

**Impact Evaluation of
Race to the Top and School Improvement Grants**

Final District Interview Protocol

Spring 2013

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid Office of Management and Budget (OMB) control number. Public reporting burden for this collection of information is estimated to average 90 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is mandatory for schools receiving ARRA funds under the Education Department General Administrative Regulations (34 C.F.R. § 76.591). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Washington, DC 20202-4651 and reference the OMB Control Number 1850-0884. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Institute of Education Sciences, U.S. Department of Education, 555 New Jersey Ave., NW, Washington, DC 20208.

STANDARDS AND ASSESSMENTS MODULE

First, I'd like to ask about the use of the Common Core State Standards in your state and district.

SA1. Are all, some, or none of the schools in your district currently implementing the Common Core State Standards?

CODE ONE ONLY

ALL 1 SKIP TO SA3
SOME 2
NONE 0 SKIP TO END OF MODULE
DON'T KNOW d SKIP TO END OF MODULE
REFUSED r SKIP TO END OF MODULE
NOT APPLICABLE na SKIP TO END OF MODULE

SA2. Currently, which schools in your district are implementing the Common Core State Standards?

SPECIFY 1
_____ (STRING (NUM))
DON'T KNOW d
REFUSED r
NOT APPLICABLE na

SA3. Currently, which grade levels in your district are implementing the Common Core State Standards?

CODE ONE ONLY

ALL 1
SOME (SPECIFY) 2
_____ (STRING (NUM))
DON'T KNOW d
REFUSED r
NOT APPLICABLE na

DATA SYSTEMS MODULE

Now I'd like to ask you about how your district uses data as part of your school improvement efforts.

DA1. Currently, which of the following types of data analysis does your district use to track or monitor the performance of SIG grantee schools that are implementing one of the four intervention models specified by the U.S. Department of Education?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Analyze student achievement by grade-level and/or by subject, by school.....	1	0	d	r	na
b. Analyze student achievement data over time to identify trends	1	0	d	r	na
c. Examine other measures of student progress such as benchmarks or diagnostic tests	1	0	d	r	na
d. Examine achievement gaps between groups of students such as NCLB subgroups	1	0	d	r	na
e. Track graduation rates	1	0	d	r	na
f. Track student readiness for grade promotion or graduation.....	1	0	d	r	na
g. Track students' postsecondary enrollment and progress, for example, credits earned for students who attend public universities and colleges in state	1	0	d	r	na
h. Track students' postsecondary enrollment and progress, for example, credits earned, for all students regardless of where they attend college	1	0	d	r	na
i. Monitor student attendance	1	0	d	r	na
j. Other analyses (SPECIFY)	1	0	d	r	na
_____ (STRING (NUM))					

DA2. How does this differ from data analysis done by your district to track or monitor the performance of other schools in the district?

CODE ONE ONLY

- SAME ANALYSIS DONE FOR SIG SCHOOLS AND OTHER SCHOOLS..... 1
- DIFFERENT ANALYSIS DONE FOR SIG SCHOOLS (SPECIFY) 2
_____ (STRING (NUM))
- SOMETHING ELSE (SPECIFY) 3
_____ (STRING (NUM))
- DON'T KNOW d
- REFUSED r
- NOT APPLICABLE na

Now I would like to 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.

DA3. Currently, do schools in your district have direct access to data from the statewide longitudinal data system (SLDS), access to district- or state-generated reports based on SLDS data, access to both types of information, or access to neither?

CODE ONE ONLY

- ONLY HAVE DIRECT ACCESS TO SLDS DATA..... 1
- ONLY HAVE ACCESS TO SLDS-BASED REPORTS 2
- HAVE ACCESS TO BOTH SLDS REPORTS AND DATA 3
- DON'T HAVE ACCESS TO EITHER 0
- DON'T KNOW D
- REFUSED r
- NOT APPLICABLE na

DA4. Next, we'd like to learn about the access that schools in your district have to data from a system that is distinct from the state's longitudinal data system. Currently, does your district provide schools access to district-generated reports based on data from a district data system, direct access to the district data system, access to both district-generated reports and the district data system, or access to neither? By data system, we mean any technology-based tools or strategies that provide educators with support and data that can be used to improve instruction.

CODE ONE ONLY

- ONLY HAVE DIRECT ACCESS TO DISTRICT DATA..... 1
- ONLY HAVE ACCESS TO DISTRICT-GENERATED REPORTS
BASED ON DISTRICT DATA 2
- HAVE ACCESS TO BOTH DISTRICT REPORTS AND
DISTRICT DATA 3
- DON'T HAVE ACCESS TO EITHER 0
- DON'T KNOW D
- REFUSED R
- NOT APPLICABLE NA

I would now like to ask you about the use of data in your district.

DA5. Currently, for which of the following purposes do district staff use data on all students from either the state longitudinal data system or a district data system, or both?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. To track overall school performance and identify areas for improvement.....	1	0	d	r	na
b. To evaluate instructional programs, for example, measure program effectiveness	1	0	d	r	na
c. To guide development and implementation of academic supports or enrichment programs, for example, identify how many and which students need academic support or enrichment, assign or reassign students to classes.....	1	0	d	r	na
d. To guide development and implementation of nonacademic supports or enrichment programs, for example, identify how many and which students need counseling.....	1	0	d	r	na
e. To track student progress toward graduation, for example, credits earned, required courses taken	1	0	d	r	na
f. To track students' postsecondary enrollment and progress, such as credits earned	1	0	d	r	na
g. To inform professional development offerings for teachers, principals, or other school leaders, for example, identifying specific content or skills in which teachers need assistance or support.....	1	0	d	r	na
h. To evaluate the success of professional development offerings for teachers, principals, or other school leaders.....	1	0	d	r	na
i. To inform other decisions regarding individual teachers, principals, or other school leaders, for example, tenure, retention, or bonuses	1	0	d	r	na
j. To inform resource allocation to improve instruction, for example, which schools/students receive which programs, which staff work with which students.....	1	0	d	r	na
k. For other purposes (SPECIFY)	1	0	d	r	na
_____ (STRING (NUM))					

