Comprehensive Literacy Program Evaluation: Comprehensive Literacy State Development Grant Program

SCHOOL LEADER SURVEY APPENDIX

December 11, 2020

Submitted by: American Institutes for Research
1000 Thomas Jefferson Street, NW
Washington, DC 20007
Phone: (202) 403-5000
Facsimile: (202) 403-5001
Project Director: Jessica Heppen

XXXX_MO/YR

National Evaluation of the Comprehensive Literacy State Development Grant Program:

School Leader Survey
Spring 2021

The National Evaluation of the Comprehensive Literacy State Development (CLSD) Grant Program is examining the implementation and outcomes of the CLSD grants awarded in FY 2019. The purpose of this survey is to better understand how schools are using funds from the CLSD 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 <mark>XXXX@</mark>norc.org or call the study's toll-free-number at 1-800-<mark>XXX-XXXX.</mark>

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 1850-0945. 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 1850-0945. 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 CLSD at the local level. Participation of CLSD 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.

A. School Operations

<table>
<tr><td colspan="1" align="center">Definitions for this section</td></tr>
</table>

Definitions for this section

Hybrid in-person and remote instruction occurs when groups of students receive a mix of in-person, in school instruction and remote instruction on alternating days or weeks.

Most students refers to the largest percentage of students.

Remote instruction is a method of instruction in which teachers and students are in different locations and interact through internet-based or non-internet-based mechanisms. It may include both synchronous (simultaneous, such as in a videoconference or a teleconference) and asynchronous (non-simultaneous, such as via email or paper packets) interaction.

These definitions also are available to respondents by hovering over the words that appear in blue text in the survey.

This section asks how your school is operating in terms of in-person or remote instruction during the 2020–21 school year.

1. During the first **4 weeks of the 2020–21 school year (i.e., fall semester)**, what type of instruction did MOST students receive from your school? *(Select one response.)*

- In-person only, in the school building
- Remote instruction only
- Hybrid in-person and remote instruction
- Other (*Specify*): _____

2. During the first **4 weeks after the start of 2021 (i.e., spring semester)**, what type of instruction did MOST students receive from your school? *(Select one response.)*

- In-person only, in the school building
- Remote instruction only
- Hybrid in-person and remote instruction
- Other (*Specify*): _____

B. Background

3. **What is your current role in your school?**

☐ Principal
☐ Assistant Principal
☐ Literacy Lead or Coach
☐ Other (skip out of survey)

4. Including the current (2020–21) school year, how long have you worked as a school leader (principal, assistant principal, literacy lead or coach)?

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 school leader in **current school**	_____ years
b.	Total number of years as a school leader in **current district** (including years in current school plus years as school leader in other schools in district)	_____ years
c.	Total number of years as a school leader in **other districts** (not including current district)	_____ years

5. In the current school year (2020–21), 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
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O

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

Number of students

7. Of all the students enrolled in your school this year, please estimate what percentage are…: Please provide a number for each row. If zero, select the box "None." Students can be counted in more than one category.

		Percentage of students	
a.	Eligible for free or reduced-price lunch?		O None
b.	Students with disabilities?		O None
c.	English learners (sometimes referred to as ESOLs or ELLs)?		O None
d.	Migrant students (students who move from school to school because they are children of migrant agricultural workers)?		O None
e.	Students who are reading below "proficient" (for students in grades with state tests) or at least one year below grade level (for students in untested grades)		O None

Reading/English Language Arts Instruction in Your School

Throughout this survey, when we say "reading/English language arts (ELA)," we mean this broadly to encompass reading, writing, literacy, English, and language arts. For elementary schools, please include instruction in phonics, vocabulary, oral language, comprehension, fluency, reading, writing, etc. For secondary schools, please include classes called English, literature, reading, writing, etc.

