APPENDIX E

SCHOOL ADMINISTRATOR QUESTIONNAIRES

Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011)

Spring Second-Grade National Data Collection, Third-Grade Tracking and Recruitment, Fourth-Grade Tracking

OMB Clearance Package
 # 1850-0750 v.12

Spring Second-Grade School Administrator Questionnaire for New Schools

Draft

Early Childhood Longitudinal Study
Kindergarten Class of 2010-11

Spring 2013
School Administrator Questionnaire
Questionnaire A

Prepared for the U.S. Department of Education

National Center for Education Statistics by:

Westat

Rockville, Maryland

Use a black or blue ball point pen to complete this questionnaire.

RETURN THIS COMPLETED QUESTIONNAIRE DIRECTLY TO YOUR SCHOOL COORDINATOR OR AN ECLS-K:2011 STAFF MEMBER. DO NOT MAIL THIS QUESTIONNAIRE UNLESS YOU ARE ASKED TO DO SO BY STUDY STAFF AND ARE PROVIDED WITH AN ENVELOPE FOR MAILING.

S_ID

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0750. Approval expires XX/XX/XXXX. The time required to complete this information collection is estimated to average 60 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information requested. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the survey instrument, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual response to this survey, write directly to: National Center for Education Statistics, 1990 K Street, N.W., Room 9086, Washington, D.C. 20006-5574.

The collection of information in this survey is authorized by 20 U.S. Code, Section 9541. Participation is voluntary. You may skip questions you do not wish to answer; however, we hope that you will answer as many questions as you can. Your responses are protected from disclosure by federal statute (20 U.S. Code, Section 9573). All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law. Data will be combined to produce statistical reports. No individual data that links your name, address, telephone number, or identification number with your responses will be included in the statistical reports.

Dear School Administrator,

This questionnaire is an important part of a major longitudinal study of children's early educational experiences beginning with kindergarten and continuing through grade 5. You have received this questionnaire because one or more of the children in your school are participants in this study.

This questionnaire contains several brief sections:

a) School characteristics
b) School facilities and resources
c) School-family-community connections
d) School policies and practices
e) School programs for particular populations
f) Federal programs: Title I, Adequate Yearly Progress (AYP), and Title III (if applicable)
g) Staffing and teacher characteristics
h) School administrator characteristics

This information is vital to the study. Please feel free to ask other knowledgeable members of your staff to provide the information necessary to complete various sections of the questionnaire. However, we ask that you, yourself, please complete the final section, which is about your own background and characteristics. Taking part in the study is voluntary. You may stop at any time or choose not to answer a question you do not want to answer. Although we realize you are very busy, we urge you to complete this questionnaire as completely and accurately as possible. The information you provide is being collected for research purposes only and will be protected from disclosure to the fullest extent allowable by law (Education Sciences Reform Act of 2002, 20 U.S.C. § 9573). Information from multiple individuals will be combined to produce statistical reports; no information that identifies you will be included in any reports or provided to students, their parents, or other school staff.

Please record your answers directly on the questionnaire by marking the appropriate answer (as described in the instructions on page 6) or by writing your responses in the space provided. Your best estimates are acceptable answers.

DEFINITIONS

For the purposes of this study, the following definitions apply:

- Kindergarten: Traditional year of school primarily for 5-year-olds prior to first grade.
- Transitional (or readiness) kindergarten: Extra year of school for kindergarten-age eligible children who are judged not ready for kindergarten.
- Transitional first (or prefirst) grade: Extra year of school for children who have attended kindergarten but have been judged not ready for first grade.
- Ungraded: A classroom containing children with an age span of two or more years, not formally identified by grade(s).

Special programs. Reference is made in this questionnaire to Title I and Title III programs, individualized education programs (IEP), individualized family service plans (IFSP), Section 504 plans, and Response to Intervention (RtI). For this study, the following definitions apply:

- Title I: "Improving the Academic Achievement of the Disadvantaged." Title I is a program of the Elementary and Secondary Education Act (ESEA) of 1965, as reauthorized under the No Child Left Behind Act of 2001. The purpose of this program is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on state academic achievement standards and state academic assessments.

- Title III: "Language Instruction for Limited English Proficient and Immigrant Students." Title III is a program of the Elementary and Secondary Education Act (ESEA) of 1965, as reauthorized under the No Child Left Behind Act of 2001. One of the main purposes of this program is to help ensure that children who have limited proficiency in English, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same state academic content and student academic achievement standards as all students are expected to meet.

- Individualized Education Program (IEP): A written statement of the educational program designed to meet the individual needs of a school-aged child with a disability that is judged to affect the child's educational performance. Children who receive special education services under the Individuals with Disabilities Education Act (IDEA) are expected to have an IEP or an IFSP.

- Individualized Family Service Plan (IFSP): A written statement of the educational program and other services designed to enhance the family's capacity to meet the developmental needs of an infant or toddler (preschool-aged) with a disability. The plan includes a description of the appropriate services needed to assist transition into elementary school.

- Section 504 plan: A written plan to provide appropriate services to a child with a disability, whether or not the disability is judged to affect the child's educational performance. Speech therapy services may often be specified as part of a Section 504 plan.

- Response to Intervention (RtI): A multi-step approach to providing early and progressively intensive intervention and monitoring within the general education setting. In principle, RtI begins with research-based instruction and behavioral support provided to students in the general education classroom, followed by screening of all students to identify those who may need systematic progress monitoring, intervention, or support. Students who are not responding to the general education curriculum and instruction are provided with increasingly intensive interventions through a "tiered" system, and they are regularly monitored to assess their progress and inform the choice of future interventions, including possibly special education for students determined to have a disability.

Language. Reference is made to English language learners (ELL), as well as to instructional programs for ELL students in this questionnaire. For this study, the following definitions apply:

- Language-minority (LM) student: A student in whose home a non-English language typically is spoken. This group includes students whose English is fluent enough to benefit from instruction in academic subjects offered in English as well as students who are English language learners.

- English language learner (ELL): A student whose native language is one other than English and whose skills in listening, speaking, reading, or writing English are such that he or she has difficulty understanding school instruction in English.

TYPES OF LANGUAGE INSTRUCTION EDUCATIONAL PROGRAMS (LIEPs)[1]

Programs that focus on developing students' literacy in two languages

- Two-way immersion program (TWI) or two-way bilingual program: The goal of these programs is to develop strong skills and proficiency in both students' home language and English. These programs may also be called dual language programs. These programs include students whose native language is not English (but who all speak the same non-English language) and students whose native language is English. Instruction is provided in both languages, typically starting with a smaller proportion of instruction in English, and gradually moving to half of the instruction in each language. Students typically stay in these programs throughout elementary school.
- Developmental bilingual program, late exit transitional program, or maintenance bilingual education program: The goal of these programs is to develop some skills and proficiency in students' home language and strong skills and proficiency in English. Content is taught in both languages by teachers fluent in both languages. These programs may also be called dual language programs. Instruction at lower grades is in the students' home language with a gradual transition to English. Students typically transition into mainstream classrooms with their English-speaking peers. The programs can vary in the focus placed on acquiring literacy in students' home language, but students generally do continue to receive some degree of support in their home language after the transition to English classrooms.
- Transitional program, early exit bilingual program, or early exit transitional program: The goal of these programs is to develop English proficiency skills as soon as possible, without delaying learning of academic core content. Instruction begins in students' home language but rapidly moves to English. Students typically are transitioned into mainstream classrooms with their English-speaking peers as soon as possible.
- Heritage language program or indigenous language program: The goal of these programs is to develop literacy in two languages. Content is taught in both languages by teachers fluent in both languages. These programs typically target non-English speakers with weak literacy skills in their home language.

Programs that focus on developing students' literacy solely in English

- Sheltered English instruction or content-based English as a Second Language (ESL) program: The goal of these programs is to develop proficiency in English while learning content in an all-English setting. Students from various linguistic and cultural backgrounds can be in the same class. Instruction is adapted to students' proficiency in English and is supported by visual aids and support in the students' home languages as available. Fully developed prototypes of this program include Sheltered Instruction Observational Protocol (SIOP) and Specially Designed Academic Instruction in English (SDAIE).
- Structured English Immersion (SEI): The goal of SEI is to develop fluency in English. This program usually serves only English language learners. All instruction is in English, though the instruction is adjusted to the English proficiency level of students so subject matter is comprehensible. Teachers may have some receptive skills in the students' home language(s) and generally use sheltered instructional techniques.
- Pull-out English as a Second Language (ESL) or English Language Development (ELD): The goal of these programs is to develop fluency in English. ELL students leave their mainstream classroom for part of the day to receive ESL instruction, which generally focuses on grammar, vocabulary, and communication skills, not academic content. There typically is no support provided for students' home languages.
- Push-in English as a Second Language (ESL) program: The goal of push-in ESL is to develop fluency in English. Students receive ESL instruction in a mainstream classroom, with instruction in English with some native language support if needed. The ESL teacher or an instructional aide provides clarification, translation if needed, and uses ESL strategies.

THANK YOU VERY MUCH FOR YOUR HELP.

[1] National Clearinghouse for English Language Acquisition. (n.d.). Types of language instruction educational programs (LIEPs). Retrieved [January 6, 2012] from http://www.ncela.gwu.edu/files/uploads/5/Language_Instruction_Educational_Programs.pdf.

MARKING DIRECTIONS

PLEASE READ CAREFULLY AND USE A BLACK OR BLUE BALL POINT PEN TO COMPLETE THIS QUESTIONNAIRE. DO NOT USE PENCIL OR FELT-TIP PEN.

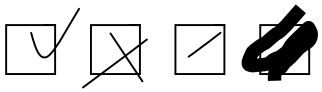
MARKING BOXES

It is important that you mark an "X" in the box next to your answers and print clearly.

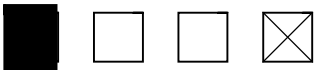
Shown below is the correct way to mark your answers, along with examples of incorrect ways.

Correct Mark:

Incorrect Marks:
Light and thin, outside the box, thick or scrawled.



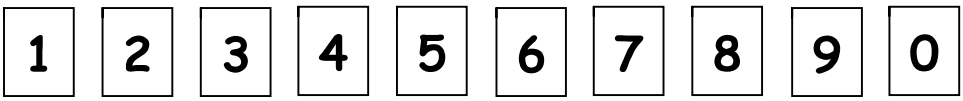
How to Change an Answer:
Completely black out the box of the incorrect answer and mark an "X" in the box next to the correct answer.



PRINTING ANSWERS IN BOXES

Answers should be printed clearly and should not touch or cross any of the box lines. Do not cross zeroes or sevens. That is, do not write a zero with a line through it like this – Ø, and do not write a seven with a line through it like this – 7 .

