

**Impact Evaluation of
Race to the Top and School Improvement Grants
Final State 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 270 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.

WEB ONLY:

[A couple of notes ahead of our conversation:

- 1. As we mentioned in the email we sent you in advance of the interview, some of the items in the interview protocol were highlighted. The purpose of this was to identify items for your review in advance of today's conversation. Today, we will be proceeding through the entire protocol.*
- 2. Several of the questions ask about schools taking part in RTT and/or SIG, and this is clearly specified. Where this is not specified, please note that we are asking about all schools in the state.]*

STATE CAPACITY MODULE

[NOTE TO INTERVIEWER: These questions ask about state capacity to implement all state-level reforms, not just RTT and SIG.

First, I would like to ask you some general questions about education reform in your state.

SC1. Does your state have a comprehensive education reform plan in place, which means a plan that is intended to result in state-wide improvements in student achievement?

- YES..... 1
- NO..... 0 SKIP TO SC3
- DON'T KNOW d SKIP TO SC3
- REFUSED r SKIP TO SC3
- NOT APPLICABLE na SKIP TO SC3

SC2. Which of the following strategies is your state using to implement this reform plan?

CODE ONE PER ROW

	YES	NO	DK	REF	NA
a. Working with districts that have the <u>lowest</u> achievement levels to improve their performance.....	1	0	d	r	na
b. Working with districts that have the <u>highest</u> achievement levels and seeking to replicate their practices statewide.....	1	0	d	r	na
c. Working with a specific set of districts that are not necessarily the highest or lowest achieving in the state. This could include “participating districts” from Race to the Top or some other set of districts identified for the purposes of implementing your state’s reform plans	1	0	d	r	na
d. Some other strategy? (SPECIFY)..... _____ (STRING (NUM))	1	0	d	r	na

SC3. To what extent (great extent, moderate extent, little extent, or not at all) is each of the following educational reform initiatives a priority in your state for the current school year?

CODE ONE PER ROW

	GREAT EXTENT	MODERATE EXTENT	LITTLE EXTENT	NOT AT ALL	DK	REF	NA
a. Adopting and implementing college and career ready standards.....	1	2	3	4	d	r	na
b. Adopting and implementing college and career ready <i>assessments</i>	1	2	3	4	d	r	na
c. Building comprehensive, student-level, longitudinal data systems	1	2	3	4	d	r	na
d. Using data to improve instruction	1	2	3	4	d	r	na
e. Recruiting effective teachers and school leaders.....	1	2	3	4	d	r	na
f. Retaining effective teachers and school leaders.....	1	2	3	4	d	r	na
g. Rewarding effective teachers and school leaders, for example, by offering bonuses and/or increased compensation to effective teachers ..	1	2	3	4	d	r	na
h. Developing and preparing effective teachers and school leaders.....	1	2	3	4	d	r	na
i. Developing and implementing a teacher and principal evaluation system that is based on student growth	1	2	3	4	d	r	na
j. Improving the distribution of effective teachers and principals	1	2	3	4	d	r	na
k. Turning around the lowest-achieving schools.....	1	2	3	4	d	r	na
l. Providing supports for English language learners	1	2	3	4	d	r	na

SC4. Which three of the following types of reforms do you feel have been most difficult to accomplish in your state? Please code no more than three. Please indicate 1 for the most difficult to accomplish, 2 for the second most difficult, and 3 for the third most difficult.

	CODE TOP THREE
a. Adopting and implementing college and career ready standards and assessments	_____
b. Building comprehensive, student-level, longitudinal data systems.....	_____
c. Using data to improve instruction	_____
d. Recruiting, retaining, rewarding, and developing effective teachers and school leaders.....	_____
e. Developing and implementing a teacher and principal evaluation system that is based on student growth.....	_____
f. Improving the distribution of effective teachers and principals	_____
g. Turning around the lowest-achieving schools.....	_____

DON'T KNOW d

REFUSED r

NOT APPLICABLE na

SC5. To what extent (great extent, moderate extent, little extent, or not at all) are each of the following individuals or groups involved in defining your state’s education reform initiatives or priorities?

CODE ONE PER ROW

	GREAT EXTENT	MODERATE EXTENT	LITTLE EXTENT	NOT AT ALL	DK	REF	NA
a. Governor’s office	1	2	3	4	d	r	na
b. State legislature	1	2	3	4	d	r	na
c. Teachers	1	2	3	4	d	r	na
d. State teachers union or association.....	1	2	3	4	d	r	na
e. Businesses.....	1	2	3	4	d	r	na
f. Civil rights leaders.....	1	2	3	4	d	r	na
g. Local school boards	1	2	3	4	d	r	na
h. State school board	1	2	3	4	d	r	na
i. School administrators	1	2	3	4	d	r	na
j. Parent, student and community organizations such as parent teacher organizations, local education foundations, community based organizations, or advocacy groups	1	2	3	4	d	r	na
k. Institutes of higher education including teacher and principal preparation programs or schools of education.....	1	2	3	4	d	r	na
l. Other stakeholder groups or individuals (SPECIFY ROLE)	1	2	3	4	d	r	na
_____ (STRING (NUM))							

SC6. To what extent does the state education agency play each of the following roles (a great extent, moderate extent, little extent, or not at all)?

CODE ONE PER ROW

	GREAT EXTENT	MODERATE EXTENT	LITTLE EXTENT	NOT AT ALL	DK	REF	NA
a. Creator of a state-wide vision for reforms such as articulating a vision and direction for educational improvement in the state?	1	2	3	4	d	r	na
b. Creator and monitor of performance measures including assessing the extent to which districts and/or schools are attaining specific performance goals?.....	1	2	3	4	d	r	na
c. Compliance monitor of reform priorities such as ensuring compliance with state or federal laws and regulations?.....	1	2	3	4	d	r	na
d. Facilitator between educational units [districts and schools] and external expertise and support?	1	2	3	4	d	r	na
e. Supporter providing direct support services to districts and schools?	1	2	3	4	d	r	na
f. Provider of information and guidance to districts and schools about federal requirements and policies?.....	1	2	3	4	d	r	na
g. Some other role? (SPECIFY ROLE)..... _____ (STRING (NUM))	1	2	3	4	d	r	na

I would now like to ask how your state supports districts and schools to help them address statewide goals for education reform.

SC7. Within the past year, has the state education agency provided targeted support to certain types of districts or schools for implementation of statewide education reform priorities? By targeted supports, we mean supports that are provided to a specific group of schools and/or districts for a particular purpose. For example, this might include, *but is not limited to*, the state providing technical assistance to districts implementing a new teacher evaluation system.

- YES 1
- NO 0 SKIP TO SC9
- DON'T KNOW d SKIP TO SC9
- REFUSED r SKIP TO SC9
- NOT APPLICABLE na SKIP TO SC9

SC8. To which of the following types of districts and/or schools has the state provided targeted support for implementation of statewide education reforms? By targeted supports, we mean supports that are provided to a specific group of schools and/or districts for a particular purpose.

NOTE TO PROGRAMMER: ASK SC8g and SC8h only of states that received Race to the Top Funds. All other states should be marked as “not applicable” on those two items.

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Urban districts and/or schools	1	0	d	r	na
b. Rural districts and/or schools	1	0	d	r	na
c. Districts and/or schools with high proportions of English language learners	1	0	d	r	na
d. High minority districts and/or schools	1	0	d	r	na
e. High poverty districts and/or schools	1	0	d	r	na
f. Districts and/or schools that received School Improvement Grants.....	1	0	d	r	na
g. Districts and/or schools that are formally defined as “participating” in Race to the Top.....	1	0	d	r	na
h. Districts and/or schools that are formally defined as being “involved” in Race to the Top.....	1	0	d	r	na
i. Districts and/or schools identified as being in need of improvement or corrective action under NCLB	1	0	d	r	na
j. Other types of districts and/or schools (SPECIFY)	1	0	d	r	na
_____ (STRING (NUM))					

SC9. Within the past year, which of the following strategies did the state education agency use to monitor districts' implementation of your state's main reform priorities and initiatives?

[NOTE TO INTERVIEWERS: District in this case includes traditional school.]

DISTRICTS AS WELL AS CHARTERS.

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Review of district-submitted reports.....	1	0	d	r	na
b. Review of third-party (e.g., consultants) reports	1	0	d	r	na
c. Monitoring site visits by state Department of Education staff	1	0	d	r	na
d. Examination of student assessment data by state Department of Education staff	1	0	d	r	na
e. Something else (SPECIFY)	1	0	d	r	na
_____ (STRING (NUM))					

SC10. Within the past year, did the state education agency implement any of the following actions in response to the results from this monitoring of districts' implementation of reforms?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Provided additional resources to districts including fiscal and/or non-monetary guidance.....	1	0	d	r	na
b. Revised plans for and/or expectations of districts.....	1	0	d	r	na
c. Removed state funding or supports from districts.....	1	0	d	r	na
d. Provided targeted support and/or technical assistance from the state, external providers, or other parties	1	0	d	r	na
e. Other (SPECIFY)	1	0	d	r	na
_____ (STRING (NUM))					

SC11. NOT REQUIRED

SC12. NOT REQUIRED

I now would like to ask you about your state’s approach to working with or through “intermediaries” to support the implementation of statewide education reforms and priorities. These “intermediaries” may be regional branches, contractors, consultants, or grant recipients of the state department of education, who support the state department of education’s work but are not paid as state department of education employees.

SC13. Does your state education agency currently work with any intermediaries to support the implementation of statewide education reform priorities in any of the following areas? For each reform area selected, please briefly describe the role assigned to intermediaries in that area.

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Implementing college and career ready standards and assessments (SPECIFY) _____ (STRING (NUM))	1	0	d	r	na
b. Using data to improve instruction (SPECIFY) _____ (STRING (NUM))	1	0	d	r	na
c. Recruiting, developing, rewarding, and retaining effective teachers and school leaders _____ (STRING (NUM))	1	0	d	r	na
d. Turning around your state’s lowest-achieving schools (SPECIFY) _____ (STRING (NUM))	1	0	d	r	na
e. Providing supports for English language learners (SPECIFY)..... _____ (STRING (NUM))	1	0	d	r	na
f. Increasing state capacity in any of the areas just mentioned (SPECIFY) _____ (STRING (NUM))	1	0	d	r	na
g. Some other reform area? (SPECIFY AREA) . _____ (STRING (NUM))	1	0	d	r	na

<p>IF AT LEAST ONE ITEM = 1, GO TO SC14. IF ALL ITEMS = 0, SKIP TO SC16</p>

SC14. Within the past year, did the state education agency work with any of the following type(s) of intermediaries to support the implementation of statewide education reform priorities in the various reform areas that we just discussed?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Federally-supported comprehensive center, regional educational laboratory, equity assistance center, or content center (SPECIFY) _____ (STRING (NUM))	1	0	d	r	na
b. Institution of higher education.....	1	0	d	r	na
c. Regional/county education offices.....	1	0	d	r	na
d. Educators contracted by the state such as distinguished educators	1	0	d	r	na
e. Other external organizations? (SPECIFY) _____ (STRING (NUM))	1	0	d	r	na
f. Something else (SPECIFY) _____ (STRING (NUM))	1	0	d	r	na

SC15. Continuing to focus on the intermediaries with whom the state education agency worked in the past year, with which of the following groups were these intermediaries expected to work?

NOTE TO PROGRAMMER: ASK SC14f and SC14g only of states that received Race to the Top Funds. All other states should be marked as “not applicable” on these two items.

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. State-level staff	1	0	d	r	na
b. All districts.....	1	0	d	r	na
c. Districts identified for improvement or corrective action under NCLB	1	0	d	r	na
d. Schools identified for improvement, corrective action, or restructuring under NCLB and/or the districts in which these schools are located.....	1	0	d	r	na
e. Schools that received School Improvement Grant funds or Race to the Top funds to implement one of the four U.S. Department of Education-specified school intervention models and/or the districts in which these schools are located	1	0	d	r	na
f. Districts and/or schools that are formally defined as “ participating ” in Race to the Top	1	0	d	r	na
g. Districts and/or schools that are formally defined as being “ involved ” in Race to the Top.....	1	0	d	r	na
h. Some other groups of districts and/or schools? (SPECIFY)	1	0	d	r	na
_____ (STRING (NUM))					

Now, I would like to ask you about your state’s capacity-building efforts in terms of state Department of Education staff expertise and the structures in place in the state education agency to support education reforms. We’ll also ask about your state’s approach to coordinating work across different reform areas.

SC16. Do you have significant gaps in any of the following areas of expertise at the state level? Please briefly describe any yes responses.

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Monitoring districts and/or schools (SPECIFY) _____ (STRING (NUM))	1	0	d	r	na
b. Providing targeted support or technical assistance to districts and/or schools (SPECIFY) _____ (STRING (NUM))	1	0	d	r	na
c. Developing and working with districts to implement teacher evaluation models (SPECIFY) _____ (STRING (NUM))	1	0	d	r	na
d. Developing state longitudinal data systems (SPECIFY) ... _____ (STRING (NUM))	1	0	d	r	na
e. Working with districts and/or schools on the use of data to improve instruction (SPECIFY) _____ (STRING (NUM))	1	0	d	r	na
f. Supporting districts and/or schools in the process of turning around low-achieving schools (SPECIFY) _____ (STRING (NUM))	1	0	d	r	na
g. Some other type of expertise (SPECIFY) _____ (STRING (NUM))	1	0	d	r	na

SC17. Focusing specifically on the School Improvement Grants program, do you have significant gaps in any of the following areas of expertise at the state level? Again, please briefly describe any yes responses.

