017–18) and including last summer (2017), what additional professional development or technical assistance was provided to principals in lowest-performing Title I schools in your district, beyond what is available to any Title I school?

Additional professional development or assistance for principals on	SELECT ONE RESPONSE IN EACH ROW	
	LOWEST-PERFORMING TITLE I SCHOOLS	
	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
d. Topic(s) chosen by the school.....	1	0
e. Some other topic	1	0

1-13. Thinking now about teachers, during this school year (2017–18) and including last summer (2017), what additional professional development or technical assistance was provided to teachers in lowest-performing Title I schools in your district, beyond what is available to any Title I school?

Additional professional development or assistance for teachers on	SELECT ONE RESPONSE IN EACH ROW	
	LOWEST-PERFORMING TITLE I SCHOOLS	
	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
e. Topic(s) chosen by the school.....	1	0
f. Some other topic	1	0

1-14. Which of the following sources of information were consulted when selecting the interventions to implement in lowest-performing Title I schools?

SELECT ONE RESPONSE IN EACH ROW			
LOWEST-PERFORMING TITLE I SCHOOLS			
	YES	NO	DON'T KNOW
These sources were consulted:			
a. Guidance or advice from the state education department or a technical assistance center funded by the state	1	0	DK
b. A list of vendors approved by the state	1	0	DK
c. Information provided by the intervention's developer or vendor.....	1	0	DK
d. Recommendations from colleagues in other school districts	1	0	DK
e. Information from a U.S. Department of Education Comprehensive Center.....	1	0	DK
f. Information from a U.S. Department of Education Regional Educational Laboratory	1	0	DK
g. Information from the What Works Clearinghouse, Evidence for ESSA, or other organization that rates evidence	1	0	DK
h. Information from the district's research/evaluation office	1	0	DK
i. Information from professional associations.....	1	0	DK
j. Information from a college/university researcher	1	0	DK
k. Some other source	1	0	DK
(Specify): _____			

1-15. How important were each of the following considerations when selecting the interventions to implement in lowest-performing Title I schools?

	SELECT ONE RESPONSE IN EACH ROW			
	LOWEST-PERFORMING TITLE I SCHOOLS			
	NOT IMPORTANT	SOMEWHAT IMPORTANT	VERY IMPORTANT	DON'T KNOW
a. School staff's interest in specific interventions.....	1	2	3	DK
b. Parent and/or community input	1	2	3	DK
c. Grade level of the school (i.e., elementary, middle, or secondary)	1	2	3	DK
d. Student subgroups needing intervention to improve achievement	1	2	3	DK
e. Cost of interventions and amount of funding available.....	1	2	3	DK
f. District and/or school capacity to implement the interventions	1	2	3	DK
g. Research evidence showing that the interventions were effective at improving student outcomes	1	2	3	DK
h. Something else	1	2	3	DK
<i>(Specify):</i> _____				

Monitoring and Support for Lowest-Performing Title I Schools

1-16. Please identify the entity with the largest role in each of the activities below to support and improve lowest-performing Title I schools in your district in 2017–18.

	SELECT ONE RESPONSE IN EACH ROW				
	SCHOOL STAFF	DISTRICT STAFF	STAFF FROM A REGIONAL OFFICE THAT SERVES MULTIPLE DISTRICTS	STATE EDUCATION AGENCY STAFF	NOT APPLICABLE
a. Conducting a needs assessment to understand areas for improvement	1	2	3	4	NA
b. Selecting interventions to implement to improve student performance	1	2	3	4	NA
c. Deciding to replace the principal	1	2	3	4	NA
d. Establishing timetables for implementing interventions	1	2	3	4	NA
e. Providing technical assistance to the school in implementing interventions.....	1	2	3	4	NA
f. Monitoring the implementation of interventions	1	2	3	4	NA
g. Monitoring the school’s progress toward improvement targets	1	2	3	4	NA
h. Setting exit criteria for the improvement status.....	1	2	3	4	NA

1-17. During this school year (2017–18), which of the following strategies did your district use for supporting and monitoring lowest-performing Title I schools and, for each strategy, how often was it used?

LOWEST-PERFORMING TITLE I SCHOOLS	USED FOR SUPPORTING AND MONITORING?		IF YES, HOW OFTEN USED FOR EACH LOWEST-PERFORMING TITLE I SCHOOL? SELECT ONE RESPONSE IN EACH ROW				
	YES	NO	ONCE PER SCHOOL YEAR	TWICE PER SCHOOL YEAR	QUARTERLY	MONTHLY	OTHER FREQUENCY (specify)
a. School walk-throughs	1	0	1	2	3	4	_____
b. Meetings with the principal.....	1	0	1	2	3	4	_____
c. Discussions with parents/community .	1	0	1	2	3	4	_____
d. Analysis of student data	1	0	1	2	3	4	_____
e. Telephone conferences.....	1	0	1	2	3	4	_____
f. Other	1	0	1	2	3	4	_____
(Specify): _____							

Support for Schools with Low-Performing Subgroups

[REVIEWER NOTE: THE WEB SURVEY WILL DIRECT DISTRICTS RESPONDING YES TO QUESTION 1-2 B OR G TO THIS SECTION. THE WEB SURVEY WILL SKIP THIS SECTION FOR DISTRICTS WITHOUT TITLE I FOCUS OR TITLE I TARGETED SUPPORT SCHOOLS.]

The next questions ask about district policies related to Title I schools that are not among the lowest-performing schools, but that have been identified as needing to improve the performance of one or more subgroups of students. These would include Targeted Support schools (as defined under ESSA) and previously-identified Focus schools (as defined under ESEA flexibility), if the state has continued to require interventions in such schools. We will refer to these schools as, Title I schools with low-performing subgroups.

1-18. How many Title I schools with low-performing subgroups does the district have in 2017–18 (not including schools that were also identified as lowest-performing, discussed in the preceding section)?

_____ NUMBER OF TITLE I SCHOOLS WITH LOW-PERFORMING SUBGROUPS

1-19. During this school year (2017–18), what interventions, if any, are being implemented for Title I schools with low-performing subgroups in your district?

Interventions for Title I schools with low-performing subgroups	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Schools prepared a school improvement plan that focuses on subjects and/or subgroups that are falling short of state targets for student performance	1	0
b. School improvement plans were made available to the public	1	0
c. Schools are implementing and monitoring an instructional program that supports subgroups of students not showing sufficient growth toward state targets for student performance	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 state targets for student performance	1	0
e. Schools are implementing interventions selected from a list of evidence-based programs and models identified by the state	1	0

1-20. Are all, some, or no Title I schools with low-performing subgroups in your district implementing any of the following academic initiatives during this school year (2017–18)?