Write one number per box like this:



Write words like this:

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SECTION A. SCHOOL CHARACTERISTICS

A1. How many days are children required to attend school this academic year? *WRITE IN NUMBER BELOW.*

[ ][ ][ ] Number of school days

A2. What are the start and end dates for this school for the 2012-2013 school year? *WRITE IN MONTH AND DAY.*

START

[ ][ ] [ ][ ] [2][0][1][2]
MONTH DAY YEAR

END

[ ][ ] [ ][ ] [2][0][1][3]
MONTH DAY YEAR

A3. School enrollment. *WRITE IN THE APPROXIMATE NUMBER OF CHILDREN FOR EACH OF THE FOLLOWING. IF NO CHILDREN HAVE LEFT OR ENROLLED IN YOUR SCHOOL DURING THE SCHOOL YEAR, WRITE "0" ON THE APPLICABLE LINE.*

	Number of children
a. Total enrollment in your school around October 1, 2012, or the date nearest to that for which data are available	[ ][ ][ ][ ]
b. Number of children who have enrolled in your school since October 1, 2012	[ ][ ][ ][ ]
c. Number of children who have left your school since October 1, 2012, and have not returned	[ ][ ][ ][ ]

A4. Approximately what is the <u>Average Daily Attendance</u> for your school this year? *WRITE IN PERCENT OR NUMBER BELOW. TO CALCULATE PERCENT, DIVIDE THE NUMBER OF STUDENTS ATTENDING ON AN AVERAGE DAY BY THE NUMBER OF STUDENTS ENROLLED AND THEN MULTIPLY BY 100.*

[ ][ ][ ] % Average Daily Attendance

That is, $\left[\dfrac{\text{number of students attending on an average day}}{\text{number of students enrolled}}\right] \times 100$

OR

[ ][ ][ ][ ] Average Number Attending Daily

A5. **Mark all grade levels included in your school.** *SEE LIST OF DEFINITIONS AT THE BEGINNING OF THIS QUESTIONNAIRE FOR DEFINITIONS OF DIFFERENT TYPES OF GRADE LEVELS AND CLASS TYPES.*

- ☐ Ungraded
- ☐ Prekindergarten
- ☐ Transitional (or readiness) kindergarten
- ☐ Kindergarten
- ☐ Transitional first (or prefirst) grade
- ☐ 1st
- ☐ 2nd
- ☐ 3rd
- ☐ 4th
- ☐ 5th
- ☐ 6th
- ☐ 7th
- ☐ 8th
- ☐ 9th
- ☐ 10th
- ☐ 11th
- ☐ 12th

A6. **Which of the following characterizes your school?** *MARK ALL THAT APPLY.*

- ☐ Regular public school (not including magnet school)
- ☐ Public magnet school
- ☐ Charter school
- ☐ Catholic school
  - ☐ Diocesan
  - ☐ Parish
  - ☐ Private order
- ☐ Other private school, religious affiliation
- ☐ Private school affiliated with NAIS, no religious affiliation
- ☐ Other private school, no religious or NAIS affiliation
- ☐ Early Childhood Center (school/center includes preschool and/or early grades)
- ☐ Special education school – primarily serves children with disabilities
- ☐ Year-round school
- ☐ Bureau of Indian Education (BIE) or tribal school

IF YOU MARKED "CHARTER SCHOOL" IN Q A6, GO TO Q A7.
IF YOU DID NOT MARK "CHARTER SCHOOL," THEN SKIP TO Q A9.

A7. **In what year did this school start providing instruction as a public CHARTER school?** *WRITE IN YEAR BELOW.*

☐☐☐☐ Year

A8. **Which of the following characterizes your public CHARTER school?** *MARK ONE RESPONSE.*

- ☐ For profit
- ☐ Not for profit

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A9. Approximately what percentage of the children in your school belongs to each of the following racial/ethnic groups? *COMPLETE EITHER THE NUMBER OR PERCENT COLUMN. ENTER "0" IF YOUR SCHOOL HAS NO CHILDREN IN THAT RACIAL/ETHNIC GROUP. THE NUMBER COLUMN SHOULD ADD TO YOUR TOTAL SCHOOL ENROLLMENT OR THE PERCENT COLUMN SHOULD ADD TO 100%.*

	Number of children	OR	Percent
a. Hispanic/Latino of any race			%
b. American Indian or Alaska Native, not Hispanic or Latino			%
c. Asian, not Hispanic or Latino			%
d. Black or African American, not Hispanic or Latino			%
e. Native Hawaiian or Other Pacific Islander, not Hispanic or Latino			%
f. White, not Hispanic or Latino			%
g. Two or more races, not Hispanic or Latino			%
h. **Total school enrollment (sum of a through g)**			100 %

A10. ☐ **If your school is a private, magnet, or charter school, please check here and SKIP TO Q A12.**

A11. About what percentage of the children enrolled in this school attend from <u>outside</u> of this school's assigned attendance area because... *WRITE IN PERCENTAGES BELOW. IF NONE, WRITE "0."*

	Percent	Don't know
a. They have special needs (gifted and talented, children with disabilities, etc.) and attend to receive a specialized program or service?	%	☐
b. They transferred into the school because their previous school did not make adequate yearly progress (AYP)? (Adequate yearly progress is your state's measure of yearly progress toward achieving state academic standards.)	%	☐
c. They attend this school under public school choice for reasons other than their assigned school did not make AYP (that is, excluding those who are reported in b)?	%	☐

A12. About what percentage of the children enrolled in this school are eligible for free or reduced-price lunch? *WRITE IN PERCENTAGE BELOW. IF NONE, WRITE "0."*

☐☐☐ Percentage of children

A13. What time does school officially start in the morning? *WRITE IN TIME BELOW.*

		:		AM
HH			MM	

SECTION B. SCHOOL FACILITIES AND RESOURCES

B1. In general, how adequate are each of the following school facilities for meeting the needs of the children in your school? *MARK ONE RESPONSE ON EACH ROW.*

	Do not have	Never adequate	Often not adequate	Sometimes not adequate	Always adequate
a. Cafeteria	☐	☐	☐	☐	☐
b. Computer lab	☐	☐	☐	☐	☐
c. Library/media center	☐	☐	☐	☐	☐
d. Art room	☐	☐	☐	☐	☐
e. Gymnasium	☐	☐	☐	☐	☐
f. Music room	☐	☐	☐	☐	☐
g. Playground	☐	☐	☐	☐	☐
h. Classrooms	☐	☐	☐	☐	☐
i. Auditorium	☐	☐	☐	☐	☐
j. Multi-purpose room	☐	☐	☐	☐	☐

B2. How many children is this school site designed to accommodate? *WRITE IN NUMBER BELOW.*

☐☐☐☐ Number of children

SECTION C. SCHOOL-FAMILY-COMMUNITY CONNECTIONS

C1. Are any of the following programs for second-grade children and their families at your school site? Please include programs run by the school and those run by outside groups. *MARK YES OR NO ON EACH ROW.*

	Yes	No
a. Before-school child care	☐	☐
b. After-school child care	☐	☐
c. Hearing screening	☐	☐
d. Vision screening	☐	☐

C2. Are any of the following programs or services for parents and families available at your school site? Please include programs run by the school and those run by outside groups. *MARK YES OR NO ON EACH ROW.*

	Yes	No
a. Parenting education programs (for example, classes on child development, education in being a parent, understanding children with special needs)	☐	☐
b. Adult literacy program (including Adult Basic Education)	☐	☐
c. Family literacy program	☐	☐
d. Health or social services offered collaboratively by service agencies such as hospitals	☐	☐
e. Orientation to school setting for new families	☐	☐
f. Child care so that parents can attend school parent meetings or events	☐	☐
g. Programs to learn English for parents or families whose native language is not English	☐	☐

C3. Please indicate how often each of the following activities is provided by your school. *MARK ONE RESPONSE ON EACH ROW.*

	Never	Once a year	2 to 3 times a year	4 to 6 times a year	7 or more times a year
a. PTA, PTO, or Parent-Teacher-Student organization meetings	☐	☐	☐	☐	☐
b. Reports (report cards) of child's performance provided to parents	☐	☐	☐	☐	☐
c. Information on the child's standardized assessment scores provided to parents	☐	☐	☐	☐	☐
d. Teacher-parent conferences	☐	☐	☐	☐	☐
e. School performances to which parents are invited	☐	☐	☐	☐	☐
f. Classroom programs like class plays, book nights, or family math nights	☐	☐	☐	☐	☐

C4. Indicate how much you agree or disagree with the following statements about the school's community and parents. *MARK ONE RESPONSE ON EACH ROW.*

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. Parents are actively involved in this school's programs.	☐	☐	☐	☐	☐
b. The community served by this school is supportive of its goals and activities.	☐	☐	☐	☐	☐
c. Parents of children in this school are welcome to observe classes any time they are in session.	☐	☐	☐	☐	☐

C5. How much of a problem are the following in the neighborhood where this school is located? *MARK ONE RESPONSE ON EACH ROW.*

	Big problem	Somewhat of a problem	No problem	Don't know
a. Tensions based on racial, ethnic, or religious differences	☐	☐	☐	☐
b. Selling or using drugs or excessive drinking in public	☐	☐	☐	☐
c. Gangs	☐	☐	☐	☐
d. Vacant houses and buildings	☐	☐	☐	☐
e. Crime in the neighborhood	☐	☐	☐	☐
f. Violence in the neighborhood	☐	☐	☐	☐

C6. To the best of your knowledge how often do the following types of problems occur at your school? *MARK ONE RESPONSE ON EACH ROW.*

	Happens daily	Happens at least once a week	Happens at least once a month	Happens on occasion	Never happens
a. Children bringing weapons to school	☐	☐	☐	☐	☐
b. Theft	☐	☐	☐	☐	☐
c. Physical conflicts among students	☐	☐	☐	☐	☐
d. Children bringing in or using alcohol at school	☐	☐	☐	☐	☐
e. Children bringing in or using illegal drugs at school	☐	☐	☐	☐	☐
f. Vandalism of school property	☐	☐	☐	☐	☐
g. Student bullying	☐	☐	☐	☐	☐
h. Widespread disorder in classrooms	☐	☐	☐	☐	☐
i. Class cutting	☐	☐	☐	☐	☐

C7. Does your school take either of the following measures to ensure the safety of children? *MARK YES OR NO ON EACH ROW.*

	Yes	No
a. Security guards	☐	☐
b. Metal detectors	☐	☐

C8. To what extent is each of the following matters a problem in this school? Indicate whether each is a SERIOUS problem, a MODERATE problem, a MINOR problem, or NOT a problem in this school. *MARK ONE RESPONSE ON EACH ROW.*

	Serious problem	Moderate problem	Minor problem	Not a problem
a. Student tardiness	☐	☐	☐	☐
b. Student absenteeism	☐	☐	☐	☐
c. Student aggressive or disruptive behavior	☐	☐	☐	☐
d. Teacher absenteeism	☐	☐	☐	☐
e. Teacher turnover	☐	☐	☐	☐
f. Overcrowding	☐	☐	☐	☐

C9. During the past year, to what extent did any of the following changes occur at your school? *MARK ONE RESPONSE ON EACH ROW.*