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Using data to inform and differentiate instruction for low-achieving students (SPECIFY) _____ (STRING (NUM))	1	0	d	r	na
b. Selecting and implementing an instructional model based on the needs of low-achieving students (SPECIFY) _____ (STRING (NUM))	1	0	d	r	na
c. Developing and implementing teacher evaluation models based on student growth and/or “turnaround competencies” (SPECIFY) _____ (STRING (NUM))	1	0	d	r	na
d. Recruiting and retaining effective staff in low-achieving schools (SPECIFY) _____ (STRING (NUM))	1	0	d	r	na
e. Rewarding staff who are improving student outcomes in low-achieving schools and/or removing staff who are not (SPECIFY) _____ (STRING (NUM))	1	0	d	r	na
f. Providing job-embedded professional development to staff in low-achieving schools (SPECIFY) _____ (STRING (NUM))	1	0	d	r	na
g. Providing technical assistance to districts and/or schools on the factors to consider when selecting a school intervention model (SPECIFY) _____ (STRING (NUM))	1	0	d	r	na
h. Some other type of expertise (SPECIFY) _____ (STRING (NUM))	1	0	d	r	na

SC18. Since we last interviewed state representatives in spring 2012, has the state education agency implemented any of the following changes to support the implementation of state education reform priorities? These could include reform priorities funded by Race to the Top (if applicable), as well as statewide reform efforts funded in other ways.

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Created a new office(s) or department(s) (IF YES, SPECIFY) _____ (STRING (NUM))	1	0	d	r	na
b. Created new staff positions (IF YES, SPECIFY)..... _____ (STRING (NUM))	1	0	d	r	na
c. Reorganized the structure of existing offices/departments (IF YES, SPECIFY) _____ (STRING (NUM))	1	0	d	r	na
d. Changed laws, policies, or regulations (IF YES, SPECIFY) _____ (STRING (NUM))	1	0	d	r	na
e. Other structural changes to support the implementation of reforms (IF YES, SPECIFY) _____ (STRING (NUM))	1	0	d	r	na

SC19. Since spring 2012, has the state education agency coordinated Race to the Top (if applicable) and/or School Improvement Grants with Title I, Title II, IDEA, and other federal programs in any of the following ways?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Encouraged co-funding of initiatives using funds from different federal programs	1	0	d	r	na
b. Established common planning activities for state Department of Education staff responsible for different federal programs	1	0	d	r	na
c. Increased communication across state Department of Education staff responsible for different federal programs.....	1	0	d	r	na
d. Any other steps to coordinate between Race to the Top and/or School Improvement Grants and other federal programs? (SPECIFY)..... _____ (STRING (NUM))	1	0	d	r	na

SC20. At present, which of the following are the top three factors that constrain your state education agency’s capacity to implement statewide priorities for education reform? When responding, please think about all education reforms being implemented in your state—not just those funded by School Improvement Grants and/or Race to the Top (if applicable). Please indicate 1 for the most constraining factor, 2 for the second most constraining factor, and 3 for the third most constraining factor.

	CODE TOP THREE
a. Too few state education agency staff	_____
b. State Department of Education staff working independently/in silos without coordinating across reform areas	_____
c. Limited expertise in reform topics (SPECIFY TOPICS) _____ (STRING (NUM))	_____
d. Staff turnover.....	_____
e. Limited state funding for K–12 education.....	_____
f. Limited federal funding for K-12 education	_____
g. Need for better technology to support reform efforts	_____
h. Provisions within collective bargaining agreements (SPECIFY) _____ (STRING (NUM))	_____
i. State regulations/laws (SPECIFY)..... _____ (STRING (NUM))	_____
j. Federal regulations/laws (SPECIFY) _____ (STRING (NUM))	_____
k. Governance structure of state (SPECIFY)..... _____ (STRING (NUM))	_____
l. Level of support from governor.....	_____
m. Level of support from state legislature.....	_____
n. Something else (SPECIFY) _____ (STRING (NUM))	_____

DON'T KNOW d

REFUSED r

NOT APPLICABLE na

I would now like to ask you about education reform in your state and how it relates to English Language Learners.

SC21. Which one of the following statements best characterizes how English language learners fit into your state's current education reform priorities?

INTERVIEWER: SELECT ONLY ONE RESPONSE. FOR THE RESPONSE SELECTED, PLEASE ASK THE RESPONDENT TO ELABORATE ON HIS OR HER RESPONSE.

CODE ONE ONLY

English language learners are an explicit, central priority of statewide reform efforts (SPECIFY) 1
_____ (STRING (NUM))

English language learners are an emerging priority of statewide reform efforts (SPECIFY) 2
_____ (STRING (NUM))

Statewide reform efforts are designed to address the needs of all students, including English language learners (SPECIFY) 3
_____ (STRING (NUM))

DON'T KNOW d

REFUSED r

NOT APPLICABLE na

SC22. Since we last interviewed state representatives in spring 2012, has the state education agency implemented any of the following organizational or administrative changes to improve its capacity to address the needs of English language learners?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Increased number of state Department of Education staff with English language learner expertise	1	0	d	r	na
b. Reorganized the structure of existing offices or departments with English language learner responsibilities or increased the collaboration of staff across these offices or departments.....	1	0	d	r	na
c. Increased use of external consultants with English language learner expertise	1	0	d	r	na
d. Increased English language learner expertise within regional offices	1	0	d	r	na
e. Redefined specific policies to better meet the needs of English language learners	1	0	d	r	na
f. Something else (SPECIFY)	1	0	d	r	na
_____ (STRING (NUM))					

STANDARDS AND ASSESSMENTS MODULE

First, I'd like to ask you about the adoption of the Common Core State Standards—that is, the content standards that many states have adopted that are shared across these states, not the state-specific standards that may be used by states.

SA1. *[NOTE TO PROGRAMMER: Ask this version of the question if our data indicate that the state adopted Common Standards.]*

I understand that your state adopted the Common Core State Standards, but I'd like to confirm this information with you. Did your state adopt the Common Core State Standards in both English/language arts and math, math only, English/language arts only, or neither subject?

[NOTE TO PROGRAMMER: Ask this version of the question if our data indicate that the state did not adopt the Common Standards.]

I understand that your state did not adopt the Common Core State Standards, but I'd like to confirm this information with you. Did your state adopt the Common Core State Standards in both English/language arts and math, math only, English/language arts only, or neither subject?

YES, ADOPTED FOR BOTH SUBJECTS	1	
YES, ADOPTED FOR MATH ONLY	2	
YES, ADOPTED FOR ENGLISH/LANGUAGE ARTS ONLY	3	
NO, DID NOT ADOPT COMMON CORE IN EITHER SUBJECT	0	SKIP TO SA6
DON'T KNOW	d	SKIP TO SA6
REFUSED	r	SKIP TO SA6
NOT APPLICABLE	na	SKIP TO SA6

SA2. Currently, does your state supplement the Common Core State Standards with its own state-specific standards in both English/language arts and math, math only, English/language arts only, or neither subject?

CODE ONE ONLY

- YES, SUPPLEMENTED BOTH SUBJECTS 1
- YES, SUPPLEMENTED MATH ONLY..... 2
- YES, SUPPLEMENTED ENGLISH/LANGUAGE ARTS ONLY 3
- NO, DID NOT SUPPLEMENT COMMON CORE STANDARDS
IN EITHER SUBJECT 0 SKIP TO SA5
- DON'T KNOW d SKIP TO SA5
- REFUSED r SKIP TO SA5
- NOT APPLICABLE na SKIP TO SA5

SA3. What proportion of your total English/language arts and math standards are state-specific (meaning they are *not* part of the Common Core State Standards)? Please report separate percentages for English/language arts and math.

|_|_|_| PERCENT FOR ENGLISH/LANGUAGE ARTS (NUMBER RANGE)

|_|_|_| PERCENT FOR MATH (NUMBER RANGE)

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

SA4. For which of the following reasons did your state add state-specific standards in English/language arts, math, or both subjects? For each reason, please indicate whether the reason applies to English/language arts only, math only, both subjects, or neither subject.

CODE ONE PER ROW

	BOTH ELA AND MATH	MATH ONLY	ELA ONLY	NEITHER SUBJECT	DK	REF	NA
a. Key content areas were missing....	1	2	3	0	d	r	na
b. Certain concepts needed to be covered in earlier grades.....	1	2	3	0	d	r	na
c. Certain concepts needed to be covered in later grades.....	1	2	3	0	d	r	na
d. Something else (SPECIFY) _____ (STRING (NUM))	1	2	3	0	d	r	na

SA5. Are all teachers in your state currently required to use the English/language arts and math Common Core State Standards in their classroom instruction?

CODE ONE ONLY

- YES, CURRENTLY REQUIRED TO USE FOR BOTH SUBJECTS 1
- YES, CURRENTLY REQUIRED FOR MATH ONLY 2
- YES, CURRENTLY REQUIRED FOR ENGLISH/LANGUAGE ARTS ONLY 3
- NOT CURRENTLY REQUIRED FOR EITHER SUBJECT 0
- DON'T KNOW d
- REFUSED r
- NOT APPLICABLE na

NOTE: QUESTION SA6 IS FOR STATES THAT DID NOT ADOPT THE COMMON CORE STANDARDS IN ONE OR BOTH SUBJECTS

ASK IF SA1=0, 2, 3, d, r, or na

IF SA1=1 THEN SKIP TO SA7

SA6. Since the adoption of the state’s current academic standards for English/language arts and mathematics, which of the following actions has your state taken to evaluate how well these standards prepare students for college and/or careers? For each action, please indicate whether it was taken for English/language arts only, math only, both subjects, or neither subject.

CODE ONE PER ROW

	BOTH ELA AND MATH	MATH ONLY	ELA ONLY	NEITHER SUBJECT	DK	REF	NA
a. Compared state standards to international benchmarks	1	2	3	0	d	r	na
b. Compared state standards to the Common Core State Standards.....	1	2	3	0	d	r	na
c. Worked with institutions of higher education to identify skills and knowledge necessary for success in college	1	2	3	0	d	r	na
d. Worked with industry/employer representatives to identify key skills and knowledge necessary for success in careers	1	2	3	0	d	r	na
e. Used data to track postsecondary completion rates of students (SPECIFY) ... _____ (STRING (NUM))	1	2	3	0	d	r	na
f. Used data to track rates at which postsecondary students take remedial courses	1	2	3	0	d	r	na
g. Used data to track employment rates of students after graduation.....	1	2	3	0	d	r	na
h. Something else (SPECIFY)	1	2	3	0	d	r	na
_____ (STRING (NUM))							

[NOTE FOR PROGRAMMER: Throughout the module (from this point onward), if the state did not adopt the Common Core State Standards, refer to “your current state standards.” If the state did adopt, refer to “Common Core State Standards.”]

Now I'd like to talk about your state's plans for developing and using assessments aligned to your state's standards.

SA7. *[NOTE TO PROGRAMMER: Ask this version of the question if our data indicate that the state is participating in a consortium(a).]*

I understand that your state is participating in one or more consortium to develop assessments aligned to [the Common Core State Standards/your current state standards], but I would like to confirm this. Is your state participating in a consortium to develop assessments aligned to [the Common Core State Standards/your current state standards]?

[NOTE TO PROGRAMMER: Ask this version of the question if our data indicate that the state is not participating in a consortium.]

I understand that your state is not participating in a consortium to develop assessments aligned to [the Common Core State Standards/your current state standards], but I would like to confirm this. Is your state participating in a consortium to develop assessments aligned to [the Common Core State Standards/your current state standards]?

- YES 1
- NO 0 SKIP TO SA12
- DON'T KNOW d SKIP TO SA12
- REFUSED r SKIP TO SA12
- NOT APPLICABLE na SKIP TO SA12

SA8. Please confirm the consortium(a) your state currently participates with.

CODE ONE ONLY

- Partnership for Assessment of Readiness for College and Careers (PARCC) only 1
- SMARTER Balanced Assessment Consortium (SBAC) only 2
- Both PARCC and SMARTER Balanced 3
- Other (SPECIFY) 4
- _____ (STRING (NUM))
- DON'T KNOW d
- REFUSED r
- NOT APPLICABLE na

SA9. In what school year does your state plan to fully implement, as opposed to pilot test, the summative assessments in English/language arts and math that are being developed by the consortium(a) in which you are participating? Please report the year by which you plan to fully implement the summative assessments being developed by the consortium in both subjects.

CODE ONE ONLY

- Don't plan to implement new consortia-developed summative assessments in one of these subjects (English/language arts or math) 0**
- 2014-2015 1**
- 2015-2016 2**
- Some other year (SPECIFY) 3**
- _____ (STRING (NUM))
- DON'T KNOW d
- REFUSED r
- NOT APPLICABLE na

SA10. Does your state plan to implement [the interim assessments aligned to the Common Core State Standards/interim assessments (or interim assessment items) aligned to your current state standards] in both English/language arts and math, math only, English/language arts only, or neither subject?

CODE ONE ONLY

- YES, FOR BOTH SUBJECTS 1
- YES, FOR MATH ONLY 2
- YES, FOR ENGLISH/LANGUAGE ARTS ONLY 3
- NO, FOR NEITHER SUBJECT 0 SKIP TO SA12
- DON'T KNOW d SKIP TO SA12
- REFUSED r SKIP TO SA12
- NOT APPLICABLE na SKIP TO SA12

SA11. In what school year does your state plan to fully implement, as opposed to pilot test, the interim assessments (or assessment items) in English/language arts and/or math? Please report the year by which you plan to fully implement the interim assessments referenced in the previous question.

CODE ONE ONLY

- 2014-2015 1
 2015-2016 2
 Some other year (SPECIFY) 3
 _____(STRING (NUM))
 DON'T KNOW d
 REFUSED r
 NOT APPLICABLE na

Now I'd like to discuss how your state is transitioning or has transitioned to the implementation of [the Common Core State Standards/your current state standards] and assessments aligned to those standards.

SA12. Since we last interviewed state representatives in spring 2012, has your state made any of the following types of changes to state policies and practices in response to the adoption of [the Common Core State Standards/your current state standards]?