Academic initiatives	SELECT ONE RESPONSE IN EACH ROW		
	TITLE I SCHOOLS WITH LOW- PERFORMING SUBGROUPS		
	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

1-21. Are all, some, or no Title I schools with low-performing subgroups in your district implementing the following structural changes during this school year (2017–18)?

School structural changes	SELECT ONE RESPONSE IN EACH ROW		
	TITLE I SCHOOLS WITH LOW- PERFORMING SUBGROUPS		
	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

1-22. Are all, some, or no Title I schools with low-performing subgroups in your district implementing programs of the following types during this school year (2017–18)?

School is implementing programs	SELECT ONE RESPONSE IN EACH ROW		
	TITLE I SCHOOLS WITH LOW- PERFORMING SUBGROUPS		
	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

1-23. During this school year (2017–18) and including last summer (2017), what additional professional development or technical assistance was provided to principals in Title I schools with low-performing subgroups in your district, beyond what is available to any Title I school?

Additional professional development or assistance for principals on	SELECT ONE RESPONSE IN EACH ROW	
	TITLE I SCHOOLS WITH LOW-PERFORMING SUBGROUPS	
	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
d. Topic(s) chosen by the school	1	0
e. Some other topic.....	1	0

1-24. Thinking now about teachers, during this school year (2017–18) and including last summer (2017), what additional professional development or technical assistance was provided to teachers in Title I schools with low-performing subgroups in your district, beyond what is available to any Title I school?

Additional professional development or assistance for teachers on	SELECT ONE RESPONSE IN EACH ROW	
	TITLE I SCHOOLS WITH LOW-PERFORMING SUBGROUPS	
	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
e. Topic(s) chosen by the school	1	0
f. Some other topic.....	1	0

1-25. Which of the following sources of information were consulted when selecting the interventions to implement in Title I schools with low-performing subgroups?

	SELECT ONE RESPONSE IN EACH ROW		
	TITLE I SCHOOLS WITH LOW- PERFORMING SUBGROUPS		
	YES	NO	DON'T KNOW
These sources were consulted:			
a. Guidance or advice from the state education department or a technical assistance center funded by the state	1	0	DK
b. A list of vendors approved by the state	1	0	DK
c. Information provided by the intervention’s developer or vendor.....	1	0	DK
d. Recommendations from colleagues in other school districts	1	0	DK
e. Information from a U.S. Department of Education Comprehensive Center .	1	0	DK
f. Information from a U.S. Department of Education Regional Educational Laboratory	1	0	DK
g. Information from the What Works Clearinghouse, Evidence for ESSA, or other organization that rates evidence	1	0	DK
h. Information from the district’s research/evaluation office	1	0	DK
i. Information from professional associations.....	1	0	DK
j. Information from a college/university researcher	1	0	DK
k. Some other source	1	0	DK
(Specify): _____			

1-26. How important were each of the following considerations when selecting the interventions to implement in Title I schools with low-performing subgroups?

	SELECT ONE RESPONSE IN EACH ROW			
	TITLE I SCHOOLS WITH LOW-PERFORMING SUBGROUPS			
	NOT IMPORTANT	SOMEWHAT IMPORTANT	VERY IMPORTANT	DON'T KNOW
a. School staff's interest in specific interventions.....	1	2	3	DK
b. Parent and/or community input	1	2	3	DK
c. Grade level of the school (i.e., elementary, middle, or secondary)	1	2	3	DK
d. Cost of interventions and amount of funding available..	1	2	3	DK
e. District and/or school capacity to implement the interventions	1	2	3	DK
f. Research evidence showing that the interventions were effective at improving student outcomes	1	2	3	DK
g. Something else	1	2	3	DK
(Specify): _____				

Monitoring and Support for Title I Schools with Low-Performing Subgroups

1-27. Please identify the entity with the largest role in each of the activities below to support and improve Title I schools with low-performing subgroups in your district in 2017–18.

	SELECT ONE RESPONSE IN EACH ROW				
	SCHOOL STAFF	DISTRICT STAFF	STAFF FROM A REGIONAL OFFICE THAT SERVES MULTIPLE DISTRICTS	STATE EDUCATION AGENCY STAFF	NOT APPLICABLE
a. Conducting a needs assessment to understand areas for improvement	1	2	3	4	NA
b. Selecting interventions to implement to improve student performance.....	1	2	3	4	NA
c. Establishing timetables for implementing interventions.....	1	2	3	4	NA
d. Providing technical assistance to the school in implementing interventions	1	2	3	4	NA
e. Monitoring the implementation of interventions.....	1	2	3	4	NA
f. Monitoring the school’s progress toward improvement targets.....	1	2	3	4	NA
g. Setting exit criteria for the improvement status	1	2	3	4	NA

1-28. During this school year (2017–18), which of the following strategies were used for supporting and monitoring the Title I schools with low-performing subgroups in your state and, for each strategy, how often was it used?

TITLE I SCHOOLS WITH LOW-PERFORMING SUBGROUPS	USED FOR SUPPORTING AND MONITORING?		IF YES, HOW OFTEN USED FOR EACH TITLE I SCHOOL WITH LOW-PERFORMING SUBGROUPS? SELECT ONE RESPONSE IN EACH ROW				
	YES	NO	ONCE PER SCHOOL YEAR	TWICE PER SCHOOL YEAR	QUARTERLY	MONTHLY	OTHER FREQUENCY (specify)
a. School walk-throughs ...	1	0	1	2	3	4	_____
b. Meetings with the principal.....	1	0	1	2	3	4	_____
c. Discussions with parents/community.....	1	0	1	2	3	4	_____
d. Analysis of student data	1	0	1	2	3	4	_____
e. Telephone conferences	1	0	1	2	3	4	_____
f. Other (Specify): _____	1	0	1	2	3	4	_____

Support for Title I Schools that Missed Performance Targets in 2016-17

For the next set of questions, please consider Title I schools in your district that are NOT lowest-performing schools or schools with low-performing subgroups.

1-29. Apart from lowest-performing schools or schools with low-performing subgroups, did any other Title I school in your district fall short of state targets for student performance for the previous school year (2016–17)?

