# Appendix A

**Principal Survey Instrument**

SRG Principal Survey 2014

Introduction

This survey is being administered by the University of Massachusetts Donahue Institute (UMDI), which has been contracted by the Massachusetts Department of Elementary and Secondary Education (ESE) to conduct an independent third party program evaluation of the School Redesign Grant program (Fund Codes 511 and 767). In your district, this grant-funded school redesign initiative may be referred to as “SRG,” or “School Improvement Grant (SIG),” or “School Turnaround Grant (STG).” In this survey, for simplicity, we will use “SRG” to mean the ESE-funded initiative to support school redesign plans.

Please note that UMDI is not evaluating you or your school We are interested in your assessment of the effectiveness and usefulness of some components of the redesign processes and activities, and in your perspective on aspects of the redesign efforts at your school.

Survey results will be aggregated across all SRG principals in the Commonwealth in all reports and no individual will be linked to any results. If any of the open-ended comments are used in the report, all identifying information (such as names of schools or names of individuals, for example) will be deleted. By completing the survey, you consent to let UMDI use your responses and comments anonymously in UMDI’s SRG evaluation reports. We are interested in your assessment of the effectiveness and usefulness of some components of the redesign processes and activities, and in your perspective on aspects of the redesign efforts at your school. The survey consists of seven sections, and includes both multiple choice questions and short, open-ended responses. The survey will take approximately 20 minutes to complete. Please read the questions carefully and review all of the response choices before making your selections.

Directions for Navigating the Survey: As you take the survey, please use the arrows at the bottom of the page (not those on the browser navigation bar) to move through the pages. If you need to leave the survey before you are finished, simply exit out of the survey. To return to the survey, click on the link in your email message again and you will be taken to the page where you left off. When you reach the end, click on "Done" to submit the information you entered.

Thank you for contributing to the improvement of the SRG program.

I. Background Information

How long have you been an educator?

* 1 – 6 months
* 7 months – 11 months
* 1 – 2 years
* 3 – 4 years
* 5 – 6 years
* 7 – 8 years
* 9 –10 years
* More than 10 years

How long have you been a school principal (at this school and elsewhere)?

* 1 – 6 months
* 7 months – 11 months
* 1 – 2 years
* 3 – 4 years
* 5 – 6 years
* 7 – 8 years
* 9 –10 years
* More than 10 years

How long have you been the principal at your current school?

* 1 – 6 months
* 7 months – 11 months
* 1 – 2 years
* 3 – 4 years
* 5 – 6 years
* 7 – 8 years
* 9 – 10 years
* More than 10 years

How long have you worked in your current school district?

* 1 – 6 months
* 7 months – 11 months
* 1 – 2 years
* 3 – 4 years
* 5 – 6 years
* 7 – 8 years
* 9 – 10 years
* More than 10 years

II. Perspectives on your Role in the Redesign Mission

There are numerous ideas about the role of the principal in school turnaround efforts, as well as concern for the well-being of individuals who assume this challenging role. In this section we are interested in your perspectives, based on your experiences thus far as a redesign principal.

For a multitude of reasons, but especially the pressure to make rapid changes in student achievement, “burnout” has been identified as a potential risk for principals in turnaround schools.

To what degree do you recognize the potential for, or are you already experiencing, signs of burnout as the leader of a redesign school?

* To a great extent
* To some extent
* Not at all
* Too soon to tell

What measures, if any, protect you from burnout? (Choose all that apply.)

* Ongoing communications with ESE (“think partner,” troubleshooting)
* Collegial networks (principals’ networks, turnaround networks, etc.)
* Professional associations
* Incentives and rewards for successful performance (stipends, contractual conditions)
* Distributed leadership: shared responsibility across school teams
* Ongoing communications with the district
* No measures in place
* Other (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Now we are going to ask you to think about the support you receive from your district as a redesign principal.

How does the district support you in your role as a redesign principal? (Choose all that apply.)

* Formal assessment of my job performance (involving use of a rubric or protocol, scheduled assessments/observations, formalized feedback)
* Formal coaching and/or mentoring to support my leadership of the school (e.g., from an individual, advisory team, or outside consultant)
* Informal assessment and/or mentoring provided by a district leader
* Open-door policies at the district that allow me to share both challenges and successes with district staff or leaders
* District staff or leaders from whom I can solicit support or feedback
* Facilitating and coordinating external partnerships in the redesign efforts
* Monitoring external partnerships
* Facilitating professional networks (principal network, urban district network, turnaround network)
* Other (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Which one, if any, of the district-provided supports do you believe has contributed most to your success as a redesign principal? Please provide a short explanation of your answer.

How could the district improve the support it provides to you as a redesign principal? Keep in mind that your comments will be anonymous and aggregated with all other responses in our report.

How accessible are the district leaders/staff who oversee the redesign efforts?

* Always accessible
* Usually accessible
* Sometimes accessible
* Rarely accessible

How much autonomy do you have from the district?

* Nearly complete autonomy: I make most decisions independently of the district.
* Some autonomy: I can make some decisions without them, but not others.
* Little autonomy: I make very few decisions without the district.

Continuing to think about autonomy, for each of the areas listed below, indicate whether you could benefit from increased or decreased district involvement.  You can also indicate that no change is needed, or it is too soon to tell.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Increased involvement | Decreased involvement | No change in involvement needed | Too soon to tell |
| Budgets and expenditures |  |  |  |  |
| Curriculum |  |  |  |  |
| Tiered instruction practices |  |  |  |  |
| Staffing – personnel and schedules |  |  |  |  |
| Student behavior management |  |  |  |  |
| Family outreach and relations |  |  |  |  |
| Student data management and analysis |  |  |  |  |
| Community partnerships |  |  |  |  |
| The principal’s (your) professional development |  |  |  |  |
| Development of team leadership |  |  |  |  |
| Staff professional development |  |  |  |  |
| Sustainability planning |  |  |  |  |

In your view, how, if at all, does autonomy from the district make a difference, in terms of your ability to lead the school toward its redesign goals?

Are there any other factors that we should be aware of that support or constrain you in your role as a redesign principal?

Thank you for your participation in the survey thus far. The remaining sections ask for your thoughts on District Support for your School, Turnaround Strategies, Resources, and ESE’s implementation of the program.

III. District Support for your School

ESE is asking districts to play an active role in the turnaround or transformation of SRG schools, including accepting responsibility for schools’ progress. In this section, we ask first about the frequency of district-provided supports, and second about the usefulness of district-provided supports.

Do the following happen with enough frequency to further continual progress at your school?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | More than enough | Enough | Not enough | Not at all | Too soon to tell |
| Meetings with district staff to review your school’s performance |  |  |  |  |  |
| Meetings with district staff to discuss your school’s needs |  |  |  |  |  |
| District monitoring of your school’s progress and results through collection and analyses of data (such as student assessments, teacher attendance rates, and standardized test scores) |  |  |  |  |  |
| Learning walks |  |  |  |  |  |

To what extent was the district’s support in developing your school’s SRG renewal application(s) useful?

* To a great extent
* To some extent
* Not at all
* The district did not provide support in developing our school’s SRG renewal application(s)

To what extent was the district’s support in responding to SchoolWorks MSV reports useful?

* To a great extent
* To some extent
* Not at all
* The district did not provide support in responding to SchoolWorks MSV reports

How could the district’s support in responding to SchoolWorks MSV reports be improved?

For the questions below, select the responses that most closely match your experience of the usefulness of each activity or process addressed.

Overall, how useful are meetings with district staff (e.g., to review your school’s performance, to discuss your school’s needs)?

* Very useful
* Useful
* Somewhat useful
* Not useful
* Too soon to tell
* Not occurring at my school

From the list below, which are the most useful aspects of the district meetings? (Choose all that apply.)

* District understands and articulates our school’s needs
* District contributes expertise in some areas
* Keeps our focus on our redesign goals
* District shares responsibility for the work that needs to get done
* Other (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What limitations make the district meetings less than effective? (Choose all that apply.)

* District lacks expertise in some areas
* Incomplete understanding of our school’s needs
* Low district capacity (lack of staff, limited time)
* Ineffective communication
* Other (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How useful is district monitoring (excluding ESE’s SchoolWorks Site visits and Office of District and School Turnaround Accountability Reviews) of your school’s progress and results through collection and analyses of data (such as student assessments, teacher attendance rates, and standardized test scores)?

* Very useful
* Useful
* Somewhat useful
* Not useful
* Too soon to tell
* Not occurring at my school

From the list below, which are the most useful aspects of the district’s monitoring of your school’s progress? (Choose all that apply.)

* District understands and articulates our school’s needs
* District contributes expertise in specific areas
* Keeps our focus on our redesign goals
* District shares responsibility for the work that needs to get done
* Other (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Still thinking about monitoring, what limitations make the district less than effective? (Choose all that apply.)

* District lacks expertise in some areas
* Incomplete understanding of our school’s needs
* Low district capacity (lack of staff, limited time)
* Ineffective communication
* Other (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How useful is the district’s provision of data management services (e.g., staffing, collection of data, analysis, reporting, etc.)?

* Very useful
* Useful
* Somewhat useful
* Not useful
* Too soon to tell
* Not occurring at my school

From the list below, which are the most useful aspects of the district’s provision of data management services? (Choose all that apply.)

* District understands and articulates our school’s needs
* District contributes expertise in specific areas
* Keeps our focus on our redesign goals
* District shares responsibility for the work that needs to get done
* Other (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Still thinking about data management services, what limitations make the district less than effective? (Choose all that apply.)

* District lacks expertise in some areas of data management services
* Incomplete understanding of our school’s needs
* Low district capacity (lack of staff, limited time)
* Ineffective communication
* Other (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How useful is the evidence from the district’s learning walks?

* Very useful
* Useful
* Somewhat useful
* Not useful
* Too soon to tell
* It is not occurring at my school

From the list below, which were the most useful aspects of the district’s learning walks? (Choose all that apply.)

* District understands and articulates our school’s needs
* District contributes expertise in specific areas
* Keeps our focus on our redesign goals
* District shares responsibility for the work that needs to get done
* Other (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Still thinking about learning walks, what limitations make the district less than effective? (Choose all that apply.)

* District lacks expertise in this area
* Incomplete understanding of our school’s needs
* Low district capacity (lack of staff, limited time)
* Ineffective communication
* Other (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What happens to the information generated through the learning walks? (Choose all that apply.)

* The district develops PD to support areas of weakness identified in the learning walks.
* Feedback from the learning walks is provided to the teachers who were observed.
* Results of the learning walks are discussed in professional learning communities at the school
* School-based instructional specialists use the results to inform their work with staff and/or students.
* School-based PD is identified to support areas of weakness identified in the learning walks.
* To my knowledge, no further action takes place as a result.
* Other (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How useful is the district’s assistance with sustainability planning?

* Very useful
* Useful
* Somewhat useful
* Not useful
* Too soon to tell
* It is not occurring at my school

From the list below, which are the most useful aspects of the district’s assistance with sustainability planning? (Choose all that apply.)

* District understands and articulates our school’s needs
* District contributes expertise in specific areas
* Keeps our focus on our redesign goals
* District shares responsibility for the work that needs to get done
* Other (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Still thinking about sustainability planning, what limitations make the district less than effective? (Choose all that apply.)

* District lacks expertise in this area
* Incomplete understanding of our school’s needs
* Low district capacity (lack of staff, limited time)
* Ineffective communication
* Other (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Is there anything else you would like us to know regarding the support your district provides your school in its redesign efforts? Are there any specific positive experiences or challenges you can share?

IV. Turnaround Strategies

In this section, we are interested in your opinion of the effectiveness of specific turnaround strategies in bringing your school closer to its redesign goals. In other words, are the strategies effective change-makers at your school?

A. Leadership Structures and Processes

How effective was the strategy of replacing school leaders in furthering your school’s redesign efforts (e.g., new principal, new assistant principals, deans, coordinators who were hired as part of the redesign plan)?

* Very effective
* Effective
* Somewhat effective
* Not at all effective
* Too soon to tell
* Not yet occurring at my school

How effective was the process of fostering understanding of and commitment to your school’s redesign mission and goals?

* Very effective
* Effective
* Somewhat effective
* Not at all effective
* Too soon to tell
* Not yet occurring at my school

How effective was the creation of a new leadership structure (e.g., teams, committees, roles and responsibilities that were defined and organized as part of the redesign plan)?

* Very effective
* Effective
* Somewhat effective
* Not at all effective
* Too soon to tell
* Not yet occurring at my school

Thinking further about the new leadership structure at your school, how effective is the distribution of leadership responsibilities among individuals and/or teams?

* Very effective
* Effective
* Somewhat effective
* Not at all effective
* Too soon to tell
* Not yet occurring at my school

Please comment on the new leadership structure in relation to bringing about change.

B. Effective Instruction Resources and Processes

Given your experience as an SRG principal thus far, how effective have the following strategies been in promoting change at your school?

