

Appendix C: SRCL Elementary Principal Survey

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National Evaluation of the Striving Readers Comprehensive Literacy Program: Elementary Principal Survey

Spring 2019



The National Evaluation of the Striving Readers Comprehensive Literacy (SRCL) Program is examining the implementation and outcomes of the SRCL grants awarded in FY 2017. The purpose of this survey is to better understand how states, districts, and schools are using funds from the SRCL grants to improve literacy instruction and student outcomes. The U.S. Department of Education, Institute of Education Sciences is sponsoring this evaluation.

The evaluation, including this survey, is being conducted by the American Institutes for Research and its partners, Abt Associates and NORC. For questions or more information about this study, you may contact the NORC study team at XXXX@norc.org or call the study's toll-free-number at 1-800-XXX-XXXX.

Paperwork Reduction Act of 1995

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid Office of Management and Budget (OMB) number. The valid OMB control number for this information collection is XXXX-XXXX. The time required to complete this information collection is estimated to average 20 minutes per survey, including the time taken to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimates(s) or suggestions for improving this form, please write to: U.S. Department of Education, 550 12th Street, SW, Washington, D.C. 20024 or e-mail ICDocketMgr@ed.gov and reference the OMB Control Number XXXX-XXXX. Note: Please do not return the completed survey to this address.

Notice of Confidentiality

The 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 school or individual. We will not provide information that identifies you or your school to anyone outside the study team, except as required by law.

Your participation in this study will help inform policymakers, educators, and researchers at the local, state, and national level about the implementation of SRCL at the local level. Participation of SRCL schools in this study is voluntary, and you may choose not to respond to certain questions or discontinue the survey at any time.

Would you like to participate in this survey? *Please select yes or no and click "Next."*

- Yes, I agree to participate.
- No, I do not wish to participate in the survey.

Background

1. Including the current (2018–19) school year, how long have you worked as a school administrator?

Please do not include student practicums; count the current year as one full year.

		Please enter whole numbers, including the current school year
a.	Total number of years as a <u>principal</u> in current school	_____ years
b.	Total number of years as a <u>principal</u> in current district (including years in current school plus years as principal in other schools in district)	_____ years
c.	Total years as a <u>principal</u> in other districts (not including current district)	_____ years

2. In the current school year (2018–19), what grades are taught in this school?

Check all that apply.

Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Please estimate the total number of students enrolled in your school this year. Please provide a number in the box below.

	Number of students
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4. Of all the students enrolled in Grades K–12 in your school this year (question 2), how many are...: Please provide a number for each row. If zero, select the box "None." Students can be counted in more than one category.

	Number of students	
a. Eligible for free or reduced-price lunch?	<input type="text"/>	<input type="checkbox"/> None
b. Special needs [students with individualized education programs (IEPs)]?	<input type="text"/>	<input type="checkbox"/> None
c. English learners (ELs)?	<input type="text"/>	<input type="checkbox"/> None
d. Migrant students (students who move from school to school because they are children of migrant agricultural workers)?	<input type="text"/>	<input type="checkbox"/> None
e. Students who are reading below grade level (based on scores on the state reading/English language arts test or, for younger students, performance on classroom assessments)	<input type="text"/>	<input type="checkbox"/> None

Reading/English Language Arts Instruction in Your School

5. For each grade in your school, please indicate how the reading/English language arts instruction is provided for students in regular classrooms. (Check all that apply.) *[only grades selected in Q2 will appear here.]*

	In self-contained classroom where the same teacher teaches all or most subjects	Departmentalized teaching	Students are assigned to classes based on achievement level (for example, honors English)
Pre-K			
Kindergarten			
Grade 1			
Grade 2			
Etc.			

The next four questions will only appear in the online survey for principals who indicated they have departmentalized instruction.

6. In your school, how frequently do your departmentalized teachers in math, science, or social studies work with teachers in reading/English language arts on the teaching of writing (for example, work together on planning writing assignments or providing feedback on writing)?

	Never	Rarely	Sometimes	Often
a. Math teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Science teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Social studies teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Other subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. In your school, how frequently do your departmentalized teachers in math, science, or social studies work with teachers in reading/English language arts on the teaching of reading (for example, sharing information on reading comprehension strategies)?