	Not at all	Small extent	Moderate extent	Large extent
a. Funding levels decreased	☐	☐	☐	☐
b. Enrollment increased	☐	☐	☐	☐
c. Enrollment decreased	☐	☐	☐	☐
d. The number of students receiving free or reduced-price lunch increased	☐	☐	☐	☐
e. Student mobility increased (that is, the number of students transferring in and out of the school increased)	☐	☐	☐	☐
f. There has been a reduction in staffing	☐	☐	☐	☐
g. Class sizes increased	☐	☐	☐	☐
h. Class sizes decreased	☐	☐	☐	☐
i. Salaries increased	☐	☐	☐	☐
j. Salaries decreased	☐	☐	☐	☐
k. Number of English language learners increased	☐	☐	☐	☐

C10. During the past year, did any of the following changes occur at your school? *MARK YES OR NO ON EACH ROW.*

	Yes	No
a. Salaries were frozen	☐	☐
b. Changes were made to the school's assigned attendance area *(IF YOURS IS A PRIVATE, CHARTER, OR MAGNET SCHOOL, PLEASE SKIP ITEM b.)*	☐	☐

SECTION D. SCHOOL POLICIES AND PRACTICES

D1. Are second-graders at this school required to wear a school uniform? Do not include required physical education uniforms. *MARK ONE RESPONSE.*

☐ Yes

☐ No

D2. Which of the following statements describe your school's grade promotion and retention practices or policies? *MARK TRUE OR FALSE ON EACH ROW.*

	True	False
a. This school has a formal retention policy.	☐	☐
b. Children can be retained for maturational reasons (for example, social/emotional immaturity).	☐	☐
c. Children can be retained at the request of their parents.	☐	☐
d. Children can be retained due to academic deficiencies (for example, below grade level).	☐	☐
e. Children can be retained due to failing a school-wide standardized test.	☐	☐
f. Children can be retained more than once in each grade.	☐	☐
g. Children can be retained without their parents' permission.	☐	☐
h. Children with disabilities can be retained.	☐	☐
i. Children can be retained in kindergarten.	☐	☐

D3. How many first-grade children were retained at their current grade level last school year? *WRITE NUMBER BELOW. IF NONE, WRITE "0."*

☐☐☐ Number of first-grade children retained last year

D4. How many second-grade children were retained at their current grade level last school year? *WRITE NUMBER BELOW. IF NONE, WRITE "0."*

☐☐☐ Number of second-grade children retained last year

D5. Is a school-wide positive behavioral intervention and support program (for example, Positive Behavioral Support, Positive Behavioral Intervention System) implemented at your school? *MARK ONE RESPONSE.*

- ☐ Yes
- ☐ No

D6. For each of the following statements about READING and MATH, indicate how strongly you agree or disagree. *MARK ONE RESPONSE ON EACH ROW.*

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know
For READING						
a. This school has a set of clear, predetermined, grade-level benchmarks (that is, cut scores, goals/targets, or percentiles) that are used to determine which students are struggling or at risk of failure in READING.	☐	☐	☐	☐	☐	☐
b. At this school, we use data from screening tests to determine if core instruction in READING is meeting the needs of most of our students.	☐	☐	☐	☐	☐	☐
For MATH						
c. This school has a set of clear, predetermined, grade-level benchmarks (that is, cut scores, goals/targets, or percentiles) that are used to determine which students are struggling or at risk of failure in MATH.	☐	☐	☐	☐	☐	☐
d. At this school, we use data from screening tests to determine if core instruction in MATH is meeting the needs of most of our students.	☐	☐	☐	☐	☐	☐

D7. Is Response to Intervention (RtI) currently used at your school in second grade, either partially or fully implemented? *MARK ONE RESPONSE.*

RESPONSE TO INTERVENTION (RTI) IS A MULTI-STEP APPROACH TO PROVIDING EARLY AND PROGRESSIVELY INTENSIVE INTERVENTION AND MONITORING WITHIN THE GENERAL EDUCATION SETTING. SEE PAGE 4 FOR A COMPLETE DEFINITION OF RTI.

- ☐ Yes
- ☐ No **(SKIP TO Q E1)**

D8. Is RtI currently implemented at your school in second grade in the following areas? *MARK ONE RESPONSE ON EACH ROW.*

	Yes, fully implemented in second grade	Yes, partially implemented in second grade	No, not implemented in second grade
a. Math	☐	☐	☐
b. Reading	☐	☐	☐
c. Writing	☐	☐	☐
d. Behavior/Social skills	☐	☐	☐

D9. Approximately how many years ago did your school begin implemementing RtI in second grade in any subject? *MARK ONE RESPONSE.*

- ☐ Less than 1 year ago
- ☐ 1 to 2 years ago
- ☐ More than 2 years ago

D10. For the 2012-2013 school year, how has your school made information available to parents/guardians to help them understand how RtI is being implemented in your school? *MARK ALL THAT APPLY.*

a. Communication through written materials such as letters, email, school website, or newsletters	☐
b. Communication through workshops, discussion groups, or other meetings such as PTA meetings	☐
c. Communication through individual meetings with parents or phone calls	☐
d. Information is not distributed on this topic	☐

SECTION E. SCHOOL PROGRAMS FOR PARTICULAR POPULATIONS

Language-Minority Students and Families

E1. Do any of the children in this school come from a home where a language other than English is spoken? *MARK ONE RESPONSE.*

☐ Yes

☐ No **(SKIP TO Q E5)**

E2. What percentage of children in this school and in second grade are English language learners (ELL)?

SEE PAGES 4 AND 5 FOR DEFINITIONS RELATED TO LANGUAGE. WRITE IN THE PERCENTAGES BELOW.

☐☐☐ **%** ELL among all students in school

☐☐☐ **%** ELL among all students in **second grade**

E3. Please indicate what type(s) of specialized language instruction is provided to second-grade English language learners in your school. *MARK ALL THAT APPLY.*

EXAMPLES OF THE PROGRAMS INCLUDED IN EACH CATEGORY ARE PROVIDED BELOW. SEE PAGE 5 FOR DEFINITIONS OF THESE EXAMPLES.

☐ **Programs that focus on developing students' literacy in two languages. For example:**

- Two-way immersion program or two-way bilingual program
- Developmental bilingual program, late exit transitional program, or maintenance bilingual education program
- Transitional program, early exit bilingual program, or early exit transitional program
- Heritage language program or indigenous language program

☐ **Programs that focus on developing students' literacy solely in English. For example:**

- Sheltered English instruction or content-based English as a Second Language (ESL) program
- Structured English Immersion (SEI)
- Pull-out English as a Second Language (ESL) or English Language Development (ELD)
- Push-in ESL program

☐ **Other program(s)** (PLEASE SPECIFY)

☐ **No specialized language program is provided to second-grade English language learners or there are no second-grade English language learners in this school.**

E4. Are any of the following services provided to families of children from households where a language other than English is spoken? *MARK YES OR NO ON EACH ROW.*

	Yes	No
a. Translators are made available to parents for parent/teacher and parent/school staff meetings and/or meetings are conducted in the parents' non-English language.	☐	☐
b. Translations of written communications are provided to these families.	☐	☐
c. Home visits are made to families of these children.	☐	☐
d. An outreach worker assists in enrolling these children when first entering school.	☐	☐
e. The school conducts special parent meetings for families from a non-English background.	☐	☐

Children with Special Needs

E5. Since the beginning of this school year (2012-2013), how many students have been NEWLY evaluated at your school to determine if they are eligible for an IEP? *WRITE NUMBER IN BOX.*

☐☐☐ Total number of newly evaluated students at your school

E6. Of those students who have been NEWLY evaluated at your school this school year (2012-2013), how many were found eligible for an IEP, including those who may have an IEP for speech only? *WRITE NUMBER IN BOX.*

☐☐☐ Total number of newly evaluated students found eligible at your school

E7. What method(s) are used in your school to determine special education ELIGIBILITY for students with learning disabilities? *MARK YES OR NO ON EACH ROW. IF A COMBINATION OF THESE METHODS IS USED AT YOUR SCHOOL, MARK YES FOR BOTH A AND B.*

	Yes	No
a. IQ-achievement discrepancy model which shows whether there is a discrepancy between *expected* performance and *actual* performance	☐	☐
b. Response to Intervention (RtI) model	☐	☐

E8. Approximately what percentage of your second-graders are in each of the following instructional programs? *WRITE PERCENTAGES IN BOXES. IF NONE, WRITE "0" AND INDICATE IF THE PROGRAM IS NOT OFFERED IN SECOND GRADE OR IN ANY GRADE IN YOUR SCHOOL.*

	Percent	Not offered in second grade	Not offered in any grade
a. Special education with an Individualized Education Program (IEP)	☐☐☐ %	☐	☐
b. Receive accommodations through a 504 plan	☐☐☐ %	☐	☐
c. Reading instruction for students performing below grade level in reading	☐☐☐ %	☐	☐
d. Math instruction for students performing below grade level in math	☐☐☐ %	☐	☐
e. A gifted and talented program	☐☐☐ %	☐	☐

E9. Where are children with Individualized Education Programs (IEPs) typically served in this school? *MARK ONE RESPONSE.*

☐ Children with IEPs are not served in this school.

☐ Children with IEPs typically spend most of their day in separate classes.

☐ Children with IEPs typically spend most of their day in the regular classroom.

SECTION F. FEDERAL PROGRAMS: TITLE I, ADEQUATE YEARLY PROGRESS, AND TITLE III[1]

The following items pertain to public schools only.

☐ *IF YOURS IS A PRIVATE SCHOOL CHECK HERE.* **(SKIP TO Q G1)**

Title I Funding and Programs

F1. Did your school receive Federal Title I funds for this school year? *MARK ONE RESPONSE.*

☐ Yes

☐ No **(SKIP TO Q F4)**

PLEASE NOTE THE FOLLOWING DEFINITIONS THAT ARE RELEVANT TO QUESTION F2 BELOW:

- **A targeted assistance program** uses Title I funds to provide supplemental academic services (usually in reading and/or math) to specific students, sometimes referred to as "Title I students," who have been identified as low achieving.
- **A schoolwide program** may use Title I funds to improve the quality of educational programs and services throughout the school. A school may use Title I funds for a schoolwide program if at least 40 percent of its students are from low-income families, or if it receives a waiver permitting it to operate a schoolwide program.

F2. Is your school operating a Title I targeted assistance or schoolwide program? *MARK ONE RESPONSE.*

☐ Targeted assistance program

☐ Schoolwide program

[1] Title I and Title III and their accompanying requirements are programs of the Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the No Child Left Behind Act of 2001. See the introductory section of this questionnaire for more information on these programs.