Use of school-based instructional coaches (e.g., ELA, mathematics) and/or school-based specialists (e.g., ELL, special education, reading specialists):

* Very effective
* Effective
* Somewhat effective
* Not at all effective
* Too soon to tell
* Not yet occurring at my school

Use of district-based instructional coaches (e.g., ELA, mathematics) and/or district-based specialists (e.g., ELL, special education, reading specialists):

* Very effective
* Effective
* Somewhat effective
* Not at all effective
* Too soon to tell
* Not yet occurring at my school

[*If respondent indicates that district-based coaches and/or specialists are not at all effective, then the following question will be displayed:*

You indicated that the use of district-based coaches and/or specialists is not an effective strategy for school improvement. Please indicate the reasons for this. (Choose all that apply.)

* The district-based coaches/specialists are not familiar with my school.
* The district-based coaches/specialists are spread too thin/have insufficient time for us.
* The district-based coaches have not established a good rapport with school staff.
* Other (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Still thinking about strategies, how effective have the following been in promoting change at your school?

Use of formal structures for teacher collaboration (e.g., common planning time, grade level meetings, professional learning communities):

* Very effective
* Effective
* Somewhat effective
* Not at all effective
* Too soon to tell
* Not yet occurring at my school

Restructuring the school day (e.g., for longer blocks, teacher collaboration, team meetings, PD)?

* Very effective
* Effective
* Somewhat effective
* Not at all effective
* Too soon to tell
* Not yet occurring at my school

Tiered Instruction: Use of benchmark, formative, and summative assessments to place students and continually inform instruction.

* Very effective
* Effective
* Somewhat effective
* Not at all effective
* Too soon to tell
* Not yet occurring at my school

What makes restructuring the school day an effective strategy? What are the challenges of using this strategy?

Still thinking about strategies, how effective have the following been in promoting change at your school? Please indicate effectiveness of these strategies with regard to **educators' professional growth.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Promoting educators' professional growth | | | | | |
|  | Very effective (1) | Effective (2) | Somewhat effective (3) | Not at all effective (4) | Too soon to tell (5) | Not yet occurring at my school (6) |
| Common planning time (1) |  |  |  |  |  |  |
| Grade level or team meetings (2) |  |  |  |  |  |  |
| Professional Learning Communities (PLCs) (3) |  |  |  |  |  |  |
| Extended School Day (4) |  |  |  |  |  |  |
| Professional Development (5) |  |  |  |  |  |  |
| Coaches/Specialists (6) |  |  |  |  |  |  |
| External Partnerships (7) |  |  |  |  |  |  |
| Data use and management (8) |  |  |  |  |  |  |
| Distributed leadership (9) |  |  |  |  |  |  |
| Social-emotional support and services (10) |  |  |  |  |  |  |
| Family and Community Outreach (11) |  |  |  |  |  |  |
| District support & resources (12) |  |  |  |  |  |  |
| Union support of turnaround strategies (13) |  |  |  |  |  |  |

Still thinking about strategies, how effective have the following been in promoting change at your school? Please indicate effectiveness of these strategies with regard to **student learning**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Promoting student learning | | | | | |
|  | Very effective (1) | Effective (2) | Somewhat effective (3) | Not at all effective (4) | Too soon to tell (5) | Not yet occurring at my school (6) |
| Common planning time (1) |  |  |  |  |  |  |
| Grade level or team meetings (2) |  |  |  |  |  |  |
| Professional Learning Communities (PLCs) (3) |  |  |  |  |  |  |
| Extended School Day (4) |  |  |  |  |  |  |
| Professional Development (5) |  |  |  |  |  |  |
| Coaches/Specialists (6) |  |  |  |  |  |  |
| External Partnerships (7) |  |  |  |  |  |  |
| Data use and management (8) |  |  |  |  |  |  |
| Distributed leadership (9) |  |  |  |  |  |  |
| Social-emotional support and services (10) |  |  |  |  |  |  |
| Family and Community Outreach (11) |  |  |  |  |  |  |
| District support & resources (12) |  |  |  |  |  |  |
| Union support of turnaround strategies (13) |  |  |  |  |  |  |

Thinking about tiered instruction, what, if any, are the primary challenges you face in terms of consistent implementation of tiered instruction methods? (Choose all that apply.) If there are no challenges, please select that item at the bottom of the list of items.

* Inexperienced teachers.
* Student behaviors.
* No system for managing data.
* No system for using assessment data.
* Additional PD is needed so that teachers understand tiered instruction.
* Additional PD is needed so that teachers can use data to inform instruction.
* Many teachers lack strong behavior management skills.
* The lack of a cohesive, well-articulated instructional plan that is relevant to all teachers.
* Meeting the needs of English Language Learners.
* Meeting the needs of the special education population.
* Insufficient staff for provision of tiered instruction.
* Scheduling limitations.
* There are no challenges
* Other (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Which extended time option(s) are being employed at your school? (Choose all that apply.)

* Restructured school day
* Additional minutes to school day
* Additional time on weekends
* Additional time during vacation weeks
* Additional time in summer
* Other (please describe): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To what extent has extended time been associated with improved student growth?

* To a great extent
* To some extent
* Not at all
* Too soon to tell
* Don’t know

To what extent has extended time created opportunities for staff planning and collaboration?

* To a great extent
* To some extent
* Not at all
* Don’t know

C. Strategies to Address Students’ Social, Emotional, and Health Needs

How effective have the following strategies been in promoting change at your school?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Very effective | Effective | Somewhat effective | Not at all effective | Too soon to tell | Not occurring |
| Develop explicit safety expectations for students. |  |  |  |  |  |  |
| Develop explicit behavior expectations for students. |  |  |  |  |  |  |
| Develop explicit safety expectations for staff. |  |  |  |  |  |  |
| Develop explicit behavior expectations for staff. |  |  |  |  |  |  |
| Implement a school-wide system of support for students (such as social services, student support teams, counseling, nutrition, dental services, etc.). |  |  |  |  |  |  |
| Form relationships between community partners and the school. |  |  |  |  |  |  |
| Coordinate delivery of community services by community partners. |  |  |  |  |  |  |
| Implement systems/processes that allow the school to work with families to address students’ social, emotional, and health needs. |  |  |  |  |  |  |
| Share information about student progress with families. |  |  |  |  |  |  |
| Share student progress information with appropriate community partners. |  |  |  |  |  |  |

Please indicate which of the above strategies for promoting change at your school have been most effective and why.

D. School Redesign Planning and Evaluation Tools

Given your experience as an SRG principal thus far, how useful have the following tools been in promoting change at your school?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Very useful | Useful | Somewhat useful | Not useful | Too soon to tell | Not occurring |
| SchoolWorks site monitoring visits |  |  |  |  |  |  |
| Redesign application |  |  |  |  |  |  |
| Redesign renewal application |  |  |  |  |  |  |
| Measurable annual goals (MAGS) |  |  |  |  |  |  |
| Implementation timelines and benchmarks |  |  |  |  |  |  |
| Turnaround sustainability planning support |  |  |  |  |  |  |

Please share any additional comments about these tools. For example, how were they useful to you and what kinds of challenges did they pose?

E. External Partnerships

Please indicate the extent to which you believe the strategies below have been effective in making changes in your school. Please indicate “n/a” if not applicable.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Forming partnerships with providers that… | Very effective | Effective | Somewhat effective | Not at all effective | Too soon to tell | Not yet occurring at my school |
| Support curriculum and instruction |  |  |  |  |  |  |
| Support the use of data to inform instruction |  |  |  |  |  |  |
| Offer social services and supports to students |  |  |  |  |  |  |

What are the barriers to effective partnerships in redesign efforts? (Choose all that apply.)

* Lack of understanding among partners of the redesign goals
* Competing agendas
* Challenges to coordinating partners’ efforts
* We have not experienced any barriers
* Other (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

V. Resources

In the following section, we ask about the resources available to your school. Please indicate your level of agreement with the following statements. (cohort 2, 3, 4)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Don’t know |
| The school has sufficient funding to carry out the redesign plan and achieve its goals. |  |  |  |  |  |  |
| The school has sufficient human resources to carry out the redesign plan and achieve its goals. |  |  |  |  |  |  |

Please indicate your level of agreement with the following statements:

During our SRG grant period….(cohort 1)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Don’t know |
| The school had sufficient funding to accomplish the goals of the redesign plan. |  |  |  |  |  |  |
| The school had sufficient human resources to accomplish the goals of the redesign plan. |  |  |  |  |  |  |

(cohort 1) In our first year beyond the SRG funding period…..

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Don’t know |
| The school has sufficient funding to sustain the progress we achieved under SRG. |  |  |  |  |  |  |
| The school has sufficient human resources to sustain the progress we achieved under SRG. |  |  |  |  |  |  |

Did your school encounter any barriers to using the SRG funds? (These could result from a number of sources, such as vendor contract issues, district restrictions, issues with teacher stipends.)

* Yes
* No

You indicated that there were barriers to using SRG funds. Please describe the barriers.

VI. Your feedback to ESE: Implementation and Oversight of the SRG (Fund Codes 511 and 767) ESE is interested in hearing from you regarding their management of the SRG program to date. Thinking about their direct involvement in the implementation of your school’s redesign plan, indicate how useful ESE’s support is in terms of your school’s progress toward change. How useful is ESE’s support in terms of your school’s progress toward change?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Very useful | Useful | Somewhat useful | Not useful | Too soon to tell | Not occurring |
| Support with union negotiations necessary for implementation of the redesign plan. |  |  |  |  |  |  |
| Technical assistance and PD. |  |  |  |  |  |  |
| District liaison’s participation in walkthroughs or learning walks. |  |  |  |  |  |  |
| District liaison’s participation in MSV “report outs.” |  |  |  |  |  |  |
| Feedback on progress in response to MSVs |  |  |  |  |  |  |
| Support with renewal applications |  |  |  |  |  |  |
| Support regarding student performance data that helps drive improvement efforts |  |  |  |  |  |  |
| Support for sustainability planning: strategies to remain on track after the funding ends |  |  |  |  |  |  |
| Facilitation of community partnerships, such as social service providers. |  |  |  |  |  |  |
| Support in carrying out the educator evaluation system |  |  |  |  |  |  |

Of the ESE-provided technical support and webinars, which was most helpful to you? Which was least helpful?

Is there something else ESE could do, or provide, that would support you as the principal of an SRG school?

VII. Concluding Remarks

We have just a few more questions for you and the survey will be completed! Thank you!

Please indicate your degree of agreement with the following statements.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
| The three-year time limit helps the school to focus on positive change. |  |  |  |  |  |
| Three years is a reasonable amount of time to achieve the redesign goals. |  |  |  |  |  |

In thinking about the school-level changes that were made to date, which of the following strategies were highly effective in achieving your redesign goals and/or gave you the best academic return on investment? (Choose all that apply.)

* Extended school day
* Professional development
* Common planning time
* Coaches
* Specialists
* External partnerships
* Data use and management
* Distributed leadership
* Professional learning communities
* Social-emotional support and services for students
* Family and community outreach
* District support and resources
* Union support of turnaround strategies
* Other (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please indicate the extent to which you feel that you can sustain these strategies and/or elements of redesign efforts in your school.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | To a great extent | To some extent | Not at all | Not applicable/Not implemented in my school |
| Extended school day |  |  |  |  |
| Professional development |  |  |  |  |
| Extended school day |  |  |  |  |
| Common planning time |  |  |  |  |
| Coaches |  |  |  |  |
| Specialists |  |  |  |  |
| External partnerships |  |  |  |  |
| Data use and management |  |  |  |  |
| Distributed leadership |  |  |  |  |
| Professional learning communities |  |  |  |  |
| Social-emotional support and services for students |  |  |  |  |
| Family and community outreach |  |  |  |  |
| District support and resources |  |  |  |  |
| Union support of turnaround strategies |  |  |  |  |
| Other (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |

Is there anything else you would like to tell us about your experience as the principal of a redesign school, or about the redesign grant program?