CODE ONE PER ROW

	YES	NO	DK	REF	NA
a. Required use of new curricula or textbooks.....	1	0	d	r	na
b. Required use of new, state-approved interim assessments.....	1	0	d	r	na
c. Changed credit or course requirements such as adopting use of competency-based credit for courses or subject knowledge.....	1	0	d	r	na
d. Changed the content of the state's high school exit exam.....	1	0	d	r	na
e. Changed the performance standard on the high school exit exam.....	1	0	d	r	na
f. Changed the college entrance requirements for the state college/university system.....	1	0	d	r	na
g. Changed policies related to teachers and/or school leaders such as licensure, certification, or annual professional development requirements.....	1	0	d	r	na
h. Other changes (SPECIFY).....	1	0	d	r	na
_____ (STRING (NUM))					

SA13. Since spring 2012, has the state provided any funds to districts and/or schools to support implementation of [the Common Core State Standards/ your current state standards]?

- YES..... 1
- NO..... 0 SKIP TO SA15
- DON'T KNOW d SKIP TO SA15
- REFUSED r SKIP TO SA15
- NOT APPLICABLE na SKIP TO SA15

SA14. For which of the following purposes were these funds designated?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Professional development	1	0	d	r	na
b. Curriculum/textbook purchase	1	0	d	r	na
c. Development or purchase of interim assessments or item banks	1	0	d	r	na
d. Purchase hardware or software needed to implement standards or assessments.....	1	0	d	r	na
e. Fund additional staff either externally contracted or hired internally.....	1	0	d	r	na
f. Something else (SPECIFY)	1	0	d	r	na
_____ (STRING (NUM))					

SA15. Since spring 2012, has the state made investments in new technology to assist with implementation of [the Common Core State Standards/your current state standards]?

- YES..... 1
- NO..... 0 SKIP TO SA17
- DON'T KNOW d SKIP TO SA17
- REFUSED r SKIP TO SA17
- NOT APPLICABLE na SKIP TO SA17

SA16. Which of the following types of investments in technology were made?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Hardware	1	0	d	r	na
b. Software.....	1	0	d	r	na
c. Connectivity such as increased bandwidth or Internet speed for school systems	1	0	d	r	na
d. Something else (SPECIFY)	1	0	d	r	na
_____ (STRING (NUM))					

SA17. Since spring 2012, has the state made investments in new technology to assist with implementation of the assessments associated with [the Common Core State Standards/your current state standards]?

- YES..... 1
- NO..... 0 SKIP TO SA19
- DON'T KNOW d SKIP TO SA19
- REFUSED r SKIP TO SA19
- NOT APPLICABLE na SKIP TO SA19

SA18. Which of the following types of investments in technology were made?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Hardware such as more computers or laptops for conducting assessments	1	0	d	r	na
b. Software.....	1	0	d	r	na
c. Connectivity such as increased bandwidth or Internet speed for conducting assessments	1	0	d	r	na
d. Something else (SPECIFY)	1	0	d	r	na
_____ (STRING (NUM))					

SA19. Since spring 2012, has the state provided any materials to help practitioners understand [the Common Core State Standards/your current state standards] and/or change instruction based on the standards?

- YES..... 1
- NO..... 0 SKIP TO SA21
- DON'T KNOW d SKIP TO SA21
- REFUSED r SKIP TO SA21
- NOT APPLICABLE na SKIP TO SA21

SA20. Which of the following materials have been provided to help practitioners understand the standards and/or change instruction based on the standards?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Documents showing alignment between the previous state standards and the new standards.....	1	0	d	r	na
b. Documents showing the alignment between summative assessments and new standards, for example blueprints.....	1	0	d	r	na
c. Tools or guidance on providing instruction aligned with the new standards such as scope and sequence, curriculum maps, or frameworks.....	1	0	d	r	na
d. Examples of instruction consistent with new standards	1	0	d	r	na
e. Sample lesson plans consistent with new standards	1	0	d	r	na
f. Sample performance tasks for formative assessment purposes including rubrics or scoring guides	1	0	d	r	na
g. Sample student work.....	1	0	d	r	na
h. Banks of interim assessment items aligned to standards	1	0	d	r	na
i. Walk-through or observation protocols to aid in monitoring alignment of instruction to new standards.....	1	0	d	r	na
j. Something else (SPECIFY)	1	0	d	r	na
_____ (STRING (NUM))					

SA21. Since spring 2012, has the state provided any professional development, training, or technical assistance (either directly or through an intermediary) to districts and/or schools to support implementation of [the Common Core State Standards/your current state standards]?

- YES 1
- NO 0 SKIP TO SA23
- DON'T KNOW d SKIP TO SA23
- REFUSED r SKIP TO SA23
- NOT APPLICABLE na SKIP TO SA23

SA22. Which of the following types of professional development, training, or technical assistance were provided?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Training on building awareness/understanding of [the Common Core State Standards/your state standards].....	1	0	d	r	na
b. Training on teaching strategies, activities, or methods aligned with [the Common Core State Standards/your current state standards].....	1	0	d	r	na
c. Training on the assessments aligned to [the Common Core State Standards/your current state standards].....	1	0	d	r	na
d. Something else (SPECIFY)	1	0	d	r	na

_____ (STRING (NUM))

SA23. Since spring 2012, what other actions, if any, has the state taken to support implementation of [the Common Core State Standards/your current state standards]standards that we have not yet discussed? Please describe in just a sentence or two.

_____ (STRING (NUM))

PLEASE SPECIFY

DON'T KNOW d

REFUSED r

NOT APPLICABLE na

SA24. Since spring 2012, what has been the single greatest challenge the state has encountered in implementing [the Common Core State Standards/your current state standards]? Please describe in just a sentence or two.

_____ (STRING (NUM))

PLEASE SPECIFY

DON'T KNOW d

REFUSED r

NOT APPLICABLE na

Now I would like to ask you about standards and assessments for English language learners.

SA25. Since we last interviewed state representatives in spring 2012, has the state provided any supports to districts and/or schools specifically designed to aid in the implementation of the state’s standards with English language learners? This might include, but is not limited to, funds, professional development, technical assistance, or materials to support use of standards with English language learners.

- YES 1
- NO 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

SA26. Which of the following supports specifically designed to aid in the implementation of the state’s standards with English language learners were provided?

		CODE ONE PER ROW				
		YES	NO	DK	REF	NA
a.	Funds (SPECIFY PURPOSE) _____ (STRING (NUM))	1	0	d	r	na
b.	Materials to support understanding and use of new standards with English language learners (SPECIFY PURPOSE) _____ (STRING (NUM))	1	0	d	r	na
c.	Professional development, training, or technical assistance to support the instruction of English language learners (SPECIFY PURPOSE) _____ (STRING (NUM))	1	0	d	r	na
d.	Mapped new English/language arts standards to state English Language Proficiency standards or revised state English Language Proficiency standards for better alignment (SPECIFY PURPOSE) _____ (STRING (NUM))	1	0	d	r	na
e.	Something else (SPECIFY) _____ (STRING (NUM))	1	0	d	r	na

DATA SYSTEMS MODULE

We would first like to talk about your state’s longitudinal data system. When we refer to state longitudinal data systems, please think about the data system or systems that are intended to enhance the ability of your state to efficiently and accurately manage, analyze, and use education data, including individual student records, and to help your state, districts, schools, and teachers make data-driven decisions to improve student learning.

DA1. Does your state currently have a statewide longitudinal data system?

- YES 1
- NO 0 SKIP TO DA11
- DON'T KNOW d SKIP TO DA11
- REFUSED r SKIP TO DA11
- NOT APPLICABLE na SKIP TO DA11

DA2. We are now going to ask you about data systems other than your state’s K-12 system, and whether they are linked to your state's K-12 education longitudinal data system, which means that data stored in these other systems can be accessed through the K-12 system. For each of the following data systems please indicate if they are currently linked to the state’s K–12 longitudinal education data system.

CODE ONE PER ROW

	YES	NO	DK	REF	NA
a. Early childhood	1	0	d	r	na
b. Higher education (e.g., National Student Clearinghouse or the state’s higher education data system)	1	0	d	r	na
c. Teacher preparation programs	1	0	d	r	na
d. Health (e.g., access to medical or mental health services)	1	0	d	r	na
e. Welfare/foster care/child protective services	1	0	d	r	na
f. Workforce (e.g., employment data)	1	0	d	r	na
g. Juvenile justice	1	0	d	r	na
h. Something else (SPECIFY).....	1	0	d	r	na
_____ (STRING (NUM))					

I would now like to ask you questions about who has access to the statewide longitudinal data system (SLDS) and what type of access they have.

DA3. Which of the following groups currently has access to data from the state longitudinal data system? (Note that access granted upon request, for example, counts.)

DA4. What types of data do [STAFF] have access to?

USER GROUPS	DA3.					DA4.
	YES	NO	DK	REF	NA	TYPE OF ACCESS
	IF NO, DK, REF, OR NA, GO TO NEXT ROW					(CODE ALL THAT APPLY)
a. State Department of Education staff	1	0	d	r	na	Individual student-level data for students in the state1 School-level aggregated data for schools in the state2 District-level aggregated data for districts in the state3 Access to other types of SLDS data (SPECIFY)4 _____ (STRING (NUM)) Don't Knowd Refusedr Not applicable..... na
b. District staff	1	0	d	r	na	Individual student-level data for students in the district1 School-level aggregated data for schools in the district.....2 District-level aggregated data for districts in the state3 Access to other types of SLDS data (SPECIFY)4 _____ (STRING (NUM)) Don't Knowd Refusedr Not applicable..... na
c. Principals	1	0	d	r	na	Individual student-level data for students in the school1 School-level aggregated data for schools in the district.....2 School-level aggregated data for schools in the state3 Access to other types of SLDS data (SPECIFY)4 _____ (STRING (NUM)) Don't Knowd Refusedr Not applicable.....na

USER GROUPS

DA3.					DA4.
YES	NO	DK	REF	NA	TYPE OF ACCESS (CODE ALL THAT APPLY)
IF NO, DK, REF, OR NA, GO TO NEXT ROW					

d. Teachers 1 0 d r na Individual student-level data for students in their classes....1
 School-level aggregated data for schools in the district.....2
 School-level aggregated data for schools in the state3
 Access to other types of SLDS data (SPECIFY)4
 _____(STRING (NUM))
 Don't Knowd
 Refusedr
 Not applicable.....na

e. Colleges and universities for purposes other than research (e.g., admissions) 1 0 d r na Individual student-level data for students in the state1
 School-level aggregated data for schools in the state2
 District-level aggregated data for districts in the state3
 Access to other types of SLDS data (SPECIFY)4
 _____(STRING (NUM))
 Don't Knowd
 Refusedr
 Not applicable.....na

f. External researchers... 1 0 d r na Individual student-level data for students in their state1
 School-level aggregated data for schools in the state2
 District-level aggregated data for districts in the state3
 Access to other types of SLDS data (SPECIFY)4
 _____(STRING (NUM))
 Don't Knowd
 Refusedr
 Not applicable.....na

g. Other groups (SPECIFY) 1 0 d r na Individual student-level data for students in the state1
 School-level aggregated data for schools in the state2
 District-level aggregated data for districts in the state3
 Access to other types of SLDS data (SPECIFY)4
 _____(STRING (NUM))
 Don't Knowd
 Refusedr
 Not applicable.....na

DA5. NOT REQUIRED

DA6. Do users currently access the data from the statewide longitudinal data system through a single portal or multiple portals? If neither of these describes access in your state, please briefly describe how the statewide longitudinal data system is accessed by users.

[NOTE TO INTERVIEWER: If respondents ask what we mean by using multiple portals, use the following example: “For example, accessing data on teachers from one portal and data on students from another.”]

CODE ONE ONLY

SINGLE PORTAL FOR ACCESS TO THE STATEWIDE
LONGITUDINAL DATA SYSTEM 1

MULTIPLE PORTALS TO ACCESS DIFFERENT ELEMENTS
OF THE STATEWIDE LONGITUDINAL DATA SYSTEM..... 2

NEITHER (SPECIFY) 3

_____ (STRING (NUM))

DON'T KNOW d

REFUSED r

NOT APPLICABLE na

I would now like to ask you about the extent to which those with access to the statewide longitudinal data system use the data and the purposes for which they use the data.

DA7. Does the state currently track usage of the statewide longitudinal data system?

YES 1

NO 0 SKIP TO DA10

DON'T KNOW d SKIP TO DA10

REFUSED r SKIP TO DA10

NOT APPLICABLE na SKIP TO DA10

DA8. Is the usage tracked by user type such as teachers, principals, and district administrators?

YES 1

NO 0 SKIP TO DA10

DON'T KNOW d SKIP TO DA10

REFUSED r SKIP TO DA10

NOT APPLICABLE na SKIP TO DA10

DA9. How many of each of the following unique users in the state accessed the statewide longitudinal data system in the 2011-2012 school year, and how many individuals in total were in each group in the 2011-2012 school year? For example, there may have been 50 state Department of Education staff and 45 of them might have accessed the state longitudinal data system in the 2011-2012 school year.