DA6. For which of the following purposes do district staff currently use data specifically on English language learners from either the state longitudinal data system or a district data system?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. To make decisions about students' entry into and/or exit from English language learner status.....	1	0	d	r	na
b. To place English language learners into specialized programs and classes	1	0	d	r	na
c. To track the progress of current English language learners	1	0	d	r	na
d. To track the progress of former English language learners.....	1	0	d	r	na
e. To inform/improve/differentiate instruction for English language learners	1	0	d	r	na
f. To identify professional development needs for teachers of English language learners	1	0	d	r	na
g. To assess teacher effectiveness with English language learners	1	0	d	r	na
h. For other purposes (SPECIFY).....	1	0	d	r	na
_____ (STRING (NUM))					

DA7. Thinking again of data on all students, how often do district staff meet to discuss data on the progress of all students in the SIG grantee schools that are implementing one of the four intervention models specified by the U.S. Department of Education? Would you say . . .

<u>CODE ONE ONLY</u>	
once per year,	1
a few times per year,	2
monthly,	3
weekly,	4
some other interval, or (SPECIFY)	5
_____ (STRING (NUM))	
never?	0
DON'T KNOW	d
REFUSED	r
NOT APPLICABLE	na

DA8. How does this differ from the frequency with which district staff meet to discuss data on the progress of all students in other schools in the district?

CODE ONE ONLY

SAME FREQUENCY FOR SIG AND OTHER SCHOOLS 1

DIFFERENT FREQUENCY FOR SIG SCHOOLS (SPECIFY) 2

_____ (STRING (NUM))

SOMETHING ELSE (SPECIFY) 3

_____ (STRING (NUM))

DON'T KNOW d

REFUSED r

NOT APPLICABLE na

DA9. Which of the following would you say are currently the top three barriers to the use of data to make instructional improvements within your district? Please indicate 1 for the most significant barrier, 2 for the second most significant barrier, and 3 for the third most significant barrier.

	MARK TOP THREE BARRIERS
a. Time—Lack of time to analyze data and develop plans	_____
b. Technology—Not enough computers, poor internet or network connections, lack of technical skills.....	_____
c. Usability of data—Data are difficult to navigate and manipulate as needed	_____
d. Systems complexity—Data are available in too many different systems; not sure where to access right data	_____
e. Understanding of data—District and/or school staff are not sure how to accurately use or interpret data	_____
f. Data quality—Unreliability or inaccuracy of data	_____
g. Collaboration/trust—Lack of a practice of collaboration and environment of trust around data use	_____
h. Leadership—Lack of district leadership/support for data-driven decision making	_____
i. Timeliness of data—Data are not available on a time cycle useful for decision making at the school level	_____
j. Type of data available—Do not have the right data	_____
k. Access to data—The right people do not have access to data they need	_____
l. Resources to act upon data—Can analyze and interpret data, but no funding or programs available to meet needs or successes identified.....	_____
m. Knowledge of how to act upon data—Can analyze and interpret data, but lack information on how to effectively respond to the needs identified, for example, need information about specific instructional strategies or programs that are designed to address identified needs.....	_____
n. Flexibility to act upon data—Can analyze and interpret data, but constrained by policies or procedures from acting upon data as desired	_____
o. Other (SPECIFY)	_____

DON'T KNOW d

REFUSED r

NOT APPLICABLE na

TEACHERS AND LEADERS MODULE

This next set of questions is about your district’s teacher evaluation policies or approaches to teacher evaluation.

TL1. Is your district currently using a state-developed teacher evaluation model, a district-developed teacher evaluation model based on a set of state-specified requirements, or some other model?

CODE ONE ONLY

- USING A STATE-DEVELOPED TEACHER EVALUATION MODEL 1
- USING A DISTRICT-DEVELOPED TEACHER EVALUATION MODEL BASED ON SET OF STATE-SPECIFIED REQUIREMENTS 2
- USING SOME OTHER MODEL (SPECIFY) 3
- _____ (STRING (NUM))
- DON'T KNOW d
- REFUSED r
- NOT APPLICABLE na

TL2. Currently, are all schools in your district required to use the same teacher evaluation model? This can be an evaluation model with specific characteristics that your state requires all districts to use or a model that your district has decided to use with all its schools and teachers.

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r
- NOT APPLICABLE na

TL3. Currently, does your district require that schools use student growth as one measure when evaluating all teachers, some teachers, or no teachers? In order to report "all teachers," student growth would need to be used with all teachers, including those in tested AND untested grades and subjects. If student growth is only used for teachers in tested grades and subjects, please report "some teachers" and describe the types of teachers for which student growth is used as an evaluation measure.

CODE ONE ONLY

- SOME TEACHERS (PLEASE SPECIFY WHICH TYPES OF TEACHERS)..... 1
 _____(STRING (NUM))
- ALL TEACHERS 2
- NO TEACHERS 3 SKIP TO TL9
- DON'T KNOW d SKIP TO TL9
- REFUSED r SKIP TO TL9
- NOT APPLICABLE na SKIP TO TL9

TL4. Currently, does your state or district specify the extent to which student growth must factor into the overall teacher evaluation? For example, regulations may call for it to be a “significant” factor in evaluations or for student growth to have a specific weight (such as 20 percent). If this is specified in state or district regulations, please describe those specific regulations.

- YES (SPECIFY) 1
 _____(STRING (NUM))
- NO..... 0
- DON'T KNOW d
- REFUSED r
- NOT APPLICABLE na

TL5. For which of the following subject areas is student achievement growth currently measured in the district for teacher evaluations?