SELECT ONE RESPONSE

Yes 1

No 0 → SKIP TO 1-34

1-30. For Title I schools in your district that did not meet state targets for student performance for 2016–17 (excluding lowest-performing schools or schools with low-performing subgroups), what interventions, if any, are being implemented during this school year (2017–18)?

Interventions for Title I schools not meeting state targets for student performance (excluding lowest-performing schools or schools with low-performing subgroups)	SELECT ONE RESPONSE IN EACH ROW	
	TITLE I SCHOOLS THAT MISSED TARGETS	
	YES	NO
a. Schools prepared a school improvement plan that focuses on subjects and/or subgroups that are falling short of state targets for student performance	1	0
b. School improvement plans were made available to the public	1	0
c. Schools are implementing and monitoring an instructional program that supports subgroups of students not showing sufficient growth toward state targets for student performance.....	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 state targets for student performance	1	0

1-31. Are all, some, or no Title I schools in your district that did not meet state targets for school performance for 2016–17 (excluding lowest-performing schools or schools with low-performing subgroups), implementing the following changes during this school year (2017–18)?

School changes	SELECT ONE RESPONSE IN EACH ROW		
	TITLE I SCHOOLS THAT MISSED TARGETS		
	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. Providing intensive intervention to struggling students during the school day (for example, Response to Intervention)	2	1	0
f. Offering students the option to attend a different school (school choice)	2	1	0

1-32. During this school year (2017–18) and including last summer (2017), what additional professional development or technical assistance was provided to principals in Title I schools in your district that did not meet state targets for school performance for 2016–17 (excluding lowest-performing schools or schools with low-performing subgroups), beyond what is available to any Title I school?

Additional professional development or assistance for principals on	SELECT ONE RESPONSE IN EACH ROW	
	TITLE I SCHOOLS NOT MEETING TARGETS	
	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
d. Topic(s) chosen by the school.....	1	0
e. Some other topic	1	0

1-33. Thinking now about teachers, during this school year (2017–18) and including last summer (2017), what additional professional development or technical assistance was provided to teachers in Title I schools in your district that did not meet state targets for school performance for 2016–17 (excluding lowest-performing schools or schools with low-performing subgroups), beyond what is available to any Title I school?

Additional professional development or assistance for teachers on	SELECT ONE RESPONSE IN EACH ROW	
	TITLE I SCHOOLS NOT MEETING TARGETS	
	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
e. Topic(s) chosen by the school.....	1	0
f. Some other topic	1	0

Concluding Question

1-34. 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 education	1	2	3
k. Some other type of challenge	1	2	3
(Specify): _____			

Section 2. Improving Teacher and Leader Effectiveness

DEFINITIONS FOR USE THROUGHOUT THIS SECTION:

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 student achievement growth for a teacher's own students based on districtwide or statewide standardized assessments. VAMs and SGPs can be calculated for teacher teams, for grades, or for schools.
2. **Student learning objectives (SLOs) or student growth objectives (SGOs)** are student 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 (2017–18). Please respond to the questions in this section based on the evaluation system that is used for the majority of teachers in your district during this school year (2017–18).

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

As a reminder, student achievement growth 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.

- 2-1. During this school year (2017–18), 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: 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 RESPONSE

- The district uses student achievement growth in the evaluation of all teachers across all grades (K–12), all subjects, and special education..... 1
- The district uses student achievement growth in the evaluation of some but not all teachers 2
- The district does not use student achievement growth in teacher evaluations 3 → SKIP TO 2-5

- 2-2. Which of the following methods for measuring student achievement growth are required or options to meet requirements for measuring student achievement growth, for some or all teachers for this school year (2017–18)?

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Value added measures (VAMs) or student growth percentiles (SGPs) based on assessments for the teacher’s own students.....	1	0
b. Value added measures (VAMs) or student growth percentiles (SGPs) based on assessments for a broader group than the teacher’s own students, for example, a team, grade, or school.....	1	0
c. Student learning objectives (SLOs) or student growth objectives (SGOs)	1	0

2-3. During this school year (2017–18), 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 RESPONSE
The district uses a formula, table, or specified weights to mechanically determine how student achievement growth is combined with other measures	1
The district lets evaluators use their judgement to decide how student achievement growth is combined with other measures.....	2

2-4. Since the spring of 2014, how has the importance or weight of measures of student achievement growth in determining grade 4–8 English language arts and math teachers’ overall evaluation rating changed?

The importance/weight of student achievement growth has:	SELECT ONE RESPONSE
Not changed	0
Increased	1
Decreased	2

2-5. During this school year (2017–18), 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 that are 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
i. Something else (<i>Specify</i>).....	1	0

2-6. During this school year (2017–18), how frequently does your district require an evaluation for the following types of teachers?

	SELECT ONE RESPONSE IN EACH ROW				
	FREQUENCY OF EVALUATIONS				
	EVERY YEAR	EVERY 2 YEARS	EVERY 3 YEARS	EVERY 4 YEARS	EVERY 5 YEARS
a. Non-probationary or tenured teacher whose previous performance was rated effective, satisfactory, proficient, or better.....	0	1	2	3	4
b. Non-probationary or tenured teacher whose previous performance was rated unsatisfactory (or the equivalent)	0	1	2	3	4
c. Probationary or non-tenured teacher	0	1	2	3	4

2-7. How many formal observations must be completed during the evaluation period or cycle for the following types of teachers?

(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. Include both longer, full-class period observations and shorter walk-through observations, if they are standardized and used for evaluation.)

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

2-8. Thinking now about first-year teachers, for the evaluation of first-year teachers, how many formal observations must be completed (at a minimum) during this school year (2017–18)?

(Please consider only instances of formal observations conducted in the classroom. Formal observations are standardized using an instrument, rubric, or checklist. Include both longer, full-class period observations and shorter walk-through observations, if they are standardized and used for evaluation.)

_____ NUMBER OF REQUIRED FORMAL OBSERVATIONS FOR FIRST-YEAR TEACHERS

2-9. During this school year (2017–18), 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?

_____ NUMBER OF RATING CATEGORIES

[REVIEWER NOTE: COLUMN SHOWN IN 2-10 WILL CORRESPOND TO ANSWER TO 2-9. DISTRICTS ANSWERING MORE THAN FIVE RATING CATEGORIES FOR 2-9 WILL BE DIRECTED TO THE THREE RATING CATEGORIES COLUMN OF 2-10.]

2-10. Based on the most recent evaluations completed (for example, 2016–17), 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.

(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.)