	Never	Rarely	Sometimes	Often
a. Math teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Science teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Social studies teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Other subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. In your school, how frequently do math, science, and social studies teachers participate in professional development focused on how to teach writing in their subjects?

	Never	Rarely	Sometimes	Often
a. Math teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Science teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Social studies teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. Other subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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9. In your school, how frequently do math, science, and social studies teachers participate in professional development focused on how to teach reading in their subjects?

	Never	Rarely	Sometimes	Often
a. Math teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Science teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Social studies teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Other subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructional Time

10. Please indicate the amount of time per day your school is in session for students in:

Report BOTH hours and minutes, e.g., 6 hours and 0 minutes, 5 hours and 45 minutes.

If your school has morning and afternoon half-day sessions for either pre-kindergarten or kindergarten, please only report the duration of one of the sessions.

[Only grades checked in Q2 will be included in online survey]

	Not applicable	Hours	Minutes
a. Pre-kindergarten <i>[only include if checked in Q2]</i>	<input type="checkbox"/>	<input type="text"/> hours	<input type="text"/> minutes
b. Kindergarten	<input type="checkbox"/>	<input type="text"/> hours	<input type="text"/> minutes
c. Grades 1–X <i>[list highest grade checked in Q2]</i>	<input type="checkbox"/>	<input type="text"/> hours	<input type="text"/> minutes

11. As a general school policy, how many hours and minutes per day do students in your school engage in reading/English language arts activities? These activities may vary by grade level and age. Please mouse over the grade range to see examples of the types of activities to include.

Report BOTH hours and minutes, e.g., 6 hours and 0 minutes, 5 hours and 45 minutes.

[Only grades checked in Q2 will be included in online survey]

	Not applicable	Hours	Minutes
a. Prekindergarten	<input type="checkbox"/>	<input type="text"/> hours	<input type="text"/> minutes
b. Kindergarten	<input type="checkbox"/>	<input type="text"/> hours	<input type="text"/> minutes
c. Grades 1–3	<input type="checkbox"/>	<input type="text"/> hours	<input type="text"/> minutes
d. Grades 4–5	<input type="checkbox"/>	<input type="text"/> hours	<input type="text"/> minutes
e. Grades 6–8	<input type="checkbox"/>	<input type="text"/> hours	<input type="text"/> minutes

Reading Interventions for Struggling Readers

12. For each grade in your school, please indicate how the reading/English language arts instruction is provided for readers who are considered to be struggling in reading/English language arts. *[only grades selected in Q2 will appear here.]*

	Reading intervention in addition to core reading program	Remedial reading in addition to regular English language arts class	Remedial reading instead of regular English language arts class
Pre-K			
Kindergarten			
Grade 1			
Grade 2			
Etc.			

13. What are the most frequently used curricula, textbooks, programs, or reading interventions targeted to specific groups of students? *[respondents will skip this item if they do not check anything in question 12]*

Please indicate the group of students targeted by each curriculum, intervention, or reading program. Check one in each row.

	Struggling readers (Tier 2 or 3)	Special education students	English learners
a. Curricula or program: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Curricula or program: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Curricula or program: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Curricula or program: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note to reviewers: names of reading curricula or interventions could be pulled from the subgrantees' applications, the What Works Clearinghouse (WWC), major publishers' websites, etc. Respondents will be able to see dropdown menu of curricula when they start typing.

14. In your school, what staff support students who are struggling readers?

	Staff provided	Staff not provided
a. Classroom teacher provides additional direct instruction to struggling readers individually or in small groups.	<input type="checkbox"/>	<input type="checkbox"/>
b. Classroom teacher provides additional opportunities for reading skill practice for struggling readers (e.g., partner reading, peer tutors, audiotapes, computer programs).	<input type="checkbox"/>	<input type="checkbox"/>
c. Reading specialist works with students on one-on-one basis or in small groups in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>
d. Reading specialist provides additional direct instruction to struggling readers individually or in small groups outside of the classroom.	<input type="checkbox"/>	<input type="checkbox"/>
e. Paraprofessionals work with students under the direction of the classroom	<input type="checkbox"/>	<input type="checkbox"/>

teacher.		
f. Tutors work with students under the direction of the classroom teacher.	<input type="checkbox"/>	<input type="checkbox"/>