F3. Does your school use Title I funds for any of the following purposes? *MARK YES OR NO ON EACH ROW.*

	Yes	No
a. To serve children in a pull-out setting	☐	☐
b. To serve children in an in-class setting	☐	☐
c. To reduce class sizes	☐	☐
d. To provide extended time learning opportunities before and/or after school for children	☐	☐
e. To provide professional development activities	☐	☐
f. To provide family literacy services	☐	☐
g. To provide summer learning opportunities	☐	☐
h. To serve children in preschool	☐	☐

Title III Funding and Programs

F4. Did your school receive Federal Title III funds for this school year? (Title III is "Language Instruction for Limited English Proficient and Immigrant Students.") *MARK ONE RESPONSE.*

☐ Yes

☐ No **(SKIP TO Q F6)**

F5. Does your school use Title III funds for any of the following purposes? *MARK YES OR NO ON EACH ROW.*

	Yes	No
a. To serve children in a pull-out setting for second language instruction	☐	☐
b. To serve children in an in-class setting for second language instruction	☐	☐
c. To provide extended time learning opportunities before and/or after school for children	☐	☐
d. To improve the entire educational program through a schoolwide program	☐	☐
e. To provide professional development activities for teachers who serve English language learners	☐	☐
f. To provide family literacy services (usually done out of Title III immigrant funds)	☐	☐
g. To provide summer learning opportunities	☐	☐
h. To provide student support in the student's home language for second language instruction	☐	☐

Federal Requirements

F6. At the end of the LAST school year (2011-2012), did this school make Adequate Yearly Progress (AYP)? (Adequate Yearly Progress is your state's measure of yearly progress toward achieving state academic standards.) *MARK ONE RESPONSE.*

- ☐ Yes **(SKIP TO Q F9)**
- ☐ No
- ☐ Not applicable **(SKIP TO Q F9)**

F7. At the end of the LAST school year (2011-2012), was this school identified for improvement due to Adequate Yearly Progress (AYP) requirements? (A school is identified for improvement if it does not make Adequate Yearly Progress for two consecutive years or more in the same content area.) *MARK ONE RESPONSE.*

- ☐ Yes
- ☐ No **(SKIP TO Q F9)**

F8. Please indicate in part 1 whether any of the following actions have taken place in your school in the past three years. For each action that you mark as having taken place, please indicate in part 2 whether the action took place at your school in response to being identified for improvement due to AYP requirements. *MARK ONE RESPONSE ON EACH ROW FOR PART 1. IF YES IS MARKED IN PART 1, MARK ONE RESPONSE IN PART 2 FOR THAT ROW.*

	PART 1 Action taken place in the past three years?		PART 2 If yes to part 1, was action in response to being identified for improvement?	
	Yes	No	Yes	No
a. Developed or revised a two-year school improvement plan	☐	☐	☐	☐
b. Offered students the choice to transfer to another public school	☐	☐	☐	☐
c. Offered supplemental educational services to students from low-income families	☐	☐	☐	☐
d. Replaced school staff	☐	☐	☐	☐
e. Implemented a new curriculum based on scientifically based research	☐	☐	☐	☐
f. Extended the school day or school year	☐	☐	☐	☐
g. Appointed an outside expert to advise the school on its progress toward making AYP	☐	☐	☐	☐
h. Reorganized the school (that is, significant changes were made to both the school's staffing and governance)	☐	☐	☐	☐
i. Offered professional development	☐	☐	☐	☐

F9. Does this school have grade 3 students? *MARK ONE RESPONSE.*

☐ Yes

☐ No **(SKIP TO Q G1)**

F10. Based on recent state assessments, what percentage of the grade 3 students in your school in the PRIOR school year (2011-2012) scored "proficient" or above in the subjects in this table? Please also indicate the percentage of students scoring proficient or above that was needed to meet your AYP (Adequate Yearly Progress) goals for that school year. *WRITE PERCENTAGES BELOW. IF THE AYP COLUMN IS NOT APPLICABLE FOR YOUR SCHOOL OR IF GRADE 3 STUDENTS IN YOUR SCHOOL DO NOT TAKE A STATE ASSESSMENT, WRITE "NA" IN THE APPROPRIATE COLUMN.*

	Percentage of students whose achievement level was "proficient" or above in 2011-2012	**Percentage required by AYP goals in 2011-2012**
a. Reading/Language Arts	☐☐☐ %	☐☐☐ %
b. Mathematics	☐☐☐ %	☐☐☐ %
c. Science **(WRITE NA IF NO STUDENTS WERE ASSESSED IN SCIENCE)**	☐☐☐ %	

SECTION G. STAFFING AND TEACHER CHARACTERISTICS

G1. Approximately how many staff members does your school currently have in the following categories?

PLEASE PROVIDE RESPONSES IN COLUMN (1) FOR STAFF MEMBERS WHO WORK FULL TIME AT YOUR SCHOOL AND IN COLUMN (2) FOR STAFF WHO WORK PART TIME AT YOUR SCHOOL. IF A STAFF MEMBER IS SHARED WITH OTHER SCHOOLS, COUNT THAT PERSON AS "PART TIME" IN YOUR SCHOOL.

PLACE EACH STAFF MEMBER IN ONLY ONE STAFF CATEGORY; IF A STAFF MEMBER FITS MORE THAN ONE CATEGORY, PICK THE CATEGORY MOST DESCRIPTIVE OF HIS/HER WORK.

WRITE NUMBERS IN BOXES. IF THERE ARE NO STAFF IN YOUR SCHOOL IN A CATEGORY, WRITE "0."

	(1) Number who work full time in your school	(2) Number who work part time in your school
a. Regular classroom teachers		
b. ESL/bilingual education/language immersion/ELL instruction teachers		
c. Drama, music, or art teachers		
d. Gym/PE or health teachers		
e. Special education teachers and related service providers (for example, speech therapist, physical therapist, adaptive physical education, etc.)		
f. Teachers of gifted/talented students		
g. Reading teachers, specialists, and interventionists		
h. Math teachers, specialists, and interventionists		
i. School nurses or health professionals		
j. School psychologists or social workers		
k. Guidance counselors		
l. Paraprofessionals (for example, classroom aides)		
m. Library media specialists/librarians		
n. Computer/technology teachers or support staff		

G2. Does your school currently have any staff members who do the following as their primary role or one of their primary roles? *MARK YES OR NO ON EACH ROW. INCLUDE THOSE WHO ARE FULL- OR PART-TIME STAFF MEMBERS AT YOUR SCHOOL.*

	Yes	No
a. A school staff member who provides ongoing training or support to classroom teachers in the delivery of effective READING instruction	☐	☐
b. A school staff member who provides ongoing training or support to classroom teachers in the delivery of effective MATH instruction	☐	☐
c. A school staff member who provides ongoing training or support to classroom teachers in the delivery of effective behavioral supports	☐	☐
d. A school staff member who supports teachers in collecting, organizing, and managing assessment data	☐	☐
e. A school staff member who supports teachers in the interpretation and use of assessment data to guide instruction	☐	☐

G3. Teacher mobility. *WRITE IN THE APPROXIMATE NUMBER OF REGULAR CLASSROOM TEACHERS FOR EACH OF THE FOLLOWING. IF NO TEACHERS HAVE LEFT OR STARTED AT YOUR SCHOOL DURING THE SCHOOL YEAR, WRITE "0" ON THE APPLICABLE LINE.*

	Number of teachers
a. Number of regular classroom teachers who have begun teaching in your school since October 1, 2012	☐☐☐
b. Number of regular classroom teachers who have left your school since October 1, 2012, and have not returned	☐☐☐
c. Number of regular classroom teachers for whom this school year is their first year of teaching	☐☐☐
d. Number of regular classroom teachers for whom this school year is their first year teaching in this school	☐☐☐

G4. What percentage of your part-time and full-time teachers, including regular classroom, ESL/bilingual, remedial, special education, art, music, and physical education teachers, belongs to each of the following racial/ethnic groups?

COMPLETE EITHER THE NUMBER OR PERCENT COLUMN. ENTER "0" IF YOUR SCHOOL HAS NO TEACHERS IN THAT RACIAL/ETHNIC GROUP. THE NUMBER COLUMN SHOULD ADD TO YOUR TOTAL NUMBER OF TEACHERS OR THE PERCENT COLUMN SHOULD ADD TO 100%.

	Number of teachers	OR	Percent
a. Hispanic/Latino of any race			%
b. American Indian or Alaska Native, not Hispanic or Latino			%
c. Asian, not Hispanic or Latino			%
d. Black or African American, not Hispanic or Latino			%
e. Native Hawaiian or Other Pacific Islander, not Hispanic or Latino			%
f. White, not Hispanic or Latino			%
g. Two or more races, not Hispanic or Latino			%
h. **Total number of teachers (sum of a through g)**			100 %

G5. Indicate how much you agree or disagree with the following statements about your school and staff. *MARK ONE RESPONSE ON EACH ROW.*

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. There is a consensus among administrators and teachers on goals and expectations.	☐	☐	☐	☐	☐
b. We have an active professional development program for teachers.	☐	☐	☐	☐	☐
c. Teachers are very active in planning staff development activities in this school.	☐	☐	☐	☐	☐
d. There is adequate time for teacher professional development.	☐	☐	☐	☐	☐

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G6. Are monetary incentives such as cash bonuses, salary increases, or different steps on the salary schedule used in your school to reward teachers for… *MARK YES OR NO ON EACH ROW.*

	Yes	No
a. Improved student performance on state tests?	☐	☐
b. Reaching target goals on state tests?	☐	☐

G7. If a person other than the school principal has completed the previous sections, please provide the following information for the individual who completed them, or — if more than one individual — for the individual who completed the majority of the sections: *PLEASE PRINT*

LAST NAME	FIRST NAME	MIDDLE INITIAL

TITLE

G8. How long has the individual listed above been employed at this school? *WRITE YEARS AND MONTHS BELOW.*

YEAR(S) MONTH(S)

The school principal or headmaster should complete the remainder of this questionnaire. If a designee is chosen to complete this in his or her place, please be sure that the background and education characteristics provided are about the school's principal or headmaster.