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 (or all middle categories if more than 5)..	_____	Second	_____	Second.....	_____
TOTAL	100 %	Third (Lowest)	_____	Third.....	_____	Third	_____
		TOTAL	100 %	Fourth (Lowest)	_____	Fourth.....	_____
				TOTAL	100 %	Fifth (Lowest).....	_____
						TOTAL	100 %

Check box if you do not know the percentages and skip to the Uses of Evaluation Ratings Section.

Uses of Teacher Evaluation Ratings

2-11. Will the district use the evaluation results for teachers for this school year (2017–18) 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
a. The design of professional development programs offered by the district	0	1	
b. Planning professional development for individual teachers.....	0	1	
c. Development of performance improvement plans for low-performing teachers ...	0	1	
d. Setting goals for student achievement growth for the next school year.....	0	1	
e. Identifying low-performing teachers for coaching, mentoring, or peer assistance.....	0	1	
Teacher evaluation results will be used to inform decisions about teacher career advancement:			
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:			
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	

Training for Evaluators

2-12. During this school year (2017–18), 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 asses(s 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

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 (2017–18). Please respond to the questions in this section based on the evaluation system that is used for the majority of principals in your district during this school year (2017–18).

2-13. During this school year (2017–18), 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?

_____ NUMBER OF RATING CATEGORIES

2-14. How frequently does your district require an evaluation for the following types of principals?

	SELECT ONE RESPONSE IN EACH ROW				
	FREQUENCY OF EVALUATIONS				
	EVERY YEAR	EVERY 2 YEARS	EVERY 3 YEARS	EVERY 4 YEARS	EVERY 5 YEARS
a. Principals whose previous performance was rated effective, satisfactory, proficient, or better	0	1	2	3	4
b. Principals whose previous performance was rated unsatisfactory (or the equivalent).....	0	1	2	3	4

2-15. During this school year (2017–18), 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	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
k. Other student outcome	1	0	1	0
(Specify) _____				

2-16 During this school year (2017–18), 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 RESPONSE
Student outcomes are not used in any way to determine overall evaluation ratings or scores.....	0
The district uses a formula, table, or specific weights to mechanically determine how student outcomes are combined with other measures	1
The district lets evaluators use their judgement to decide how student outcomes are combined with other measures.....	2

2-17. During this school year (2017–18), 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
g. Something else (<i>Specify</i>): _____	1	0

2-18. Will the district use principal evaluation results for this school year (2017–18) 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:

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

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:

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	

Educator Support

2-19. During this school year (2017–18) and including last summer (2017), 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	_____ . _____

2-20. Of the in-service days required for teachers, about what percent of the time was the content covered under the control of the school, rather than specified by the district? *(Your best estimate is fine.)*

_____ PERCENT OF TIME

2-21. During this school year (2017–18), how much emphasis has your district placed on each of the following as a way to determine teacher professional development offerings and other professional support?

SELECT ONE RESPONSE IN EACH ROW		
NOT USED	MINOR EMPHASIS	MAJOR EMPHASIS

Professional development planning

a. Individual teacher professional development and support needs, as identified by the teacher.....	0	1	2
b. Individual teacher professional development and support needs, as identified by the principal or other instructional leader (e.g., mentor or coach).....	0	1	2
c. School-level professional development and support needs, as identified by the principal	0	1	2
d. District-level professional development and support needs, as identified by district leaders.....	0	1	2
e. Professional development and support required by state policies and priorities	0	1	

2-22. Rank the top three methods of providing professional development and support to teachers during this school year (2017–18).

(Enter “1” for the most important, “2” for the second most important, and “3” for the third most important. Leave other cells blank.)

	ENTER RANK OF 1, 2, OR 3
a. Single session expert-led professional development provided to teachers within a grade or subject.....	_____
b. Single session expert-led professional development provided to all teachers in the school	_____
c. Ongoing expert-led professional development (at least monthly) with content that builds from one session to the next.....	_____
d. Ongoing teacher-led professional development (at least monthly) (e.g., professional learning communities) with content that builds session to session.....	_____
e. Teacher leaders or coaches who work one-on-one with teachers on an as-needed basis.....	_____
f. Internet-based professional development (e.g., video library, skill-building modules, on-line coaching or peer-to-peer communities of practice)	_____

2-23. During this school year (2017–18), is any of the following staff assigned to schools to support the improvement of teacher effectiveness?

SELECT ONE RESPONSE IN EACH ROW				
	ASSIGNED TO ALL SCHOOLS	ASSIGNED TO LOW PERFORMING, HIGH NEED, OR HARD-TO-STAFF SCHOOLS ONLY	SCHOOLS CHOOSE TO HAVE OR NOT	NOT USED
a. A full- or part-time instructional coach (e.g., literacy or math coaches)	1	2	3	0
b. Full- or part-time mentors for new or struggling teachers	1	2	3	0
c. A full- or part-time professional development specialist	1	2	3	0

2-24. During this school year (2017–18), has your district used Title II, Part A funds to develop or support teacher residency programs?

(Note that teacher residency programs are school-based teacher preparation programs that provide a prospective teacher not only with coursework but also with significant experience teaching alongside an experienced teacher for a least one academic year.)

	SELECT ONE RESPONSE
Yes	1
No	0

Educator Distribution

2-25. 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 RESPONSE

- 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 2-28**

2-26. What information was used to define teacher quality or effectiveness in the 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 value added measures (VAMs) or student growth percentiles (SGPs)	1	0
c. Teacher effectiveness as measured by student learning objective (SLOs) or student growth objectives (SGOs)	1	0
d. Teacher experience	1	0
e. Teacher certification	1	0
f. Teacher education (e.g., proportion of teachers with masters degrees).....	1	0
g. Assignment of teachers to grades or classes outside of their field of certification	1	0
h. Other (<i>Specify</i>) _____	1	0

2-27. What actions has your district taken to address any inequities found in teacher quality or effectiveness?

Check box if not applicable for teachers – analysis found no substantial inequities in teacher quality or effectiveness and SKIP TO 2-28.