8. **Is reading/English language arts departmentalized in grades 3, 4, or 5 in your school? By "departmentalized," we mean taught by teachers who focus only or mainly on reading/English language arts and do not teach all "core" subjects (math, science, social studies, and reading/ELA).** *Please answer "yes" if the focal grade in your school is departmentalized for most groups of students.*

   ☐ Yes for Grade 3 – Go to Q9
   ☐ Yes for Grade 4 – Go to Q9
   ☐ Yes for Grade 5 – Go to Q9
   ☐ No – Skip to Q11

9. **In your school, how frequently do math, science, and social studies teachers participate in professional development on how to teach <u>writing</u> in their subjects?** *Check one in each row.*

	Never	Rarely	Sometimes	Often
a. Math teachers	o	o	o	o
b. Science teachers	o	o	o	o
c. Social studies teachers	o	o	o	o

10. **In your school, how frequently do math, science, and social studies teachers participate in professional development on how to teach <u>text comprehension strategies</u> in their subjects? Check one in each row.**

	Never	Rarely	Sometimes	Often
a. Math teachers	o	o	o	o
b. Science teachers	o	o	o	o
c. Social studies teachers	o	o	o	o

Instructional Time

11. 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.

[Only grades 3, 4, and 5 checked in Q2 will be included in online survey]

		Hours		Minutes	
a.	Grade 3		hours		minutes
b.	Grade 4		hours		minutes
c.	Grade 5		hours		minutes

12.   As a general school policy, how many minutes per day do students in your school engage in reading/English language arts classes or blocks?

Please remember: When we say "reading/English language arts," we mean this broadly to encompass reading, writing, literacy, English, and language arts classes or blocks. Reading/ELA activities may vary by grade level and age. Please mouse over the grade range to see examples of the types of activities to include.

[Only grades 3, 4, and 5 checked in Q2 will be included in online survey]

		Not applicable	Minutes	
a.	Grade 3	O		minutes
b.	Grade 4	O		minutes
c.	Grade 5	O		minutes

Reading/ELA Interventions for Struggling Readers

13. **Please indicate how reading/English language arts instruction is provided for students who are struggling readers, students with disabilities, and English learners.** *Check all that apply.*

	Additional support/modification of regular materials as part of regular reading/ELA instruction	Reading intervention/program *in addition to* regular reading/ELA instruction during the school day. This must occur during a different time or block than regular reading/ELA instruction.	Reading intervention/program *instead of* regular reading/ELA instruction. This must occur during the same time or block as regular reading/ELA instruction.	Extended instruction (after school or during the summer)
Students who are struggling readers	O	O	O	O
Students with disabilities	O	O	O	O
English learners	O	O	O	O

14. **What curricula, textbooks, programs, or reading/ELA interventions are used with students who are struggling readers? Please include specialized programs and modifications of reading/ELA programs that are used with the whole class.**

Please indicate which grades use each curriculum, intervention, or reading/ELA program. [only grades 3, 4, and 5 selected in Q2 will appear here.]

		With which grades is this curriculum or program used? *Check all that apply.*				Is this a modified version of the program that is used with the whole class? *Check one.*	
			Grade 3	Grade 4	Grade 5	Yes	No
a.	Curricula or program: _____	O	O	O	O	O	O
b.	Curricula or program: _____	O	O	O	O	O	O
c.	Curricula or program: _____	O	O	O	O	O	O
d.	Curricula or program: _____	O	O	O	O	O	O

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

15. **What curricula, textbooks, programs, or reading/ELA interventions are used with students with disabilities? Please include specialized programs and modifications of reading/ELA programs that are used with the whole class.**

Please indicate which grades use each curriculum, intervention, or reading/ELA program. [only grades 3, 4, and 5 selected in Q2 will appear here.]