CODE ONE PER ROW					
	YES	NO	DK	REF	NA
a. Reading/language arts	1	0	d	r	na
b. Mathematics	1	0	d	r	na
c. Something else (SPECIFY)	1	0	d	r	na
_____ (STRING (NUM))					

TL6. Are any of the following measures currently used in the district to assess student achievement growth for evaluations of teachers of tested grades and/or subjects?

CODE ONE PER ROW					
	YES	NO	DK	REF	NA
a. State test scores	1	0	d	r	na
b. Scores on standardized assessments other than state tests ..	1	0	d	r	na
c. Some other measure of achievement? (SPECIFY)	1	0	d	r	na
_____ (STRING (NUM))					

TL7. Are any of the following measures currently used in the district to assess student achievement growth for evaluations of teachers of non-tested grades and/or subjects?

CODE ONE PER ROW					
	YES	NO	DK	REF	NA
a. State test scores (SPECIFY WHICH SCORES ARE USED AND HOW)	1	0	d	r	na
b. Scores on standardized assessments other than state tests (SPECIFY WHICH SCORES ARE USED AND HOW)	1	0	d	r	na
c. Some other measure of achievement? (SPECIFY)	1	0	d	r	na
_____ (STRING (NUM))					

TL8. In the current school year, has your district received technical assistance or support from the state around how to develop, use, or interpret student growth estimates?

YES (SPECIFY SUPPORT) 1
_____ (STRING (NUM))
NO 0
DON'T KNOW d
REFUSED r
NOT APPLICABLE na

TL9. Currently, does your district have a probationary period for all teachers, some teachers, or no teachers? By probationary period, we mean a period before tenure is given to a teacher or principal.

CODE ONE ONLY

ALL TEACHERS 1
SOME TEACHERS (PLEASE SPECIFY WHICH TYPES OF
TEACHERS HAVE A PROBATIONARY PERIOD) 2
_____ (STRING (NUM))
NO TEACHERS 3 SKIP TO TL12
DON'T KNOW d SKIP TO TL12
REFUSED r SKIP TO TL12
NOT APPLICABLE na SKIP TO TL12

TL10. What is the duration of this probationary period?

_____ (STRING (NUM))
(SPECIFY)
DON'T KNOW d
REFUSED r
NOT APPLICABLE na

TL11. How often are teachers who are in their probationary period formally evaluated? Twice a year, annually, every other year, or at some other interval?

CODE ONE ONLY

- TWICE A YEAR..... 1
- ANNUALLY 2
- EVERY OTHER YEAR 3
- SOME OTHER INTERVAL (SPECIFY)..... 4
- _____ (STRING (NUM))
- DON'T KNOW d
- REFUSED r
- NOT APPLICABLE na

TL12. How often are teachers who are in their non-probationary period formally evaluated? If your district does not have a probationary period, how often are teachers evaluated? Twice a year, annually, every other year, or at some other interval?

CODE ONE ONLY

- TWICE A YEAR..... 1
- ANNUALLY 2
- EVERY OTHER YEAR 3
- SOME OTHER INTERVAL (SPECIFY)..... 4
- _____ (STRING (NUM))
- DON'T KNOW d
- REFUSED r
- NOT APPLICABLE na

TL13. Which of the following other measures of performance are currently required for evaluating the performance of teachers in your district who teach tested grades and/or subjects?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Classroom observations conducted by the principal	1	0	d	r	na
b. Classroom observations conducted by a school administrator other than the principal	1	0	d	r	na
c. Classroom observations conducted by someone other than a school administrator, such as a peer or mentor teacher.....	1	0	d	r	na
d. Self-assessment	1	0	d	r	na
e. Portfolios or other artifacts of teacher practice.....	1	0	d	r	na
f. Peer assessments other than classroom observations	1	0	d	r	na
g. Student work samples	1	0	d	r	na
h. Student surveys or other feedback.....	1	0	d	r	na
i. Parent surveys or other feedback.....	1	0	d	r	na
j. Something else (SPECIFY)	1	0	d	r	na
_____ (STRING (NUM))					

TL14. Currently, which of the following measures of teacher performance are required for evaluating the performance of teachers in your district who teach non-tested grades and/or subjects, or who are in other special circumstances such as team-teaching?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Classroom observations conducted by the principal	1	0	d	r	na
b. Classroom observations conducted by a school administrator other than the principal	1	0	d	r	na
c. Classroom observations conducted by someone other than a school administrator, such as a peer or mentor teacher.....	1	0	d	r	na
d. Self-assessment	1	0	d	r	na
e. Portfolios or other artifacts of teacher practice.....	1	0	d	r	na
f. Peer assessments other than classroom observations	1	0	d	r	na
g. Student work samples	1	0	d	r	na
h. Student surveys or other feedback.....	1	0	d	r	na
i. Parent surveys or other feedback.....	1	0	d	r	na
j. Something else (SPECIFY)	1	0	d	r	na
_____ (STRING (NUM))					

TL15. How many rating categories or levels, such as highly effective, effective, and needs improvement, are currently used in your district when evaluating overall teacher performance?

____|____| NUMBER OF RATING CATEGORIES (NUMBER RANGE)
 DON'T KNOW d
 REFUSED r
 NOT APPLICABLE na

TL16. NOT REQUIRED

TL17. NOT REQUIRED

TL18. NOT REQUIRED

Now I'd like to ask you about how principals are evaluated in your district.

TL19. Is your district currently using a state-developed principal evaluation model, a district-developed principal evaluation model based on a set of state-specified requirements, or some other model?