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Offering more compensation for qualified or effective teachers who move to or stay in schools with lower levels of teacher quality or effectiveness compared to other schools	1	0
b. Providing loan repayment assistance or tuition reimbursement to teachers working in schools with lower levels of teacher quality or effectiveness compared to other schools	1	0
c. Developing career ladders or teacher leadership roles to attract and retain teachers in schools with lower quality/less effective teachers	1	0
d. Beginning the hiring process earlier for vacancies at schools with lower levels of teacher quality or effectiveness compared to other schools	1	0
e. Increasing external recruitment activities such as hosting open houses and job fairs .	1	0
f. 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
g. Offering more professional development for teachers in schools with lower levels of teacher quality or effectiveness compared to other schools	1	0
h. Limiting the ability of teachers who are inexperienced or low performing to transfer to or be placed in schools with lower levels of teacher quality or effectiveness compared to other schools.....	1	0
i. Making exceptions in contracts or regulations to protect the most qualified or effective teachers from layoff in schools with lower levels of teacher quality or effectiveness compared to other schools.....	1	0
j. Using external providers to prepare, recruit, or supply more qualified or effective teachers to schools with lower levels of teacher quality or effectiveness compared to other schools.....	1	0
k. District has not taken action to address inequities in access to effective teachers	1	0

Use of Title II, Part A Funds

2-28. Did your district receive Title II, Part A funding for the 2017–18 school year?

SELECT ONE RESPONSE

Yes 1

No 0 → SKIP TO SECTION 3

2-29. To what extent were the following professional development topics a focus of professional development funded by the district’s 2017–18 Title II, Part A funds?

	SELECT ONE RESPONSE FOR EACH ROW		
	NOT FUNDED WITH TITLE II, PART A FUNDS	MINOR FOCUS	MAJOR FOCUS
a. Knowledge of academic subjects teachers teach	0	1	2
b. Use of data and assessments to inform classroom practice or school improvement	0	1	2
c. Classroom management or student behavior management.....	0	1	2
d. Evidence-based instructional strategies or strategies for improving student academic achievement	0	1	2
e. Providing instruction and academic support to English learners).....	0	1	2
f. Providing instruction and academic support to students with disabilities or developmental delays	0	1	2
g. Working effectively with parents and families	0	1	2
h. Use of technology	0	1	2

2-30. During this school year (2017–18), what percentage of the district’s Title II, Part A funds were used for the following activities?

(Select NA if the district does not engage in the activity. Enter zero if the district engages in the activity but it is not funded with the district’s Title II, Part A funds. Otherwise, enter the percentage of the district’s Title II, Part A funds used for the activity. The sum of rows a-g should equal 100%. Your best estimate is fine.)

ENTER PERCENTAGE		
DISTRICT DOES NOT ENGAGE IN THIS ACTIVITY	PERCENTAGE OF DISTRICT’S TITLE II, PART A FUNDS	DON’T KNOW

a. Reducing class size	NA	___%	DK
b. Supporting/improving principal effectiveness (including principal preparation, hiring and placement, evaluation, professional development, and/or compensation).....	NA	___%	DK
Supporting/improving teacher effectiveness			
c. Developing or administering programs to recruit, hire, place, or retain teachers, including differentiated or performance-based compensation systems, or strategies to improve equitable access to effective teachers	NA	___%	DK
d. Providing teacher professional development and support (including coaching, professional learning communities)	NA	___%	DK
e. Developing or administering teacher evaluation systems		___%	DK
f. All other activities funded with the district’s Title II, Part A funds		___%	DK
TOTAL		100%	

Thank you for completing this survey section.

Section 3. 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.

This section includes questions about materials, professional development, and resources your district has used to support the implementation of the current state content standards, particularly in English language arts (ELA) and Math.

3-1. During this school year (2017–18), has your district fully implemented the state content standards in the following subjects?

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. English language arts (ELA)	1	0
b. Math	1	0
c. Science	1	0
d. Social studies	1	0

3-2. Has your district supplemented the 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

3-3. During this school year (2017–18), which of the following materials has your district used to revise curriculum to align with the current state content standards for English Language Arts (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 state content standards

a. Documents showing alignment between the previous state standards and the current state content standards.....	1	0
b. Documents showing alignment between required state summative assessments and the current state content standards.....	1	0
c. Tools or guidance on providing instruction aligned with the 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 current state content standards.....	1	0
f. Examples or videos of instruction consistent with the 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 current state content standards	1	0
j. Textbooks or other instructional materials aligned with the current state content standards	1	0

Materials to facilitate instruction for special populations

k. Documents showing alignment between the 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 current state content standards.....	1	0
m. Materials for understanding how to adapt instruction to help students with disabilities meet the current state content standards	1	0

Other materials

n. Walk-through or observation protocols to aid in monitoring the alignment of instruction with the current state content standards	1	0
---	---	---

**IF YES IS SELECTED FOR ANY OF THE ROWS, PROCEED TO QUESTION 3-4.
OTHERWISE, SKIP TO QUESTION 3-5.**

3-4. 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 current state content standards for English language arts (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	SOMEWHAT USEFUL	MODERATELY USEFUL	VERY USEFUL	NOT APPLICABLE
a. Materials to help align curriculum and instruction with the current state content standards	0	1	2	3	NA
b. Materials to facilitate instruction for special populations	0	1	2	3	NA
c. Other materials (Walk-through or observation protocols to aid in monitoring the alignment of instruction with the current state content standards)	0	1	2	3	NA

3-5. During this school year (2017–18) and including last summer (2017), which of the following topics related to the current state content standards for English language arts (ELA) or Math have been covered in professional development offered to school leaders and/or teachers in your district?

Professional development topics	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Information about the 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 current state content standards, such as model lessons or designing student work	1	0
c. Adapting instruction to help English learners meet the current state content standards.	1	0
d. Adapting instruction to help students with disabilities meet the current state content standards	1	0
e. Using student assessment data to improve instruction	1	0
f. Monitoring alignment of instruction with the current state content standards, such as the use of observation protocols.....	1	0

3-6. During this school year (2017–18), has your district engaged in any of the following activities to align instruction with the current state content standards in English language arts (ELA) or Math?

(For rows k and l, select NA if your district does not have any Title I high schools.)

	SELECT ONE RESPONSE IN EACH ROW		
	YES	NO	NOT APPLICABLE
a. District staff have used walk-throughs or school visits to monitor alignment of instruction with the current state content standards	1	0	
b. School leaders are required to monitor alignment of instruction to the current state content standards	1	0	
c. Performance evaluations for teachers in your district include evidence of teaching approaches consistent with the current state content standards	1	0	
d. Performance evaluation for school leaders in your district include evidence that the current state content standards have been implemented	1	0	
e. Public recognition has been given to schools that are making progress implementing the current state content standards	1	0	
f. Schools used a state-developed model curriculum aligned with the current state content standards	1	0	
g. Staff developed district curriculum to align with the 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	
k. The district introduced new Advanced Placement (AP) or International Baccalaureate (IB) courses in at least one Title I high school in the district since the 2015–16 school year	1	0	NA
l. The district expanded enrollment of students in Title I high schools in AP or IB courses since the 2015–16 school year	1	0	NA

3-7. During this school year (2017–18), how many Title I high schools are in this school district?