15. In your school, what staff or resources are used to support struggling readers who are also English learners?

	Staff or resource provided	Staff or resource not provided
a. Classroom teachers with training in instruction for ELs	<input type="checkbox"/>	<input type="checkbox"/>
b. English language development teacher(s) who works with small groups of ELs	<input type="checkbox"/>	<input type="checkbox"/>
c. Staff who speak the native language of ELs and support literacy instruction	<input type="checkbox"/>	<input type="checkbox"/>
d. An instructional coach who provides supports on literacy instruction for ELs	<input type="checkbox"/>	<input type="checkbox"/>
e. Professional development opportunities focused on literacy instruction for ELs	<input type="checkbox"/>	<input type="checkbox"/>

Supports for Reading Instruction

16. Does your school have any of the following activities or strategies in place to align pre-kindergarten and early elementary instruction in reading/English language arts? [only respondents in schools with early grades will see this question.]

a. Visits by early learning program teachers to kindergarten class	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b. Visits by kindergarten teachers to early learning programs	<input type="checkbox"/> Yes	<input type="checkbox"/> No
c. Early learning programs share information with kindergarten teachers about children's skills and readiness.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
d. Kindergarten and early learning programs use the same literacy curriculum.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
e. Kindergarten and early learning programs use the same or aligned standards.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
f. Kindergarten and early learning programs use the same formative assessment.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
g. Joint planning among kindergarten teachers and teachers in Grades 1 or 2	<input type="checkbox"/> Yes	<input type="checkbox"/> No

17. Does your school have any of the following to support teachers who are responsible for reading/English language arts instruction?

a. School-based master teacher for literacy	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b. Instructional coach for literacy [respondents who check yes will see the following question]	<input type="checkbox"/> Yes	<input type="checkbox"/> No
c. Literacy curriculum specialist who supports teachers	<input type="checkbox"/> Yes	<input type="checkbox"/> No
d. Data analyst or data specialist who conducts, tracks, or interprets student literacy assessments	<input type="checkbox"/> Yes	<input type="checkbox"/> No
e. Common planning time focused on literacy	<input type="checkbox"/> Yes	<input type="checkbox"/> No
f. Comprehensive literacy plan for our school	<input type="checkbox"/> Yes	<input type="checkbox"/> No
g. Multi-tiered system of support for reading	<input type="checkbox"/> Yes	<input type="checkbox"/> No
h. Multi-tiered system of support team	<input type="checkbox"/> Yes	<input type="checkbox"/> No

18. Which of the following are responsibilities of the literacy instructional coach?

	Yes	No
a. Observing teachers' instruction	<input type="checkbox"/>	<input type="checkbox"/>
b. Providing individualized feedback sessions with teachers who have been observed	<input type="checkbox"/>	<input type="checkbox"/>
c. Co-teaching	<input type="checkbox"/>	<input type="checkbox"/>
d. Leading professional learning communities or other staff meetings	<input type="checkbox"/>	<input type="checkbox"/>
e. Providing literacy-related professional development	<input type="checkbox"/>	<input type="checkbox"/>
f. Identifying or developing literacy-related instructional materials	<input type="checkbox"/>	<input type="checkbox"/>
g. Modeling lessons	<input type="checkbox"/>	<input type="checkbox"/>

Principal's Professional Development

We would like to ask you questions about professional development that you have received during the current (2018–19) school year.

19. Of all your professional development hours this school year, how many hours were focused on literacy instruction?

- None [If selected, respondents will skip the rest of this section]
- 1–10 hours
- 11–20 hours
- 21–40 hours
- 41–80 hours
- More than 80 hours

20. Please indicate whether your professional development related to literacy focused on each of the following topics and whether it was useful.