Draft

SECTION H. SCHOOL ADMINISTRATOR CHARACTERISTICS

H1. What is your gender? *MARK ONE RESPONSE.*

- ☐ Male
- ☐ Female

H2. In what year were you born? *WRITE IN YEAR BELOW.*

1	9		

YEAR

H3. Are you Hispanic or Latino? *MARK ONE RESPONSE.*

- ☐ Yes
- ☐ No

H4. Which best describes your race? *MARK ONE OR MORE RESPONSES TO INDICATE WHAT YOU CONSIDER YOURSELF TO BE.*

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White

H5. How many years of experience do you have in each of the following positions, including years in which you worked part time? *WRITE THE NUMBER OF YEARS TO THE NEAREST FULL SCHOOL YEAR. IF THIS IS YOUR FIRST YEAR, WRITE "1."*

	Number of years
a. Years as a teacher before becoming a principal	☐☐
b. Total number of years as a principal	☐☐
c. Number of years as principal at this school	☐☐

H6. Through which, if any, of the types of training programs below did you receive preparation for fulfilling your role as a school administrator? *MARK YES OR NO ON EACH ROW.*

	Yes	No
a. Traditional university-based training and certification program	☐	☐
b. District-based training program (for example, the Boston Principal Fellowship, New York City Leadership Academy's Aspiring Principals Program, Chicago's LAUNCH program)	☐	☐
c. City-based training program (for example, Cleveland's First Ring Leadership Academy)	☐	☐
d. State-based training program (for example, New Jersey EXCEL)	☐	☐
e. Training and/or certification program run by a national non-profit organization (for example, KIPP School Leadership Program, New Leaders for New Schools)	☐	☐
f. Another school administration preparation program	☐	☐

H7. What is the highest level of education you have completed? *MARK ONE RESPONSE.*

- ☐ High school diploma or equivalent/GED
- ☐ Associate's degree
- ☐ Bachelor's degree
- ☐ At least one year of coursework beyond a Bachelor's degree but not a graduate degree
- ☐ Master's degree
- ☐ Education specialist or professional diploma based on at least one year of coursework past a Master's degree level
- ☐ Doctorate or an advanced professional degree beyond a Master's degree (for example, MD)

H8. What was your major field(s) of study in the highest degree you completed? *MARK YES OR NO ON EACH ROW.*

	Yes	No
a. Early childhood education	☐	☐
b. Elementary education	☐	☐
c. Education administration/management	☐	☐
d. Special education	☐	☐
e. Other education-related major (such as secondary education, educational psychology, science education, music education, etc.)	☐	☐
f. Non-education major (such as history, English, etc.)	☐	☐

H9. Please estimate how many hours you spend on average per week in the following activities. *WRITE IN NUMBER OF HOURS BELOW. IF NONE, WRITE "0."*

	Hours per week
a. Working with teachers on instructional issues	☐☐
b. Internal school management (weekly calendars, vendors, office, memos, etc.)	☐☐
c. Student discipline/attendance	☐☐
d. Monitoring hallways, playground, lunchroom	☐☐
e. Teaching	☐☐
f. Talking and meeting with parents	☐☐
g. Meeting with students	☐☐
h. Paperwork required by local, state, or federal authorities	☐☐

H10. What is your best estimate of the number of children in your school you know by name? *MARK ONE RESPONSE.*

- ☐ Nearly every child
- ☐ 76% or more
- ☐ 51% to 75%
- ☐ 26% to 50%
- ☐ 25% or less

H11. During school hours, do you speak a language other than English with students at your school whose native language is not English? *MARK ONE RESPONSE.*

- ☐ Yes
- ☐ No

H12. Do you speak a language other than English with students' families whose native language is not English? *MARK ONE RESPONSE.*

- ☐ Yes
- ☐ No

H13. ☐ **If you do not speak a language other than English with EITHER students OR students' families whose native language is not English, mark here and SKIP TO Q H15.**

H14. What language(s) other than English do you speak with students at your school or with their families? *MARK ALL THAT APPLY.*

- ☐ Spanish
- ☐ Vietnamese
- ☐ A Chinese language
- ☐ Japanese
- ☐ Korean
- ☐ A Filipino language
- ☐ Arabic
- ☐ Other (PLEASE SPECIFY)

H15. Date Questionnaire Completed:

MONTH	DAY	YEAR
		2013

Questionnaire completed by:

LAST NAME	FIRST NAME	MIDDLE INITIAL

THANK YOU FOR YOUR COOPERATION!

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For Office Use Only

C - No DR ☐ C - DR Comp ☐

C - DR Ref ☐ Ref ☐

NEW

Spring Second-Grade School Administrator Questionnaire for Continuing Schools

Draft

Early Childhood Longitudinal Study
Kindergarten Class of 2010-11

Spring 2013
School Administrator Questionnaire
Questionnaire B

Prepared for the U.S. Department of Education

National Center for Education Statistics by:

Westat

Rockville, Maryland

Use a black or blue ball point pen to complete this questionnaire.

RETURN THIS COMPLETED QUESTIONNAIRE DIRECTLY TO YOUR SCHOOL COORDINATOR OR AN ECLS-K:2011 STAFF MEMBER. DO NOT MAIL THIS QUESTIONNAIRE UNLESS YOU ARE ASKED TO DO SO BY STUDY STAFF AND ARE PROVIDED WITH AN ENVELOPE FOR MAILING.

S_ID

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0750. Approval expires XX/XX/XXXX. The time required to complete this information collection is estimated to average 60 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information requested. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the survey instrument, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual response to this survey, write directly to: National Center for Education Statistics, 1990 K Street, N.W., Room 9086, Washington, D.C. 20006-5574.

The collection of information in this survey is authorized by 20 U.S. Code, Section 9541. Participation is voluntary. You may skip questions you do not wish to answer; however, we hope that you will answer as many questions as you can. Your responses are protected from disclosure by federal statute (20 U.S. Code, Section 9573). All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law. Data will be combined to produce statistical reports. No individual data that links your name, address, telephone number, or identification number with your responses will be included in the statistical reports.

Dear School Administrator,

This questionnaire is an important part of a major longitudinal study of children's early educational experiences beginning with kindergarten and continuing through grade 5. You have received this questionnaire because one or more of the children in your school are participants in this study.

This questionnaire contains several brief sections:

a) School characteristics
b) School-family-community connections
c) School policies and practices
d) School programs for particular populations
e) Federal programs: Title I, Adequate Yearly Progress (AYP), and Title III (if applicable)
f) Staffing and teacher characteristics
g) School administrator characteristics

This information is vital to the study. Please feel free to ask other knowledgeable members of your staff to provide the information necessary to complete various sections of the questionnaire. However, we ask that you, yourself, please complete the final section, which is about your own background and characteristics. Taking part in the study is voluntary. You may stop at any time or choose not to answer a question you do not want to answer. Although we realize you are very busy, we urge you to complete this questionnaire as completely and accurately as possible. The information you provide is being collected for research purposes only and will be protected from disclosure to the fullest extent allowable by law (Education Sciences Reform Act of 2002, 20 U.S.C. § 9573). Information from multiple individuals will be combined to produce statistical reports; no information that identifies you will be included in any reports or provided to students, their parents, or other school staff.

Please record your answers directly on the questionnaire by marking the appropriate answer (as described in the instructions on page 6) or by writing your responses in the space provided. Your best estimates are acceptable answers.

DEFINITIONS

For the purposes of this study, the following definitions apply:

Special programs. Reference is made in this questionnaire to Title I and Title III programs, individualized education programs (IEP), individualized family service plans (IFSP), Section 504 plans, and Response to Intervention (RtI). For this study, the following definitions apply:

- Title I: "Improving the Academic Achievement of the Disadvantaged." Title I is a program of the Elementary and Secondary Education Act (ESEA) of 1965, as reauthorized under the No Child Left Behind Act of 2001. The purpose of this program is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on state academic achievement standards and state academic assessments.

- Title III: "Language Instruction for Limited English Proficient and Immigrant Students." Title III is a program of the Elementary and Secondary Education Act (ESEA) of 1965, as reauthorized under the No Child Left Behind Act of 2001. One of the main purposes of this program is to help ensure that children who have limited proficiency in English, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same state academic content and student academic achievement standards as all students are expected to meet.

- Individualized Education Program (IEP): A written statement of the educational program designed to meet the individual needs of a school-aged child with a disability that is judged to affect the child's educational performance. Children who receive special education services under the Individuals with Disabilities Education Act (IDEA) are expected to have an IEP or an IFSP.

- Individualized Family Service Plan (IFSP): A written statement of the educational program and other services designed to enhance the family's capacity to meet the developmental needs of an infant or toddler (preschool-aged) with a disability. The plan includes a description of the appropriate services needed to assist transition into elementary school.

- Section 504 plan: A written plan to provide appropriate services to a child with a disability, whether or not the disability is judged to affect the child's educational performance. Speech therapy services may often be specified as part of a Section 504 plan.

- Response to Intervention (RtI): A multi-step approach to providing early and progressively intensive intervention and monitoring within the general education setting. In principle, RtI begins with research-based instruction and behavioral support provided to students in the general education classroom, followed by screening of all students to identify those who may need systematic progress monitoring, intervention, or support. Students who are not responding to the general education curriculum and instruction are provided with increasingly intensive interventions through a "tiered" system, and they are regularly monitored to assess their progress and inform the choice of future interventions, including possibly special education for students determined to have a disability.

Language. Reference is made to English language learners (ELL), as well as to instructional programs for ELL students in this questionnaire. For this study, the following definitions apply:

- Language-minority (LM) student: A student in whose home a non-English language typically is spoken. This group includes students whose English is fluent enough to benefit from instruction in academic subjects offered in English as well as students who are English language learners.

- English language learner (ELL): A student whose native language is one other than English and whose skills in listening, speaking, reading, or writing English are such that he or she has difficulty understanding school instruction in English.

TYPES OF LANGUAGE INSTRUCTION EDUCATIONAL PROGRAMS (LIEPs)[1]

Programs that focus on developing students' literacy in two languages

- Two-way immersion program (TWI) or two-way bilingual program: The goal of these programs is to develop strong skills and proficiency in both students' home language and English. These programs may also be called dual language programs. These programs include students whose native language is not English (but who all speak the same non-English language) and students whose native language is English. Instruction is provided in both languages, typically starting with a smaller proportion of instruction in English, and gradually moving to half of the instruction in each language. Students typically stay in these programs throughout elementary school.
- Developmental bilingual program, late exit transitional program, or maintenance bilingual education program: The goal of these programs is to develop some skills and proficiency in students' home language and strong skills and proficiency in English. Content is taught in both languages by teachers fluent in both languages. These programs may also be called dual language programs. Instruction at lower grades is in the students' home language with a gradual transition to English. Students typically transition into mainstream classrooms with their English-speaking peers. The programs can vary in the focus placed on acquiring literacy in students' home language, but students generally do continue to receive some degree of support in their home language after the transition to English classrooms.
- Transitional program, early exit bilingual program, or early exit transitional program: The goal of these programs is to develop English proficiency skills as soon as possible, without delaying learning of academic core content. Instruction begins in students' home language but rapidly moves to English. Students typically are transitioned into mainstream classrooms with their English-speaking peers as soon as possible.
- Heritage language program or indigenous language program: The goal of these programs is to develop literacy in two languages. Content is taught in both languages by teachers fluent in both languages. These programs typically target non-English speakers with weak literacy skills in their home language.

Programs that focus on developing students' literacy solely in English

- Sheltered English instruction or content-based English as a Second Language (ESL) program: The goal of these programs is to develop proficiency in English while learning content in an all-English setting. Students from various linguistic and cultural backgrounds can be in the same class. Instruction is adapted to students' proficiency in English and is supported by visual aids and support in the students' home languages as available. Fully developed prototypes of this program include Sheltered Instruction Observational Protocol (SIOP) and Specially Designed Academic Instruction in English (SDAIE).
- Structured English Immersion (SEI): The goal of SEI is to develop fluency in English. This program usually serves only English language learners. All instruction is in English, though the instruction is adjusted to the English proficiency level of students so subject matter is comprehensible. Teachers may have some receptive skills in the students' home language(s) and generally use sheltered instructional techniques.
- Pull-out English as a Second Language (ESL) or English Language Development (ELD): The goal of these programs is to develop fluency in English. ELL students leave their mainstream classroom for part of the day to receive ESL instruction, which generally focuses on grammar, vocabulary, and communication skills, not academic content. There typically is no support provided for students' home languages.
- Push-in English as a Second Language (ESL) program: The goal of push-in ESL is to develop fluency in English. Students receive ESL instruction in a mainstream classroom, with instruction in English with some native language support if needed. The ESL teacher or an instructional aide provides clarification, translation if needed, and uses ESL strategies.