_____ NUMBER OF TITLE I HIGH SCHOOLS

IF NO TITLE I HIGH SCHOOLS IN YOUR DISTRICT, SKIP TO QUESTION 3-9.

3-8. During this school year (2017–18), how many of the district’s Title I high schools offer the following courses:

ENTER NUMBER OF TITLE I HIGH SCHOOLS

Advanced Placement (AP) courses	_____
International Baccalaureate (IB) courses.....	_____
Other college-level courses	_____

3-9. During this school year (2017–18), does your district have any students participating (with district or state funds) in the following:

SELECT ONE RESPONSE IN EACH ROW	
YES	NO

a. On-line academic courses that are not otherwise available in a student’s home school, including advanced courses, college-level courses, and career and technical education courses	1	0
b. Academic courses offered by a community college or other higher education institution, including advanced courses, college-level courses, and career and technical education courses	1	0
c. Credit recovery courses that can help students who have failed a course obtain a high school diploma	1	0
d. Academic tutoring outside school hours to help struggling students.....	1	0
e. Other academic support beyond what the student’s home school can provide	1	0
(Specify)_____		

3-10. During this school year (2017–18), do low-income students in your district receive reimbursement or payment of part or all of the fees for Advanced Placement or International Baccalaureate exams (funded by either the district or the state)?

SELECT ONE RESPONSE

Yes	1
No	0

3-11. During this school year (2017–18), has your district used the following strategies to help students transition from elementary to middle school or from middle to high school?

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Summer bridge programs (may also be known as summer transition academies)	1	0
b. Student-to-student mentoring	1	0
c. Adult mentors.....	1	0
d. Advisory program or period to teach organizational or study skills.....	1	0
e. Advisory program or period to teach social/emotional skills such as responsible decision making, self-awareness, social awareness, relationship skills.....	1	0
f. Orientation events for students and their families at the new school.....	1	0
g. Visits to the new school during the last year in the current school	1	0
h. Teaching students about new expectations in the next school setting during the last year in the current school	1	0
i. Individualized career and educational plan for each student	1	0
j. Transition-year academies	1	0

3-12. During this school year (2017–18), has your district offered any of the following services or programs that serve students at risk of dropping out?

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Tutoring for students at risk of dropping out.....	1	0
b. Summer school to prevent grade retention	1	0
c. Remediation classes	1	0
d. Guided study hall/academic support period for students at risk of dropping out.....	1	0
e. Alternative schools or programs for students at risk of dropping out	1	0
f. Transitional 9th grade	1	0
f. After-school programs for students at risk of dropping out	1	0
g. Decelerated curriculum for any course	1	0
h. Accelerated credit accumulation.....	1	0
i. Credit recovery courses/programs.....	1	0
j. Smaller class size for students at risk of dropping out	1	0
k. Smaller learning communities within the school (sometimes referred to as schools-within-a school)	1	0
l. Flexible school day (e.g., shortened school day, evening classes, or Saturday classes) for students at risk of dropping out	1	0
m. Adult advocate	1	0

3-13. During this school year (2017–18), has your district offered the following educational options to students to decrease the risk of students dropping out?

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Career and technical education (CTE)	1	0
b. Work-based learning (e.g., internships/apprenticeships)	1	0
c. Dual enrollment in postsecondary courses with a career/technical focus	1	0
d. Dual enrollment in postsecondary courses with an academic focus (e.g., English, Math, foreign languages)	1	0
e. Advanced Placement or other advanced-level coursework to connect school work with college	1	0
f. Alternative schools or programs	1	0

[REVIEWER NOTE: DEFINITIONS FOR ITEMS 3-11 TO 3-13 TO BE INCLUDED IN WEB SURVEY. RESPONDENTS WILL BE ABLE TO HOVER OVER THE TERM FOR THE DEFINITION.]

- **Accelerated credit accumulation** provides student with opportunities to fulfill credits in an expedited way so they can “catch up” with their same-age peers.
- **Adult advocate** is a trained individual whose primary task is to help students get back on track for graduation. The advocate provides individualized support to students, serving as a student’s “go-to person” within the school, and acting as a liaison among students, their families, and school staff. Advocates may be school staff or not employed by the district.
- **Alternative schools and programs** are designed to address the needs of students that typically cannot be met in regular schools. The students who attend alternative schools and programs are typically at risk of educational failure (as indicated by poor grades, truancy, disruptive behavior, pregnancy, or similar factors associated with temporary or permanent withdrawal from school).
- **Credit recovery courses/programs** are opportunities allowing students to recover course credits from classes they have missed or failed.
- **Decelerated curriculum** refers to a curriculum that is spread over a longer period of time than a regular course. An example of a decelerated curriculum is an algebra 1 course that is spread over 2 years or two class periods for an entire year. This definition applies to any curriculum that is decelerated specifically to meet the needs of students who may be at risk of failing a course.
- **Guided study hall/academic support period** is typically for students who are struggling academically; teachers assist students by helping them manage their time and their assignments, and either provide or get them the academic support/tutoring that they need to complete homework and be successful in their classes. Teachers may also provide academic support in specific academic areas such as math, reading, or social studies.
- A **remediation class** is any class intended to bring students who are academically below grade level up to proficiency.
- **Smaller learning communities**, sometimes referred to as schools-within-a school, are smaller, more learning-centered units (communities) within a larger school environment, created with the goals of increasing student engagement and teacher involvement.
- **Summer bridge programs**, also known as summer transition academies, are programs designed to provide assistance to students before transitioning from one instructional level school to another (e.g., from middle

school to high school). These programs may include, but are not limited to, providing academic support, remedial opportunities, study skills, and opportunities to connect to teachers or peers at the new school.

- **Transitional 9th grade** is a program that allows students who struggled academically in 8th grade to repeat 8th grade in a high school setting.
- **Transition-year academies** are smaller learning communities that serve all students in a specific grade and focus on the particular needs of students as they start middle school or high school.