	Did your PD cover this?	Was this PD useful?		
a. How to identify and implement literacy curricula, instructional strategies, or models that have been shown to be effective in increasing students' achievement	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not useful	<input type="checkbox"/> Somewhat useful	<input type="checkbox"/> Very useful
b. How to develop and implement curriculum guides, frameworks, pacing sequences, and/or model literacy lessons aligned with state standards	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not useful	<input type="checkbox"/> Somewhat useful	<input type="checkbox"/> Very useful
c. Content of reading/ELA instruction (decoding, vocabulary, fluency, comprehension, writing, oral language, use of literary text, use of informational text, grammar and punctuation, handwriting)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not useful	<input type="checkbox"/> Somewhat useful	<input type="checkbox"/> Very useful
d. How to observe and provide feedback to teachers on their literacy instruction	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not useful	<input type="checkbox"/> Somewhat useful	<input type="checkbox"/> Very useful
e. How to support students who are struggling readers	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not useful	<input type="checkbox"/> Somewhat useful	<input type="checkbox"/> Very useful
f. How to use reading research to guide content of instruction	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not useful	<input type="checkbox"/> Somewhat useful	<input type="checkbox"/> Very useful
g. How to diagnose reading problems	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not useful	<input type="checkbox"/> Somewhat useful	<input type="checkbox"/> Very useful
h. Strategies for teaching reading to English learners	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not useful	<input type="checkbox"/> Somewhat useful	<input type="checkbox"/> Very useful
i. Strategies for teaching reading to students with individualized education programs (IEPs)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not useful	<input type="checkbox"/> Somewhat useful	<input type="checkbox"/> Very useful
j. How to integrate reading and writing instruction	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not useful	<input type="checkbox"/> Somewhat useful	<input type="checkbox"/> Very useful

Use of Data

- 21. In the current school year (2018–19), does your school administer any of the following kinds of tests in reading/English language arts?**

	Yes	No
a. Screening tests (tests administered once or twice a year to identify students who are struggling in reading) <i>Please write in test name: _____</i>	<input type="checkbox"/>	<input type="checkbox"/>
b. Progress tests (also called interim or benchmark tests, which are administered multiple times a year to monitor progress) <i>Please write in test name: _____</i>	<input type="checkbox"/>	<input type="checkbox"/>
c. Diagnostic tests (tests designed to identify specific learning needs) <i>Please write in test name: _____</i>	<input type="checkbox"/>	<input type="checkbox"/>

- 22. To what extent has your school used the results from screening, progress, or diagnostic tests in reading/English language arts for the following activities?**

Our school used these test results to...	Did not use in this way	Used minimally	Used moderately	Used extensively
a. Identify individual students who need additional instructional support, such as tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Identify individual students to take a remedial reading course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Identify individual students for Tier 2 or Tier 3 instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Tailor instruction to individual students' needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Identify and correct gaps in the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Improve or increase the involvement of parents in student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Group students for instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Plan professional development activities for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Changes in Your School's Reading Instruction

23. Did your school make any of the following changes in its reading/literacy instruction since the last academic year (2017-18)?

		Did your school make this change since the last academic year?	
		No	Yes
a.	Added a new intervention program for struggling readers	<input type="checkbox"/>	<input type="checkbox"/>
b.	Adopted a new core reading program	<input type="checkbox"/>	<input type="checkbox"/>
c.	Added literacy/reading curriculum for subgroups of students (e.g., English learners, students with disabilities)	<input type="checkbox"/>	<input type="checkbox"/>
d.	Adopted a new reading assessment	<input type="checkbox"/>	<input type="checkbox"/>
e.	Increased the amount of coaching for teachers from a district reading coach or specialist	<input type="checkbox"/>	<input type="checkbox"/>
f.	Increased the amount of support for teachers from a district reading specialist	<input type="checkbox"/>	<input type="checkbox"/>
g.	Increased the amount of time devoted to writing instruction	<input type="checkbox"/>	<input type="checkbox"/>
h.	Increased the amount of time devoted to reading instruction	<input type="checkbox"/>	<input type="checkbox"/>
i.	Increased the amount or quality of professional development on effective literacy instruction	<input type="checkbox"/>	<input type="checkbox"/>
j.	Increased dedicated release time for instructional planning	<input type="checkbox"/>	<input type="checkbox"/>
k.	Added supports for attending professional development (e.g., stipends, registration, substitutes, mileage)	<input type="checkbox"/>	<input type="checkbox"/>

Thank you very much for your response!