CODE ONE ONLY

- USING A STATE-DEVELOPED PRINCIPAL EVALUATION MODEL 1
- USING A DISTRICT-DEVELOPED PRINCIPAL EVALUATION MODEL BASED ON SET OF STATE-SPECIFIED REQUIREMENTS 2
- USING SOME OTHER MODEL (SPECIFY) 3
- _____ (STRING (NUM))
- DON'T KNOW d
- REFUSED r
- NOT APPLICABLE na

TL20. Currently, are all schools in your district required to use the same principal evaluation model? This can be an evaluation model with specific characteristics that your state requires all districts to use or a model that your district has decided to use with all its schools and principals.

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r
- NOT APPLICABLE na

TL21. Currently, does your district require that schools use student growth as one measure when evaluating all principals, some principals, or no principals?

CODE ONE ONLY

- ALL PRINCIPALS..... 1
 SOME PRINCIPALS (PLEASE SPECIFY WHICH PRINCIPALS).... 2
 _____(STRING (NUM))
 NO PRINCIPALS..... 3 SKIP TO TL24
 DON'T KNOW d SKIP TO TL24
 REFUSED r SKIP TO TL24
 NOT APPLICABLE na SKIP TO TL24

TL22. Which of the following measures are used to assess student achievement growth for principal evaluations?

CODE ONE PER ROW

	YES	NO	DK	REF	NA
a. State test scores.....	1	0	d	r	na
b. Scores on standardized assessments other than state tests.	1	0	d	r	na
c. Some other measure of achievement? (SPECIFY)..... _____(STRING (NUM))	1	0	d	r	na

TL23. For which of the following subject areas is student growth measured for principal evaluations?

CODE ONE PER ROW

	YES	NO	DK	REF	NA
a. Reading/language arts	1	0	d	r	na
b. Mathematics	1	0	d	r	na
c. Some other subject? (SPECIFY)..... _____(STRING (NUM))	1	0	d	r	na

TL24. Which of the following other measures of performance are currently required in your district for principal evaluations?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Self-assessment (SPECIFY) _____ (STRING (NUM))	1	0	d	r	na
b. District administrator input (SPECIFY) _____ (STRING (NUM))	1	0	d	r	na
c. Staff input (SPECIFY)..... _____ (STRING (NUM))	1	0	d	r	na
d. Student input (SPECIFY)..... _____ (STRING (NUM))	1	0	d	r	na
e. Something else (SPECIFY OTHER REQUIRED COMPONENTS)..... _____ (STRING (NUM))	1	0	d	r	na

TL25. How many rating categories or levels, such as highly effective, effective, and needs improvement, are currently used in your district when evaluating principal performance?

|_|_| NUMBER OF RATING CATEGORIES (NUMBER RANGE)
 DON'T KNOW d
 REFUSED r
 NOT APPLICABLE na

TL26. NOT REQUIRED

TL27. NOT REQUIRED

Now I'd like to ask about the strategies that your district uses to help recruit and retain effective teachers and principals at the SIG grantee schools that are implementing one of four intervention models specified by the U.S. Department of Education.

TL28. Currently, does your district offer any financial incentives to help recruit or retain effective teachers and/or principals in these schools?

- YES..... 1
- NO..... 0 SKIP TO TL30
- DON'T KNOW d SKIP TO TL30
- REFUSED r SKIP TO TL30
- NOT APPLICABLE na SKIP TO TL30

TL29a. Currently, which of the following types of financial incentives are offered by your district to teachers working in SIG grantee schools that are implementing one of the four intervention models specified by the U.S. Department of Education?

TL29b. Currently, which of the following types of financial incentives are offered by your district to principals working in SIG grantee schools that are implementing one of the four intervention models specified by the U.S. Department of Education?

	TL29a. TEACHERS					TL29b. PRINCIPALS				
	YES	NO	DK	REF	NA	YES	NO	DK	REF	NA
a. Signing/recruitment bonuses.....	1	0	d	r	na	1	0	d	r	na
b. Retention bonuses.....	1	0	d	r	na	1	0	d	r	na
c. Performance bonuses.....	1	0	d	r	na	1	0	d	r	na
d. Increased annual compensation, other than bonuses.....	1	0	d	r	na	1	0	d	r	na
e. Loan forgiveness.....	1	0	d	r	na	1	0	d	r	na
f. Tuition reimbursement.....	1	0	d	r	na	1	0	d	r	na
g. Housing (purchase or rent) assistance.....	1	0	d	r	na	1	0	d	r	na
h. Financial incentives targeted toward increasing the number of staff with English language learner expertise in these schools (DESCRIBE)..... _____ (STRING (NUM))	1	0	d	r	na	1	0	d	r	na
i. Something else (SPECIFY)..... _____ (STRING (NUM))	1	0	d	r	na	1	0	d	r	na

TL30. Does your district currently use any of the following other strategies to help recruit and retain effective teachers and/or principals in SIG grantee schools implementing one of the four intervention models?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Principal discretion or authority to decide which staff to hire for these schools.....	1	0	d	r	na
b. Modified teacher tenure rules that affect placement in and/or removal from these schools (DESCRIBE)..... _____ (STRING (NUM))	1	0	d	r	na
c. Retention or recruitment efforts targeted toward increasing the number of staff with English language learner expertise in these schools (DESCRIBE) _____ (STRING (NUM))	1	0	d	r	na
d. Increased the amount of induction support for novice teachers (above and beyond that provided to all novice teachers in the district) with the goal of increasing retention in these schools (DESCRIBE)..... _____ (STRING (NUM))	1	0	d	r	na
e. Something else (SPECIFY) _____ (STRING (NUM))	1	0	d	r	na

TL31. Currently, can all, some, or no teachers in any school in your district earn tenure or some other continuing right to their job that could not be revoked without due process?