USER GROUPS	TOTAL NUMBER OF INDIVIDUALS IN GROUP	NUMBER OF UNIQUE USERS IN STATE WHO ACCESSED STATEWIDE LONGITUDINAL DATA SYSTEM
a. State Department of Education staff	_ _ NUMBER (NUMBER RANGE) DON'T KNOW d REFUSED r NOT APPLICABLE na	_ _ NUMBER (NUMBER RANGE) DON'T KNOW d REFUSED r NOT APPLICABLE na
b. District staff	_ _ NUMBER (NUMBER RANGE) DON'T KNOW d REFUSED r NOT APPLICABLE na	_ _ NUMBER (NUMBER RANGE) DON'T KNOW d REFUSED r NOT APPLICABLE na
c. Principals	_ _ NUMBER (NUMBER RANGE) DON'T KNOW d REFUSED r NOT APPLICABLE na	_ _ NUMBER (NUMBER RANGE) DON'T KNOW d REFUSED r NOT APPLICABLE na
d. Teachers	_ _ NUMBER (NUMBER RANGE) DON'T KNOW d REFUSED r NOT APPLICABLE na	_ _ NUMBER (NUMBER RANGE) DON'T KNOW d REFUSED r NOT APPLICABLE na
e. Other groups (SPECIFY) _____ (STRING (NUM))	_ _ NUMBER (NUMBER RANGE) DON'T KNOW d REFUSED r NOT APPLICABLE na	_ _ NUMBER (NUMBER RANGE) DON'T KNOW d REFUSED r NOT APPLICABLE na

DA10. For which of the following purposes are data in the state longitudinal data system currently used by state-level staff?

	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 such as measuring program effectiveness	1	0	d	r	na
c. To inform professional development offerings such as identifying specific content or skills where teachers need assistance or support	1	0	d	r	na
d. To evaluate the success of professional development offerings for teachers or principals.....	1	0	d	r	na
e. To inform resource allocation such as which schools and students receive which programs or which staff work with which students.....	1	0	d	r	na
f. To provide information to teachers about their students' progress	1	0	d	r	na
g. To provide information to parents about the school or their children	1	0	d	r	na
h. To provide information to students about their own progress	1	0	d	r	na
i. To track students' postsecondary enrollment and progress after high school graduation such as credits earned in public colleges or universities in your state	1	0	d	r	na
j. To provide information to federal agencies (e.g., EDFacts)	1	0	d	r	na
k. Something else (SPECIFY)	1	0	d	r	na
_____ (STRING (NUM))					

I would now like to ask you about how the state supports the implementation and use of local instructional improvement systems (which we will refer to here as “district data systems”), which are defined by the U.S. Department of Education as technologically based tools or strategies that provide educators with data to manage continuous instructional improvement efforts. Please keep this definition in mind when responding to these questions.

DA11. Does the state require districts to implement district data systems, as defined above?

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

I would now like to talk about how your state supports the use of data and data systems by districts to improve instruction.

DA12. Within the past year, has the state provided funding, materials, training, technical assistance, or other supports to districts to encourage the use of data to improve instruction?

- YES 1
- NO 0 SKIP TO DA15
- DON'T KNOW d SKIP TO DA15
- REFUSED r SKIP TO DA15
- NOT APPLICABLE na SKIP TO DA15

DA13. Within the past year, which of the following types of supports did the state provide to districts to encourage them to use data to improve instruction?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Funds (money that is given directly to districts) (SPECIFY). _____ (STRING (NUM))	1	0	d	r	na
b. Materials or documents on use of data to improve instruction such as models to illustrate how to use data when allocating resources and planning school improvement activities (SPECIFY) _____ (STRING (NUM))	1	0	d	r	na
c. Technical assistance and/or support such as making technical experts in systems or networks available to districts or making data analysis experts such as data coaches available to districts (SPECIFY) _____ (STRING (NUM))	1	0	d	r	na
d. Professional development or training such as training on how to use data to analyze student achievement or how to use data to change instructional practice (SPECIFY) _____ (STRING (NUM))	1	0	d	r	na
e. Something else (SPECIFY) _____ (STRING (NUM))	1	0	d	r	na

DA14. Did all districts receive these supports or were they targeted at or provided to specific districts?

[NOTE TO INTERVIEWER: If respondent asks for guidance about providing targeted supports to all districts or to specific districts, use the following example: “For example, in Race to the Top states, supports might have only been provided to Race to the Top “participating” districts and in states that did not receive Race to the Top funds, supports might have been targeted to districts containing persistently lowest-achieving schools.”]

	CODE ONE ONLY
ALL DISTRICTS	1
SPECIFIC DISTRICTS (SPECIFY).....	2
_____ (STRING (NUM))	
DON'T KNOW	d
REFUSED	r
NOT APPLICABLE	na

DA15. Which of the following would you say are currently the top three barriers to the use of data by state-level staff to make instructional improvements? Please indicate 1 for the most significant barrier, 2 for the second most significant barrier, and 3 for the third most significant barrier.

	CODE TOP THREE
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—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 state 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 state 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 (<i>Please specify</i>)	_____

CODE ONE ONLY

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

IF “NO” AT DA1, SKIP TO DA18

We would now like to discuss several topics related to data systems and English language learners, including data system content related to English language learners and supports provided to aid in the use of data on English language learners.

DA16. Which of the following types of data specifically related to English language learner students are currently included in your state’s longitudinal data system(s)?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Students currently identified as English language learners..	1	0	d	r	na
b. Students formerly identified as English language learners ..	1	0	d	r	na
c. Students’ English language proficiency test scores	1	0	d	r	na
d. English language learners’ proficiency in their native (home) language	1	0	d	r	na
e. Student participation in bilingual education programs, defined as programs that focus on developing literacy in two languages, which include non-English speakers and may include English speakers, and which involve instruction in English and another language.	1	0	d	r	na
f. Student participation in other educational programs specifically designed for English language learners	1	0	d	r	na
g. Student’s native language	1	0	d	r	na
h. Number of years the student has lived in U.S.....	1	0	d	r	na
i. Teacher participation in professional development related to English language learner instruction.....	1	0	d	r	na
j. Teacher qualifications related to English language learner instruction such as certification or education	1	0	d	r	na
k. The number of years that students have received English language instructional services	1	0	d	r	na
l. The length of time it took for an English language learner to exit English language learners status	1	0	d	r	na
m. Something else (SPECIFY)	1	0	d	r	na
_____ (STRING (NUM))					

DA17. For which of the following purposes are data in the state longitudinal data system specifically related to English language learners currently used by state-level staff?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. To track the progress of current English language learners	1	0	d	r	na
b. To track the progress of former English language learners	1	0	d	r	na
c. To track the English language learner status of students ...	1	0	d	r	na
d. To identify the needs of specific English language learner populations such as refugees, migrant education students, or students who speak low-incidence languages	1	0	d	r	na
e. To identify the professional development needs of teachers of English language learners	1	0	d	r	na
f. To assess teacher effectiveness with English language learners	1	0	d	r	na
g. To provide information to the parents of English language learners about their children's progress	1	0	d	r	na
h. To provide information to English language learners about their own progress	1	0	d	r	na
i. To make decisions about exiting students from English language learner status	1	0	d	r	na
j. Something else (SPECIFY)	1	0	d	r	na

_____ (STRING (NUM))

DA18. Within the past year, has the state provided funding, materials, training, technical assistance, or other supports to districts specifically designed to aid in the use of data related to English language learners?

- YES..... 1
- NO..... 0 SKIP TO DA20
- DON'T KNOW d SKIP TO DA20
- REFUSED r SKIP TO DA20
- NOT APPLICABLE na SKIP TO DA20

DA19. Within the past year, which of the following supports did the state provide to districts specifically designed to aid in the use of data related to English language learners?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Funds (SPECIFY) _____ (STRING (NUM))	1	0	d	r	na
b. Materials or resources such as documents or software (SPECIFY) _____ (STRING (NUM))	1	0	d	r	na
c. Professional development, training, or technical assistance (SPECIFY)..... _____ (STRING (NUM))	1	0	d	r	na
d. Something else (SPECIFY) _____ (STRING (NUM))	1	0	d	r	Na

IF “NO” AT DA1, SKIP DA20.

DA20. Currently, does your state’s longitudinal data system include the following data elements of the America Competes Act? Please respond “yes” only if the data element described is currently fully operational.

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. A unique statewide student identifier that does not permit a student to be individually identified by users of the system.....	1	0	d	r	na
b. Student-level enrollment, demographic, and program participation information	1	0	d	r	na
c. Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P–16 education programs	1	0	d	r	na
d. The capacity to communicate with higher education data systems.....	1	0	d	r	na
e. A state data audit system assessing data quality, validity, and reliability.	1	0	d	r	na
f. Yearly test or assessment records of individual students	1	0	d	r	na
g. Information on students not tested by grade and subject.....	1	0	d	r	na
h. A teacher identifier system with the ability to match teachers to students.	1	0	d	r	na
i. Student-level transcript information, including information on courses completed and grades earned.....	1	0	d	r	na
j. Student-level college readiness test scores.....	1	0	d	r	na
k. Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework.....	1	0	d	r	na
l. Other information to address alignment and adequate preparation for success in postsecondary education (SPECIFY)	1	0	d	r	na
_____ (STRING (NUM))					

TEACHERS AND LEADERS MODULE

We would first like to ask you about certification pathways for teachers in your state.

TL1. Currently, does the state authorize or permit alternative programs for teacher certification?

- YES 1
 NO 0 SKIP TO TL5
 DON'T KNOW d SKIP TO TL5
 REFUSED r SKIP TO TL5
 NOT APPLICABLE na SKIP TO TL5

TL2. Currently, which of the following groups are authorized to operate alternative teacher certification programs in your state?

TL3. Are they currently operating such programs in your state?

	TL2.					TL3.				
	CURRENTLY AUTHORIZED TO OPERATE					CURRENTLY OPERATING				
	IF NO, DK, REF, OR NA, GO TO NEXT ROW									
	YES	NO	DK	REF	NA	YES	NO	DK	REF	NA
a. Institutions of higher education.....	1	0	d	r	na	1	0	d	r	na
b. School districts.....	1	0	d	r	na	1	0	d	r	na
c. Educational service districts or cooperatives in your state.....	1	0	d	r	na	1	0	d	r	na
d. Nonprofit organizations such as Teach for America	1	0	d	r	na	1	0	d	r	na
e. Partnerships or collaborations between groups listed above.....	1	0	d	r	na	1	0	d	r	na
f. Other groups or organizations (PLEASE SPECIFY TYPE OF GROUP)	1	0	d	r	na	1	0	d	r	na
_____ (STRING (NUM))										

TL4. Currently, does the state have regulations or policies in place that limit the number of alternative teacher certification programs in the state?

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

TL5. Within the past year, did the state implement any of the following types of changes to state regulations or policies related to either traditional teacher preparation programs or alternative teacher certification programs in the state? For each potential change, please indicate if it was implemented for traditional certification programs only, alternative certification programs only, both traditional and alternative programs, or neither.

CODE ONE PER ROW

	TRAD ONLY	ALT. ONLY	BOTH	NEITHER	DK	REF	NA
a. Expanded the types of institutions qualified to operate teacher preparation programs to include providers operating independently of institutions of higher education	1	2	3	0	d	r	na
b. Adopted policies or regulations designed to increase the selectivity of teacher preparation programs	1	2	3	0	d	r	na
c. Adopted policies or regulations designed to increase the amount of time students in teacher preparation programs spend in supervised, school-based learning experiences.....	1	2	3	0	d	r	na
d. Adopted policies or regulations to increase the amount of mentoring and/or coaching that students in teacher preparation programs receive..	1	2	3	0	d	r	na
e. Adopted policies or regulations that allow <u>alternative</u> certification programs to award the same type of certification that <u>traditional</u> preparation programs award		2		0	d	r	na
f. Other changes to state regulations or policies related to either traditional or alternative teacher certification programs (SPECIFY)	1	2	3	0	d	r	na
_____ (STRING (NUM))							

TL6. NOT REQUIRED

TL7. NOT REQUIRED

TL8. NOT REQUIRED

TL9. NOT REQUIRED

We would now like to ask about whether and how your state assesses the effectiveness of certification programs for teachers in your state. When responding to these questions, please think about *both* traditional and alternative teacher certification programs.

TL10. Does the state currently have a process by which it assesses the effectiveness of teacher certification programs? If yes, does the process exist only for traditional certification programs, only for alternative certification programs, or for both types of programs?

CODE ONE ONLY

- YES, FOR TRADITIONAL PROGRAMS ONLY 1
- YES, FOR ALTERNATIVE PROGRAMS ONLY 2
- YES, FOR BOTH..... 3
- NO..... 0 SKIP TO TL14
- DON'T KNOW d SKIP TO TL14
- REFUSED r SKIP TO TL14
- NOT APPLICABLE na SKIP TO TL14

TL11. Currently, which of the following types of information does the state use to assess the effectiveness of teacher certification programs? Please indicate if each type of information is used for assessing effectiveness of traditional certification programs only, alternative certification programs only, both traditional and alternative programs, or neither.

CODE ONE PER ROW

	TRAD. ONLY	ALT. ONLY	BOTH	NEITHER	DK	REF	NA
a. The percentage of enrollees who earn certification.....	1	2	3	0	d	r	na
b. The percentage of enrollees placed in teaching jobs.....	1	2	3	0	d	r	na
c. Rates of retention in the profession	1	2	3	0	d	r	na
d. The effectiveness ratings (based in part on student growth) of credentialed teachers from each program.....	1	2	3	0	d	r	na
e. Qualitative program reviews	1	2	3	0	d	r	na
f. Feedback from principals, other school staff, or human resources staff on credentialed teachers from each program.....	1	2	3	0	d	r	na
g. Something else (SPECIFY)	1	2	3	0	d	r	na
_____ (STRING (NUM))							

TL12. Within the past year, did the state use the results from its evaluations of teacher certification programs in any of the following ways? For each potential use, please indicate if it was used for traditional certification programs only, alternative certification programs only, both traditional and alternative programs, or neither.

CODE ONE PER ROW

	TRAD. ONLY	ALT. ONLY	BOTH	NEITHER	DK	REF	NA
a. Provided the results to the certification programs.....	1	2	3	0	d	r	na
b. Provided additional state funding to certification programs that were shown to be effective.....	1	2	3	0	d	r	na
c. Expanded and/or promoted certification programs that were shown to be effective.....	1	2	3	0	d	r	na
d. Eliminated and/or reduced state funding for certification programs that were shown to be ineffective	1	2	3	0	d	r	na
e. Closed programs that were shown to be ineffective	1	2	3	0	d	r	na
f. Publicly reported results for each program.....	1	2	3	0	d	r	na
g. Other (SPECIFY) _____ (STRING (NUM))	1	2	3	0	d	r	na

TL13. NOT REQUIRED

TL14. Does the state currently have a process to identify areas of teacher shortages?