# Appendix B

**Principal Survey Results**

**2012 - 2014**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table B-1. How long have you been an educator?** | | | | | | | | |
|  | **1-6 months** | **7-11 months** | **1-2 years** | **3-4 years** | **5-6 years** | **7-8 years** | **9-10 years** | **More than 10 years** |
|
| 2012 | 0.0% | 0.0% | 0.0% | 0.0% | 4.2% | 4.2% | 0.0% | 91.7% |
| 2013 | 0.0% | 0.0% | 0.0% | 0.0% | 3.4% | 6.9% | 3.4% | 86.2% |
| 2014 | 0.0% | 0.0% | 0.0% | 0.0% | 3.1% | 3.1% | 0.0% | 93.8% |

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| **Table B-2. How long have you been a school principal (at this school and elsewhere)?** | | | | | | | | |
|  | **1-6 months** | **7-11 months** | **1-2 years** | **3-4 years** | **5-6 years** | **7-8 years** | **9-10 years** | **More than 10 years** |
|
| 2012 | 4.2% | 4.2% | 12.5% | 16.7% | 16.7% | 16.7% | 12.5% | 16.7% |
| 2013 | 3.4% | 3.4% | 13.8% | 17.2% | 13.8% | 17.2% | 17.2% | 13.8% |
| 2014 | 0.0% | 9.4% | 6.2% | 18.8% | 12.5% | 25.0% | 12.5% | 15.6% |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table B-3. How long have you been the principal at your current school?** | | | | | | | | |
|  | **1-6 months** | **7-11 months** | **1-2 years** | **3-4 years** | **5-6 years** | **7-8 years** | **9-10 years** | **More than 10 years** |
|
| 2012 | 4.2% | 4.2% | 54.2% | 33.3% | 0.0% | 0.0% | 0.0% | 4.2% |
| 2013 | 10.3% | 13.8% | 24.1% | 44.8% | 6.9% | 0.0% | 0.0% | 0.0% |
| 2014 | 12.5% | 12.5% | 25.0% | 34.4% | 12.5% | 3.1% | 0.0% | 0.0% |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table B-4. How long have you worked in your current school district?** | | | | | | | | |
|  | **1-6 months** | **7-11 months** | **1-2 years** | **3-4 years** | **5-6 years** | **7-8 years** | **9-10 years** | **More than 10 years** |
|
| 2012 | 4.2% | 0.0% | 4.2% | 4.2% | 0.0% | 4.2% | 0.0% | 83.3% |
| 2013 | 0.0% | 6.9% | 17.2% | 3.4% | 0.0% | 6.9% | 0.0% | 65.5% |
| 2014 | 0.0% | 3.1% | 12.5% | 6.2% | 0.0% | 6.2% | 0.0% | 71.9% |

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| **Table B-5. Thinking about resources available to you, and the three-year timeframe of the SRG grant, how realistic are the following expectations of your leadership?** | | | |
|  | **Realistic** | **Somewhat realistic** | **Unrealistic** |
| Recruiting and hiring staff that are competent and committed. |  |  |  |
| 2012 | 62.5% | 29.2% | 8.3% |
| 2013 | 41.4% | 44.8% | 13.8% |
| 2014 | - | - | - |
| Articulating a clear vision of the school and its mission. |  |  |  |
| 2012 | 95.8% | 4.2% | 0.0% |
| 2013 | 93.1% | 6.9% | 0.0% |
| 2014 | - | - | - |
| Fostering and sustaining teachers’ commitment to the redesign plan. |  |  |  |
| 2012 | 70.8% | 29.2% | 0.0% |
| 2013 | 55.2% | 44.8% | 0.0% |
| 2014 | - | - | - |
| Evaluating teachers’ skills and knowledge. |  |  |  |
| 2012 | 83.3% | 8.3% | 8.3% |
| 2013 | 69.0% | 31.0% | 0.0% |
| 2014 | - | - | - |
| Implementing effective professional development structures for staff. |  |  |  |
| 2012 | 79.2% | 20.8% | 0.0% |
| 2013 | 69.0% | 27.6% | 3.4% |
| 2014 | - | - | - |
| Implementing effective systems of data collection and analysis. |  |  |  |
| 2012 | 87.5% | 12.5% | 0.0% |
| 2013 | 58.6% | 41.4% | 0.0% |
| 2014 | - | - | - |
| Increasing student achievement so that the school meets its academic goals. |  |  |  |
| 2012 | 70.8% | 29.2% | 0.0% |
| 2013 | 44.8% | 48.3% | 6.9% |
| 2014 | - | - | - |
| Increasing positive student behaviors. |  |  |  |
| 2012 | 79.2% | 20.8% | 0.0% |
| 2013 | 75.9% | 24.1% | 0.0% |
| 2014 | - | - | - |
| Having a working knowledge of the status of each classroom. |  |  |  |
| 2012 | 79.2% | 20.8% | 0.0% |
| 2013 | 65.5% | 24.1% | 10.3% |
| 2014 | - | - | - |
| Improving communication with students’ families. |  |  |  |
| 2012 | 70.8% | 29.2% | 0.0% |
| 2013 | 65.5% | 31.0% | 3.4% |
| 2014 | - | - | - |
| Improving students’ social and emotional health. |  |  |  |
| 2012 | 50.0% | 50.0% | 0.0% |
| 2013 | 55.2% | 41.4% | 3.4% |
| 2014 | - | - | - |
| Building strong ties with community partners. |  |  |  |
| 2012 | 54.2% | 41.7% | 4.2% |
| 2013 | 48.3% | 44.8% | 6.9% |
| 2014 | - | - | - |
| Creating a school community that is focused on and engaged in learning. |  |  |  |
| 2012 | 87.5% | 12.5% | 0.0% |
| 2013 | 65.5% | 31.0% | 3.4% |
| 2014 | - | - | - |

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| **Table B-6. To what degree do you recognize the potential for, or are you already experiencing, signs of burnout as the leader of a resign school?** | | | | |
|  | **To a great extent** | **To some extent** | **Not at all** | **Too soon to tell** |
| 2012 | 33.3% | 41.7% | 12.5% | 12.5% |
| 2013 | 27.6% | 44.8% | 13.8% | 13.8% |
| 2014 | 21.9% | 56.2% | 12.5% | 9.4% |

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| --- | --- | --- | --- |
| **Table B-7. What measures are in place to protect you from burnout? (Choose all that apply).** | | | |
|  | **2012** | **2013** | **2014** |
|
| Ongoing communications with ESE (“think partner,” troubleshooting) | 12.5% | 6.9% | 28.1% |
| Collegial networks (principals’ networks, turnaround networks, etc.) | 45.8% | 27.6% | 59.4% |
| Professional associations | 12.5% | 17.2% | 9.4% |
| Incentives and rewards for successful performance (stipends, contractual conditions) | 25.0% | 17.2% | 25.0% |
| Distributed leadership: shared responsibility across school teams | 66.7% | 62.1% | 78.1% |
| Ongoing communications with the district | 33.3% | 41.4% | 62.5% |
| No mechanisms in place | 12.5% | 24.1% | 3.1% |

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| --- | --- | --- | --- |
| **Table B-8. How does the district support you in your role as a redesign principal? (Choose all that apply).** | | | |
|  | **2012** | **2013** | **2014** |
|
| Formal assessment of my job performance (involving use of a rubric or protocol, scheduled assessments/observations, formalized feedback). | 33.3% | 58.6% | 78.1% |
| Formal coaching and/or mentoring to support my leadership of the school (e.g. from an individual, advisory team, or outside consultant). | 41.7% | 58.6% | 59.4% |
| Informal assessment and/or mentoring provided by a district leader. | 41.7% | 37.9% | 50.0% |
| Open-door policies at the district that allow me to share both challenges and successes with district staff or leaders. | 41.7% | 44.8% | 59.4% |
| District staff or leaders from whom I can solicit support or feedback. | 62.5% | 55.2% | 65.6% |
| Facilitating and coordinating external partnerships in the redesign efforts. | 45.8% | 13.8% | 31.3% |
| Monitoring external partnerships. | 29.2% | 17.2% | 12.5% |
| Facilitating professional networks (principal network, urban district network, turnaround network). | 33.3% | 48.3% | 25.0% |

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| **Table B-9. How accessible are the district leaders/staff who oversee the redesign efforts?** | | | | |
|  | **Always accessible** | **Usually accessible** | **Sometimes accessible** | **Rarely accessible** |
| 2012 | 37.5% | 50.0% | 12.5% | 0.0% |
| 2013 | 37.9% | 41.4% | 17.2% | 3.4% |
| 2014 | 34.4% | 37.5% | 25.0% | 3.1% |

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| **Table B-10. How much autonomy do you have from the district?** | | | |
|  | **Nearly complete autonomy** | **Some autonomy** | **Little autonomy** |
|
| 2012 | 25.0% | 54.2% | 20.8% |
| 2013 | 17.2% | 58.6% | 24.1% |
| 2014 | 9.4% | 71.9% | 18.8% |

| **Table B-11. Continuing to think about autonomy, for each of the areas listed below, indicate whether you could benefit from increased or decreased district involvement. You can also indicate that no change is needed, or it is too soon to tell.** | | | | |
| --- | --- | --- | --- | --- |
|  | **Increased involvement** | **Decreased involvement** | **No change in involvement needed** | **Too soon to tell** |
| Budgets and expenditures. |  |  |  |  |
| 2012 | 20.8% | 25.0% | 45.8% | 8.3% |
| 2013 | 31.0% | 27.6% | 37.9% | 3.4% |
| 2014 | 28.1% | 25.0% | 43.8% | 3.1% |
| Curriculum. |  |  |  |  |
| 2012 | 20.8% | 45.8% | 29.2% | 4.2% |
| 2013 | 24.1% | 31.0% | 41.4% | 3.4% |
| 2014 | 25.0% | 31.2% | 40.6% | 3.1% |
| Tiered instruction practices. |  |  |  |  |
| 2012 | 50.0% | 8.3% | 33.3% | 8.3% |
| 2013 | 34.5% | 13.8% | 48.3% | 3.4% |
| 2014 | 31.2% | 12.5% | 56.2% | 0.0% |
| Staffing – personnel and schedules. |  |  |  |  |
| 2012 | 29.2% | 20.8% | 50.0% | 0.0% |
| 2013 | 27.6% | 37.9% | 31.0% | 3.4% |
| 2014 | 21.9% | 25.0% | 50.0% | 3.1% |
| Student behavior management. |  |  |  |  |
| 2012 | 41.7% | 8.3% | 45.8% | 4.2% |
| 2013 | 17.2% | 10.3% | 69.0% | 3.4% |
| 2014 | 21.9% | 6.2% | 71.9% | 0.0% |
| Family outreach and relations. |  |  |  |  |
| 2012 | 62.5% | 4.2% | 33.3% | 0.0% |
| 2013 | 41.4% | 10.3% | 41.4% | 6.9% |
| 2014 | 50.0% | 9.4% | 40.6% | 0.0% |
| Student data management and analysis. |  |  |  |  |
| 2012 | 33.3% | 12.5% | 54.2% | 0.0% |
| 2013 | 51.7% | 10.3% | 31.0% | 6.9% |
| 2014 | 37.5% | 3.1% | 59.4% | 0.0% |
| Community partnerships. |  |  |  |  |
| 2012 | 45.8% | 8.3% | 41.7% | 4.2% |
| 2013 | 41.4% | 3.4% | 44.8% | 10.3% |
| 2014 | 46.9% | 3.1% | 46.9% | 3.1% |
| The principal’s (your) professional development. |  |  |  |  |
| 2012 | 37.5% | 25.0% | 37.5% | 0.0% |
| 2013 | 41.4% | 13.8% | 41.4% | 3.4% |
| 2014 | 34.4% | 15.6% | 46.9% | 3.1% |
| Development of team leadership. |  |  |  |  |
| 2012 | 20.8% | 16.7% | 62.5% | 0.0% |
| 2013 | 31.0% | 13.8% | 51.7% | 3.4% |
| 2014 | 18.8% | 15.6% | 65.6% | 0.0% |
| Staff professional development. |  |  |  |  |
| 2012 | 37.5% | 29.2% | 33.3% | 0.0% |
| 2013 | 27.6% | 13.8% | 55.2% | 3.4% |
| 2014 | 25.0% | 18.8% | 56.2% | 0.0% |
| Sustainability planning. |  |  |  |  |
| 2012 | 75.0% | 4.2% | 16.7% | 4.2% |
| 2013 | 62.1% | 6.9% | 20.7% | 10.3% |
| 2014 | 62.5% | 12.5% | 18.8% | 6.2% |

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| **Table B-12. Do the following happen with enough frequency to further continual progress at your school?** | | | | | |
|  | **More than enough** | **Enough** | **Not enough** | **Not at all** | **Too soon to tell** |
| Meetings with district staff to review your school’s performance. |  |  |  |  |  |
| 2012 | 14.3% | 66.7% | 9.5% | 4.8% | 4.8% |
| 2013 | 13.8% | 62.1% | 24.1% | 0.0% | 0.0% |
| 2014 | 21.9% | 50.0% | 15.6% | 12.5% | 0.0% |
| Meetings with district staff to discuss your school’s needs. |  |  |  |  |  |
| 2012 | 4.8% | 61.9% | 23.8% | 4.8% | 4.8% |
| 2013 | 10.3% | 48.3% | 37.9% | 3.4% | 0.0% |
| 2014 | 18.8% | 40.6% | 25.0% | 12.5% | 3.1% |
| District monitoring of your school’s progress and results through collection and analyses of data. |  |  |  |  |  |
| 2012 | 23.8% | 52.4% | 14.3% | 4.8% | 4.8% |
| 2013 | 13.8% | 55.2% | 27.6% | 3.4% | 0.0% |
| 2014 | 18.8% | 56.2% | 12.5% | 6.2% | 6.2% |
| Learning walks. |  |  |  |  |  |
| 2012 | 28.6% | 61.9% | 4.8% | 4.8% | 0.0% |
| 2013 | 13.8% | 65.5% | 20.7% | 0.0% | 0.0% |
| 2014 | 12.5% | 50.0% | 25.0% | 12.5% | 0.0% |

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| **Table B-13. To what extent was the district’s support in developing you school’s SRG renewal application(s) useful?** | | | | |
|  | **To a great extent** | **To some extent** | **Not at all** | **The district did not provide support in developing our school's SRG renewal application** |
| 2012 | 23.8% | 61.9% | 4.8% | 9.5% |
| 2013 | 48.3% | 44.8% | 0.0% | 6.9% |
| 2014 | 43.3% | 40.0% | 6.7% | 10.0% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table B-14. To what extent was the district’s support in responding to SchoolWorks MSV reports useful?** | | | | |
|  | **To a great extent** | **To some extent** | **Not at all** | **The district did not provide support in responding to SchoolWorks MSV reports** |
| 2012 | 14.3% | 52.4% | 19.0% | 14.3% |
| 2013 | 27.6% | 48.3% | 17.2% | 6.9% |
| 2014 | 25.0% | 46.9% | 15.6% | 12.5% |