CODE ONE ONLY

- ALL TEACHERS 1
- SOME TEACHERS (SPECIFY WHICH TYPES OF TEACHERS) ... 2
_____ (STRING (NUM))
- NO TEACHERS 0 SKIP TO END OF MODULE
- DON'T KNOW d SKIP TO END OF MODULE
- REFUSED r SKIP TO END OF MODULE
- NOT APPLICABLE na SKIP TO END OF MODULE

TL32. Currently, is a teacher in your district required to achieve a minimum level of student growth to earn tenure or some other continuing right to their job that cannot be revoked without due process? If so, what amount of student growth is required? For example, at least one year of student growth in each year?

YES (SPECIFY AMOUNT OF STUDENT growth required) 1
_____ (STRING (NUM))
NO..... 0
DON'T KNOW d
REFUSED r
NOT APPLICABLE na

SCHOOL TURNAROUND MODULE

Now I'd like to ask you about school turnaround efforts in your district.

TA1. In the current school year, are any schools in your district receiving School Improvement Grant funds (or Race to the Top funds, if applicable) to implement one of the four school intervention models specified by the U.S. Department of Education (ED) in the guidance for School Improvement Grants? These include the turnaround, transformation, closure, and restart models. Please include in your response schools that have either continuation or new grants. If your response is yes, please specify the total number of schools in your district that received funds to implement one of the four school intervention models.

YES (SPECIFY NUMBER OF SCHOOLS) 1

_____ (STRING (NUM))

NO.....0 SKIP TO TA5

DON'T KNOW d SKIP TO TA5

REFUSED r SKIP TO TA5

NOT APPLICABLE na SKIP TO TA5

PROGRAMMER NOTE: PLEASE PROVIDE THE NUMBER OF RECORDS IN THE GRID BELOW AS THE RESPONDENT INDICATED IN TA1. ALSO PROVIDE THE NUMBER ENTERED IN TA1 ABOVE THE GRID FOR EASY REFERENCE BY THE INTERVIEWER.

TA2. Which schools in your district are currently implementing one of the four U.S. Department of Education-specified school intervention models, using School Improvement Grant funds, Race to the Top funds, or both types of funds? For each school, please provide the grade span of the school (from lowest to highest grade); the school year when funding was initially received; the source of the funds; and which of the four U.S. Department of Education -specified intervention models is being implemented in the school.

School	Grade Span	School Year Received Initial Funding	Source of Funding (SIG, RTT, Both)	Model (Turnaround, Restart, Closure, Transformation)
a. _____ (STRING (NUM))	_ _ LOWEST GRADE (NUMBER RANGE) _ _ HIGHEST GRADE (NUMBER RANGE)	_ _ _ _ SCHOOL YEAR (RANGE)	SIG1 RTT2 BOTH3	TURNAROUND1 RESTART2 CLOSURE3 TRANSFORMATION.....4
b. _____ (STRING (NUM))	_ _ LOWEST GRADE (NUMBER RANGE) _ _ HIGHEST GRADE (NUMBER RANGE)	_ _ _ _ SCHOOL YEAR (RANGE)	SIG1 RTT2 BOTH3	TURNAROUND1 RESTART2 CLOSURE3 TRANSFORMATION.....4
c. _____ (STRING (NUM))	_ _ LOWEST GRADE (NUMBER RANGE) _ _ HIGHEST GRADE (NUMBER RANGE)	_ _ _ _ SCHOOL YEAR (RANGE)	SIG1 RTT2 BOTH3	TURNAROUND1 RESTART2 CLOSURE3 TRANSFORMATION.....4

TA3. NOT REQUIRED

TA4. NOT REQUIRED

TA5. Since we last interviewed district representatives in spring 2012, have any schools in your district been closed under the School Improvement Grants' "closure" model? If yes, please specify the number of schools that were closed.

YES (SPECIFY NUMBER CLOSED)..... 1

_____ (STRING (NUM))

NO..... 0 SKIP TO TA7

DON'T KNOW d SKIP TO TA7

REFUSED r SKIP TO TA7

NOT APPLICABLE na SKIP TO TA7

TA6. Please name the school(s) from your district that have been closed since spring 2012 under the School Improvement Grants' "closure" model. In addition, please indicate the grade span of the school, the month and year the school was closed, and the factors considered when deciding to close each school.

School	Grade Span	Month and Year Closed	Factors Considered When Deciding to Close School <u>CODE ALL THAT APPLY</u>
a. _____ (STRING (NUM))	__ __ LOWEST GRADE (NUMBER RANGE) __ __ HIGHEST GRADE (NUMBER RANGE)	__ __ MONTH (RANGE) __ __ __ __ YEAR (RANGE)	Academic underperformance 1 Parent/community input..... 2 Declining enrollment 3 Other (SPECIFY) 99 _____(STRING (NUM))
b. _____ (STRING (NUM))	__ __ LOWEST GRADE (NUMBER RANGE) __ __ HIGHEST GRADE (NUMBER RANGE)	__ __ MONTH (RANGE) __ __ __ __ YEAR (RANGE)	Academic underperformance 1 Parent/community input..... 2 Declining enrollment 3 Other (SPECIFY) 99 _____(STRING (NUM))
c. _____ (STRING (NUM))	__ __ LOWEST GRADE (NUMBER RANGE) __ __ HIGHEST GRADE (NUMBER RANGE)	__ __ MONTH (RANGE) __ __ __ __ YEAR (RANGE)	Academic underperformance 1 Parent/community input..... 2 Declining enrollment 3 Other (SPECIFY) 99 _____(STRING (NUM))
d. _____ (STRING (NUM))	__ __ LOWEST GRADE (NUMBER RANGE) __ __ HIGHEST GRADE (NUMBER RANGE)	__ __ MONTH (RANGE) __ __ __ __ YEAR (RANGE)	Academic underperformance 1 Parent/community input..... 2 Declining enrollment 3 Other (SPECIFY) 99 _____(STRING (NUM))

Thinking more broadly about your district’s school turnaround efforts (not necessarily just efforts related to School Improvement Grants or Race to the Top [if applicable]), I would now like to ask you about district policies and supports related to school turnaround.