- YES..... 1
- NO..... 0 SKIP TO TL16
- DON'T KNOW d SKIP TO TL16
- REFUSED r SKIP TO TL16
- NOT APPLICABLE na SKIP TO TL16

TL15. Within the past year, which of the following actions have been taken by the state to identify areas of teacher shortage?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Reviewed the number of vacant positions and/or teacher attrition by content area, grade, student achievement levels, or student demographic characteristics	1	0	d	r	na
b. Reviewed the number of positions filled by teachers teaching in subjects outside their certification area.....	1	0	d	r	na
c. Reviewed the projected total number of teacher preparation program graduates	1	0	d	r	na
d. Reviewed the projected number of teacher preparation program graduates in specific subject areas	1	0	d	r	na
e. Reviewed the projected number of teacher preparation program graduates in specific grade levels	1	0	d	r	na
f. Surveyed district administrators	1	0	d	r	na
g. Surveyed school administrators	1	0	d	r	na
h. Something else (SPECIFY)	1	0	d	r	na

_____ (STRING (NUM))

TL16. Does the state currently have any areas of teacher shortages (that is, any geographical locations and/or specific types of schools or subjects with unfilled teacher positions)?

YES (PLEASE SPECIFY)..... 1
 _____ (STRING (NUM))

NO..... 0 SKIP TO TL18

DON'T KNOW d SKIP TO TL18

REFUSED r SKIP TO TL18

NOT APPLICABLE na SKIP TO TL18

TL17. Within the past year, has the state taken any of the following steps to address these areas of teacher shortage?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Enacted policies allowing <u>traditional</u> teacher preparation programs to expand the number of students served.....	1	0	d	r	na
b. Enacted policies allowing <u>alternative</u> teacher preparation programs to expand the number of students served.....	1	0	d	r	na
c. Provided incentives for teachers to become certified in areas of shortage (SPECIFY)..... _____ (STRING (NUM))	1	0	d	r	na
d. Notified teacher preparation programs about the areas of shortage	1	0	d	r	na
e. Encouraged teacher preparation programs to train more teachers in the areas of shortage	1	0	d	r	na
f. Developed or began developing new alternative teacher certification programs focused on the areas of shortage ...	1	0	d	r	na
g. Increased the amount of induction support for novice teachers with the goal of reducing teacher attrition in areas of shortage	1	0	d	r	na
h. Something else (SPECIFY)	1	0	d	r	na
_____ (STRING (NUM))					

Now I would like to ask you about certification pathways for principals in your state.

TL18. Currently, does the state authorize or permit alternative certification programs for principals?

- YES..... 1
- NO..... 0 SKIP TO TL22
- DON'T KNOW d SKIP TO TL22
- REFUSED r SKIP TO TL22
- NOT APPLICABLE na SKIP TO TL22

TL19. Currently, which of the following groups are authorized to operate alternative principal certification programs in your state?

TL20. Are they currently operating such programs in your state?

	TL19.					TL20.				
	CURRENTLY AUTHORIZED TO OPERATE					CURRENTLY OPERATING				
	IF NO, DK, REF, OR NA, GO TO NEXT ROW									
	YES	NO	DK	REF	NA	YES	NO	DK	REF	NA
a. Institutions of higher education...	1	0	d	r	na	1	0	d	r	na
b. School districts	1	0	d	r	na	1	0	d	r	na
c. Educational service districts or cooperatives in your state	1	0	d	r	na	1	0	d	r	na
d. Nonprofit organizations such as Teach for America.....	1	0	d	r	na	1	0	d	r	na
e. Partnerships or collaborations between groups listed above.....	1	0	d	r	na	1	0	d	r	na
f. Other groups or organizations (PLEASE SPECIFY TYPE OF GROUP)..... _____ (STRING (NUM))	1	0	d	r	na	1	0	d	r	na

TL21. Currently, does the state have regulations or policies that limit the number of alternative principal certification programs in the state?

YES (PLEASE BRIEFLY SPECIFY) 1
 _____ (STRING (NUM))

NO..... 0

DON'T KNOW d

REFUSED r

NOT APPLICABLE na

TL22. Within the past year, did the state implement any of the following types of changes to state regulations or policies related to either traditional principal preparation programs or alternative principal certification programs in the state? For each potential change, please indicate if it was implemented for traditional certification programs only, alternative certification programs only, both traditional and alternative programs, or neither.

CODE ONE PER ROW

	TRAD ONLY	ALT. ONLY	BOTH	NEITHER	DK	REF	NA
a. Expanded the types of institutions qualified to operate principal preparation programs to include providers operating independently of institutions of higher education	1	2	3	0	d	r	na
b. Adopted policies or regulations designed to increase the selectivity of principal preparation programs.....	1	2	3	0	d	r	na
c. Adopted policies or regulations designed to increase the amount of time students in principal preparation programs spend in supervised, school-based learning experiences.....	1	2	3	0	d	r	na
d. Adopted policies or regulations to increase the amount of mentoring and/or coaching that students in principal preparation programs receive	1	2	3	0	d	r	na
e. Adopted policies or regulations that allow <u>alternative</u> certification programs to award the same type of certification that <u>traditional</u> preparation programs award		2		0	d	r	na
f. Other changes to state regulations or policies related to either traditional or alternative principal certification programs (SPECIFY)	1	2	3	0	d	r	na
_____ (STRING (NUM))							

TL23. NOT REQUIRED

TL24. NOT REQUIRED

TL25. NOT REQUIRED

TL26. NOT REQUIRED

We would now like to ask about whether and how your state assesses the effectiveness of certification programs for principals in your state. When responding to these questions, please think about *both* traditional and alternative principal certification programs.

TL27. Does the state currently have a process by which it assesses the effectiveness of principal certification programs? If yes, does the process exist only for traditional certification programs, only for alternative certification programs, or for both types of programs?

- YES, FOR TRADITIONAL PROGRAMS ONLY 1
- YES, FOR ALTERNATIVE PROGRAMS ONLY 2
- YES, FOR BOTH..... 3
- NO..... 0 SKIP TO TL31
- DON'T KNOW d SKIP TO TL31
- REFUSED r SKIP TO TL31
- NOT APPLICABLE na SKIP TO TL31

TL28. Currently, which of the following types of information does the state use to assess the effectiveness of principal certification programs? Please indicate if each type of information is used for assessing effectiveness of traditional certification programs only, alternative certification programs only, both traditional and alternative programs, or neither.

CODE ONE PER ROW

	TRAD ONLY	ALT. ONLY	BOTH	NEITHER	DK	REF	NA
a. The percentage of enrollees that earn certification	1	2	3	0	d	r	na
b. The percentage of enrollees placed in school administration jobs	1	2	3	0	d	r	na
c. Rates of retention in the profession	1	2	3	0	d	r	na
d. The effectiveness ratings (based in part on student growth) of credentialed principals from each program	1	2	3	0	d	r	na
e. Qualitative program reviews	1	2	3	0	d	r	na
f. Feedback from school staff, district staff, or human resources staff on credentialed principals from each program.....	1	2	3	0	d	r	na
g. Something else (SPECIFY)	1	2	3	0	d	r	na
_____ (STRING (NUM))							

TL29. Within the past year, did the state use the results from its evaluations of principal certification programs in any of the following ways? For each potential use, please indicate if it was used for traditional certification programs only, alternative certification programs only, both traditional and alternative programs, or neither.

CODE ONE PER ROW

	TRAD. ONLY	ALT. ONLY	BOTH	NEITHER	DK	REF	NA
a. Provided the results to the certification programs.....	1	2	3	0	d	r	na
b. Provided additional state funding to certification programs that were shown to be effective.....	1	2	3	0	d	r	na
c. Expanded and/or promoted certification programs that were shown to be effective.....	1	2	3	0	d	r	na
d. Eliminated and/or reduced state funding for certification programs that were shown to be ineffective	1	2	3	0	d	r	na
e. Closed programs that were shown to be ineffective.....	1	2	3	0	d	r	na
f. Publicly reported results for each program.....	1	2	3	0	d	r	na
g. Other (SPECIFY) _____ (STRING (NUM))	1	2	3	0	d	r	na

TL30. NOT REQUIRED

TL31. Does the state currently have a process to identify areas of principal shortages?

- YES..... 1
- NO..... 0 SKIP TO TL33
- DON'T KNOW d SKIP TO TL33
- REFUSED r SKIP TO TL33
- NOT APPLICABLE na SKIP TO TL33

TL32. Within the past year, which of the following actions have been taken by the state to identify areas of principal shortage?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Reviewed the number of vacant positions and/or principal attrition by student achievement levels or student demographic characteristics	1	0	d	r	na
b. Reviewed the projected total number of principal preparation program graduates	1	0	d	r	na
c. Surveyed district administrators	1	0	d	r	na
d. Surveyed school administrators	1	0	d	r	na
e. Something else (SPECIFY)	1	0	d	r	na
_____ (STRING (NUM))					

TL33. Does the state currently have any areas of principal shortages (that is, any geographical locations and/or specific types of schools with unfilled principal positions)?

- YES (PLEASE SPECIFY)..... 1
 _____ (STRING (NUM))
- NO..... 0 SKIP TO TL35
- DON'T KNOW d SKIP TO TL35
- REFUSED r SKIP TO TL35
- NOT APPLICABLE na SKIP TO TL35

TL34. Within the past year, has the state taken any of the following steps to address these areas of principal shortage?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Enacted policies allowing <u>traditional</u> principal preparation programs to expand the number of students served.....	1	0	d	r	na
b. Enacted polices allowing <u>alternative</u> principal preparation programs to expand the number of students served.....	1	0	d	r	na
c. Provided incentives for individuals to become certified to work as principals (SPECIFY) _____ (STRING (NUM))	1	0	d	r	na
d. Notified principal preparation programs about the areas of shortage	1	0	d	r	na
e. Encouraged principal preparation programs to train more principals in the areas of shortage.....	1	0	d	r	na
f. Developed or began developing new alternative principal certification programs focused on the areas of shortage	1	0	d	r	na
g. Increased the amount of support for principals with the goal of reducing principal attrition in areas of shortage	1	0	d	r	na
h. Something else (SPECIFY) _____ (STRING (NUM))	1	0	d	r	na

I would now like to ask you about your state’s requirements and approaches to teacher evaluation.

TL35. Which of the following statements best describes your state’s current requirements and regulations related to teacher evaluation?

CODE ONE ONLY

- All districts in your state are required to use a uniform evaluation model prescribed by the state..... 1
- Districts in your state are required to adopt the state model for evaluating teachers *if they cannot meet or surpass state expectations*, sometimes referred to as the state default model..... 2
- Districts in your state *may* adopt the state model for evaluating teachers, sometimes referred to as the state exemplar model 3
- Districts are required to administer evaluations that comply with state statutes and rules and the state monitors the evaluation process 4
- Districts are required to administer evaluations that comply with state statutes and rules but the state does not monitor the evaluation process..... 5
- DON'T KNOW d
- REFUSED r
- NOT APPLICABLE na

TL36. Currently, does the state require that districts use student growth as one measure when evaluating all teachers, some teachers, or no teachers?

CODE ONE ONLY

- ALL TEACHERS 1 SKIP TO TL38
- SOME TEACHERS (PLEASE BRIEFLY SPECIFY WHICH TYPES OF TEACHERS) 2
- _____ (STRING (NUM))
- NO TEACHERS 3 SKIP TO TL39
- DON'T KNOW d SKIP TO TL39
- REFUSED r SKIP TO TL39
- NOT APPLICABLE na SKIP TO TL39

TL37. For which of the following subject areas does your state require that student growth be measured 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))					

TL38. Currently, do state regulations specify the extent to which evidence of student growth must factor into the overall teacher evaluation? For example, regulations may call for it to be a “significant” factor in evaluations or call for student growth to have a specific weight such as 20 percent. If this is specified in state regulations, please describe those specific regulations.

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

Next, I would like to ask you about your state’s policies regarding teacher evaluation during their probationary and non-probationary periods. Please consider tenured teachers as teachers “not in their probationary period.” If teachers in your state cannot earn tenure, please consider all teachers as “not in their probationary period.”

TL39. Currently, how long is the probationary period (the period before tenure is awarded) for teachers in your state?

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

TL40. Currently, how often does the state require that teachers be evaluated during their probationary period? For example, 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

TL41. Currently, how often does the state require that teachers be evaluated in their non-probationary period? For example, 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

TL42. Which of the following other measures of teacher performance are currently required by the state for teacher evaluations for teachers in 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))

TL43. Currently, which of the following measures of teacher performance are required by the state for evaluating teachers of non-tested subjects, non-tested grades, or 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))

TL44. Do state regulations specify a required *minimum* number of rating levels to be used when evaluating overall teacher performance? If so, what is the minimum number of rating categories that is required?

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

TL45. Within the past year, did the state collect information on the distribution of teachers across rating categories?

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

TL46. Within the past year, did the state conduct any analysis to examine the correlation or relationship between teacher ratings and student growth?

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

TL47. Currently, does the state specify a minimum acceptable spread of teachers across rating categories such as X percent in highly effective, Y percent in effective, and so on? If so, please describe what is required.

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

TL48. NOT REQUIRED

TL49. NOT REQUIRED

TL50. NOT REQUIRED

TL51. NOT REQUIRED

TL52. NOT REQUIRED

TL53. NOT REQUIRED

TL54. NOT REQUIRED

TL55. NOT REQUIRED

TL56. NOT REQUIRED

TL57. NOT REQUIRED

TL58. To what extent (great extent, moderate extent, little extent, or not at all) would you describe the following as challenges encountered by your state when developing and/or implementing the current approach to evaluating teacher performance?