THANK YOU VERY MUCH FOR YOUR HELP.

[1] National Clearinghouse for English Language Acquisition. (n.d.). Types of language instruction educational programs (LIEPs). Retrieved [January 6, 2012] from http://www.ncela.gwu.edu/files/uploads/5/Language_Instruction_Educational_Programs.pdf.

Draft

MARKING DIRECTIONS

PLEASE READ CAREFULLY AND USE A BLACK OR BLUE BALL POINT PEN TO COMPLETE THIS QUESTIONNAIRE. DO NOT USE PENCIL OR FELT-TIP PEN.

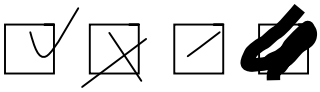
MARKING BOXES

It is important that you mark an "X" in the box next to your answers and print clearly.

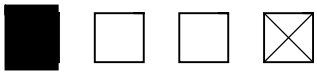
Shown below is the correct way to mark your answers, along with examples of incorrect ways.

Correct Mark:

Incorrect Marks:
Light and thin, outside the box, thick or scrawled.



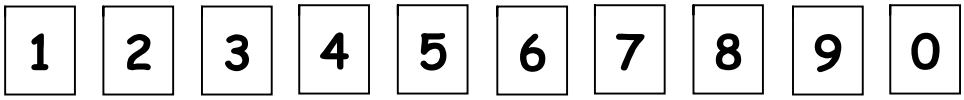
How to Change an Answer:
Completely black out the box of the incorrect answer and mark an "X" in the box next to the correct answer.



PRINTING ANSWERS IN BOXES

Answers should be printed clearly and should not touch or cross any of the box lines. Do not cross zeroes or sevens. That is, do not write a zero with a line through it like this – Ø, and do not write a seven with a line through it like this – 7 .

Write one number per box like this:



Write words like this:

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SECTION A. SCHOOL CHARACTERISTICS

A1. How many days are children required to attend school this academic year? *WRITE IN NUMBER BELOW.*

[ ][ ][ ] Number of school days

A2. What are the start and end dates for this school for the 2012-2013 school year? *WRITE IN MONTH AND DAY.*

START

MONTH	DAY	YEAR
[ ][ ]	[ ][ ]	2012

END

MONTH	DAY	YEAR
[ ][ ]	[ ][ ]	2013

A3. School enrollment. *WRITE IN THE APPROXIMATE NUMBER OF CHILDREN FOR EACH OF THE FOLLOWING. IF NO CHILDREN HAVE LEFT OR ENROLLED IN YOUR SCHOOL DURING THE SCHOOL YEAR, WRITE "0" ON THE APPLICABLE LINE.*

	Number of children
a. Total enrollment in your school around October 1, 2012, or the date nearest to that for which data are available	[ ][ ][ ][ ]
b. Number of children who have enrolled in your school since October 1, 2012	[ ][ ][ ][ ]
c. Number of children who have left your school since October 1, 2012, and have not returned	[ ][ ][ ][ ]

A4. Approximately what is the <u>Average Daily Attendance</u> for your school this year? *WRITE IN PERCENT OR NUMBER BELOW. TO CALCULATE PERCENT, DIVIDE THE NUMBER OF STUDENTS ATTENDING ON AN AVERAGE DAY BY THE NUMBER OF STUDENTS ENROLLED AND THEN MULTIPLY BY 100.*

[ ][ ][ ] % Average Daily Attendance

$$\text{That is, } \left[\frac{\text{number of students attending on an average day}}{\text{number of students enrolled}} \right] \times 100$$

OR

[ ][ ][ ][ ] Average Number Attending Daily

Draft

A5. **Approximately what percentage of the children in your school belongs to each of the following racial/ethnic groups?** *COMPLETE EITHER THE NUMBER OR PERCENT COLUMN. ENTER "0" IF YOUR SCHOOL HAS NO CHILDREN IN THAT RACIAL/ETHNIC GROUP. THE NUMBER COLUMN SHOULD ADD TO YOUR TOTAL SCHOOL ENROLLMENT OR THE PERCENT COLUMN SHOULD ADD TO 100%.*

	Number of children	OR	Percent
a. Hispanic/Latino of any race			%
b. American Indian or Alaska Native, not Hispanic or Latino			%
c. Asian, not Hispanic or Latino			%
d. Black or African American, not Hispanic or Latino			%
e. Native Hawaiian or Other Pacific Islander, not Hispanic or Latino			%
f. White, not Hispanic or Latino			%
g. Two or more races, not Hispanic or Latino			%
h. **Total school enrollment (sum of a through g)**			100 %

A6. ☐ **If your school is a private, magnet, or charter school, please check here and SKIP TO Q A8.**

A7. **About what percentage of the children enrolled in this school attend from <u>outside</u> of this school's assigned attendance area because...** *WRITE IN PERCENTAGES BELOW. IF NONE, WRITE "0."*

	Percent	Don't know
a. They have special needs (gifted and talented, children with disabilities, etc.) and attend to receive a specialized program or service?	%	☐
b. They transferred into the school because their previous school did not make adequate yearly progress (AYP)? (Adequate yearly progress is your state's measure of yearly progress toward achieving state academic standards.)	%	☐
c. They attend this school under public school choice for reasons other than their assigned school did not make AYP (that is, excluding those who are reported in b)?	%	☐

A8. **About what percentage of the children enrolled in this school are eligible for free or reduced-price lunch?** *WRITE IN PERCENTAGE BELOW. IF NONE, WRITE "0."*

Percentage of children

Draft

A9. What time does school officially start in the morning? *WRITE IN TIME BELOW.*

		:		AM
HH			MM	

SECTION B. SCHOOL-FAMILY-COMMUNITY CONNECTIONS

B1. Are any of the following programs available for second-grade children and their families at your school site? Please include programs run by the school and those run by outside groups. *MARK YES OR NO ON EACH ROW.*

	Yes	No
a. Before-school child care	☐	☐
b. After-school child care	☐	☐
c. Hearing screening	☐	☐
d. Vision screening	☐	☐

B2. Please indicate how often each of the following activities is provided by your school. *MARK ONE RESPONSE ON EACH ROW.*

	Never	Once a year	2 to 3 times a year	4 to 6 times a year	7 or more times a year
a. PTA, PTO, or Parent-Teacher-Student organization meetings	☐	☐	☐	☐	☐
b. Reports (report cards) of child's performance provided to parents	☐	☐	☐	☐	☐
c. Information on the child's standardized assessment scores provided to parents	☐	☐	☐	☐	☐
d. Teacher-parent conferences	☐	☐	☐	☐	☐
e. School performances to which parents are invited	☐	☐	☐	☐	☐
f. Classroom programs like class plays, book nights, or family math nights	☐	☐	☐	☐	☐

B3. Indicate how much you agree or disagree with the following statements about the school's community and parents. *MARK ONE RESPONSE ON EACH ROW.*

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. Parents are actively involved in this school's programs.	☐	☐	☐	☐	☐
b. The community served by this school is supportive of its goals and activities.	☐	☐	☐	☐	☐
c. Parents of children in this school are welcome to observe classes any time they are in session.	☐	☐	☐	☐	☐

B4. To the best of your knowledge how often do the following types of problems occur at your school? *MARK ONE RESPONSE ON EACH ROW.*

	Happens daily	Happens at least once a week	Happens at least once a month	Happens on occasion	Never happens
a. Children bringing weapons to school	☐	☐	☐	☐	☐
b. Theft	☐	☐	☐	☐	☐
c. Physical conflicts among students	☐	☐	☐	☐	☐
d. Children bringing in or using alcohol at school	☐	☐	☐	☐	☐
e. Children bringing in or using illegal drugs at school	☐	☐	☐	☐	☐
f. Vandalism of school property	☐	☐	☐	☐	☐
g. Student bullying	☐	☐	☐	☐	☐
h. Widespread disorder in classrooms	☐	☐	☐	☐	☐
i. Class cutting	☐	☐	☐	☐	☐

B5. **To what extent is each of the following matters a problem in this school? Indicate whether each is a SERIOUS problem, a MODERATE problem, a MINOR problem, or NOT a problem in this school.** *MARK ONE RESPONSE ON EACH ROW.*

	Serious problem	Moderate problem	Minor problem	Not a problem
a. Student tardiness	☐	☐	☐	☐
b. Student absenteeism	☐	☐	☐	☐
c. Student aggressive or disruptive behavior	☐	☐	☐	☐
d. Teacher absenteeism	☐	☐	☐	☐
e. Teacher turnover	☐	☐	☐	☐
f. Overcrowding	☐	☐	☐	☐

B6. **During the past year, to what extent did any of the following changes occur at your school?** *MARK ONE RESPONSE ON EACH ROW.*

	Not at all	Small extent	Moderate extent	Large extent
a. Funding levels decreased	☐	☐	☐	☐
b. Enrollment increased	☐	☐	☐	☐
c. Enrollment decreased	☐	☐	☐	☐
d. The number of students receiving free or reduced-price lunch increased	☐	☐	☐	☐
e. Student mobility increased (that is, the number of students transferring in and out of the school increased)	☐	☐	☐	☐
f. There has been a reduction in staffing	☐	☐	☐	☐
g. Class sizes increased	☐	☐	☐	☐
h. Class sizes decreased	☐	☐	☐	☐
i. Salaries increased	☐	☐	☐	☐
j. Salaries decreased	☐	☐	☐	☐
k. Number of English language learners increased	☐	☐	☐	☐

B7. During the past year, did any of the following changes occur at your school? *MARK YES OR NO ON EACH ROW.*

	Yes	No
a. Salaries were frozen	☐	☐
b. Changes were made to the school's assigned attendance area *(IF YOURS IS A PRIVATE, CHARTER, OR MAGNET SCHOOL, PLEASE SKIP ITEM b.)*	☐	☐

SECTION C. SCHOOL POLICIES AND PRACTICES

C1. How many first-grade children were retained at their current grade level last school year?
WRITE NUMBER BELOW. IF NONE, WRITE "0."

☐☐☐ Number of first-grade children retained last year

C2. How many second-grade children were retained at their current grade level last school year?
WRITE NUMBER BELOW. IF NONE, WRITE "0."

☐☐☐ Number of second-grade children retained last year

C3. Is a school-wide positive behavioral intervention and support program (for example, Positive Behavioral Support, Positive Behavioral Intervention System) implemented at your school?
MARK ONE RESPONSE.