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| **Table B-15. Overall, how useful are meetings with district staff (e.g. to review your school’s performance, to discuss your school’s needs)?** | | | | | | |
|  | **Very useful** | **Useful** | **Somewhat useful** | **Not useful** | **Too soon to tell** | **Not occurring at my school** |
|
| 2012 | 9.5% | 33.3% | 42.9% | 9.5% | 4.8% | 0.0% |
| 2013 | 13.8% | 48.3% | 20.7% | 10.3% | 0.0% | 6.9% |
| 2014 | 15.6% | 34.4% | 21.9% | 12.5% | 6.2% | 9.4% |

|  |  |  |  |  |  |
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| **Table B-16. From the list below, which are the most useful aspects of the district meetings? (Choose all that apply).** | | | | | |
|  | **District understands and articulates our school’s needs** | **District contributes expertise in some areas** | **Keeps our focus on our redesign goals** | **District shares responsibility for the work that needs to get done** | **Other** |
|
| 2012 | 12.5% | 25.0% | 16.7% | 16.7% | 0.0% |
| 2013 | 37.9% | 34.5% | 20.7% | 24.1% | 6.9% |
| 2014 | 18.8% | 37.5% | 21.9% | 37.5% | 3.1% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table B-17. What limitations make the district meetings less than effective? (Choose all that apply).** | | | | | |
|  | **District lacks expertise in some areas** | **Incomplete understanding of our school’s needs** | **Low district capacity (lack of staff, limited time)** | **Ineffective communication** | **Other** |
|
| 2012 | 16.7% | 25.0% | 25.0% | 12.5% | 12.5% |
| 2013 | 13.8% | 20.7% | 13.8% | 3.4% | 10.3% |
| 2014 | 12.5% | 25.0% | 9.4% | 9.4% | 6.3% |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table B-18. How useful is district monitoring (excluding ESE’s SchoolWorks site visits and Office of District and School Turnaround Accountability Reviews) of your school’s progress and results through collection and analyses of data (such as student assessments, teacher attendance rates, and standardized test scores)?** | | | | | | |
|  | **Very useful** | **Useful** | **Somewhat useful** | **Not useful** | **Too soon to tell** | **Not occurring at my school** |
|
| 2012 | 23.8% | 28.6% | 38.1% | 0.0% | 4.8% | 23.8% |
| 2013 | 37.9% | 37.9% | 17.2% | 6.9% | 0.0% | 37.9% |
| 2014 | 18.8% | 31.2% | 31.2% | 3.1% | 6.2% | 18.8% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table B-19. From the list below, which are the most useful aspects of the district’s monitoring of your school’s progress? (Choose all that apply).** | | | | | |
|  | **District understands and articulates our school’s needs** | **District contributes expertise in some areas** | **Keeps our focus on our redesign goals** | **District shares responsibility for the work that needs to get done** | **Other** |
|
| 2012 | 12.5% | 16.7% | 25.0% | 20.8% | 4.2% |
| 2013 | 31.0% | 27.6% | 44.8% | 27.6% | 10.3% |
| 2014 | 21.9% | 37.5% | 21.9% | 31.2% | 0.0% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table B-20. Still thinking about monitoring, what limitations make the district less than effective? (Choose all that apply).** | | | | | |
|  | **District lacks expertise in some areas** | **Incomplete understanding of our school’s needs** | **Low district capacity (lack of staff, limited time)** | **Ineffective communication** | **Other** |
|
| 2012 | 4.2% | 12.5% | 20.8% | 12.5% | 4.2% |
| 2013 | 6.9% | 10.3% | 13.8% | 10.3% | 3.4% |
| 2014 | 21.9% | 25.0% | 21.9% | 9.4% | 6.3% |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table B-21. How useful is the district’s provision of data management services (e.g., staffing, collection of data, analysis, reporting, etc.)?** | | | | | | |
|  | **Very useful** | **Useful** | **Somewhat useful** | **Not useful** | **Too soon to tell** | **Not occurring at my school** |
|
| 2012 | 28.6% | 33.3% | 19.0% | 9.5% | 4.8% | 4.8% |
| 2013 | 24.1% | 24.1% | 31.0% | 13.8% | 6.9% | 0.0% |
| 2014 | 31.2% | 28.1% | 25.0% | 6.2% | 0.0% | 9.4% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table B-22. From the list below, which are the most useful aspects of the district’s provision of data management services? (Choose all that apply).** | | | | | |
|  | **District understands and articulate our school’s needs** | **District contributes expertise in some areas** | **Keeps our focus on our redesign goals** | **District shares responsibility for the work that needs to get done** | **Other** |
|
| 2012 | 16.7% | 33.3% | 33.3% | 20.8% | 0.0% |
| 2013 | 24.1% | 20.7% | 27.6% | 27.6% | 6.9% |
| 2014 | 18.8% | 37.5% | 28.1% | 25.0% | 3.1% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table B-23. Still thinking about data management services, what limitations make the district less than effective? (Choose all that apply).** | | | | | |
|  | **District lacks expertise in some areas** | **Incomplete understanding of our school’s needs** | **Low district capacity (lack of staff, limited time)** | **Ineffective communication** | **Other** |
|
| 2012 | 0.0% | 4.2% | 16.7% | 8.3% | 8.3% |
| 2013 | 10.3% | 17.2% | 31.0% | 31.0% | 0.0% |
| 2014 | 9.4% | 18.8% | 18.8% | 12.5% | 6.3% |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table B-24. How useful is the evidence from the district’s learning walks?** | | | | | | |
|  | **Very useful** | **Useful** | **Somewhat useful** | **Not useful** | **Too soon to tell** | **Not occurring at my school** |
|
| 2012 | 23.8% | 28.6% | 28.6% | 9.5% | 0.0% | 9.5% |
| 2013 | 20.7% | 34.5% | 20.7% | 6.9% | 0.0% | 17.2% |
| 2014 | 6.2% | 46.9% | 21.9% | 3.1% | 3.1% | 18.8% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table B-25. From the list below, which are the most useful aspects of the district’s learning walks? (Choose all that apply).** | | | | | |
|  | **District understands and articulate our school’s needs** | **District contributes expertise in some areas** | **Keeps our focus on our redesign goals** | **District shares responsibility for the work that needs to get done** | **Other** |
|
| 2012 | 12.5% | 25.0% | 37.5% | 16.7% | 0.0% |
| 2013 | 31.0% | 27.6% | 34.5% | 27.6% | 6.9% |
| 2014 | 9.4% | 31.3% | 34.4% | 18.8% | 3.1% |

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| **Table B-26. Still thinking about learning walks, what limitations make the district less than effective? (Choose all that apply).** | | | | | |
|  | **District lacks expertise in some areas** | **Incomplete understanding of our school’s needs** | **Low district capacity (lack of staff, limited time)** | **Ineffective communication** | **Other** |
|
| 2012 | 20.8% | 16.7% | 16.7% | 16.7% | 4.2% |
| 2013 | 3.4% | 13.8% | 13.8% | 6.9% | 10.3% |
| 2014 | 3.1% | 6.2% | 12.5% | 6.2% | 0.0% |

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| **Table B-27. What happens to the information generated through the learning walks? (Choose all that apply).** | | | |
|  | **2012** | **2013** | **2014** |
|
| The district develops PD to support areas of weakness identified in the walks. | 33.3% | 6.9% | 9.4% |
| Feedback from the walks is provided to the teachers who were observed. | 45.8% | 51.7% | 53.1% |
| Results of the walks are discussed in professional learning communities at the school. | 54.2% | 62.1% | 53.1% |
| School-based instructional specialists use the results to inform their work with staff and/or students. | 58.3% | 55.2% | 40.6% |
| School-based PD is identified to support areas of weakness identified in the walks. | 54.2% | 55.2% | 65.6% |
| To my knowledge, no further action takes place as a result. | 0.0% | 10.3% | 3.1% |
| Other. | 20.8% | 20.7% | 6.3% |

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| **Table B-28. How useful is the district’s assistance with sustainability planning?** | | | | | | |
|  | **Very useful** | **Useful** | **Somewhat useful** | **Not useful** | **Too soon to tell** | **Not occurring** |
|
| 2012 | 0.0% | 19.0% | 14.3% | 4.8% | 38.1% | 23.8% |
| 2013 | 3.4% | 37.9% | 20.7% | 3.4% | 24.1% | 10.3% |
| 2014 | 6.2% | 28.1% | 15.6% | 12.5% | 15.6% | 21.9% |

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| **Table B-29. From the list below, which are the most useful aspects of the district’s assistance with sustainability planning? (Choose all that apply).** | | | | | |
|  | **District understands and articulate our school’s needs** | **District contributes expertise in some areas** | **Keeps our focus on our redesign goals** | **District shares responsibility for the work that needs to get done** | **Other** |
|
| 2012 | 4.2% | 8.3% | 12.5% | 4.2% | 0.0% |
| 2013 | 27.6% | 10.3% | 24.1% | 31.0% | 0.0% |
| 2014 | 25.0% | 15.6% | 18.8% | 25.0% | 0.0% |

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| **Table B-30. Still thinking about sustainability planning, what limitations make the district less than effective?** | | | | | |
|  | **District lacks expertise in some areas** | **Incomplete understanding of our school’s needs** | **Low district capacity (lack of staff, limited time)** | **Ineffective communication** | **Other** |
|
| 2012 | 4.2% | 0.0% | 12.5% | 8.3% | 4.2% |
| 2013 | 3.4% | 3.4% | 10.3% | 3.4% | 17.2% |
| 2014 | 6.3% | 9.4% | 12.5% | 6.3% | 9.4% |

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| **Table B-31. How effective was the strategy of replacing school leaders in furthering your school’s redesign efforts (e.g. new principal, new assistant principals, deans, coordinators who were hired as part of the redesign plan)?** | | | | | | |
|  | **Very effective** | **Effective** | **Somewhat effective** | **Not at all effective** | **Too soon to tell** | **Not yet occurring at my school** |
|
| 2012 | 20.0% | 35.0% | 25.0% | 0.0% | 15.0% | 5.0% |
| 2013 | 42.9% | 32.1% | 3.6% | 3.6% | 3.6% | 14.3% |
| 2014 | 53.1% | 15.6% | 6.2% | 0.0% | 9.4% | 15.6% |

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| **Table B-32. How effective was the process of fostering understanding of and commitment to your school’s redesign mission and goals?** | | | | | | |
|  | **Very effective** | **Effective** | **Somewhat effective** | **Not at all effective** | **Too soon to tell** | **Not yet occurring at my school** |
|
| 2012 | 30.0% | 40.0% | 20.0% | 0.0% | 10.0% | 0.0% |
| 2013 | 32.1% | 46.4% | 17.9% | 3.6% | 0.0% | 0.0% |
| 2014 | 46.9% | 31.2% | 12.5% | 0.0% | 9.4% | 0.0% |

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| **Table B-33. How effective was the creation of a new leadership structure (e.g. teams, committees, roles and responsibilities that were defined and organized as part of the redesign plan)?** | | | | | | |
|  | **Very effective** | **Effective** | **Somewhat effective** | **Not at all effective** | **Too soon to tell** | **Not yet occurring at my school** |
|
| 2012 | 31.6% | 42.1% | 21.1% | 0.0% | 5.3% | 0.0% |
| 2013 | 50.0% | 42.9% | 7.1% | 0.0% | 0.0% | 0.0% |
| 2014 | 53.1% | 21.9% | 15.6% | 0.0% | 9.4% | 0.0% |

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| **Table B-34. Thinking further about the new leadership structure at your school, how effective is the distribution of leadership responsibilities among individuals and/or teams?** | | | | | | |
|  | **Very effective** | **Effective** | **Somewhat effective** | **Not at all effective** | **Too soon to tell** | **Not yet occurring at my school** |
|
| 2012 | - | - | - | - | - | - |
| 2013 | 42.9% | 50.0% | 7.1% | 0.0% | 0.0% | 0.0% |
| 2014 | 34.4% | 34.4% | 21.9% | 3.1% | 6.2% | 0.0% |

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| **Table B-35. What percentage of staff turnover did your school experience in the first year of school redesign?** | | | | | |
|  | **0-25%** | **26-50%** | **51-80%** | **More than 80%** | **Don’t know** |
|
| 2012 | 42.1% | 31.6% | 15.8% | 10.5% | 0.0% |
| 2013 | 50.0% | 21.4% | 10.7% | 10.7% | 7.1% |
| 2014 | - | - | - | - | - |