	With which grades is this curriculum or program used? *Check all that apply.*			Is this a modified version of the program that is used with the whole class? *Check one.*	
	Grade 3	Grade 4	Grade 5	Yes	No
a. Curricula or program: _____	O	O	O	O	O
b. Curricula or program: _____	O	O	O	O	O
c. Curricula or program: _____	O	O	O	O	O
d. Curricula or program: _____	O	O	O	O	O

16. **What curricula, textbooks, programs, or reading/ELA interventions are used with students who are English learners? Please include specialized programs and modifications of reading/ELA programs that are used with the whole class.**

Please indicate which grades use each curriculum, intervention, or reading/ELA program. [only grades 3, 4, and 5 selected in Q2 will appear here.]

	With which grades is this curriculum or program used? *Check all that apply.*			Is this a modified version of the program that is used with the whole class? *Check one.*	
	Grade 3	Grade 4	Grade 5	Yes	No
a. Curricula or program: _____	O	O	O	O	O
b. Curricula or program: _____	O	O	O	O	O
c. Curricula or program: _____	O	O	O	O	O
d. Curricula or program: _____	O	O	O	O	O

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

	Support provided by this type of staff? *Check one in each row.*	
	Yes	No
a. Classroom teacher provides additional direct instruction to struggling readers individually or in small groups.	o	o
b. Classroom teacher provides additional opportunities for reading skill practice for struggling readers (e.g., partner reading, peer tutors, audiotapes, computer programs).	o	o
c. Reading/ELA specialist works with students on one-on-one basis or in small groups <u>in the classroom</u>.	o	o
d. Reading/ELA specialist provides additional direct instruction to struggling readers individually or in small groups <u>outside of the classroom</u>.	o	o
e. A special education teacher works with students on one-on-one basis or in small groups <u>in the classroom</u>.	o	o
f. A special education teacher provides additional direct instruction to struggling readers individually or in small groups <u>outside of the classroom</u>.	o	o
g. A bilingual/ESL adult (e.g., teacher, tutor, volunteer) works with students on one-on-one basis or in small groups <u>in the classroom</u>.	o	o
h. A bilingual/ESL adult (e.g., teacher, tutor, volunteer) provides additional direct instruction to struggling readers individually or in small groups <u>outside of the classroom</u>.	o	o
i. Paraprofessionals work with students under the direction of the classroom teacher.	o	o
j. Other adults (e.g., tutors, volunteers) work with students under the direction of the classroom teacher.	o	o

18. **In your school, what staff or resources are used to support struggling readers who are also <u>English learners</u>?**

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

Supports for Reading Instruction

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

Remember when we say "reading/English language arts (ELA)," we mean this broadly to encompass literacy, reading, writing, English, and language arts.

a.	School-based master teacher for reading/ELA	O Yes	O No
b.	Instructional coach (school or district) for reading/ELA [respondents who check yes will see the following question]	O Yes	O No
c.	Reading/ELA curriculum specialist who supports teachers	O Yes	O No
d.	Data analyst or data specialist who conducts, tracks, or interprets student reading/ELA assessments	O Yes	O No
e.	Common planning time focused on reading/ELA	O Yes	O No
f.	Comprehensive literacy plan for your school	O Yes	O No
g.	Multi-tiered system of support for reading/ELA	O Yes	O No

20. **Which of the following are responsibilities of the instructional coach (school or district) who provides coaching on reading/ELA instruction?**

		Yes	No
a.	Observing teachers' instruction	O	O
b.	Providing individualized feedback sessions with teachers who have been observed	O	O
c.	Co-teaching	O	O
d.	Leading professional learning communities (PLCs) or other staff meetings	O	O
e.	Providing reading/ELA-related professional development	O	O
f.	Identifying or developing reading/ELA-related instructional materials	O	O
g.	Modeling lessons	O	O
h.	Analyzing student test data	O	O

School Leader's Professional Development

We would like to ask you questions about professional development that you **as a school leader** attended during the current (2020–21) school year.