☐ Yes
☐ No

C4. For each of the following statements about READING and MATH, indicate how strongly you agree or disagree. *MARK ONE RESPONSE ON EACH ROW.*

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know
For READING						
a. This school has a set of clear, predetermined, grade-level benchmarks (that is, cut scores, goals/targets, or percentiles) that are used to determine which students are struggling or at risk of failure in READING.	☐	☐	☐	☐	☐	☐
b. At this school, we use data from screening tests to determine if core instruction in READING is meeting the needs of most of our students.	☐	☐	☐	☐	☐	☐
For MATH						
c. This school has a set of clear, predetermined, grade-level benchmarks (that is, cut scores, goals/targets, or percentiles) that are used to determine which students are struggling or at risk of failure in MATH.	☐	☐	☐	☐	☐	☐
d. At this school, we use data from screening tests to determine if core instruction in MATH is meeting the needs of most of our students.	☐	☐	☐	☐	☐	☐

C5. Is Response to Intervention (RtI) currently used at your school in second grade, either partially or fully implemented? *MARK ONE RESPONSE.*

RESPONSE TO INTERVENTION (RTI) IS A MULTI-STEP APPROACH TO PROVIDING EARLY AND PROGRESSIVELY INTENSIVE INTERVENTION AND MONITORING WITHIN THE GENERAL EDUCATION SETTING. SEE PAGE 4 FOR A COMPLETE DEFINITION OF RTI.

- ☐ Yes
- ☐ No **(SKIP TO Q D1)**

C6. Is RtI currently implemented at your school in second grade in the following areas? *MARK ONE RESPONSE ON EACH ROW.*

	Yes, fully implemented in second grade	Yes, partially implemented in second grade	No, not implemented in second grade
a. Math	☐	☐	☐
b. Reading	☐	☐	☐
c. Writing	☐	☐	☐
d. Behavior/Social skills	☐	☐	☐

C7. Approximately how many years ago did your school begin implemementing RtI in second grade in any subject? *MARK ONE RESPONSE.*

- ☐ Less than 1 year ago
- ☐ 1 to 2 years ago
- ☐ More than 2 years ago

C8. For the 2012-2013 school year, how has your school made information available to parents/guardians to help them understand how RtI is being implemented in your school? *MARK ALL THAT APPLY.*

a. Communication through written materials such as letters, email, school website, or newsletters	☐
b. Communication through workshops, discussion groups, or other meetings such as PTA meetings	☐
c. Communication through individual meetings with parents or phone calls	☐
d. Information is not distributed on this topic	☐

SECTION D. SCHOOL PROGRAMS FOR PARTICULAR POPULATIONS

Language-Minority Students and Families

D1. Do any of the children in this school come from a home where a language other than English is spoken? *MARK ONE RESPONSE.*

☐ Yes

☐ No **(SKIP TO Q D4)**

D2. What percentage of children in this school and in second grade are English language learners (ELL)?

SEE PAGES 4 AND 5 FOR DEFINITIONS RELATED TO LANGUAGE. WRITE IN THE PERCENTAGES BELOW.

☐☐☐ **%** ELL among all students in school

☐☐☐ **%** ELL among all students in **second grade**

D3. Please indicate what type(s) of specialized language instruction is provided to second-grade English language learners in your school. *MARK ALL THAT APPLY.*

EXAMPLES OF THE PROGRAMS INCLUDED IN EACH CATEGORY ARE PROVIDED BELOW. SEE PAGE 5 FOR DEFINITIONS OF THESE EXAMPLES.

☐ **Programs that focus on developing students' literacy in two languages. For example:**

- Two-way immersion program or two-way bilingual program
- Developmental bilingual program, late exit transitional program, or maintenance bilingual education program
- Transitional program, early exit bilingual program, or early exit transitional program
- Heritage language program or indigenous language program

☐ **Programs that focus on developing students' literacy solely in English. For example:**

- Sheltered English instruction or content-based English as a Second Language (ESL) program
- Structured English Immersion (SEI)
- Pull-out English as a Second Language (ESL) or English Language Development (ELD)
- Push-in ESL program

☐ **Other program(s)** (PLEASE SPECIFY)

☐ **No specialized language program is provided to second-grade English language learners or there are no second-grade English language learners in this school.**

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Children with Special Needs

D4. Since the beginning of this school year (2012-2013), how many students have been NEWLY evaluated at your school to determine if they are eligible for an IEP? *WRITE NUMBER IN BOX.*

☐☐☐ Total number of newly evaluated students at your school

D5. Of those students who have been NEWLY evaluated at your school this school year (2012-2013), how many were found eligible for an IEP, including those who may have an IEP for speech only? *WRITE NUMBER IN BOX.*

☐☐☐ Total number of newly evaluated students found eligible at your school

D6. What method(s) are used in your school to determine special education ELIGIBILITY for students with learning disabilities? *MARK YES OR NO ON EACH ROW. IF A COMBINATION OF THESE METHODS IS USED AT YOUR SCHOOL, MARK YES FOR BOTH A AND B.*

	Yes	No
a. IQ-achievement discrepancy model which shows whether there is a discrepancy between *expected* performance and *actual* performance	☐	☐
b. Response to Intervention (RtI) model	☐	☐

D7. Approximately what percentage of your second-graders are in each of the following instructional programs? *WRITE PERCENTAGES IN BOXES. IF NONE, WRITE "0" AND INDICATE IF THE PROGRAM IS NOT OFFERED IN SECOND GRADE OR IN ANY GRADE IN YOUR SCHOOL.*

	Percent	Not offered in second grade	Not offered in any grade
a. Special education with an Individualized Education Program (IEP)	☐☐☐ %	☐	☐
b. Receive accommodations through a 504 plan	☐☐☐ %	☐	☐
c. Reading instruction for students performing below grade level in reading	☐☐☐ %	☐	☐
d. Math instruction for students performing below grade level in math	☐☐☐ %	☐	☐
e. A gifted and talented program	☐☐☐ %	☐	☐

SECTION E. FEDERAL PROGRAMS: TITLE I, ADEQUATE YEARLY PROGRESS, AND TITLE III[1]

The following items pertain to public schools only.

☐ *IF YOURS IS A PRIVATE SCHOOL CHECK HERE.* **(SKIP TO Q F1)**

Title I Funding and Programs

E1. Did your school receive Federal Title I funds for this school year? *MARK ONE RESPONSE.*

☐ Yes

☐ No **(SKIP TO Q E4)**

PLEASE NOTE THE FOLLOWING DEFINITIONS THAT ARE RELEVANT TO QUESTION E2 BELOW:

- **A targeted assistance program** uses Title I funds to provide supplemental academic services (usually in reading and/or math) to specific students, sometimes referred to as "Title I students," who have been identified as low achieving.
- **A schoolwide program** may use Title I funds to improve the quality of educational programs and services throughout the school. A school may use Title I funds for a schoolwide program if at least 40 percent of its students are from low-income families, or if it receives a waiver permitting it to operate a schoolwide program.

E2. Is your school operating a Title I targeted assistance or schoolwide program? *MARK ONE RESPONSE.*

☐ Targeted assistance program

☐ Schoolwide program

[1] Title I and Title III and their accompanying requirements are programs of the Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the No Child Left Behind Act of 2001. See the introductory section of this questionnaire for more information on these programs.

E3. Does your school use Title I funds for any of the following purposes? *MARK YES OR NO ON EACH ROW.*

	Yes	No
a. To serve children in a pull-out setting	☐	☐
b. To serve children in an in-class setting	☐	☐
c. To reduce class sizes	☐	☐
d. To provide extended time learning opportunities before and/or after school for children	☐	☐
e. To provide professional development activities	☐	☐
f. To provide family literacy services	☐	☐
g. To provide summer learning opportunities	☐	☐
h. To serve children in preschool	☐	☐

Title III Funding and Programs

E4. Did your school receive Federal Title III funds for this school year? (Title III is "Language Instruction for Limited English Proficient and Immigrant Students.") *MARK ONE RESPONSE.*

☐ Yes

☐ No **(SKIP TO Q E6)**

E5. Does your school use Title III funds for any of the following purposes? *MARK YES OR NO ON EACH ROW.*

	Yes	No
a. To serve children in a pull-out setting for second language instruction	☐	☐
b. To serve children in an in-class setting for second language instruction	☐	☐
c. To provide extended time learning opportunities before and/or after school for children	☐	☐
d. To improve the entire educational program through a schoolwide program	☐	☐
e. To provide professional development activities for teachers who serve English language learners	☐	☐
f. To provide family literacy services (usually done out of Title III immigrant funds)	☐	☐
g. To provide summer learning opportunities	☐	☐
h. To provide student support in the student's home language for second language instruction	☐	☐

Federal Requirements

E6. At the end of the LAST school year (2011-2012), did this school make Adequate Yearly Progress (AYP)? (Adequate Yearly Progress is your state's measure of yearly progress toward achieving state academic standards.) *MARK ONE RESPONSE.*

- ☐ Yes **(SKIP TO Q E9)**
- ☐ No
- ☐ Not applicable **(SKIP TO Q E9)**

E7. At the end of the LAST school year (2011-2012), was this school identified for improvement due to Adequate Yearly Progress (AYP) requirements? (A school is identified for improvement if it does not make Adequate Yearly Progress for two consecutive years or more in the same content area.) *MARK ONE RESPONSE.*

- ☐ Yes
- ☐ No **(SKIP TO Q E9)**

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E8. Please indicate in part 1 whether any of the following actions have taken place in your school in the past three years. For each action that you mark as having taken place, please indicate in part 2 whether the action took place at your school in response to being identified for improvement due to AYP requirements. *MARK ONE RESPONSE ON EACH ROW FOR PART 1. IF YES IS MARKED IN PART 1, MARK ONE RESPONSE IN PART 2 FOR THAT ROW.*

	PART 1 Action taken place in the past three years?		PART 2 If yes to part 1, was action in response to being identified for improvement?	
	Yes	No	Yes	No
a. Developed or revised a two-year school improvement plan	☐	☐	☐	☐
b. Offered students the choice to transfer to another public school	☐	☐	☐	☐
c. Offered supplemental educational services to students from low-income families	☐	☐	☐	☐
d. Replaced school staff	☐	☐	☐	☐
e. Implemented a new curriculum based on scientifically based research	☐	☐	☐	☐
f. Extended the school day or school year	☐	☐	☐	☐
g. Appointed an outside expert to advise the school on its progress toward making AYP	☐	☐	☐	☐
h. Reorganized the school (that is, significant changes were made to both the school's staffing and governance)	☐	☐	☐	☐
i. Offered professional development	☐	☐	☐	☐

E9. Does this school have grade 3 students? *MARK ONE RESPONSE.*

☐ Yes

☐ No **(SKIP TO Q F1)**

E10. Based on recent state assessments, what percentage of the grade 3 students in your school in the PRIOR school year (2011-2012) scored "proficient" or above in the subjects in this table? Please also indicate the percentage of students scoring proficient or above that was needed to meet your AYP (Adequate Yearly Progress) goals for that school year. *WRITE PERCENTAGES BELOW. IF THE AYP COLUMN IS NOT APPLICABLE FOR YOUR SCHOOL OR IF GRADE 3 STUDENTS IN YOUR SCHOOL DO NOT TAKE A STATE ASSESSMENT, WRITE "NA" IN THE APPROPRIATE COLUMN.*

	Percentage of students whose achievement level was "proficient" or above in 2011-2012	**Percentage required by AYP goals in 2011-2012**
a. Reading/Language Arts	☐☐☐ %	☐☐☐ %
b. Mathematics	☐☐☐ %	☐☐☐ %
c. Science **(WRITE NA IF NO STUDENTS WERE ASSESSED IN SCIENCE)**	☐☐☐ %	

SECTION F. STAFFING AND TEACHER CHARACTERISTICS

F1. Approximately how many staff members does your school currently have in the following categories?