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| **Table B-36. To what extent did the staff turnover during the first year of the grant positively impact the effectiveness of your school’s redesign work?** | | | | | |
|  | **To a great extent** | **To some extent** | **Not at all** | **Too soon to tell** | **Don’t know** |
|
| 2012 | 42.1% | 31.6% | 21.1% | 5.3% | 0.0% |
| 2013 | 42.9% | 32.1% | 10.7% | 0.0% | 14.3% |
| 2014 | - | - | - | - | - |

| **Table B-37. Given your experience as an SRG principal thus far, how effective have the following strategies been in promoting change at your school?** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Very effective** | **Effective** | **Somewhat effective** | **Not effective** | **Too soon to tell** | **Not yet occurring at my school** |
|
|  |
| Use of school-based instructional coaches (e.g. ELA, mathematics). |  |  |  |  |  |  |
| 2012 | 63.2% | 10.5% | 10.5% | 5.3% | 10.5% | 0.0% |
| 2013 | 67.9% | 21.4% | 7.1% | 0.0% | 0.0% | 3.6% |
| 2014 | - | - | - | - | - | - |
| Use of school-based instructional and/or curriculum specialists (e.g. ELL, special education, reading specialists). |  |  |  |  |  |  |
| 2012 | 47.4% | 31.6% | 15.8% | 0.0% | 0.0% | 5.3% |
| 2013 | 46.4% | 35.7% | 10.7% | 0.0% | 0.0% | 7.1% |
| 2014 | - | - | - | - | - | - |
| Use of school-based instructional coaches (e.g. ELA, mathematics) and/or school-based specialists (e.g. ELL, special education, reading specialists) |  |  |  |  |  |  |
| 2012 | - | - | - | - | - | - |
| 2013 | - | - | - | - | - | - |
| 2014 | 56.2% | 21.9% | 9.4% | 9.4% | 0.0% | 3.1% |
| Use of district-based instructional coaches (e.g. ELA, mathematics). |  |  |  |  |  |  |
| 2012 | 26.3% | 26.3% | 10.5% | 21.1% | 0.0% | 15.8% |
| 2013 | 14.3% | 21.4% | 14.3% | 21.4% | 0.0% | 28.6% |
| 2014 | - | - | - | - | - | - |
| Use of district-based instructional and/or curriculum specialists (e.g. ELL, special education, reading specialists). |  |  |  |  |  |  |
| 2012 | 5.3% | 31.6% | 5.3% | 10.5% | 5.3% | 42.1% |
| 2013 | 25.0% | 14.3% | 25.0% | 7.1% | 0.0% | 28.6% |
| 2014 | - | - | - | - | - | - |
| Use of district-based instructional coaches (e.g. ELA, mathematics) and/or district-based specialists (e.g. ELL, special education, reading specialists) |  |  |  |  |  |  |
| 2012 | - | - | - | - | - | - |
| 2013 | - | - | - | - | - | - |
| 2014 | 15.6% | 12.5% | 31.2% | 18.8% | 3.1% | 18.8% |
| Use of formal structures for teacher collaboration (e.g. common planning time, grade level meetings, professional learning communities). |  |  |  |  |  |  |
| 2012 | 63.2% | 26.3% | 10.5% | 0.0% | 0.0% | 0.0% |
| 2013 | 75.0% | 17.9% | 7.1% | 0.0% | 0.0% | 0.0% |
| 2014 | 65.6% | 21.9% | 12.5% | 0.0% | 0.0% | 0.0% |
| Restructuring the school day (e.g. for longer blocks, teacher collaboration, team meetings, PD). |  |  |  |  |  |  |
| 2012 | 42.1% | 21.1% | 15.8% | 5.3% | 10.5% | 5.3% |
| 2013 | 53.6% | 28.6% | 14.3% | 0.0% | 0.0% | 3.6% |
| 2014 | 62.5% | 9.4% | 12.5% | 3.1% | 9.4% | 3.1% |
| Tiered instruction (e.g. use of benchmarks, formative and summative assessments to place students and continually inform instruction). |  |  |  |  |  |  |
| 2012 | 36.8% | 36.8% | 26.3% | 0.0% | 0.0% | 0.0% |
| 2013 | 39.3% | 28.6% | 21.4% | 3.6% | 3.6% | 3.6% |
| 2014 | 53.1% | 21.9% | 15.6% | 0.0% | 9.4% | 0.0% |

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| --- | --- | --- | --- | --- |
| **Table B-38. You indicated that the use of district-based coaches and/or specialists is not an effective strategy for school improvement. Please indicate the reasons for this. (Choose all that apply).** | | | | |
| **N=6** | **The district-based coaches/specialists are not familiar with my school.** | **The district-based coaches/specialists are spread too thin/have insufficient time for us.** | **The district-based coaches have not established a good rapport with school staff.** | **Other** |
| 2012 | - | - | - | - |
| 2013 | - | - | - | - |
| 2014 | 50.0% | 83.3% | 16.7% | 0.0% |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table B-39. Thinking about strategies, how effective have the following been in promoting change at your school? Please indicate effectiveness of these strategies with regard to educators’ professional growth.** | | | | | | |
|  | **Very effective** | **Effective** | **Somewhat effective** | **Not at all effective** | **Too soon to tell** | **Not yet occurring at my school** |
|
| Common planning time |  |  |  |  |  |  |
| 2012 | - | - | - | - | - | - |
| 2013 | - | - | - | - | - | - |
| 2014 | 65.6% | 15.6% | 18.8% | 0.0% | 0.0% | 0.0% |
| Grade level or team meetings |  |  |  |  |  |  |
| 2012 | - | - | - | - | - | - |
| 2013 | - | - | - | - | - | - |
| 2014 | 62.5% | 18.8% | 18.8% | 0.0% | 0.0% | 0.0% |
| Professional Learning Communities (PLCs) |  |  |  |  |  |  |
| 2012 | - | - | - | - | - | - |
| 2013 | - | - | - | - | - | - |
| 2014 | 43.8% | 25.0% | 25.0% | 0.0% | 3.1% | 3.1% |
| Extended school day |  |  |  |  |  |  |
| 2012 | - | - | - | - | - | - |
| 2013 | - | - | - | - | - | - |
| 2014 | 25.0% | 18.8% | 25.0% | 9.4% | 9.4% | 12.5% |
| Professional development |  |  |  |  |  |  |
| 2012 | - | - | - | - | - | - |
| 2013 | - | - | - | - | - | - |
| 2014 | 46.9% | 31.2% | 21.9% | 0.0% | 0.0% | 0.0% |
| Coaches/specialists |  |  |  |  |  |  |
| 2012 | - | - | - | - | - | - |
| 2013 | - | - | - | - | - | - |
| 2014 | 46.9% | 34.4% | 15.6% | 0.0% | 0.0% | 3.1% |
| External partnerships |  |  |  |  |  |  |
| 2012 | - | - | - | - | - | - |
| 2013 | - | - | - | - | - | - |
| 2014 | 15.6% | 21.9% | 34.4% | 9.4% | 6.2% | 12.5% |
| Data use and management |  |  |  |  |  |  |
| 2012 | - | - | - | - | - | - |
| 2013 | - | - | - | - | - | - |
| 2014 | 46.9% | 31.2% | 18.8% | 0.0% | 3.1% | 0.0% |
| Distributed leadership |  |  |  |  |  |  |
| 2012 | - | - | - | - | - | - |
| 2013 | - | - | - | - | - | - |
| 2014 | 56.2% | 18.8% | 21.9% | 0.0% | 0.0% | 3.1% |
| Social-emotional support and services |  |  |  |  |  |  |
| 2012 | - | - | - | - | - | - |
| 2013 | - | - | - | - | - | - |
| 2014 | 40.6% | 25.0% | 21.9% | 0.0% | 9.4% | 3.1% |
| Family and community outreach |  |  |  |  |  |  |
| 2012 | - | - | - | - | - | - |
| 2013 | - | - | - | - | - | - |
| 2014 | 21.9% | 18.8% | 43.8% | 6.2% | 9.4% | 0.0% |
| District support and resources |  |  |  |  |  |  |
| 2012 | - | - | - | - | - | - |
| 2013 | - | - | - | - | - | - |
| 2014 | 18.8% | 18.8% | 53.1% | 0.0% | 9.4% | 0.0% |
| Union support of turnaround strategies |  |  |  |  |  |  |
| 2012 | - | - | - | - | - | - |
| 2013 | - | - | - | - | - | - |
| 2014 | 9.4% | 15.6% | 28.1% | 31.2% | 12.5% | 3.1% |

| **Table B-40. Thinking about strategies, how effective have the following been in promoting change at your school? Please indicate effectiveness of these strategies with regard to student learning.** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Very effective** | **Effective** | **Somewhat effective** | **Not at all effective** | **Too soon to tell** | **Not yet occurring at my school** |
|
|  |
| Common planning time |  |  |  |  |  |  |
| 2012 | - | - | - | - | - | - |
| 2013 | - | - | - | - | - | - |
| 2014 | 56.2% | 21.9% | 18.8% | 0.0% | 3.1% | 0.0% |
| Grade level or team meetings |  |  |  |  |  |  |
| 2012 | - | - | - | - | - | - |
| 2013 | - | - | - | - | - | - |
| 2014 | 53.1% | 21.9% | 18.8% | 0.0% | 6.2% | 0.0% |
| Professional Learning Communities (PLCs) |  |  |  |  |  |  |
| 2012 | - | - | - | - | - | - |
| 2013 | - | - | - | - | - | - |
| 2014 | 43.8% | 18.8% | 25.0% | 0.0% | 9.4% | 3.1% |
| Extended school day |  |  |  |  |  |  |
| 2012 | - | - | - | - | - | - |
| 2013 | - | - | - | - | - | - |
| 2014 | 40.6% | 9.4% | 18.8% | 12.5% | 6.2% | 12.5% |
| Professional development |  |  |  |  |  |  |
| 2012 | - | - | - | - | - | - |
| 2013 | - | - | - | - | - | - |
| 2014 | 46.9% | 21.9% | 28.1% | 0.0% | 3.1% | 0.0% |
| Coaches/specialists |  |  |  |  |  |  |
| 2012 | - | - | - | - | - | - |
| 2013 | - | - | - | - | - | - |
| 2014 | 53.1% | 21.9% | 18.8% | 0.0% | 3.1% | 3.1% |
| External partnerships |  |  |  |  |  |  |
| 2012 | - | - | - | - | - | - |
| 2013 | - | - | - | - | - | - |
| 2014 | 15.6% | 15.6% | 40.6% | 6.2% | 12.5% | 9.4% |
| Data use and management |  |  |  |  |  |  |
| 2012 | - | - | - | - | - | - |
| 2013 | - | - | - | - | - | - |
| 2014 | 40.6% | 40.6% | 15.6% | 0.0% | 3.1% | 0.0% |
| Distributed leadership |  |  |  |  |  |  |
| 2012 | - | - | - | - | - | - |
| 2013 | - | - | - | - | - | - |
| 2014 | 46.9% | 18.8% | 25.0% | 0.0% | 9.4% | 0.0% |
| Social-emotional support and services |  |  |  |  |  |  |
| 2012 | - | - | - | - | - | - |
| 2013 | - | - | - | - | - | - |
| 2014 | 40.6% | 28.1% | 31.2% | 0.0% | 0.0% | 0.0% |
| Family and community outreach |  |  |  |  |  |  |
| 2012 | - | - | - | - | - | - |
| 2013 | - | - | - | - | - | - |
| 2014 | 21.9% | 12.5% | 53.1% | 6.2% | 6.2% | 0.0% |
| District support and resources |  |  |  |  |  |  |
| 2012 | - | - | - | - | - | - |
| 2013 | - | - | - | - | - | - |
| 2014 | 15.6% | 28.1% | 37.5% | 9.4% | 9.4% | 0.0% |
| Union support of turnaround strategies |  |  |  |  |  |  |
| 2012 | - | - | - | - | - | - |
| 2013 | - | - | - | - | - | - |
| 2014 | 12.5% | 12.5% | 25.0% | 31.2% | 12.5% | 6.2% |