21. Please indicate whether the reading/ELA-related professional development that <u>you attended this year</u> focused on each of the following topics. It if did, please indicate whether this professional development was primarily targeted to teachers (but you attended along with your staff) or was primarily targeted to school leaders or school administrators. Please also indicate whether it was useful.

		Did you attend professional development on this topic during this summer or school year?		*If you selected "Yes" in prior column:* Was this professional development primarily targeted to teachers or school administrators?		*If you selected "Yes" in second column:* Was this professional development useful?		
a.	How to identify and implement reading/ELA curricula, instructional strategies, or models shown to be effective at increasing students' achievement	o Yes	o No	o Primarily teachers	o Primarily leaders/ administrators	o Not useful	o Somewhat useful	o Very useful
b.	How to develop and implement curriculum guides, frameworks, pacing sequences, and/or model reading/ELA lessons aligned with state standards	o Yes	o No	o Primarily teachers	o Primarily leaders/ administrators	o Not useful	o Somewhat useful	o 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)	o Yes	o No	o Primarily teachers	o Primarily leaders/ administrators	o Not useful	o Somewhat useful	o Very useful
d.	How to observe and provide feedback to teachers on their reading/ELA instruction	o Yes	o No	o Primarily teachers	o Primarily leaders/ administrators	o Not useful	o Somewhat useful	o Very useful
e.	How to support students who are struggling readers	o Yes	o No	o Primarily teachers	o Primarily leaders/ administrators	o Not useful	o Somewhat useful	o Very useful
f.	How to use reading research to guide content of instruction	o Yes	o No	o Primarily teachers	o Primarily leaders/ administrator	o Not useful	o Somewhat useful	o Very useful

					s			
g.	How to use data to understand student progress	o Yes	o No	o Primarily teachers	o Primarily leaders/ administrators	o Not useful	o Somewhat useful	o Very useful
h.	How to diagnose reading problems	o Yes	o No	o Primarily teachers	o Primarily leaders/ administrators	o Not useful	o Somewhat useful	o Very useful
i.	Strategies for teaching reading/ELA to English learners	o Yes	o No	o Primarily teachers	o Primarily leaders/ administrators	o Not useful	o Somewhat useful	o Very useful
j.	Strategies for teaching reading/ELA to students with disabilities	o Yes	o No	o Primarily teachers	o Primarily leaders/ administrators	o Not useful	o Somewhat useful	o Very useful
k.	How to integrate reading and writing instruction into other content areas	o Yes	o No	o Primarily teachers	o Primarily leaders/ administrators	o Not useful	o Somewhat useful	o Very useful
l.	Strategies for effective instructional leadership	o Yes	o No	o Primarily teachers	o Primarily leaders/ administrators	o Not useful	o Somewhat useful	o Very useful
m.	Other, please specify_____	o Yes	o No	o Primarily teachers	o Primarily leaders/ administrators	o Not useful	o Somewhat useful	o Very useful

22. **Please indicate whether you <u>as a school leader</u> participated in any of the following types of professional development on <u>reading/ELA-related</u> topics this year.**

	Professional development activities:	Did you participate in this type of professional development?		If prior column = "Yes": Please answer the following.
a.	Attended a short, stand-alone training or workshop lasting a half-day or less	o Yes	o No	How many short workshops did you attend? _____
b.	Attended a longer institute or workshop (more than half-day)	o Yes	o No	How many hours did you spend at the institute(s) you attended, in total? _____
c.	Attended a college course	o Yes	o No	
d.	Attended a conference	o Yes	o No	
e.	Observed reading/ELA instruction in your own or other schools	o Yes	o No	How frequently did you observe teachers in your own or other schools? ☐ Less than once a month ☐ Once a month ☐ Several times a month ☐ Once a week ☐ More than once a week.
f.	Attended grade-level or professional learning community meetings focused on reading/ELA	o Yes	o No	How frequently did you attend grade-level or professional learning community meeting focused on reading/ELA? ☐ Less than once a month ☐ Once a month ☐ Several times a month ☐ Once a week ☐ More than once a week.
g.	Participated in online or web-based professional development	o Yes	o No	How many hours did you spend engaged in web-based professional development? _____