CODE ONE PER ROW

	GREAT EXTENT	MODERATE EXTENT	LITTLE EXTENT	NOT AT ALL	DK	REF	NA
a. Having adequate state-level resources such as staff, time, and expertise to develop an approach to evaluating teacher performance.....	1	2	3	4	d	r	na
b. Achieving district and/or teacher buy-in	1	2	3	4	d	r	na
c. Achieving union support	1	2	3	4	d	r	na
d. Selecting an approach to meet the wide variety of needs in the state ..	1	2	3	4	d	r	na
e. Having enough time to test out the approach	1	2	3	4	d	r	na
f. Explaining the new approach to district and school staff.....	1	2	3	4	d	r	na
g. Training district and school staff to implement the new approach	1	2	3	4	d	r	na
h. Monitoring the quality of implementation.....	1	2	3	4	d	r	na
i. Something else (SPECIFY)	1	2	3	4	d	r	na
_____ (STRING (NUM))							

Next, I'd like to ask about how the results of these evaluations are used for professional development, tenure and dismissal decisions, compensation, and other human resource decisions concerning teachers.

TL59. Currently, does the state mandate how the results of teacher evaluations must be used?

- YES..... 1
- NO..... 0 SKIP TO TL61
- DON'T KNOW d SKIP TO TL61
- REFUSED r SKIP TO TL61
- NOT APPLICABLE na SKIP TO TL61

TL60. Currently, does the state prohibit, permit, or require teacher evaluation results to be used for any of the following purposes? Please select just one answer for each potential use. If your state both permits and requires that evaluation results be used for a particular purpose, please report that purpose as required.

CODE ONE PER ROW

	PROHIBIT	PERMIT	REQUIRE	DK	REF	NA
a. To guide decisions about professional development and support for <u>individual</u> teachers	0	1	2	d	r	na
b. To guide decisions about dismissal of teachers	0	1	2	d	r	na
c. To guide decisions about annual teacher salary increases	0	1	2	d	r	na
d. To guide decisions about teacher bonuses or performance-based compensation <u>other than salary</u>	0	1	2	d	r	na
e. To guide decisions about career advancement opportunities	0	1	2	d	r	na
f. For any other purposes? (SPECIFY) ... _____ (STRING (NUM))	0	1	2	d	r	na

TL61. Within the past year, did your state provide information on teacher evaluation results to the schools of education or alternative certification programs that those teachers attended?

- YES..... 1
- NO..... 0 SKIP TO TL63
- DON'T KNOW d SKIP TO TL63
- REFUSED r SKIP TO TL63
- NOT APPLICABLE na SKIP TO TL63

TL62. Which of the following types of information on teacher evaluation results did your state provide to the schools of education or alternative certification programs that those teachers attended?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Effectiveness of teachers based on overall teacher ratings	1	0	d	r	na
b. Effectiveness of teachers based on classroom observations	1	0	d	r	na
c. Effectiveness of teachers based on student growth.....	1	0	d	r	na
d. Effectiveness of teachers based on something else (SPECIFY)	1	0	d	r	na
_____ (STRING (NUM))					

TL63. Currently, do state requirements allow teachers to earn tenure or some other continuing right to their job that cannot be revoked without due process?

- YES..... 1
- NO..... 0 SKIP TO TL65
- DON'T KNOW d SKIP TO TL65
- REFUSED r SKIP TO TL65
- NOT APPLICABLE na SKIP TO TL65

TL64. Does the state require a minimum level of student growth for a teacher 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 might be required?

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

TL65. Currently, are teacher evaluation results, rather than seniority, the primary consideration in reductions in force and excessing decisions (where a school reduces the size of its faculty)?

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

TL66. NOT REQUIRED

TL67. NOT REQUIRED

We now want to ask about the distribution of effective teachers across schools in your state.

TL68. Currently, does your state require that districts and/or schools use any of the following strategies aimed at promoting a more equitable distribution of effective teachers between high-poverty or high-minority schools and low-poverty or low-minority schools?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Offer more compensation for staff who teach at high-poverty or high-minority schools.....	1	0	d	r	na
b. Offer performance-based compensation for effective teachers who teach at high-poverty or high-minority schools.....	1	0	d	r	na
c. Hire staff in high-poverty or high-minority schools and districts earlier	1	0	d	r	na
d. Increase external recruitment activities such as open houses, job fairs, presentations, or advertisements....	1	0	d	r	na
e. Improve teaching and learning environments at high-poverty or high-minority schools such as improved opportunities for collaboration, improved school leadership, or improved facility quality	1	0	d	r	na
f. Offer more professional development, mentoring, or induction for teachers working at high-poverty or high-minority schools.....	1	0	d	r	na
g. Any other required strategies (SPECIFY)	1	0	d	r	na
_____ (STRING (NUM))					

TL69. Within the past year, has your state conducted analyses to determine whether there has been a shift in the distribution of effective teachers between high-poverty or high-minority schools and low-poverty or low-minority schools?

- YES..... 1
- NO..... 0 SKIP TO TL73
- DON'T KNOW d SKIP TO TL73
- REFUSED r SKIP TO TL73
- NOT APPLICABLE na SKIP TO TL73

TL70. Which of the following factors were examined in these analyses?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Teacher effectiveness based on student growth such as average teacher effectiveness ratings in schools, proportion of teachers rated as highly effective in schools, or the distribution of teachers by rating categories in schools.....	1	0	d	r	na
b. Proportions of novice and experienced teachers	1	0	d	r	na
c. Proportion of certified teachers.....	1	0	d	r	na
d. Proportion of teachers assigned grades or classes outside of their field of certification.....	1	0	d	r	na
e. Something else (SPECIFY)	1	0	d	r	na
_____ (STRING (NUM))					

TL71. After your state conducted these analyses of the distribution of effective teachers in the past year, did the state send the information to the districts included in the analyses so that they know whether they have an even or uneven distribution of effective teachers across their schools?

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

TL72. Did those analyses of the distribution of effective teachers in the past year show a more equitable, less equitable, or no change in the distribution of effective teachers between high-poverty or high-minority schools and low-poverty or low-minority schools?

- MORE EQUITABLE..... 1
- LESS EQUITABLE 2
- NO CHANGE..... 0
- DON'T KNOW d
- REFUSED r
- NOT APPLICABLE na

Now I would like to ask you about the approach to evaluating principal performance in your state.

TL73. Which one of the following statements best describes your state’s current requirements and regulations related to principal evaluation?

CODE ONE ONLY

- All districts in your state are required to use a uniform evaluation model prescribed by the state..... 1**
- Districts in your state are required to adopt the state model for evaluating principals *if they cannot meet or surpass state expectations* sometimes referred to as the state default model 2**
- Districts in your state *may* adopt the state model for evaluating principals, sometimes referred to as the state exemplar model 3**
- Districts are required to administer evaluations that comply with state statutes and rules and the state monitors the evaluation process 4**
- Districts are required to administer evaluations that comply with state statutes and rules but the state does not monitor the evaluation process..... 5**
- DON'T KNOW d
- REFUSED r
- NOT APPLICABLE na

TL74. Currently, does the state require that all districts use student growth as one measure when evaluating all principals, some principals, or no principals?

CODE ONE ONLY

- ALL PRINCIPALS..... 1
 SOME PRINCIPALS (PLEASE BRIEFLY SPECIFY WHICH PRINCIPALS)..... 2
 _____(STRING (NUM))
 NO PRINCIPALS..... 3 SKIP TO TL77
 DON'T KNOW d SKIP TO TL77
 REFUSED r SKIP TO TL77
 NOT APPLICABLE na SKIP TO TL77

TL75. Do state regulations specify the extent to which evidence of student growth must factor into the principal evaluation? For example, regulations may call for student growth to be a “significant” factor in evaluations or call for student growth to have a specific weight (such as 20 percent) in the principal evaluation. If this is specified in state regulations, please describe those specific regulations.

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

TL76. For which of the following subject areas does your state require that student growth be 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. Something else (SPECIFY)	1	0	d	r	na
_____ (STRING (NUM))					

TL77. Other than the student growth measure we just discussed, which of the following other measures of principal performance are currently required by the state?

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

TL78. Do state regulations specify a required *minimum* number of rating levels (such as highly effective, effective, and needs improvement) be used when evaluating principal performance? If so, what is the minimum number of rating categories that is required?

YES (PLEASE BRIEFLY SPECIFY) 1
 _____ (STRING (NUM))

NO..... 0

DON'T KNOW d

REFUSED r

NOT APPLICABLE na

TL79. Within the past year, did the state collect information on the distribution of principals across rating categories?

YES..... 1

NO..... 0

DON'T KNOW d

REFUSED r

NOT APPLICABLE na

TL80. Within the past year, did the state conduct any analyses to examine the correlation or relationship between principal ratings and student growth?

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

TL81. NOT REQUIRED

TL82. NOT REQUIRED

TL83. NOT REQUIRED

TL84. NOT REQUIRED

TL85. NOT REQUIRED

TL86. NOT REQUIRED

TL87. To what extent (great extent, moderate extent, little extent, or not at all) would you describe the following as major challenges encountered by your state when developing and/or implementing the current approach to evaluating principal performance?

CODE ONE PER ROW

	GREAT EXTENT	MODERATE EXTENT	LITTLE EXTENT	NOT AT ALL	DK	REF	NA
a. Having adequate state-level resources such as staff, time, and expertise	1	2	3	4	d	r	na
b. Achieving district and/or principal buy-in	1	2	3	4	d	r	na
c. Selecting an approach to meet the wide variety of needs in the state	1	2	3	4	d	r	na
d. Having enough time to test out the new approach.....	1	2	3	4	d	r	na
e. Explaining the new approach to school districts.....	1	2	3	4	d	r	na
f. Training district staff to implement the new approach.....	1	2	3	4	d	r	na
g. Monitoring the quality of implementation.....	1	2	3	4	d	r	na
h. Something else (SPECIFY)	1	2	3	4	d	r	na
_____ (STRING (NUM))							

Next, I'd like to discuss how the results of principal evaluations are used for professional development, tenure and dismissal decisions, compensation, and other human resource decisions.

TL88. Currently, does the state mandate how the results of principal evaluations must be used?

- YES..... 1
- NO..... 0 SKIP TO TL90
- DON'T KNOW d SKIP TO TL90
- REFUSED r SKIP TO TL90
- NOT APPLICABLE na SKIP TO TL90

TL89. Currently, does the state prohibit, permit, or require principal evaluation results to be used for any of the following purposes? Please select just one answer for each potential use. If your state both permits and requires that evaluation results be used for a particular purpose, please report that purpose is required.

	CODE ONE PER ROW					
	PROHIBIT	PERMIT	REQUIRE	DK	REF	NA
a. To guide decisions about professional development and support for principals	0	1	2	d	r	na
b. To guide decisions about dismissal of principals	0	1	2	d	r	na
c. To guide decisions about principal salary increases	0	1	2	d	r	na
d. To guide decisions about principal bonuses or performance-based compensation <u>other than salary</u>	0	1	2	d	r	na
e. To guide decisions about career advancement.....	0	1	2	d	r	na
f. For any other purposes? (SPECIFY).. _____ (STRING (NUM))	0	1	2	d	r	na

TL90. Within the past year, did your state provide information on the effectiveness of school leaders (such as principals or assistant principals) to the schools of education or alternative certification programs that those individuals attended?

- YES..... 1
- NO..... 0 SKIP TO TL92
- DON'T KNOW d SKIP TO TL92
- REFUSED r SKIP TO TL92
- NOT APPLICABLE na SKIP TO TL92

TL91. Which of the following types of information on the effectiveness of school leaders did your state provide to the schools of education or alternative certification programs that those individuals attended?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Effectiveness of principals based on overall principal ratings	1	0	d	r	na
b. Effectiveness of principals based on student growth ..	1	0	d	r	na
c. Effectiveness of principals based on something else (SPECIFY)	1	0	d	r	na
_____ (STRING (NUM))					

TL92. Currently, do state requirements allow principals to earn tenure or some other continuing right to their job that cannot be revoked without due process?

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

TL93. NOT REQUIRED

TL94. Currently, does your state require that districts and/or schools use any of the following strategies aimed at promoting a more equitable distribution of effective principals between high-poverty or high-minority schools and low-poverty or low-minority schools?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Offer more compensation for principals who work at high-poverty or high-minority schools.....	1	0	d	r	na
b. Offer performance-based compensation for effective principals of high-poverty or high-minority schools	1	0	d	r	na
c. Hire staff in high-poverty or high-minority schools and districts earlier	1	0	d	r	na
d. Increase external recruitment activities such as open houses, job fairs, presentations, or advertisements.....	1	0	d	r	na
e. Improve teaching and learning environments at high-poverty or high-minority schools such as improved opportunities for collaboration, improved school leadership, or improved facility quality	1	0	d	r	na
f. Offer more professional development for principals working at high-poverty or high-minority schools, such as training, coaching, or principal academies.....	1	0	d	r	na
g. Any other required strategies? (SPECIFY)	1	0	d	r	na
_____ (STRING (NUM))					

TL95. Within the past year, has your state conducted analyses to determine whether there has been a shift in distribution of effective principals between high-poverty or high-minority schools and low-poverty or low-minority schools?

- YES..... 1
- NO..... 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

TL96. Which of the following factors were examined in these analyses?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Principal experience	1	0	d	r	na
b. Principal effectiveness ratings based on student growth	1	0	d	r	na
c. Something else (SPECIFY)	1	0	d	r	na
_____ (STRING (NUM))					

TL97. After your state conducted these analyses of the distribution of effective principals in the past year, did the state send the information to the districts included in the analyses (so that they know whether they have an even or uneven distribution of effective principals across their schools)?