PLEASE PROVIDE RESPONSES IN COLUMN (1) FOR STAFF MEMBERS WHO WORK FULL TIME AT YOUR SCHOOL AND IN COLUMN (2) FOR STAFF WHO WORK PART TIME AT YOUR SCHOOL. IF A STAFF MEMBER IS SHARED WITH OTHER SCHOOLS, COUNT THAT PERSON AS "PART TIME" IN YOUR SCHOOL.

PLACE EACH STAFF MEMBER IN ONLY ONE STAFF CATEGORY; IF A STAFF MEMBER FITS MORE THAN ONE CATEGORY, PICK THE CATEGORY MOST DESCRIPTIVE OF HIS/HER WORK.

WRITE NUMBERS IN BOXES. IF THERE ARE NO STAFF IN YOUR SCHOOL IN A CATEGORY, WRITE "0."

	(1) Number who work full time in your school	(2) Number who work part time in your school
a. Regular classroom teachers		
b. ESL/bilingual education/language immersion/ELL instruction teachers		
c. Drama, music, or art teachers		
d. Gym/PE or health teachers		
e. Special education teachers and related service providers (for example, speech therapist, physical therapist, adaptive physical education, etc.)		
f. Teachers of gifted/talented students		
g. Reading teachers, specialists, and interventionists		
h. Math teachers, specialists, and interventionists		
i. School nurses or health professionals		
j. School psychologists or social workers		
k. Guidance counselors		
l. Paraprofessionals (for example, classroom aides)		
m. Library media specialists/librarians		
n. Computer/technology teachers or support staff		

F2. **Does your school currently have any staff members who do the following as their primary role or one of their primary roles?** *MARK YES OR NO ON EACH ROW. INCLUDE THOSE WHO ARE FULL- OR PART-TIME STAFF MEMBERS AT YOUR SCHOOL.*

	Yes	No
a. A school staff member who provides ongoing training or support to classroom teachers in the delivery of effective READING instruction	☐	☐
b. A school staff member who provides ongoing training or support to classroom teachers in the delivery of effective MATH instruction	☐	☐
c. A school staff member who provides ongoing training or support to classroom teachers in the delivery of effective behavioral supports	☐	☐
d. A school staff member who supports teachers in collecting, organizing, and managing assessment data	☐	☐
e. A school staff member who supports teachers in the interpretation and use of assessment data to guide instruction	☐	☐

F3. **Teacher mobility.** *WRITE IN THE APPROXIMATE NUMBER OF REGULAR CLASSROOM TEACHERS FOR EACH OF THE FOLLOWING. IF NO TEACHERS HAVE LEFT OR STARTED AT YOUR SCHOOL DURING THE SCHOOL YEAR, WRITE "0" ON THE APPLICABLE LINE.*

	Number of teachers
a. Number of regular classroom teachers who have begun teaching in your school since October 1, 2012	☐☐☐
b. Number of regular classroom teachers who have left your school since October 1, 2012, and have not returned	☐☐☐
c. Number of regular classroom teachers for whom this school year is their first year of teaching	☐☐☐
d. Number of regular classroom teachers for whom this school year is their first year teaching in this school	☐☐☐

F4. What percentage of your part-time and full-time teachers, including regular classroom, ESL/bilingual, remedial, special education, art, music, and physical education teachers, belongs to each of the following racial/ethnic groups?

COMPLETE EITHER THE NUMBER OR PERCENT COLUMN. ENTER "0" IF YOUR SCHOOL HAS NO TEACHERS IN THAT RACIAL/ETHNIC GROUP. THE NUMBER COLUMN SHOULD ADD TO YOUR TOTAL NUMBER OF TEACHERS OR THE PERCENT COLUMN SHOULD ADD TO 100%.

	Number of teachers	OR	Percent
a. Hispanic/Latino of any race	☐☐☐		☐☐☐ %
b. American Indian or Alaska Native, not Hispanic or Latino	☐☐☐		☐☐☐ %
c. Asian, not Hispanic or Latino	☐☐☐		☐☐☐ %
d. Black or African American, not Hispanic or Latino	☐☐☐		☐☐☐ %
e. Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	☐☐☐		☐☐☐ %
f. White, not Hispanic or Latino	☐☐☐		☐☐☐ %
g. Two or more races, not Hispanic or Latino	☐☐☐		☐☐☐ %
h. **Total number of teachers (sum of a through g)**	☐☐☐		1 0 0 %

F5. Indicate how much you agree or disagree with the following statements about your school and staff. *MARK ONE RESPONSE ON EACH ROW.*

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. There is a consensus among administrators and teachers on goals and expectations.	☐	☐	☐	☐	☐
b. We have an active professional development program for teachers.	☐	☐	☐	☐	☐
c. Teachers are very active in planning staff development activities in this school.	☐	☐	☐	☐	☐
d. There is adequate time for teacher professional development.	☐	☐	☐	☐	☐

F6. Are monetary incentives such as cash bonuses, salary increases, or different steps on the salary schedule used in your school to reward teachers for… *MARK YES OR NO ON EACH ROW.*

	Yes	No
a. Improved student performance on state tests?	☐	☐
b. Reaching target goals on state tests?	☐	☐

F7. If a person other than the school principal has completed the previous sections, please provide the following information for the individual who completed them, or — if more than one individual — for the individual who completed the majority of the sections: *PLEASE PRINT*

LAST NAME	FIRST NAME	MIDDLE INITIAL

TITLE

F8. How long has the individual listed above been employed at this school? *WRITE YEARS AND MONTHS BELOW.*

YEAR(S) MONTH(S)

The school principal or headmaster should complete the remainder of this questionnaire. If a designee is chosen to complete this in his or her place, please be sure that the background and education characteristics provided are about the school's principal or headmaster.

SECTION G. SCHOOL ADMINISTRATOR CHARACTERISTICS

G1. What is your gender? *MARK ONE RESPONSE.*

- ☐ Male
- ☐ Female

G2. In what year were you born? *WRITE IN YEAR BELOW.*

1	9		

YEAR

G3. Are you Hispanic or Latino? *MARK ONE RESPONSE.*

- ☐ Yes
- ☐ No

G4. Which best describes your race? *MARK ONE OR MORE RESPONSES TO INDICATE WHAT YOU CONSIDER YOURSELF TO BE.*

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White

G5. How many years of experience do you have in each of the following positions, including years in which you worked part time? *WRITE THE NUMBER OF YEARS TO THE NEAREST FULL SCHOOL YEAR. IF THIS IS YOUR FIRST YEAR, WRITE "1."*

	Number of years
a. Years as a teacher before becoming a principal	☐☐
b. Total number of years as a principal	☐☐
c. Number of years as principal at this school	☐☐

G6. Through which, if any, of the types of training programs below did you receive preparation for fulfilling your role as a school administrator? *MARK YES OR NO ON EACH ROW.*

	Yes	No
a. Traditional university-based training and certification program	☐	☐
b. District-based training program (for example, the Boston Principal Fellowship, New York City Leadership Academy's Aspiring Principals Program, Chicago's LAUNCH program)	☐	☐
c. City-based training program (for example, Cleveland's First Ring Leadership Academy)	☐	☐
d. State-based training program (for example, New Jersey EXCEL)	☐	☐
e. Training and/or certification program run by a national non-profit organization (for example, KIPP School Leadership Program, New Leaders for New Schools)	☐	☐
f. Another school administration preparation program	☐	☐

G7. What is the highest level of education you have completed? *MARK ONE RESPONSE.*

- ☐ High school diploma or equivalent/GED
- ☐ Associate's degree
- ☐ Bachelor's degree
- ☐ At least one year of coursework beyond a Bachelor's degree but not a graduate degree
- ☐ Master's degree
- ☐ Education specialist or professional diploma based on at least one year of coursework past a Master's degree level
- ☐ Doctorate or an advanced professional degree beyond a Master's degree (for example, MD)

G8. What was your major field(s) of study in the highest degree you completed? *MARK YES OR NO ON EACH ROW.*

	Yes	No
a. Early childhood education	☐	☐
b. Elementary education	☐	☐
c. Education administration/management	☐	☐
d. Special education	☐	☐
e. Other education-related major (such as secondary education, educational psychology, science education, music education, etc.)	☐	☐
f. Non-education major (such as history, English, etc.)	☐	☐

G9. Please estimate how many hours you spend on average per week in the following activities. *WRITE IN NUMBER OF HOURS BELOW. IF NONE, WRITE "0."*

	Hours per week
a. Working with teachers on instructional issues	☐☐
b. Internal school management (weekly calendars, vendors, office, memos, etc.)	☐☐
c. Student discipline/attendance	☐☐
d. Monitoring hallways, playground, lunchroom	☐☐
e. Teaching	☐☐
f. Talking and meeting with parents	☐☐
g. Meeting with students	☐☐
h. Paperwork required by local, state, or federal authorities	☐☐

G10. What is your best estimate of the number of children in your school you know by name? *MARK ONE RESPONSE.*

- ☐ Nearly every child
- ☐ 76% or more
- ☐ 51% to 75%
- ☐ 26% to 50%
- ☐ 25% or less

G11. During school hours, do you speak a language other than English with students at your school whose native language is not English? *MARK ONE RESPONSE.*

- ☐ Yes
- ☐ No

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G12. Do you speak a language other than English with students' families whose native language is not English? *MARK ONE RESPONSE.*

- ☐ Yes
- ☐ No

G13. ☐ **If you do not speak a language other than English with EITHER students OR students' families whose native language is not English, mark here and SKIP TO Q G15.**

G14. What language(s) other than English do you speak with students at your school or with their families? *MARK ALL THAT APPLY.*

- ☐ Spanish
- ☐ Vietnamese
- ☐ A Chinese language
- ☐ Japanese
- ☐ Korean
- ☐ A Filipino language
- ☐ Arabic
- ☐ Other (PLEASE SPECIFY)

G15. Date Questionnaire Completed:

MONTH	DAY	YEAR
		2013

Questionnaire completed by:

LAST NAME	FIRST NAME	MIDDLE INITIAL

THANK YOU FOR YOUR COOPERATION!

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For Office Use Only

C - No DR ☐ C - DR Comp ☐

C - DR Ref ☐ Ref ☐

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