TA7. Currently, does the district....

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Have staff explicitly designated to support school turnaround (but no designated turnaround office).....	1	0	d	r	na
b. Have an office explicitly designated to support school turnaround (with designated staff)	1	0	d	r	na
c. Contract with external consultant(s) to support school turnaround efforts (SPECIFY CONSULTANT(S) ROLE(S))	1	0	d	r	na
_____ (STRING (NUM))					
d. Something else (SPECIFY)	1	0	d	r	na
_____ (STRING (NUM))					

TA8. NOT REQUIRED

TA9. Currently, does the district have any of the following organizational or administrative structures in place that are specifically intended to support school turnaround efforts focused on English language learners?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. District has explicitly designated staff to support school turnaround efforts focused on English language learners (but no designated office).....	1	0	d	r	na
b. District has an office explicitly designated to support school turnaround efforts focused on English language learners (with designated staff)	1	0	d	r	na
c. Other (SPECIFY).....	1	0	d	r	na
_____ (STRING (NUM))					

TA10. Focusing again on the SIG grantee schools that are implementing one of the four intervention models specified by the U.S. Department of Education, do these schools currently have additional flexibility with or exemptions from any of the following aspects of collective bargaining agreements or policies that guide staffing in other district schools? If these schools do have additional flexibility or exemptions, please specify how these differ from the policies that apply to other schools in the district.

CODE ONE PER ROW

	SIG SCHOOLS HAVE ADDITIONAL FLEXIBILITY OR ARE EXEMPT FROM USUAL DISTRICT POLICY	SIG SCHOOLS HAVE NO FLEXIBILITY OR EXEMPTION	DK	REF	NA
a. Procedures for assigning or removing staff (SPECIFY) _____ (STRING (NUM))	1	0	d	r	na
b. Requirements or policies related to staff hours and responsibilities (SPECIFY)..... _____ (STRING (NUM))	1	0	d	r	na
c. Procedures related to the distribution of effective staff (SPECIFY) _____ (STRING (NUM))	1	0	d	r	na
d. Some other type of flexibility or exemption for these schools from policies that apply to other district schools (SPECIFY)..... _____ (STRING (NUM))	1	0	d	r	na

TA11. Currently, which of the following laws or agreements relating to staff negotiations apply to your district as a whole?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. State collective bargaining agreements or laws	1	0	d	r	na
b. Your district is located in a state that does not permit unions	1	0	d	r	na
c. Something else (SPECIFY)	1	0	d	r	na
_____ (STRING (NUM))					

TA12. NOT REQUIRED

TA13. NOT REQUIRED

TA14. Thinking specifically about your district’s “persistently lowest-achieving schools,” does the state, the district, or individual schools currently have primary responsibility for the following:

	CODE ONE PER ROW					
	STATE	DISTRICT	SCHOOL	DK	REF	NA
a. Setting student discipline policies	1	2	3	d	r	na
b. Developing the school budget	1	2	3	d	r	na
c. Establishing the curriculum including core texts.....	1	2	3	d	r	na
d. Setting student assessment policies excluding state-mandated tests	1	2	3	d	r	na
e. Staff hiring, discipline, and dismissal.....	1	2	3	d	r	na
f. Determining the length of the school day	1	2	3	d	r	na
g. Determining the length of the school year	1	2	3	d	r	na
h. Setting requirements for professional development..	1	2	3	d	r	na

TA15. NOT REQUIRED

TA16. Does the district currently have a district-wide curriculum in English language arts?

- YES..... 1
- NO..... 0 SKIP TO TA20
- DON'T KNOW d SKIP TO TA20
- REFUSED r SKIP TO TA20
- NOT APPLICABLE na SKIP TO TA20

TA17. Is the current English language arts curriculum aligned to current state standards?

- YES..... 1
- NO..... 0
- DON'T KNOW d
- REFUSED r
- NOT APPLICABLE na

TA18. Currently, do SIG grantee schools that are implementing one of the four intervention models have the option of using a different English language arts curriculum?

- YES..... 1
- NO..... 0
- DON'T KNOW d
- REFUSED r
- NOT APPLICABLE na

TA19. NOT REQUIRED

TA20. Does the district currently have a district-wide curriculum in math?

- YES..... 1
- NO..... 0 SKIP TO TA24
- DON'T KNOW d SKIP TO TA24
- REFUSED r SKIP TO TA24
- NOT APPLICABLE na SKIP TO TA24

TA21. Is the current math curriculum aligned to current state standards?

YES..... 1
NO..... 0
DON'T KNOW d
REFUSED r
NOT APPLICABLE na

TA22. Currently, do SIG grantee schools that are implementing one of the four intervention models have the option of using a different math curriculum?

YES..... 1
NO..... 0
DON'T KNOW d
REFUSED r
NOT APPLICABLE na

TA23. NOT REQUIRED

TA24. Does the district currently follow a district-wide approach to providing additional supports and programs to specific groups of students, for example, English language learners or students with disabilities?

YES..... 1
NO..... 0 SKIP TO TA26
DON'T KNOW d SKIP TO TA26
REFUSED r SKIP TO TA26
NOT APPLICABLE na SKIP TO TA26

TA25. For which groups does the district provide this additional district-wide support and programs?

CODE ONE PER ROW

	YES	NO	DK	REF	NA
a. English language learners	1	0	d	r	na
b. Students with disabilities	1	0	d	r	na
c. Some other group (SPECIFY)	1	0	d	r	na
_____ (STRING (NUM))					

TA26. For all district schools, does the district currently mandate that a minimum amount of time be spent each week on instruction for English language arts (ELA) only, math only, or both subjects? If yes, please specify the minimum number of minutes per week required for elementary, middle, and secondary grades.