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

TL98. Did those analyses of the distribution of effective principals in the past year show a more equitable, less equitable, or no change in the distribution of effective principals between high-poverty or high-minority schools and low-poverty or low-minority schools?

CODE ONE ONLY

MORE EQUITABLE 1
 LESS EQUITABLE 2
 NO CHANGE 0
 DON'T KNOW d
 REFUSED r
 NOT APPLICABLE na

SCHOOL TURNAROUND MODULE

Now, I would like to ask about your state's major initiatives focusing on turning around persistently lowest-achieving schools.

TA1. How would you describe your state's current major reform priorities or initiatives for turning around persistently lowest-achieving schools?

(PLEASE BRIEFLY SPECIFY)

_____ (STRING (NUM))

DON'T KNOW d

REFUSED r

NOT APPLICABLE na

Next, I would like to talk with you about the School Improvement Grant awards for 2010. For that round of School Improvement Grants, state applications were due to the U.S. Department of Education in February 2010 and the amount of funds available for School Improvement Grants was much larger than usual due to the economic stimulus package.

TA2. Focusing on the 2010 round of School Improvement Grant awards and on the schools that received Tier I or Tier II grants and were required to implement one of the four school intervention models specified by the U.S. Department of Education, did the state award grants to these Tier I or Tier II schools for:

CODE ALL THAT APPLY

One year with two renewable years? (Please specify conditions for renewal) 1

_____ (STRING (NUM))

Three years with no renewable years? 2

One year with no renewable years? 3

Some other term? (please specify term and conditions for renewal, if applicable) 4

_____ (STRING (NUM))

IF A RACE TO THE TOP STATE, SKIP TO TA6.
IF NOT A RACE TO THE TOP STATE, SKIP TO INTO TEXT BEFORE TA13.

TA3. NOT REQUIRED

TA4. NOT REQUIRED

TA5. NOT REQUIRED

[NOTE: ASK THIS SECTION (QUESTIONS 6-12) ONLY IF THE STATE WON A RACE TO THE TOP GRANT. OTHERWISE, SKIP TO TEXT BEFORE TA13.]

I would now like to ask you about the use of Race to the Top funds specifically to implement one of the four U.S. Department of Education-specified improvement models in schools in your state.

TA6. Since we last interviewed state representatives in spring 2012, has your state provided Race to the Top funds to any schools for the purpose of implementing one of the four school intervention models specified by the U.S. Department of Education? These models are:

Turnaround model (IF NEEDED: the principal and at least half of the staff are replaced; also, changes are made in the instructional program, professional development, learning time, and operational flexibility)

Transformation model (IF NEEDED: the model is similar to the Turnaround model, except (1) 50% of the staff don't have to be replaced, and (2) student growth must factor into teacher evaluations)

Restart model (IF NEEDED: the school is closed and then reopened under a charter or education management organization)

Closure model (IF NEEDED: the school is closed, and students attend other schools in the district)

If yes, please specify how many schools received funds since spring 2012 for this purpose. If no, please explain why the state did not provide funds since spring 2012 for this purpose.

	CODE ONE ONLY	
YES (PLEASE BRIEFLY SPECIFY)	1	
_____ (STRING (NUM))		
NO (PLEASE BRIEFLY SPECIFY)	0	
_____ (STRING (NUM))		SKIP TO TA13
DON'T KNOW	d	SKIP TO TA13
REFUSED	r	SKIP TO TA13
NOT APPLICABLE	na	SKIP TO TA13

TA7. Which of the state’s schools received Race to the Top funding since spring 2012 specifically for implementing one of these four school intervention models? These could be schools that received both Race to the Top and School Improvement Grant funds for this purpose or schools that only received Race to the Top funds.

DISTRICT	SCHOOL	GRADE SPAN	TIER (I, II, OR III)	SCHOOL YEAR RECEIVED INITIAL FUNDING	SOURCE OF FUNDING (RTT, RTT AND SIG)	MODEL (TURNAROUND, RESTART, CLOSURE, TRANSFORMATION)
a. _____ (STRING (NUM))	a. _____ (STRING (NUM))	____ LOWEST GRADE (NUMBER RANGE) ____ HIGHEST GRADE (NUMBER RANGE)	I 1 II 2 III 3	____ ____ ____ ____ SCHOOL YEAR (RANGE)	RTT 1 RTT AND SIG 2	TURNAROUND 1 RESTART 2 CLOSURE 3 TRANSFORMATION 4
b. _____ (STRING (NUM))	b. _____ (STRING (NUM))	____ LOWEST GRADE (NUMBER RANGE) ____ HIGHEST GRADE (NUMBER RANGE)	I 1 II 2 III 3	____ ____ ____ ____ SCHOOL YEAR (RANGE)	RTT 1 RTT AND SIG 2	TURNAROUND 1 RESTART 2 CLOSURE 3 TRANSFORMATION 4
c. _____ (STRING (NUM))	c. _____ (STRING (NUM))	____ LOWEST GRADE (NUMBER RANGE) ____ HIGHEST GRADE (NUMBER RANGE)	I 1 II 2 III 3	____ ____ ____ ____ SCHOOL YEAR (RANGE)	RTT 1 RTT AND SIG 2	TURNAROUND 1 RESTART 2 CLOSURE 3 TRANSFORMATION 4

TA8. NOT REQUIRED

TA9. Which of the following statements best characterizes the relationship in your state between the schools currently receiving Race to the Top funds to implement one of the four models specified by the U.S. Department of Education and the schools that received School Improvement Grants to implement one of these same four models?

CODE ONE ONLY

Schools receiving Race to the Top funds for school turnaround are the same as those who received School Improvement Grant funds..... 1

Schools receiving Race to the Top funds for school turnaround are a subset of School Improvement Grant-funded schools (SPECIFY) 2

_____ (STRING (NUM))

Schools receiving Race to the Top funds for school turnaround are those that were eligible for, but did not receive, School Improvement Grant funds for school turnaround 3

Something else (SPECIFY) 4

_____ (STRING (NUM))

DON'T KNOW d

REFUSED r

NOT APPLICABLE na

TA10. Does the state require Race to the Top-participating districts to spend some of their Race to the Top allocation on grants for their persistently lowest-achieving schools to implement one of the four school intervention models specified by the U.S. Department of Education?

YES 1

NO 0 SKIP TO TA13

DON'T KNOW d SKIP TO TA13

REFUSED r SKIP TO TA13

NOT APPLICABLE na SKIP TO TA13

TA11. For participating districts, what percentage of Race to the Top funds must be used to implement one of the four school intervention models in the persistently lowest-achieving schools?

|_|_|_| PERCENT (NUMBER RANGE)

- STATE DOES NOT REQUIRE SPECIFIC PERCENTAGE..... 0
- DON'T KNOW d
- REFUSED r
- NOT APPLICABLE na

TA12. NOT REQUIRED

We are interested in the state policies, laws, administrative structures, and supports that aim to facilitate school turnaround efforts in your state's lowest-achieving schools. When we refer to school turnaround in the following questions, we mean the implementation of changes in low-performing schools designed to rapidly and substantially increase student achievement.

TA13. Does the state currently have any organizational or administrative structures specifically intended to improve state capacity to support school turnaround efforts?

- YES 1
- NO 0 SKIP TO TA17
- DON'T KNOW d SKIP TO TA17
- REFUSED r SKIP TO TA17
- NOT APPLICABLE na SKIP TO TA17

TA14. Which of the following organizational or administrative structures are in place in your state for this purpose?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. State office explicitly designated to support school turnaround.....	1	0	d	r	na
b. Regional offices explicitly designated to support school turnaround	1	0	d	r	na
c. Contracts with external consultants to support school turnaround	1	0	d	r	na
d. State Department of Education staff explicitly designated to support school turnaround, but no state-level turnaround office	1	0	d	r	na
e. Regional staff explicitly designated to support school turnaround, but no regional state turnaround offices	1	0	d	r	na
f. State-level staff or consultants to provide support to turnaround schools and districts in working with English language learners	1	0	d	r	na
g. Monitoring or reporting requirements specifically for schools receiving School Improvement Grants and/or Race to the Top funds to implement a school intervention model.....	1	0	d	r	na
h. Something else (SPECIFY)	1	0	d	r	na
_____ (STRING (NUM))					

TA15. NOT REQUIRED

TA16. NOT REQUIRED

TA17. Does the state currently provide persistently lowest-achieving schools any flexibility with, or exemptions from, collective bargaining agreements or policies that guide staffing in your state’s schools?

INTERVIEWER: IF A RESPONDENT ASKS ABOUT THE TERM “PERSISTENTLY LOWEST-ACHIEVING SCHOOLS,” WHICH IS REFERENCED IN THE QUESTION ABOVE AND OTHER QUESTIONS THAT FOLLOW, INDICATE THAT IT IS A TERM THAT THE RACE TO THE TOP AND SCHOOL IMPROVEMENT GRANT PROGRAMS USE FOR SCHOOLS THAT ARE THE LOWEST ACHIEVING IN A STATE AND ARE, THEREFORE, ELIGIBLE TO RECEIVE FUNDS FOR SCHOOL TURNAROUND OR SCHOOL IMPROVEMENT. GENERALLY, THE SET OF PERSISTENTLY LOWEST-ACHIEVING SCHOOLS INCLUDES (1) THE GROUP OF TITLE I SCHOOLS IN IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING THAT EITHER HAVE ACHIEVEMENT IN THE LOWEST 5 PERCENT OR ARE HIGH SCHOOLS WITH A GRADUATION RATE LESS THAN 60 PERCENT AND (2) THE GROUP OF SECONDARY SCHOOLS THAT ARE ELIGIBLE FOR, BUT DON’T RECEIVE, TITLE I THAT EITHER HAVE ACHIEVEMENT IN THE LOWEST 5 PERCENT OR ARE HIGH SCHOOLS WITH A GRADUATION RATE LESS THAN 60 PERCENT.]

- YES..... 1
- NO..... 0 SKIP TO TA21
- DON’T KNOW d SKIP TO TA21
- REFUSED r SKIP TO TA21
- NOT APPLICABLE na SKIP TO TA21

TA18. Do the state’s persistently lowest-achieving schools have additional flexibility with or exemptions from any of the following aspects of collective bargaining agreements or state policies that guide staffing?

CODE ONE PER ROW

	SCHOOLS HAVE ADDITIONAL FLEXIBILITY OR EXEMPTION FROM USUAL STATE POLICY	NO FLEXIBILITY OR EXEMPTION	DK	REF	NA
a. Procedures for assigning or removing staff (PLEASE SPECIFY) _____ (STRING (NUM))	1	0	d	r	na
b. Requirements or policies related to staff hours and responsibilities (PLEASE SPECIFY) _____ (STRING (NUM))	1	0	d	r	na
c. Procedures related to the distribution of effective staff (PLEASE SPECIFY) _____ (STRING (NUM))	1	0	d	r	na
d. Some other type of flexibility or exemption for persistently low-achieving schools from policies that apply to other schools in the state? (SPECIFY) _____ (STRING (NUM))	1	0	d	r	na

TA19. NOT REQUIRED

TA20. NOT REQUIRED

TA21. Does your state currently have any laws, regulations, or policies that specifically address teacher assignment for the state’s persistently lowest-achieving schools?

- YES 1
- NO 0 SKIP TO TA25
- DON’T KNOW d SKIP TO TA25
- REFUSED r SKIP TO TA25
- NOT APPLICABLE na SKIP TO TA25

TA22. Do the state’s current teacher assignment laws or policies for persistently lowest-achieving schools include any of the following features?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Financial incentives for teachers to begin or continue to work in the state’s persistently lowest-achieving schools.....	1	0	d	r	na
b. Other retention or recruitment efforts specifically targeted at the state’s persistently lowest-achieving schools (PLEASE SPECIFY)..... _____ (STRING (NUM))	1	0	d	r	na
c. Financial incentives for staff with English language learner expertise to begin or continue to work in the persistently lowest-achieving schools.....	1	0	d	r	na
d. Other retention or recruitment efforts targeted toward increasing the number of staff with English language learner expertise in the persistently lowest-achieving schools (PLEASE SPECIFY)..... _____ (STRING (NUM))	1	0	d	r	na
e. School discretion or authority to decide which staff to hire for the persistently lowest-achieving schools	1	0	d	r	na
f. Teacher tenure rules that affect placement in or removal from the persistently lowest-achieving schools (PLEASE SPECIFY)..... _____ (STRING (NUM))	1	0	d	r	na
g. Something else (SPECIFY)..... _____ (STRING (NUM))	1	0	d	r	na

TA23. NOT REQUIRED

TA24. NOT REQUIRED

TA25. Thinking specifically about your state’s persistently lowest-achieving schools, does the state, the districts, 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 school budgets	1	2	3	d	r	na
c. Establishing the curriculum including core texts	1	2	3	d	r	na
d. Setting student assessment policies except 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

TA26. NOT REQUIRED

TA27. Aside from the policies that we have already discussed, currently, are there other important state policies, regulations, or laws that are specifically focused on schools that are receiving School Improvement Grant and/or Race to the Top funds to implement one of the four U.S. Department of Education-specified school intervention models?

- YES..... 1
- NO..... 0 SKIP TO TA29
- DON'T KNOW d SKIP TO TA29
- REFUSED r SKIP TO TA29
- NOT APPLICABLE na SKIP TO TA29

TA28. Please describe these other policies, regulations, or laws.

(PLEASE BRIEFLY SPECIFY)

_____ (STRING (NUM))

DON'T KNOW d

REFUSED r

NOT APPLICABLE na

I now would like to ask you about your state's supports for the persistently lowest-achieving schools.

TA29. Which of the following types of training and/or technical assistance has the state provided in the current school year to support the improvement efforts of the persistently lowest-achieving schools in your state and/or the districts in which these schools are located? Please report technical assistance provided directly by state Department of Education staff as well as technical assistance funded by the state but provided by someone other than state Department of Education staff, for example, an external consultant or staff from a regional office.