3-14. To what extent would you describe the following as challenges to implementing the current state content standards in English language arts (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 current state content standards.....	1	2	3
d. Lack of district staff who can mentor or serve as a resource to teachers about the 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 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 current state content standards.....	1	2	3

Section 4. Assessments

DEFINITIONS FOR USE THROUGHOUT THIS SECTION:

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

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

In this section of the survey, we will ask about the assessments and final exams that your district administers, strategies to prepare students for assessments, testing and other criteria used to exit students from English learner status, access to and use of assessment and other data, receipt of materials or technical assistance to support the use of data, and time students spend taking assessments.

- 4-1. During this school year (2017–18), 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.

SELECT ONE RESPONSE

Yes 1
No 0

- 4-2. During this school year (2017–18), did your district select and use a nationally recognized high school assessment in lieu of the state-required high school assessment for accountability purposes?

SELECT ONE RESPONSE

Yes 1
No 0 → SKIP TO 4-4

- 4-3. Enter the name of the assessment your district used in lieu of the state-required high school assessment this school year (2017–18).

4-4. In addition to summative assessments required by the state, during this school year (2017–18), is the district administering additional summative assessments or additional summative assessment items 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 (including districtwide end-of-year course exams) 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

4-5. During this school year (2017–18), is the district administering diagnostic 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

4-6. During this school year (2017–18), has your district done any of the following to prepare students for required state summative assessments in ELA or Math?

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
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 assessments 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 to receive additional help	1	0

4-7. During this school year (2017–18), what types of criteria does your district use to exit students from the English learner status?

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. State English language proficiency assessment scores	1	0
b. State academic content assessment score(s).....	1	0
c. Local English language proficiency assessment (not state test)	1	0
d. Local academic content assessment score(s).....	1	0
e. Academic grades/classwork	1	0
f. Local review committee recommendation	1	0
g. Teacher input	1	0
h. Parental consultation	1	0
i. Other	1	0
(Specify) _____		

4–8. In spring 2018, are most students (or all) taking (or will take) required state summative assessments on computers or on paper?

	SELECT ONE RESPONSE FOR EACH GRADE LEVEL IN EACH ROW			
	Grades 3–8		High School	
	YES	NO	YES	NO
a. Most (or all) students took (or will take) state summative assessments on computers.....	1	0	1	0
b. Most (or all) students took (or will take) state summative assessments on paper.....	1	0	1	0

4-9. Does your district have sufficient technological resources to conduct required state summative assessments using computers?

	SELECT ONE RESPONSE FOR EACH GRADE LEVEL IN EACH ROW			
	GRADES 3–8		HIGH SCHOOL	
	YES	NO	YES	NO
a. Sufficient number of computers (desktops, laptops, or tablets).....	1	0	1	0
b. Sufficient internet bandwidth.....	1	0	1	0

4-10. On approximately what date did your district receive the results of the spring 2017 state summative assessments for your students?

_____ (MM/DD/YYYY)

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. Some of 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 student achievement growth for a teacher’s own students or for a school based on standardized assessments.

4-11. During this school year (2017–18), 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	DK
b. Schoolwide average student achievement growth for individual schools measured using value added measures (VAMs) or student growth percentiles (SGPs)	1	0	DK
c. Teacher-specific student achievement growth for individual teachers in the district (measured using valued added measures (VAMs) or student growth percentiles (SGPs).....	1	0	DK
d. Student achievement growth reports on different subgroups of students using value added models (VAMs) or student growth percentiles (SGPs) ...	1	0	DK

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 or behaviors of individual students.

4-12. During this school year (2017–18), 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 4-15.

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. Course performance prior to final grades	1	0
g. Attendance of individual students.....	1	0
h. Behavior/discipline information on individual students.....	1	0
i. Readiness of individual students for grade promotion or graduation (“on track” measures).....	1	0
j. Indicator of whether individual students graduated or dropped out prior to graduation.....	1	0
k.. Demographic information	1	0
l. Personal obstacles or factors that put a student at high risk for dropping out (e.g., homelessness, number of address changes)	1	0

4-13. During this school year (2017–18), 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
j. To provide information to teachers about their students' progress	1	0
k. To provide information to parents about the school or their children	1	0
l. To provide information to students about their own progress	1	0
m. To provide information to federal agencies (e.g., ED <i>Facts</i>)	1	0
n. To identify schools with high rates of students at risk of drop out	1	0
o. To support an Early Warning System to help schools identify individual students who may be at risk for dropping out	1	0

IF RESPONDENT ANSWERS YES TO 4-13 THEN CONTINUE TO 4-14. OTHERWISE, SKIP TO 4-15.

4-14. During this school year (2017–18), what indicators are included in the Early Warning System to help schools identify students who may be at risk of dropping out? For each indicator, has the district set a threshold or benchmark (e.g., a particular number of suspensions) that would indicate a student is at risk for dropping out?

Early Warning System (EWS) Indicators	SELECT ONE RESPONSE FOR INDICATOR AND ONE RESPONSE FOR THRESHOLD IN EACH ROW				
	INDICATOR INCLUDED IN THE EWS		DISTRICT THRESHOLD SET FOR THIS INDICATOR		
	YES	NO	YES	NO	NA
a. Achievement on state or districtwide summative assessments	1	0	1	0	NA
b. Achievement on districtwide diagnostic assessments	1	0	1	0	NA
c. Courses taken and grades received	1	0	1	0	NA
d. Attendance	1	0	1	0	NA
e. Behavior/discipline information	1	0	1	0	NA
f. Readiness for grade promotion or graduation (“on track” measures).....	1	0	1	0	NA
g. Personal obstacles or factors that put a student at high risk for dropping out (e.g., homelessness, number of address changes)	1	0	1	0	NA

4-15. During this school year (2017–18), 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 2017–18 school year to monitor their progress?

	SELECT YES OR NO IN EACH ROW FOR “DISTRICT CAN ACCESS DATA.” IF YES, SELECT A REPNSE FOR “DISTRICT USED DATA THIS SCHOOL YEAR				
	DISTRICT CAN ACCESS DATA		DISTRICT USED DATA THIS SCHOOL YEAR		
	YES	NO	YES	NO	DON'T KNOW
a. Enrollment in postsecondary education for your district’s graduates	1	0	1	0	DK
b. Rates at which postsecondary students from your district take remedial courses.....	1	0	1	0	DK
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	DK
d. Postsecondary degree attainment (two- and four-year programs) for your district’s graduates	1	0	1	0	DK

4-16. During this school year (2017–18), 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 NA if the district does not have access to an Early Warning System to identify students at risk of dropping out.)