- YES, FOR ELA ONLY 1
 YES, FOR MATH ONLY 2
 YES, FOR BOTH ELA AND MATH..... 3

	ELEMENTARY GRADES	MIDDLE GRADES	SECONDARY GRADES
English/Language Arts	_____ (STRING (NUM)) minutes/week	_____ (STRING (NUM)) minutes/week	_____ (STRING (NUM)) minutes/week
Math	_____ (STRING (NUM)) minutes/week	_____ (STRING (NUM)) minutes/week	_____ (STRING (NUM)) minutes/week

- NO FOR BOTH ELA AND MATH 0
 DON'T KNOW d
 REFUSED r
 NOT APPLICABLE na

TA27. NOT REQUIRED

TA28. How many instructional days are there in the current school year?

|_|_| NUMBER OF INSTRUCTIONAL DAYS (NUMBER RANGE)

- DON'T KNOW d
 REFUSED r
 NOT APPLICABLE na

TA29. NOT REQUIRED

TA30. Does the district currently use interim or benchmark tests for English language arts? By benchmark or interim assessments, we mean assessments sponsored by the state, district, or school, that are administered periodically throughout the school year, at specified times during a curriculum sequence, to evaluate students' knowledge and skills relative to an explicit set of longer-term learning goals.

- YES 1
- NO 0 SKIP TO TA34
- DON'T KNOW d SKIP TO TA34
- REFUSED r SKIP TO TA34
- NOT APPLICABLE na SKIP TO TA34

TA31. How many times per year does the district currently use interim or benchmark tests in English language arts?

|_|_| NUMBER OF INTERIM TESTS PER YEAR (NUMBER RANGE)

- DON'T KNOW d
- REFUSED r
- NOT APPLICABLE na

TA32. For which of the following purposes are data from these interim or benchmark tests in English language arts currently used?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. To provide additional instruction to struggling students	1	0	d	r	na
b. To provide additional professional development to teachers with struggling students	1	0	d	r	na
c. Something else (SPECIFY)	1	0	d	r	na
_____ (STRING (NUM))					

TA33. NOT REQUIRED

TA34. Does the district currently use interim or benchmark tests for math?

- YES..... 1
- NO..... 0 SKIP TO TA38a
- DON'T KNOW d SKIP TO TA38a
- REFUSED r SKIP TO TA38a
- NOT APPLICABLE na SKIP TO TA38a

TA35. How many times per year does the district currently use interim or benchmark tests in math?

____|____| NUMBER OF MATH INTERIM TESTS PER YEAR (NUMBER RANGE)

- DON'T KNOW d
- REFUSED r
- NOT APPLICABLE na

TA36. For which of the following purposes are data from these interim or benchmark tests in math currently used?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. To provide additional instruction to struggling students	1	0	d	r	na
b. To provide additional professional development to teachers with struggling students	1	0	d	r	na
c. Something else (SPECIFY)	1	0	d	r	na
_____ (STRING (NUM))					

TA37. NOT REQUIRED

Next, we would like to know about the total expenditures (that is, the total budget) for the schools participating in the evaluation. By total expenditures, we mean all staff salaries, employee benefits, purchased services, supplies, and building maintenance or improvement expenses.

TA38a. What are the total expected expenditures for the current school year for the following schools? Note that we are asking about the total expenditures for each school, not just about expenditures related to School Improvement or Race to the Top grants. Your best estimate is fine. If a school has closed please let me know and I will select “Not applicable.”

TA38b. IF BLANK OR DON'T KNOW TO TA38a: Would you say the total expenditures for the current school year are...

SCHOOL NAME	TA38a. TOTAL SCHOOL EXPENDITURES	TA38b. TOTAL SCHOOL EXPENDITURES (RANGES)					
		IF BLANK OR DON'T KNOW TO TA38a, CODE ONE PER ROW					
		\$50,000 or less	\$50,001 to \$250,000	\$250,001 to \$500,000	\$500,001 to \$1,000,000	\$1,000,001 to \$5,000,000	\$5,000,001 or more
1. _____ (STRING (NUM))	\$ _ _ _ . _ _ _ _ . _ _ _ _ NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
2. _____ (STRING (NUM))	\$ _ _ _ . _ _ _ _ . _ _ _ _ NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
3. _____ (STRING (NUM))	\$ _ _ _ . _ _ _ _ . _ _ _ _ NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
4. _____ (STRING (NUM))	\$ _ _ _ . _ _ _ _ . _ _ _ _ NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
5. _____ (STRING (NUM))	\$ _ _ _ . _ _ _ _ . _ _ _ _ NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
6. _____ (STRING (NUM))	\$ _ _ _ . _ _ _ _ . _ _ _ _ NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
7. _____ (STRING (NUM))	\$ _ _ _ . _ _ _ _ . _ _ _ _ NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
8. _____ (STRING (NUM))	\$ _ _ _ . _ _ _ _ . _ _ _ _ NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
9. _____ (STRING (NUM))	\$ _ _ _ . _ _ _ _ . _ _ _ _ NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
10. _____ (STRING (NUM))	\$ _ _ _ . _ _ _ _ . _ _ _ _ NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>

SCHOOL NAME	TA38a. TOTAL SCHOOL EXPENDITURES	TA38b. TOTAL SCHOOL EXPENDITURES (RANGES)					
		IF BLANK OR DON'T KNOW TO TA38a, CODE ONE PER ROW					
		\$50,000 or less	\$50,001 to \$250,000	\$250,001 to \$500,000	\$500,001 to \$1,000,000	\$1,000,001 to \$5,000,000	\$5,000,001 or more
11. _____ (STRING (NUM))	\$, , NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
12. _____ (STRING (NUM))	\$, , NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
13. _____ (STRING (NUM))	\$, , NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
14. _____ (STRING (NUM))	\$, , NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
15. _____ (STRING (NUM))	\$, , NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
16. _____ (STRING (NUM))	\$, , NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
17. _____ (STRING (NUM))	\$, , NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
18. _____ (STRING (NUM))	\$, , NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
19. _____ (STRING (NUM))	\$, , NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
20. _____ (STRING (NUM))	\$, , NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
21. _____ (STRING (NUM))	\$, , NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
22. _____ (STRING (NUM))	\$, , NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
23. _____ (STRING (NUM))	\$, , NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
24. _____ (STRING (NUM))	\$, , NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
25. _____ (STRING (NUM))	\$, , NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>