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

_____ (STRING (NUM))

TA30. To what extent does the statewide system of support for persistently lowest-achieving schools rely on external consultants? Would you say . . .

CODE ONE ONLY

- Not at all, 1 SKIP TO TA32
- Rarely, 2
- To a moderate extent, 3
- To a great extent, or 4
- Exclusively?..... 5
- DON'T KNOW d
- REFUSED r
- NOT APPLICABLE na SKIP TO TA32

TA31. Which of the following roles does the state play in recruiting, screening, and selecting external consultants to support the state's persistently lowest-achieving schools?

CODE ONE PER ROW

	YES	NO	DK	REF	NA
a. State screens and provides a list of approved consultants for districts and/or schools to use	1	0	d	r	na
b. State directs and/or oversees external consultants	1	0	d	r	na
c. State assigns external consultants to districts and/or schools.....	1	0	d	r	na
d. Districts and/or schools select consultants without direction or guidance from the state	1	0	d	r	na
e. Some other role? (SPECIFY)	1	0	d	r	na
_____ (STRING (NUM))					

I would like to learn more about how your state’s persistently lowest-achieving schools are monitored. When responding to this next group of questions, please focus specifically on monitoring defined as determining compliance with state and federal policies, laws, and regulations.

TA32. Which of the following groups are responsible for monitoring the state’s persistently lowest-achieving schools?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. State Department of Education	1	0	d	r	na
b. Regional staff such as staff from the county office of education or BOCES (Boards of Cooperative Educational Services)	1	0	d	r	na
c. External consultants	1	0	d	r	na
d. District central office staff	1	0	d	r	na

TA33. Which of the following strategies are used for monitoring the persistently lowest-achieving schools in your state and, for each strategy that is used, how often is it used?

	CODE ONE ONLY PER ROW										
	USED IN YOUR STATE?					HOW OFTEN USED?					
	YES	NO	DK	REF	NA	Annually	Bi-Annually	Quarterly	Monthly	Other (SPECIFY)	NA
a. Site visits.....	1	0	d	r	na	1	2	3	4	99	na
										____(STRING (NUM))	
b. Surveys of school staff	1	0	d	r	na	1	2	3	4	99	na
										____(STRING (NUM))	
c. Discussions with parents/community ..	1	0	d	r	na	1	2	3	4	99	na
										____(STRING (NUM))	
d. Analysis of student data.....	1	0	d	r	na	1	2	3	4	99	na
										____(STRING (NUM))	
e. Other (SPECIFY).....	1	0	d	r	na	1	2	3	4	99	na
__ (STRING (NUM))										____(STRING (NUM))	

TA34. Are the results from this monitoring provided to the following groups?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Districts	1	0	d	r	na
b. Schools	1	0	d	r	na
c. Others (SPECIFY)..... _____ (STRING (NUM))	1	0	d	r	na

TA35. With what frequency are the results of such state monitoring of persistently lowest-achieving schools reported?

- CODE ONE ONLY**
- Annually** 1
- Quarterly** 2
- Monthly** 3
- Some other frequency (SPECIFY)** 4
_____ (STRING (NUM))
- DON'T KNOW** d
- REFUSED** r
- NOT APPLICABLE** na

TA36. Because monitoring activities may have additional objectives in addition to determining compliance with state and federal policies and regulations, we'd like to ask about the other purposes that are a focus of your state's monitoring of persistently lowest-achieving schools. Are any of the following objectives a primary focus, secondary focus, or not at all a focus of the state's monitoring of its persistently lowest-achieving schools?

CODE ONE PER ROW

	PRIMARY FOCUS	SECONDARY FOCUS	NOT AT ALL A FOCUS	DK	REF	NA
a. Determining progress on performance measures and/or leading indicators of progress	1	2	3	d	r	na
b. Measuring fidelity of implementation of programs and/or reforms	1	2	3	d	r	na
c. Implementation of systems to avoid fraud and abuse	1	2	3	d	r	na
d. Identifying additional supports needed at the school	1	2	3	d	r	na
e. Some other purposes? (SPECIFY)..... _____ (STRING (NUM))	1	2	3	d	r	na

TA37. Does the state provide additional reporting or support for persistently lowest-achieving schools that miss improvement targets?

- YES 1
- NO 0 SKIP TO TA40
- DON'T KNOW d SKIP TO TA40
- REFUSED r SKIP TO TA40
- NOT APPLICABLE na SKIP TO TA40

TA38. Does the state provide these schools with any of the following additional reporting?

CODE ONE PER ROW

	YES	NO	DK	REF	NA
a. More frequent reporting	1	0	d	r	na
b. More detailed reporting	1	0	d	r	na

TA39. Does the state provide these schools with any of the following additional supports?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. More intensive support of the same type usually provided, for example, consultant spends more time with the school	1	0	d	r	na
b. More personalized and/or different supports than those usually provided such as a new on-site consultant assigned to the school.....	1	0	d	r	na
c. More resources or materials.....	1	0	d	r	na
d. Something else (SPECIFY)	1	0	d	r	na
_____ (STRING (NUM))					

TA40. Which of the following indicators does the state use to measure the performance of the persistently lowest-achieving schools receiving School Improvement Grant and/or Race to the Top funds for school turnaround?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Student proficiency rates on state English language arts and math assessments	1	0	d	r	na
b. Graduation rate	1	0	d	r	na
c. Dropout rate	1	0	d	r	na
d. Student attendance rate	1	0	d	r	na
e. Number or percentage of students completing advanced coursework.....	1	0	d	r	na
f. Number of discipline incidents.....	1	0	d	r	na
g. Number of truants	1	0	d	r	na
h. Teacher attendance	1	0	d	r	na
i. Percentage of school teachers that are rated effective ...	1	0	d	r	na
j. Number of minutes in the school year	1	0	d	r	na
k. Something else (SPECIFY)	1	0	d	r	na
_____ (STRING (NUM))					

TA41. Have any School Improvement Grants to districts and schools been discontinued or revoked by your state within the past year? If so, how many districts and schools were affected? Do not include schools that received grants to use the closure model.

CODE ONE ONLY

YES..... 1

(SPECIFY THE NUMBER OF AFFECTED DISTRICTS)

_____ (STRING (NUM))

(SPECIFY THE NUMBER OF AFFECTED SCHOOLS IN TOTAL)

_____ (STRING (NUM))

(SPECIFY THE NUMBER OF AFFECTED SCHOOLS THAT HAD RECEIVED TIER I OR TIER II SIG AWARDS **IN 2010** AND WERE REQUIRED TO IMPLEMENT ONE OF THE INTERVENTION MODELS SPECIFIED BY THE U.S. DEPARTMENT OF EDUCATION)

_____ (STRING (NUM))

NO..... 0 SKIP TO TA43

DON'T KNOW d SKIP TO TA43

REFUSED r SKIP TO TA43

NOT APPLICABLE na SKIP TO TA43

TA42. For which of the following reasons did the state discontinue or revoke these School Improvement Grants? As in the prior question, do not include schools that received grants to use the closure model.

CODE ONE PER ROW

	YES	NO	DK	REF	NA
a. State found that implementation was limited or nonexistent.....	1	0	d	r	na
b. Required or anticipated achievement gains were not realized	1	0	d	r	na
c. District requested that the School Improvement Grant funds be pulled.....	1	0	d	r	na
d. The school closed (but not under the SIG closure model).....	1	0	d	r	na
e. Something else (SPECIFY)	1	0	d	r	na
_____ (STRING (NUM))					

TA43. Does your state currently have the authority to take over failing schools?

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

TA44. NOT REQUIRED

TA45. Currently, can low-performing schools in your state be placed in a special district (or some analogous administrative entity) that is focused specifically on improving low-performing schools?

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

TA46. Is there anything else that you would like to share about your state's efforts to support turnaround of the persistently lowest-achieving schools in your state that we have not already discussed?

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

CHARTER SCHOOLS MODULE

Now I would like to ask you about your state's charter schools.

First, I am going to ask you some general questions about whether your state allows charter schools and any restrictions your state might place on the number of charter schools.

CH1. Does your state currently permit the authorization of charter schools?

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

CH2. How many charter schools are currently in operation in your state?

|_| , |_|_|_| TOTAL NUMBER (NUMBER RANGE)

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

CH3. Currently, does the state have any restrictions on the creation of new charter schools and/or charter enrollment?

YES.....	1	
NO.....	0	SKIP TO CH7
DON'T KNOW	d	SKIP TO CH7
REFUSED.....	r	SKIP TO CH7
NOT APPLICABLE	na	SKIP TO CH7

CH4. Which of the following types of restrictions currently exist in your state regarding the creation of new charters and/or charter enrollment?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Caps on total or maximum number of charter schools operating overall (SPECIFY CAP) _____ (STRING (NUM))	1	0	d	r	na
b. Caps on the number of new charter schools that may be authorized per year (SPECIFY CAP) _____ (STRING (NUM))	1	0	d	r	na
c. Enrollment restrictions on number or percentage of students who can be enrolled in charter schools (SPECIFY CAP) _____ (STRING (NUM))	1	0	d	r	na
d. Charter schools restricted to specific districts or localities (SPECIFY WHICH DISTRICTS/LOCALITIES) _____ (STRING (NUM))	1	0	d	r	na
e. Moratorium on new charter schools (SPECIFY LENGTH OF MORATORIUM) _____ (STRING (NUM))	1	0	d	r	na
f. Other restrictions on charter schools that we have not yet discussed (SPECIFY) _____ (STRING (NUM))	1	0	d	r	na

CH5. NOT REQUIRED

CH6. NOT REQUIRED

CH7. How many new charter school applications were submitted in your state for the 2012-2013 school year?

|_| , |_|_|_| TOTAL NUMBER APPLICATIONS SUBMITTED (NUMBER RANGE)

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

CH8. How many new charter schools were authorized in your state for the 2012-2013 school year?

____, _____ TOTAL NUMBER NEW CHARTER SCHOOLS AUTHORIZED
(NUMBER RANGE)

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

CH9. In considering applications for new charter schools, does your state give priority to schools that specifically propose to address the needs of and/or explicitly target English language learners?

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

Now I am going to ask you about your state's approach to charter school authorization.

CH10. Which of the following entities are currently permitted by state law to authorize charter schools?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. State Department of Education, state board of education, or some other state-level agency	1	0	d	r	na
b. Districts	1	0	d	r	na
c. Regional educational authority such as county offices of education	1	0	d	r	na
d. Independent charter school board	1	0	d	r	na
e. Municipal government such as city council and/or mayor's office	1	0	d	r	na
f. Colleges and/or universities	1	0	d	r	na
g. Other nonprofit organizations	1	0	d	r	na
h. For-profit organizations	1	0	d	r	na

CH11. NOT REQUIRED

I would now like to ask you some questions about your state’s approach to monitoring charter schools.

CH12. Currently, does your state have mechanisms in place to monitor the performance of charter schools, either directly or via its agent(s)? Please include monitoring activities that occur as part of the charter renewal or reauthorization process.

- YES..... 1
- NO..... 0 SKIP TO CH16
- DON'T KNOW d SKIP TO CH16
- REFUSED r SKIP TO CH16
- NOT APPLICABLE na SKIP TO CH16

CH13. On which of the following dimensions is charter school performance currently monitored by the state or its agent(s)?

	CODE ONE PER ROW				
	YES	NO	DK	REF	NA
a. Academic performance	1	0	d	r	na
b. Enrollment.....	1	0	d	r	na
c. Proportion of different student populations served such as English language learners (SPECIFY POPULATIONS) _____ (STRING (NUM))	1	0	d	r	na
d. Finances and budget.....	1	0	d	r	na
e. Facilities	1	0	d	r	na
f. Something else (SPECIFY) _____ (STRING (NUM))	1	0	d	r	na

CH14. NOT REQUIRED

CH15. NOT REQUIRED

CH16. Did any charter schools in your state close voluntarily in the 2012-2013 school year?

- YES..... 1
- NO..... 0 SKIP TO CH18
- DON'T KNOW d SKIP TO CH18
- REFUSED r SKIP TO CH18
- NOT APPLICABLE na SKIP TO CH18

CH17. How many charter schools in your state closed voluntarily in the 2012-2013 school year?

|_| , |_|_|_| TOTAL NUMBER CLOSED VOLUNTARILY (NUMBER RANGE)

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

CH18. Did any charter schools in your state not have their charter renewed or have their charter revoked in the 2012-2013 school year?

- YES..... 1
- NO..... 0 SKIP TO CH21
- DON'T KNOW d SKIP TO CH21
- REFUSED r SKIP TO CH21
- NOT APPLICABLE na SKIP TO CH21

CH19. How many charter schools in your state did not have their charter renewed or had their charter revoked in the 2012-2013 school year?

|_| , |_|_|_| TOTAL NUMBER NOT RENEWED OR REVOKED (NUMBER RANGE)

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

CH20. Across the set of charter schools that did not have their charter renewed or had their charter revoked, how many were not renewed or were revoked for academic reasons in the 2012-2013 school year?

|_| , |_|_|_| TOTAL NUMBER REVOKED FOR ACADEMIC REASONS
(NUMBER RANGE)

DON'T KNOW d
REFUSED r
NOT APPLICABLE na

CH21. Since we last interviewed state representatives in spring 2012, have other changes been made in state law or policies that affected charter schools in your state that we have not discussed?

YES 1
NO 0 SKIP TO END OF SURVEY
DON'T KNOW d SKIP TO END OF SURVEY
REFUSED r SKIP TO END OF SURVEY
NOT APPLICABLE na SKIP TO END OF SURVEY

CH22. Please describe those changes to state law/policy.

(PLEASE BRIEFLY SPECIFY)

_____ (STRING (NUM))

DON'T KNOW d
REFUSED r
NOT APPLICABLE na