Use of Data

23. **In the current school year (2020–21), 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) *Please write in test name(s):* _____	O	O
b. Progress tests (also called interim or benchmark tests, which are administered multiple times a year to monitor progress) *Please write in test name(s):* _____	O	O
c. Diagnostic tests (tests designed to identify specific learning needs) *Please write in test name(s):* _____	O	O

24. If "Yes" checked in at least one column in Q24: **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	O	O	O	O
b.	Identify individual students to take a remedial reading course	O	O	O	O
c	Identify individual students for supplementary instruction	O	O	O	O
d.	Tailor instruction to individual students' needs	O	O	O	O
e.	Identify and correct gaps in the curriculum	O	O	O	O
f.	Group students for instruction	O	O	O	O
g.	Plan professional development activities for teachers	O	O	O	O
h.	Improve or increase the involvement of parents in student learning	O	O	O	O

Changes in Your School's Reading/ELA Instruction

25. Did the coronavirus pandemic affect the implementation of CLSD in your school in 2020-21?

Yes/No

If Yes: Which of the following steps did you take in response to the coronavirus? (check all that apply)
   a.   We placed more emphasis on purchasing technology than we originally planned
   b.   We placed more emphasis on professional development for distance learning in literacy
   c.   We postponed purchasing curricula or materials that were part of our plan
   d.   We postponed professional development that was part of our plan
   e.   We postponed coaching that was part of our plan
   f.   We postponed other activities or supports that were part of our plan (please explain)_____

26. Did your school make any of the following changes in its reading/ELA instruction since last year?
[Drop last two columns for schools in the second funding group]

		Did your school make this change since last year?		*If prior column = "Yes":* Was this change due to CLSD?	
		Yes	**No**	**Yes**	**No**
a.	Adopted a new ELA program/curriculum for the whole class	o	o	o	o
b.	Adopted a new ELA curriculum developed for subgroups of students (e.g., English learners, students with disabilities)	o	o	o	o
c.	Adopted a new reading/ELA assessment	o	o	o	o
d.	Increased the amount of coaching for teachers	o	o	o	o
e.	Increased the amount of support for teachers from a district reading/ELA specialist	o	o	o	o
f.	Increased the amount of time devoted to writing instruction	o	o	o	o
g.	Increased the amount of time devoted to reading instruction	o	o	o	o
h.	Increased the amount or quality of professional development on reading/ELA instruction	o	o	o	o
i.	Increased dedicated release time for instructional planning	o	o	o	o
j.	Added supports for attending professional development (e.g., stipends, registration, substitutes, mileage)	o	o	o	o
k.	Increased activities to promote parent or community involvement in reading (e.g., activity fair, book giveaway)	o	o	o	o

Thank you very much for your response!

Established in 1946, with headquarters in Washington, D.C., the American Institutes for Research® (AIR®) is a nonpartisan, not-for-profit organization that conducts behavioral and social science research and delivers technical assistance, both domestically and internationally, in the areas of education, health, and the workforce. For more information, visit www.air.org.

MAKING RESEARCH **RELEVANT**

AMERICAN INSTITUTES FOR RESEARCH

1000 Thomas Jefferson Street NW

Washington, DC 20007-3835 | 202.403.5000

www.air.org

LOCATIONS

Domestic: Washington, DC (HQ) |Sacramento, and San Mateo, CA | Atlanta, GA | Chicago and Naperville, IL | Indianapolis, IN | Waltham, MA Frederick and Rockville, MD | Chapel Hill, NC | New York, NY | Cayce, SC | Austin, TX | Arlington, VA | Seattle, WA

International: Ethiopia | Germany (A.I.R. Europe) | Haiti