SCHOOL NAME	TA38a. TOTAL SCHOOL EXPENDITURES	TA38b. TOTAL SCHOOL EXPENDITURES (RANGES)					
		IF BLANK OR DON'T KNOW TO TA38a, CODE ONE PER ROW					
		\$50,000 or less	\$50,001 to \$250,000	\$250,001 to \$500,000	\$500,001 to \$1,000,000	\$1,000,001 to \$5,000,000	\$5,000,001 or more
26. _____ (STRING (NUM))	\$ _ _ _ , _ _ _ _ , _ _ _ _ NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
27. _____ (STRING (NUM))	\$ _ _ _ , _ _ _ _ , _ _ _ _ NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
28. _____ (STRING (NUM))	\$ _ _ _ , _ _ _ _ , _ _ _ _ NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
29. _____ (STRING (NUM))	\$ _ _ _ , _ _ _ _ , _ _ _ _ NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
30. _____ (STRING (NUM))	\$ _ _ _ , _ _ _ _ , _ _ _ _ NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
31. _____ (STRING (NUM))	\$ _ _ _ , _ _ _ _ , _ _ _ _ NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
32. _____ (STRING (NUM))	\$ _ _ _ , _ _ _ _ , _ _ _ _ NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
33. _____ (STRING (NUM))	\$ _ _ _ , _ _ _ _ , _ _ _ _ NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
34. _____ (STRING (NUM))	\$ _ _ _ , _ _ _ _ , _ _ _ _ NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
35. _____ (STRING (NUM))	\$ _ _ _ , _ _ _ _ , _ _ _ _ NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
36. _____ (STRING (NUM))	\$ _ _ _ , _ _ _ _ , _ _ _ _ NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
37. _____ (STRING (NUM))	\$ _ _ _ , _ _ _ _ , _ _ _ _ NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
38. _____ (STRING (NUM))	\$ _ _ _ , _ _ _ _ , _ _ _ _ NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
39. _____ (STRING (NUM))	\$ _ _ _ , _ _ _ _ , _ _ _ _ NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
40. _____ (STRING (NUM))	\$ _ _ _ , _ _ _ _ , _ _ _ _ NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>

TA39. What percentage of each school's expenditures goes to wages, employee benefits, and other personnel expenditures?

School Name

1. _____ |____|____| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))
2. _____ |____|____| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))
3. _____ |____|____| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))
4. _____ |____|____| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))
5. _____ |____|____| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))
6. _____ |____|____| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))
7. _____ |____|____| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))
8. _____ |____|____| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))
9. _____ |____|____| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))
10. _____ |____|____| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))
11. _____ |____|____| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))
12. _____ |____|____| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))
13. _____ |____|____| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))
14. _____ |____|____| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))
15. _____ |____|____| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))
16. _____ |____|____| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))
17. _____ |____|____| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))
18. _____ |____|____| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))
19. _____ |____|____| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))
20. _____ |____|____| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))

21. _____ |__|__|__| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))
22. _____ |__|__|__| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))
23. _____ |__|__|__| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))
24. _____ |__|__|__| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))
25. _____ |__|__|__| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))
26. _____ |__|__|__| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))
27. _____ |__|__|__| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))
28. _____ |__|__|__| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))
29. _____ |__|__|__| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))
30. _____ |__|__|__| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))
31. _____ |__|__|__| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))
32. _____ |__|__|__| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))
33. _____ |__|__|__| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))
34. _____ |__|__|__| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))
35. _____ |__|__|__| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))
36. _____ |__|__|__| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))
37. _____ |__|__|__| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))
38. _____ |__|__|__| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))
39. _____ |__|__|__| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))
40. _____ |__|__|__| PERCENTAGE OF EXPENDITURES FOR PERSONNEL COSTS
(STRING (NUM))

TA40a. NOT REQUIRED

TA40b. NOT REQUIRED

TA41. NOT REQUIRED

TA42. This school year, which of the following types of training and/or technical assistance has the state provided to your district to support the improvement efforts of the persistently lowest-achieving schools in the district? Please report technical assistance provided directly by state staff as well as technical assistance funded by the state but provided by someone other than state staff, for example, an external consultant or staff from a regional office.

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Training or technical assistance on analyzing student assessment data to improve instruction	1	0	d	r	na
b. Training or technical assistance on how to access data from data systems	1	0	d	r	na
c. Training or technical assistance on developing and implementing a school improvement plan	1	0	d	r	na
d. Training or technical assistance on identifying and implementing effective curricula, instructional strategies, or school intervention models that have been shown to be effective in increasing student achievement	1	0	d	r	na
e. Training or technical assistance on identifying and implementing effective curricula, instructional strategies, or school intervention models that have been shown to be effective in improving college readiness	1	0	d	r	na
f. Training or technical assistance on aligning school curricula to state standards	1	0	d	r	na
g. Training or technical assistance on identifying and implementing strategies to address the needs of English language learners	1	0	d	r	na
h. Training or technical assistance on improving the quality of professional development	1	0	d	r	na
i. Training or technical assistance on analyzing and revising budgets to use resources more effectively	1	0	d	r	na
j. Training or technical assistance on developing strategies to recruit and retain more effective teachers ..	1	0	d	r	na
k. Something else? (SPECIFY)	1	0	d	r	na
_____ (STRING (NUM))					