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| --- | --- | --- | --- |
| **Table B-41. Thinking about tiered instruction, what, if any, are the primary challenges you face in terms of consistent implementation of tiered instruction methods? (Choose all that apply). If there are not challenges, please select that statement at the bottom of the list of items.** | | | |
|  | **2012** | **2013** | **2014** |
|
| Inexperienced teachers. | 37.5% | 41.4% | 43.8% |
| Student behaviors. | 33.3% | 27.6% | 34.4% |
| No system for managing data. | 8.3% | 24.1% | 12.5% |
| No system for using assessment data. | 8.3% | 13.8% | 3.1% |
| Additional PD is needed to that teachers understand tiered instruction. | 58.3% | 51.7% | 53.1% |
| Additional PD is needed so that teachers can use data to inform instruction. | 33.3% | 55.2% | 43.8% |
| Many teachers lack strong behavior management skills. | 16.7% | 31.0% | 25.0% |
| The lack of a cohesive, well-articulated instructional plan that is relevant to all teachers. | 12.5% | 27.6% | 21.9% |
| Meeting the needs of English language learners. | 45.8% | 48.3% | 56.3% |
| Meeting the needs of special education population. | 54.1% | 41.4% | 62.5% |
| Insufficient staff for provision of tiered instruction. | - | 44.8% | 59.4% |
| Scheduling limitations. | - | 34.5% | 37.5% |
| There are no challenges. | 4.2% | 3.4% | 6.3% |
| Other. | 0.0% | 6.9% | 0.0% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table B-42. Which extended time option(s) are being employed at your school? (Choose all that apply).** | | | | | |
|  | **Restructured school day** | **Additional minutes to school day** | **Additional time on weekend** | **Additional time during vacation weeks** | **Additional time in summer**  **Other** |
| 2012 | 37.5% | 66.7% | 16.7% | 12.5% | 20.8% |
| 2013 | 65.5% | 62.1% | 10.3% | 17.2% | 31.0% |
| 2014 | 21.9% | 71.9% | 12.5% | 25.0% | 46.9% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table B-43. To what extent has extended time been associated with improved student growth?** | | | | | |
|  | **To a great extent** | **To some extent** | **Not at all** | **Too soon to tell** | **Don’t know** |
|
| 2012 | 15.8% | 42.1% | 5.3% | 31.6% | 5.3% |
| 2013 | 25.0% | 46.4% | 10.7% | 14.3% | 3.6% |
| 2014 | 28.1% | 31.2% | 18.8% | 18.8% | 3.1% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table B-44. To what extent has extended time created opportunities for staff planning and collaboration?** | | | | |
|  | **To a great extent** | **To some extent** | **Not at all** | **Don’t know** |
|
| 2012 | 52.6% | 47.4% | 0.0% | 0.0% |
| 2013 | 50.0% | 35.7% | 10.7% | 3.6% |
| 2014 | 53.1% | 28.1% | 9.4% | 9.4% |

| **Table B-45. Given your experience as an SRG principal this far, how effective have the following strategies been in promoting change at your school?** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Very effective** | **Effective** | **Somewhat effective** | **Not at All Effective** | **Too soon to tell** | **Not occurring** |
| Develop explicit safety expectations for students. |  |  |  |  |  |  |
| 2012 | 21.1% | 36.8% | 31.6% | 0.0% | 5.3% | 5.3% |
| 2013 | 50.0% | 25.0% | 25.0% | 0.0% | 0.0% | 0.0% |
| 2014 | 37.5% | 50.0% | 12.5% | 0.0% | 0.0% | 0.0% |
| Develop explicit behavior expectations for students. |  |  |  |  |  |  |
| 2012 | 21.1% | 36.8% | 36.8% | 0.0% | 0.0% | 5.3% |
| 2013 | 53.6% | 25.0% | 21.4% | 0.0% | 0.0% | 0.0% |
| 2014 | 43.8% | 43.8% | 9.4% | 3.1% | 0.0% | 0.0% |
| Develop explicit safety expectations for staff. |  |  |  |  |  |  |
| 2012 | 15.8% | 42.1% | 31.6% | 0.0% | 0.0% | 10.5% |
| 2013 | 57.1% | 17.9% | 25.0% | 0.0% | 0.0% | 0.0% |
| 2014 | 37.5% | 46.9% | 9.4% | 3.1% | 0.0% | 3.1% |
| Develop explicit behavior expectations for staff. |  |  |  |  |  |  |
| 2012 |  |  |  |  |  |  |
| 2013 | 15.8% | 52.6% | 21.1% | 0.0% | 0.0% | 10.5% |
| 2014 | 50.0% | 32.1% | 14.3% | 3.6% | 0.0% | 0.0% |
| Implement a school-wide system of support for students (such as social services, student support teams, counseling, nutrition, dental services, etc.). |  |  |  |  |  |  |
| 2012 | 42.1% | 26.3% | 21.1% | 5.3% | 0.0% | 5.3% |
| 2013 | 57.1% | 32.1% | 7.1% | 0.0% | 3.6% | 0.0% |
| 2014 | 40.6% | 40.6% | 18.8% | 0.0% | 0.0% | 0.0% |
| Form relationships between community partners and the school. |  |  |  |  |  |  |
| 2012 | 21.1% | 42.1% | 31.6% | 0.0% | 5.3% | 0.0% |
| 2013 | 39.3% | 35.7% | 17.9% | 3.6% | 3.6% | 0.0% |
| 2014 | 25.0% | 34.4% | 25.0% | 3.1% | 9.4% | 3.1% |
| Coordinate delivery of community services by community partners. |  |  |  |  |  |  |
| 2012 | 5.3% | 47.4% | 36.8% | 0.0% | 10.5% | 0.0% |
| 2013 | 32.1% | 35.7% | 25.0% | 3.6% | 3.6% | 0.0% |
| 2014 | 18.8% | 28.1% | 31.2% | 3.1% | 12.5% | 6.2% |
| Implement systems/processes that allow the school to work with families to address students’ social, emotional, and health needs. |  |  |  |  |  |  |
| 2012 | 5.3% | 52.6% | 31.6% | 5.3% | 5.3% | 0.0% |
| 2013 | 32.1% | 42.9% | 17.9% | 3.6% | 3.6% | 0.0% |
| 2014 | 25.0% | 31.2% | 37.5% | 0.0% | 6.2% | 0.0% |
| Share information about student progress with families. |  |  |  |  |  |  |
| 2012 | 15.8% | 36.8% | 31.6% | 10.5% | 5.3% | 0.0% |
| 2013 | 39.3% | 28.6% | 25.0% | 3.6% | 3.6% | 0.0% |
| 2014 | 31.2% | 37.5% | 28.1% | 3.1% | 0.0% | 0.0% |
| Share student progress information with appropriate community partners. |  |  |  |  |  |  |
| 2012 | 5.3% | 47.4% | 15.8% | 10.5% | 5.3% | 15.8% |
| 2013 | 25.0% | 35.7% | 28.6% | 3.6% | 3.6% | 3.6% |
| 2014 | 6.2% | 34.4% | 25.0% | 6.2% | 12.5% | 15.6% |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table B-46. Given your experience as an SRG principal thus far, how useful have the following tools been in promoting change at your school?** | | | | | | |
|  | **Very useful** | **Useful** | **Somewhat useful** | **Not useful** | **Too soon to tell** | **Not occurring** |
|
| SchoolWorks site monitoring visits |  |  |  |  |  |  |
| 2012 | 31.6% | 31.6% | 26.3% | 10.5% | 0.0% | 0.0% |
| 2013 | 53.6% | 28.6% | 14.3% | 3.6% | 0.0% | 0.0% |
| 2014 | 37.5% | 12.5% | 31.2% | 9.4% | 9.4% | 0.0% |
| Redesign application |  |  |  |  |  |  |
| 2012 | 10.5% | 52.6% | 36.8% | 0.0% | 0.0% | 0.0% |
| 2013 | 32.1% | 39.3% | 21.4% | 3.6% | 0.0% | 3.6% |
| 2014 | 12.5% | 34.4% | 40.6% | 3.1% | 9.4% | 0.0% |
| Redesign renewal application |  |  |  |  |  |  |
| 2012 | 10.5% | 36.8% | 42.1% | 5.3% | 5.3% | 0.0% |
| 2013 | 39.3% | 32.1% | 21.4% | 3.6% | 0.0% | 3.6% |
| 2014 | 9.4% | 37.5% | 34.4% | 6.2% | 12.5% | 0.0% |
| Measurable annual goals (MAGS) |  |  |  |  |  |  |
| 2012 | 15.8% | 57.9% | 21.1% | 5.3% | 0.0% | 0.0% |
| 2013 | 42.9% | 32.1% | 17.9% | 7.1% | 0.0% | 0.0% |
| 2014 | 34.4% | 28.1% | 21.9% | 6.2% | 6.2% | 3.1% |
| Implementation timelines and benchmarks |  |  |  |  |  |  |
| 2012 | - | - | - | - | - | - |
| 2013 | - | - | - | - | - | - |
| 2014 | 21.9% | 43.8% | 21.9% | 3.1% | 6.2% | 3.1% |
| Turnaround sustainability planning support |  |  |  |  |  |  |
| 2012 | - | - | - | - | - | - |
| 2013 | - | - | - | - | - | - |
| 2014 | 12.5% | 25.0% | 28.1% | 6.2% | 12.5% | 15.6% |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table B-47. Please indicate the extent to which you believe the strategies below have been effective in making changes in your school.** | | | | | | |
|  | **Very effective** | **Effective** | **Somewhat effective** | **Not at all effective** | **Too soon to tell** | **Not yet occurring at my school** |
|
| Support curriculum and instruction. |  |  |  |  |  |  |
| 2012 | - | - | - | - | - | - |
| 2013 | - | - | - | - | - | - |
| 2014 | 18.8% | 40.6% | 28.1% | 0.0% | 3.1% | 9.4% |
| Support the use of data to inform instruction. |  |  |  |  |  |  |
| 2012 | - | - | - | - | - | - |
| 2013 | - | - | - | - | - | - |
| 2014 | 21.9% | 43.8% | 21.9% | 0.0% | 3.1% | 9.4% |
| Offer social services and supports to students. |  |  |  |  |  |  |
| 2012 | - | - | - | - | - | - |
| 2013 | - | - | - | - | - | - |
| 2014 | 25.0% | 34.4% | 18.8% | 0.0% | 12.5% | 9.4% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table B-48. What are the barriers to effective partnerships in redesign effort? (Choose all that apply).** | | | | | |
|  | **Lack of understanding among partners of redesign schools** | **Competing agendas** | **Challenges to coordinating partners’ efforts** | **We have not experienced any barriers** | **Other** |
|
| 2012 | 16.7% | 29.2% | 41.7% | 12.5% | 8.3% |
| 2013 | 20.7% | 20.7% | 44.8% | 37.9% | 10.3% |
| 2014 | 37.5% | 34.4% | 46.9% | 21.9% | 12.5% |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table B-49. Please indicate your level of agreement with the following statements** | | | | | | |
|  | **Strongly Agree** | **Agree** | **Neither agree nor disagree** | **Disagree** | **Strongly disagree** | **Don’t know** |
|
| The school has sufficient funding to carry out the redesign plan and achieve its goals. |  |  |  |  |  |  |
| 2012 | 21.1% | 31.6% | 26.3% | 5.3% | 5.3% | 10.5% |
| 2013 | 17.9% | 32.1% | 28.6% | 17.9% | 3.6% | 0.0% |
| 2014 | 3.7% | 44.4% | 33.3% | 7.4% | 7.4% | 3.7% |
| The school has sufficient human resources to carry out the redesign plan and achieve its goals. |  |  |  |  |  |  |
| 2012 | 10.5% | 31.6% | 10.5% | 31.6% | 5.3% | 10.5% |
| 2013 | 21.4% | 32.1% | 17.9% | 21.4% | 7.1% | 0.0% |
| 2014 | 0.0% | 48.1% | 22.2% | 22.2% | 7.4% | 0.0% |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table B-50. Please indicate your level of agreement with the following statements: During our SRG grant period…** | | | | | | |
| **N=5 (skip logic)** | **Strongly agree** | **Agree** | **Neither agree nor disagree** | **Disagree** | **Strongly disagree** | **Don’t know** |
|
| … the school had sufficient funding to accomplish the goals of the redesign plan. |  |  |  |  |  |  |
| 2012 | - | - | - | - | - | - |
| 2013 | - | - | - | - | - | - |
| 2014 | 0.0% | 20.0% | 20.0% | 20.0% | 40.0% | 0.0% |
| …the school had sufficient human resources to accomplish the goals of the redesign plan. |  |  |  |  |  |  |
| 2012 | - | - | - | - | - | - |
| 2013 | - | - | - | - | - | - |
| 2014 | 0.0% | 40.0% | 0.0% | 20.0% | 40.0% | 0.0% |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table B-51. Please indicate your level of agreement with the following statements: In our first year beyond the SRG funding period…** | | | | | | |
| **N=5 (skip logic)** | **Strongly agree** | **Agree** | **Neither agree nor disagree** | **Disagree** | **Strongly disagree** | **Don’t know** |
|
| … the school has sufficient funding to sustain the progress we achieved under SRG. |  |  |  |  |  |  |
| 2012 | - | - | - | - | - | - |
| 2013 | - | - | - | - | - | - |
| 2014 | 0.0% | 20.0% | 40.0% | 0.0% | 40.0% | 0.0% |
| … the school has sufficient human resources to sustain the progress we achieved under SRG. |  |  |  |  |  |  |
| 2012 | - | - | - | - | - | - |
| 2013 | - | - | - | - | - | - |
| 2014 | 0.0% | 20.0% | 40.0% | 0.0% | 40.0% | 0.0% |