	SELECT ONE RESPONSE IN EACH ROW		
	YES	NO	NA
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	
d. Funding for or direct provision of student-level data management system .	1	0	
e. Training in how to use the Early Warning System	1	0	NA
f. Ongoing technical assistance in using the Early Warning System	1	0	NA
g. A data dashboard or other user interface to assist in accessing the data more easily	1	0	NA

4-17. 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		

The last few questions ask about the amount of time students in your district typically spent taking summative assessments during the 2016–17 school year and district responses to student and parent opt-out of required state summative assessments.

4-18. During last school year (2016–17), for typical 4th- and 8th-grade students in your district, about how many minutes did each student spend on taking summative assessments?

ENTER THE NUMBER OF MINUTES FOR EACH TYPE OF ASSESSMENT IN EACH ROW		
	MINUTES TAKING STATE-REQUIRED SUMMATIVE ASSESSMENTS IN 2016–17	MINUTES TAKING ADDITIONAL DISTRICT-REQUIRED SUMMATIVE ASSESSMENTS IN 2016–17
a. 4th grade	_____	_____
b. 8th grade	_____	_____

4-19. During last school year (2016–17), what percentage of students in tested grades in your district opted out of state summative assessments in ELA and Math in spring 2017?

ENTER ONE RESPONSE IN EACH ROW		
	PERCENTAGE	DON'T KNOW
a. Percentage of opt-out students for state summative assessments in ELA...	_____	DK
b. Percentage of opt-out students for state summative assessments in math	_____	DK

4-20. How did your district define student opt out when calculating the numerator for the percentage in question 4-19?

Opt-out students for the numerator for question 4-19 include...	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Students who did not participate in the state summative assessments because a parent requested an opt out.....	1	0
b. Students who did not participate in the state summative assessments for illness or medical emergency	1	0
c. Students who did not participate in the state summative assessments for other reasons (Specify) _____	1	0

4-21. How did your district define the denominator when calculating the percentage for question 4-19?

Students in the denominator for question 4-19 include...	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. All students enrolled in tested grades for the assessments.....	1	0
b. 95% of students enrolled in tested grades for the assessments.....	1	0
c. Something else (Specify): _____	1	0

4-22. During this school year (2017–18), is your district responding to previous student and parent decisions to opt out of required state summative assessments in the following ways?

(Answer yes only if the strategy is used to respond to opt outs.)

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. The district is reducing the number of required district assessments	1	0
b. The district is shortening the required district assessments	1	0
c. The district is removing time limits for students to complete required district assessments.....	1	0
d. The district is modifying the content of required district assessments.....	1	0
e. The district is asking schools to find ways to reduce opt-out.....	1	0
f. The district is focusing efforts on schools with opt-out rates that put them at risk of falling below testing 95 percent of students on state assessments used for federal accountability	1	0
g. The district is engaging in a public information campaign to inform parents about the importance of assessments.....	1	0

Use the space below to clarify your responses to the questions in this section if necessary.

Section 5: School Choice

This section asks about school choice programs that might be operating in your district. The section asks about scholarship, voucher, or education savings account programs, on-line public or charter schools, inter-district choice programs, charter schools, magnet schools, and open enrollment policies. This section also asks about your district's participation in a new weighted student funding demonstration program authorized under Part E, Section 1501 of the Every Student Succeeds Act (ESSA).

5-1. Are there students residing in your district who are enrolled full-time in on-line public schools (including on-line charter schools)?

SELECT ONE RESPONSE

- Yes 1
- No 0
- Don't know DK

5-2. How many students residing in your district are enrolled full-time in on-line public schools (including on-line charter schools)?

_____ NUMBER OF STUDENTS ENROLLED FULL-TIME IN ON-LINE PUBLIC SCHOOLS

Don't know DK

5-3. Do you have students residing in your district who are attending public schools in a different district under an inter-district choice program?

SELECT ONE RESPONSE

- Yes 1
- No 0

5-4. Are there students who live in other school districts but attend your district's schools under an inter-district choice program?

SELECT ONE RESPONSE

- Yes 1
- No 0

5-5. How many charter schools are located within your school district boundaries?

_____ NUMBER OF CHARTER SCHOOLS

Don't know DK

5-6. Does your district operate magnet schools or magnet programs?

SELECT ONE RESPONSE

- Yes 1
- No 0

→ SKIP TO 5-8

5-7. How many students in your district are enrolled in magnet schools or magnet programs?

_____ NUMBER OF STUDENTS ENROLLED IN MAGNET SCHOOLS OR MAGNET PROGRAMS

5-8. Does your district offer any of the following forms of open enrollment among district schools?

Open enrollment approaches	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. All schools in the district offer open enrollment without neighborhood preference	1	0
b. Some but not all schools in the district offer open enrollment without neighborhood preference.....	1	0
c. Students who live in the district but outside a school’s residential zone can attend only if space permits.....	1	0
d. Other..... (Specify) _____	1	0

RESPONDENTS WHO MARKED “NO” TO ALL ROWS IN 5-8 SKIP TO 5-10. OTHERWISE, CONTINUE TO 5-9.

5-9. In district schools that have excess demand (more students applying than space available), which of the following methods are used to determine which applicants are given the seats?

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Seats are allocated on a first-come, first-served basis	1	0
b. Seats are allocated by lottery	1	0
c. Seats are allocated based on an application process that determines which students are the best fit for the school.....	1	0
d. Another method	1	0

This set of questions asks about your district’s participation in a new weighted student funding demonstration program authorized under Part E, Section 1501 of the Every Student Succeeds Act (ESSA). The purpose of the program is “to provide local educational agencies with flexibility to consolidate eligible Federal funds and State and local education funding in order to create a single school funding system based on weighted per-pupil allocations for low-income and otherwise disadvantaged students.”

5-10. Has your district submitted an application to the U.S. Department of Education for the weighted student funding demonstration agreement?

SELECT ONE RESPONSE

- Yes 1
- No 0 → SKIP TO 5-12
- Don’t know DK → SKIP TO 5-12

5-11. Has your district received approval from the U.S. Department of Education for the weighted student funding demonstration agreement?

SELECT ONE RESPONSE

- Yes 1
- No 0
- Don’t know DK

5-12. Prior to 2017–18, did your district allocate funding to schools based on a per-pupil formula that gives additional weight to economically or otherwise disadvantaged students?

SELECT ONE RESPONSE

- Yes 1
- No 0
- Don’t know DK

Use the space below to clarify your responses to the questions in this section if necessary.

THANK YOU FOR COMPLETING THIS SURVEY.