|  |  |  |
| --- | --- | --- |
| **Table B-52. Did your school encounter any barriers to using the SRG funds? (These could result from a number of sources, such as vendor contract issues, district restrictions, issues with teacher stipends, etc.).** | | |
|  | **Yes** | **No** |
|
| 2012 | 31.6% | 68.4% |
| 2013 | 28.6% | 71.4% |
| 2014 | 25.0% | 75.0% |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table B-53. How useful is ESE’s support in terms of your school’s progress toward change?** | | | | | | |
|  | **Very useful** | **Useful** | **Somewhat useful** | **Not useful** | **Too soon to tell** | **Not occurring** |
|
| Support with union negotiations necessary for implementation of the redesign plan. |  |  |  |  |  |  |
| 2012 | 5.3% | 31.6% | 10.5% | 15.8% | 10.5% | 26.3% |
| 2013 | 19.2% | 23.1% | 23.1% | 15.4% | 0.0% | 19.2% |
| 2014 | 9.4% | 28.1% | 12.5% | 18.8% | 12.5% | 18.8% |
| Technical assistance and PD. |  |  |  |  |  |  |
| 2012 | 5.3% | 26.3% | 42.1% | 15.8% | 0.0% | 10.5% |
| 2013 | 18.5% | 18.5% | 40.7% | 3.7% | 0.0% | 18.5% |
| 2014 | 6.2% | 18.8% | 28.1% | 18.8% | 9.4% | 18.8% |
| District liaison’s participation in walkthroughs or learning walks. |  |  |  |  |  |  |
| 2012 | 10.5% | 26.3% | 31.6% | 5.3% | 5.3% | 21.1% |
| 2013 | 20.0% | 16.0% | 28.0% | 12.0% | 0.0% | 24.0% |
| 2014 | 12.5% | 31.2% | 28.1% | 6.2% | 6.2% | 15.6% |
| District liaison’s participation in MSV “report outs.” |  |  |  |  |  |  |
| 2012 | 15.8% | 31.6% | 36.8% | 5.3% | 0.0% | 10.5% |
| 2013 | 25.9% | 37.0% | 22.2% | 11.1% | 3.7% | 0.0% |
| 2014 | 21.9% | 28.1% | 18.8% | 12.5% | 12.5% | 6.2% |
| Feedback on progress in response to MSVs. |  |  |  |  |  |  |
| 2012 | 5.3% | 31.6% | 31.6% | 5.3% | 0.0% | 26.3% |
| 2013 | 25.9% | 25.9% | 22.2% | 7.4% | 7.4% | 11.1% |
| 2014 | 25.0% | 18.8% | 25.0% | 6.2% | 9.4% | 15.6% |
| Support with renewal applications. |  |  |  |  |  |  |
| 2012 | 5.3% | 26.3% | 42.1% | 10.5% | 5.3% | 10.5% |
| 2013 | 18.5% | 33.3% | 22.2% | 7.4% | 0.0% | 18.5% |
| 2014 | 6.2% | 21.9% | 31.2% | 6.2% | 12.5% | 21.9% |
| Support regarding student performance data that helps drive improvement efforts. |  |  |  |  |  |  |
| 2012 | 11.1% | 11.1% | 33.3% | 16.7% | 16.7% | 11.1% |
| 2013 | 25.9% | 11.1% | 33.3% | 7.4% | 3.7% | 18.5% |
| 2014 | 18.8% | 12.5% | 18.8% | 6.2% | 15.6% | 28.1% |
| Support for sustainability planning: strategies to remain on track after the funding ends. |  |  |  |  |  |  |
| 2012 | 5.3% | 10.5% | 15.8% | 15.8% | 15.8% | 36.8% |
| 2013 | 7.4% | 22.2% | 37.0% | 3.7% | 18.5% | 11.1% |
| 2014 | 0.0% | 25.0% | 9.4% | 9.4% | 25.0% | 31.2% |
| Facilitation of community partnerships, such as social service providers. |  |  |  |  |  |  |
| 2012 | 0.0% | 15.8% | 31.6% | 15.8% | 15.8% | 21.1% |
| 2013 | 7.7% | 19.2% | 30.8% | 11.5% | 0.0% | 30.8% |
| 2014 | 0.0% | 21.9% | 15.6% | 12.5% | 15.6% | 34.4% |
| Support in carrying out the educator evaluation system. |  |  |  |  |  |  |
| 2012 | - | - | - | - | - | - |
| 2013 | - | - | - | - | - | - |
| 2014 | 6.2% | 25.0% | 28.1% | 6.2% | 12.5% | 21.9% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table B-54. Please indicate your level of agreement with the following statements.** | | | | | |
|  | **Strongly Agree** | **Agree** | **Neither agree nor disagree** | **Disagree** | **Strongly disagree** |
|
| The three-year time limit helps the school to focus on positive change. |  |  |  |  |  |
| 2012 | 26.3% | 42.1% | 15.8% | 15.8% | 0.0% |
| 2013 | 30.8% | 30.8% | 19.2% | 7.7% | 11.5% |
| 2014 | 21.9% | 59.4% | 6.2% | 9.4% | 3.1% |
| Three years is a reasonable amount of time to achieve the redesign goals. |  |  |  |  |  |
| 2012 | 10.5% | 26.3% | 10.5% | 31.6% | 21.1% |
| 2013 | 19.2% | 19.2% | 15.4% | 26.9% | 19.2% |
| 2014 | 9.4% | 28.1% | 12.5% | 43.8% | 6.2% |

|  |  |  |  |
| --- | --- | --- | --- |
| **Table B-55. In thinking about sustainability of the school-level changes made, which of the following strategies do you feel offer the best return on your investment? (Choose all that apply).** | | | |
|  | **2012** | **2013** | **2014** |
|
| Extended school day. | - | 41.4% | 43.8% |
| Professional development. | - | 65.5% | 78.1% |
| Common planning time. | - | 72.4% | 87.5% |
| Coaches. | - | 65.5% | 75.0% |
| Specialists. | - | 24.1% | 25.0% |
| External partnerships. | - | 31.0% | 9.4% |
| Data use and management. | - | 51.7% | 71.9% |
| Distributed leadership. | - | 62.1% | 56.3% |
| Professional learning communities. | - | 41.4% | 46.9% |
| Social-emotional support and services for students. | - | 62.1% | 65.6% |
| Family and community outreach. | - | 37.9% | 31.3% |
| District support and resources. | - | 37.9% | 34.4% |
| Union support of turnaround strategies. | - | 31.0% | 15.6% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table B-56. Please indicate the extent to which you feel that you can sustain these strategies and/or elements of redesign efforts in your school.** | | | | |
|  | **To a great extent** | **To some extent** | **Not at all** | **Not applicable/Not implemented in my school** |
| Extended school day. |  |  |  |  |
| 2012 | - | - | - | - |
| 2013 | - | - | - | - |
| 2014 | 18.8% | 40.6% | 28.1% | 12.5% |
| Professional development. |  |  |  |  |
| 2012 | - | - | - | - |
| 2013 | - | - | - | - |
| 2014 | 46.9% | 46.9% | 6.2% | 0.0% |
| Common planning time. |  |  |  |  |
| 2012 | - | - | - | - |
| 2013 | - | - | - | - |
| 2014 | 68.8% | 31.2% | 0.0% | 0.0% |
| Coaches. |  |  |  |  |
| 2012 | - | - | - | - |
| 2013 | - | - | - | - |
| 2014 | 43.8% | 46.9% | 3.1% | 6.2% |
| Specialists. |  |  |  |  |
| 2012 | - | - | - | - |
| 2013 | - | - | - | - |
| 2014 | 21.9% | 50.0% | 15.6% | 12.5% |
| External partnerships. |  |  |  |  |
| 2012 | - | - | - | - |
| 2013 | - | - | - | - |
| 2014 | 21.9% | 56.2% | 12.5% | 9.4% |
| Data use and management. |  |  |  |  |
| 2012 | - | - | - | - |
| 2013 | - | - | - | - |
| 2014 | 78.1% | 21.9% | 0.0% | 0.0% |
| Distributed leadership. |  |  |  |  |
| 2012 | - | - | - | - |
| 2013 | - | - | - | - |
| 2014 | 59.4% | 37.5% | 3.1% | 0.0% |
| Professional learning communities. |  |  |  |  |
| 2012 | - | - | - | - |
| 2013 | - | - | - | - |
| 2014 | 50.0% | 40.6% | 3.1% | 6.2% |
| Social-emotional support and services for students. |  |  |  |  |
| 2012 | - | - | - | - |
| 2013 | - | - | - | - |
| 2014 | 40.6% | 56.2% | 3.1% | 0.0% |
| Family and community outreach. |  |  |  |  |
| 2012 | - | - | - | - |
| 2013 | - | - | - | - |
| 2014 | 28.1% | 62.5% | 9.4% | 0.0% |
| District support and resources. |  |  |  |  |
| 2012 | - | - | - | - |
| 2013 | - | - | - | - |
| 2014 | 34.4% | 62.5% | 0.0% | 3.1% |
| Union support of turnaround strategies. |  |  |  |  |
| 2012 | - | - | - | - |
| 2013 | - | - | - | - |
| 2014 | 12.5% | 65.6% | 9.4% | 12.5% |

# Appendix C

**Educator Survey Instrument**

SRG Educators' Survey 2014

Introduction

This survey is being administered by the University of Massachusetts Donahue Institute (UMDI), which has been contracted by the Massachusetts Department of Elementary and Secondary Education (ESE) to conduct an independent, third party program evaluation of the School Redesign Grant program (Fund Codes 511 and 767). In your district, this grant-funded school redesign initiative may be referred to as “SRG,” or “School Improvement Grant (SIG),” or “School Turnaround Grant (STG).” In this survey, for simplicity, we will use “SRG” to mean the ESE-funded initiative to support school redesign plans.

Please note that UMDI is not evaluating you or your school. We are interested in your assessment of the effectiveness and usefulness of certain components of the redesign processes and activities, and in your perspective on aspects of the redesign efforts at your school.

No one outside the UMass Donahue Institute research team will have access to your survey. Your individual responses will not be shared with your school, district, redesign partners, or ESE. We will report the statewide survey results in the aggregate (e.g., all SRG schools), and we may also disaggregate results to explain differences in schools’ performance using criteria such as number of years of SRG funding (e.g., all schools that received funding beginning in 2011) and redesign model (e.g., all schools that selected the Turnaround model).  We will make every effort to remove identifying marks so your responses cannot be associated with you. The value of this survey relies on your candid responses.

As you take the survey, please use the arrows at the bottom of the page, not those on the browser navigation bar to move through the pages. At any point in time, you can leave the survey and return to where you left off. When you reach the end, click on "submit" to submit the information you entered.

Thank you very much for your participation!

Section 1: Background Information

How long have you been working in your school?

* This is my first year
* This is my second year
* This is my third year
* This is my fourth year (or longer)

Overall, how long have you been an educator (including librarian, specialist, or other instructional role)?

* This is my first year
* 2 to 3 years
* 4 to 5 years
* 6 to 10 years
* More than 10 years

From the list below, please select the job title that most closely matches your PRIMARY role at your school.

* Classroom teacher (working in either a regular, inclusion, special education, or sheltered English immersion classroom)
* Curriculum specialist
* Instructional specialist (all subjects)
* ELL/ESL specialist
* ELA/Reading specialist
* Specialist (all others including physical education, science, mathematics, etc.)
* Technology/media specialist
* Librarian
* Paraprofessional
* Other (please provide job title): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Section 2: Please tell us about your involvement in your school's SRG redesign efforts.

Q7 Since the start of your school’s SRG redesign efforts, indicate your highest level of participation in each of the following.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Made the decision (either alone or as part of a team) | Recommended a decision | Suggested possible alternative decisions | Provided or gathered information | Did not participate |
| a. Setting or revising school goals |  |  |  |  |  |
| b. Determining budget priorities |  |  |  |  |  |
| c. Hiring new educators - teachers, specialists, paraprofessionals, etc. |  |  |  |  |  |
| d. Determining faculty assignments |  |  |  |  |  |
| e. Determining the content of professional development |  |  |  |  |  |
| f. Determining the school schedule |  |  |  |  |  |
| g. Selecting curriculum and instructional programs |  |  |  |  |  |
| h. Selecting supplemental books and other materials |  |  |  |  |  |
| i. Determining student behavior plans and classroom discipline policies |  |  |  |  |  |
| j. Determining grading policies |  |  |  |  |  |

Based on your overall experience, to what extent do you feel your input has been seriously considered in decision-making processes related to redesign efforts at your school?

* To a great extent
* To some extent
* A little
* Not at all
* I haven't contributed to a decision-making process related to school redesign efforts at my school.

Please explain why you selected the response you did to the previous question, providing examples, if possible.

Since the start of your school's redesign program, have you served (or are you currently serving) on any leadership teams or committees at your school?

* Yes
* No

If No Is Selected, Then Skip To Continuing to think about leadership ...

What is the function of the leadership team(s) and/or committee(s) in which you were, or are, a member? (Check all that apply.)

* School redesign planning and/or implementation)
* Operational or administrative leadership
* Instructional leadership
* Student support (academic and/or socio-emotional)
* Student behavior management
* Other role or function (please describe below): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Think about the one leadership team and/or committee in which you are, or were, most heavily involved. Please indicate the extent to which this team or committee meets, or met, as scheduled.

* Almost all of the time
* Some of the time
* Seldom
* Almost never

How effective is, or was, this team or committee in helping to advance your school's progress towards its redesign goals?

* Very effective
* Effective
* Ineffective
* Very ineffective
* Don't know
* Too early to tell

Continuing to think about leadership involvement, we are specifically interested in knowing about the presence of teacher leaders and coaches in school redesign programs.  Please indicate if you have served in one or both of these capacities. We recognize that exact titles may vary across schools. Select the response(s) that most closely approximate(s) your role. (Check all that apply.)

* Teacher leader
* Coach
* None of the above

Section 3: Leadership for SRG Redesign Efforts

The following statements pertain to school leadership. Please indicate your level of agreement with each of these statements.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know | Too soon to tell |
| a. Leadership responsibilities are effectively distributed among individuals and/or teams at my school. |  |  |  |  |  |  |
| b. The school's leadership makes decisions that support integrated redesign efforts. |  |  |  |  |  |  |
| c. The school's leadership builds consensus around various school issues. |  |  |  |  |  |  |
| d. Our principal inspires us to stay focused on redesign goals. |  |  |  |  |  |  |
| e. School improvement decisions are based on careful consideration of students' academic needs. |  |  |  |  |  |  |
| f. School improvement decisions are based on careful consideration of students' social-emotional needs. |  |  |  |  |  |  |
| g. The people in leadership roles in my school work well together. |  |  |  |  |  |  |
| h. Administrators and teachers share responsibility for our school's redesign efforts. |  |  |  |  |  |  |
| i. School administrators align school practices with school redesign goals. |  |  |  |  |  |  |
| j. School leadership is focused on building the capacity of the school to sustain redesign efforts beyond funding or Level 4 status. |  |  |  |  |  |  |

Thinking about your own experience, how frequently do administrators in your building (i.e., your principal and/or assistant principal) do each of the following? If an item, or items, is not applicable to your role or position, please select "NA."

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Weekly | Every other week | Monthly | Every other month | Yearly | Never | NA |
| a. Participate in a grade-level or instructional planning meeting. |  |  |  |  |  |  |  |
| b. Informally observe my classroom. |  |  |  |  |  |  |  |
| c. Teach a demonstration lesson or class. |  |  |  |  |  |  |  |
| d. Review student data with me in order to target instruction. |  |  |  |  |  |  |  |
| e. Help me with an individual student or students in order to identify needed interventions. |  |  |  |  |  |  |  |
| f. Conduct formal and/or informal learning walkthroughs. |  |  |  |  |  |  |  |

Thinking about your overall experience with your principal and/or assistant principal, indicate your agreement with each of the following statements.   "My principal and/or assistant principal...

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know | Too soon to tell |
| a. provide(s) me timely feedback from the formal and/or informal learning walkthroughs." |  |  |  |  |  |  |
| b. show(s) appreciation for the work that I do." |  |  |  |  |  |  |
| c. understand(s) the challenges I face." |  |  |  |  |  |  |
| d. understand(s) the extent of my workload and only adds what is absolutely necessary." |  |  |  |  |  |  |
| e. assume(s) responsibility for some challenges so I can focus on instruction." |  |  |  |  |  |  |

The following statements pertain to district leadership. Please indicate your level of agreement with each of these statements.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know | Too soon to tell |
| a. District leaders actively support our school's redesign efforts. |  |  |  |  |  |  |
| b. District leaders convey an understanding of the issues that are particular to our school. |  |  |  |  |  |  |
| c. A district leader (or leaders) visit(s) our school on a regular basis. |  |  |  |  |  |  |
| d. It is my sense that the district overlooks our school, leaving us largely on our own. |  |  |  |  |  |  |
| e. District mandates align with our school's redesign efforts. |  |  |  |  |  |  |

Have the following occurred at your school since school redesign began?

|  |  |  |  |
| --- | --- | --- | --- |
|  | Yes | No | Don't Know |
| a. A district leader (or leaders) has observed my classroom for a full lesson or class period. |  |  |  |
| b. A district leader (or leaders) has addressed the staff as a whole about school redesign. |  |  |  |

Section 4: Curriculum and Instruction

We are now interested in learning about your teaching experiences at your school.  Please indicate your level of agreement with the following statements.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know | Too soon to tell |
| a. Curriculum and instruction are consistent among teachers in the same grade. |  |  |  |  |  |  |
| b. Curriculum is aligned across different grade levels (vertical alignment). |  |  |  |  |  |  |
| c. Our school has well-defined plans for instructional improvement. |  |  |  |  |  |  |
| d. Once we start a new teaching strategy, we follow up to make sure that it is working for our students. |  |  |  |  |  |  |
| e. The teachers and other educators at my school share a common vision for student learning. |  |  |  |  |  |  |
| f. I have sufficient instructional time to meet the needs of all my students. |  |  |  |  |  |  |
| g. I can focus on educating students with minimal interruptions. |  |  |  |  |  |  |
| h. Students are receiving the academic support they need. |  |  |  |  |  |  |
| i. Teachers engage with parents to help students succeed. |  |  |  |  |  |  |
| j. I am equipped with the necessary skills to effectively teach all students in my classroom. |  |  |  |  |  |  |
| k. The teachers and other educators at my school share a common vision for student behavior. |  |  |  |  |  |  |

Do you participate in common planning time on a regular basis?  (For our purposes, common planning time is regularly scheduled  time to meet with teachers in your grade or subject area in order to plan curriculum, lessons, and learning activities.)

* Yes
* No

If No Is Selected, Then Skip To “You indicated you do not participate...”

How often do you meet with other teachers for the purposes of common planning?

* More than once a week
* Once a week
* Every other week
* Monthly
* Every other month
* Yearly

How effective is your common planning time?

* Effective
* Somewhat Effective
* Somewhat Ineffective
* Ineffective

In thinking about common planning time at your school, indicate your level of agreement with the following statements.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know | Too soon to tell |
| a. The school leadership supports the allocation of time for common planning. |  |  |  |  |  |  |
| b. The work we accomplish during common planning time aligns with the school's redesign goals. |  |  |  |  |  |  |
| c. The space we use is conducive to collaborative work (e.g., plenty of space for everyone, quiet enough, computer availability.). |  |  |  |  |  |  |
| d. There is a set schedule for our common planning time. |  |  |  |  |  |  |
| e. The amount of time allotted is adequate for our tasks. |  |  |  |  |  |  |
| f. Our planning time is focused (e.g., uses an agenda, has a facilitator or uses other mechanisms to organize the work). |  |  |  |  |  |  |
| g. We use our time to share materials, review student data and/or develop lesson plans. |  |  |  |  |  |  |
| h. We establish shared, attainable goals for our teaching. |  |  |  |  |  |  |
| i. As a team, we respect one another's skills and talents, as well as any differences we may have. |  |  |  |  |  |  |
| j. We work productively to solve problems and plan instruction. |  |  |  |  |  |  |
| k. We hold one another accountable to get the work done. |  |  |  |  |  |  |

You indicated you do not participate in common planning time on a regular basis. From the choices below, select the one that best explains your answer.

* My position (paraprofessional, librarian, etc.) does not require participation in common planning time.
* Common planning time is not built into our school schedule.
* Other (explain) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thinking about ALL of the professional development that has been provided to you, indicate your level of agreement with the statements below. If your position does not require that you participate in professional development, select “NA.”

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know | Too soon to tell | NA |
| a. Professional development offerings are relevant to our school improvement goals. |  |  |  |  |  |  |  |
| b. The professional development I receive is differentiated so that it is relevant to me. |  |  |  |  |  |  |  |
| c. I receive mentoring and/or coaching so that I am able to effectively apply what I learned through professional development. |  |  |  |  |  |  |  |
| d. Mentoring and/or coaching is an integral part of my professional development. |  |  |  |  |  |  |  |
| e. My classroom practices have changed as a result of the professional development so that I better meet the needs of my students. |  |  |  |  |  |  |  |

Now we ask that you reflect on the professional development provided specifically by your district. Indicate your level of agreement with the following statements regarding district provided professional development. If you do not know if this professional development has been provided by your district, please select “Don’t Know.” Again, if your position does not require that you participate in professional development, select “NA.”

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know | Too soon to tell | NA |
| The professional development provided by my district is of high quality. |  |  |  |  |  |  |  |
| The professional development provided by my district is relevant to my subject area and/or grade level. |  |  |  |  |  |  |  |
| The professional development provided by my district supports my development as a leader. |  |  |  |  |  |  |  |
| The implementation support provided by my district in relation to this professional development is of high quality. |  |  |  |  |  |  |  |

Section 5: Use of Data to Drive Instruction

Now we are going to ask some questions about the use of data for instruction and tiered instruction. Please indicate your agreement with the following statements. If an item, or items, is not applicable to your role or position, please select "NA."

|  | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know | Too soon to tell | NA |
| --- | --- | --- | --- | --- | --- | --- | --- |
| a. I have ongoing access to student performance data from formative assessments. |  |  |  |  |  |  |  |
| b. I have ongoing access to student performance data from summative assessments. |  |  |  |  |  |  |  |
| c. I feel confident in my ability to analyze student data to inform instruction. |  |  |  |  |  |  |  |
| d. Formative assessment is an integral component of my teaching practice. |  |  |  |  |  |  |  |
| e. I use student data on an ongoing basis to identify students' needs for support or enrichment. |  |  |  |  |  |  |  |
| f. I have seen evidence that my use of data has had a positive impact on my students' academic performance. |  |  |  |  |  |  |  |
| g. I have opportunities to review student data in collaboration with other teachers in my school. |  |  |  |  |  |  |  |

Thinking about tiered instruction what, if any, are the primary challenges you face in terms of consistent implementation of tiered instruction methods? Choose all that apply.

* Student behaviors.
* No system for managing data.
* No system for using assessment data.
* PD is insufficient to support our implementation of tiered instruction.
* PD is insufficient to support our use of data to inform instruction.
* The lack of a cohesive well-articulated instructional plan that is relevant to all teachers.
* Meeting the needs of English language learners.
* Meeting the needs of the special education population.
* The lack of staffing to provide tiered instruction.
* Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Scheduling

You indicated that scheduling is a challenge to implementing tiered instruction. Please indicate what specifically is challenging for your school. Choose all that apply.

* Interruptions to instructional time
* Removal of students and staff from classroom
* Insufficient instructional time
* Insufficient planning time
* Conflicting ELL, Special Education, and other specialists' schedules
* Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Section 6: School Climate

This section solicits your views on the climate at your school.  Indicate your level of agreement with the following statements.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know | Too soon to tell | NA |
| a. I feel comfortable discussing ideas about teaching and learning in my school. |  |  |  |  |  |  |  |
| b. I am willing to question other teachers' views on issues of teaching and learning. |  |  |  |  |  |  |  |
| c. I would not want to work in any other school. |  |  |  |  |  |  |  |
| d. At our school, the entire staff shares a common understanding of the redesign goals. |  |  |  |  |  |  |  |
| e. I trust other teachers in my school. |  |  |  |  |  |  |  |
| f. If a student in my class becomes disruptive, I know some techniques to redirect him or her quickly. |  |  |  |  |  |  |  |
| g. Students feel safe in our school. |  |  |  |  |  |  |  |
| h. People in our school make an extra effort to build personal relationships with students and their parents. |  |  |  |  |  |  |  |
| i. The school leadership provides safe venues for discussion of sensitive issues. |  |  |  |  |  |  |  |

To what extent does your school prioritize the development of a positive school culture?

* To a great extent
* To some extent
* To a limited extent
* Not at all
* This has not been an issue for our school

Section 7: Teacher Outcomes

Now we are going to ask you additional questions about your experiences as a teacher in a school implementing school redesign.  Please indicate your level of agreement with the following statements. If the statements do not apply to you, please select "NA."

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know | Too soon to tell | NA |
| a. My professional relationships are stronger than they have ever been. |  |  |  |  |  |  |  |
| b. My knowledge of multiple teaching strategies has grown. |  |  |  |  |  |  |  |
| c. My knowledge of how to work with varied populations of students has increased. |  |  |  |  |  |  |  |
| d. I feel stronger as a professional because of the redesign efforts and initiatives. |  |  |  |  |  |  |  |
| e. My expectations of students has changed for the better. |  |  |  |  |  |  |  |

To what degree do you recognize the potential for, or are you already experiencing, signs of burnout as a teacher in a redesign school?

* To a great extent
* To some extent
* To a limited extent
* Not at all
* Too soon to tell

Because of the pressure to make rapid changes in student achievement, burnout has been identified as a potential risk for educators in redesign schools.  Please state your level of agreement with the statements below. If the statements do not apply to you, please select "NA."

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know | Too soon to tell | NA |
| a. School redesign tries to accomplish way too much in too short a time. |  |  |  |  |  |  |  |
| b. I am frequently aware of the fact that the "clock is running out" for redesign efforts. |  |  |  |  |  |  |  |
| c. I sometimes feel overwhelmed because we are asked to effect change in students despite factors that are beyond our control. |  |  |  |  |  |  |  |
| d. I feel overwhelmed by the adoption of too many different programs and practices in this school. |  |  |  |  |  |  |  |

Section 8: Student Outcomes - Academic and Social, Emotional, and Health Indicators

Q41 Indicate your level of agreement with the statements below.  As a result of my school's redesign efforts, my students...

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know | Too soon to tell |
| a. are more engaged in meaningful work. |  |  |  |  |  |  |
| b. are more focused on their work. |  |  |  |  |  |  |
| c. show deeper levels of understanding of key ideas. |  |  |  |  |  |  |
| d. show greater concern for the welfare of their classmates. |  |  |  |  |  |  |
| e. are progressing as expected in terms of their learning. |  |  |  |  |  |  |

Section 9: Sustainability

This section focuses on the sustainability of SRG-funded redesign efforts. Please indicate your level of agreement with each of the following questions.

|  | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know | Too soon to tell |
| --- | --- | --- | --- | --- | --- | --- |
| a. My school has sufficient human resources to carry out the redesign plan and achieve its goals. |  |  |  |  |  |  |
| b. My school has sufficient funding to carry out the redesign plan and achieve its goals. |  |  |  |  |  |  |
| c. My school has the material resources (e.g., curricular materials, student supplies) I need to be an effective educator. |  |  |  |  |  |  |
| d. My school has the human resources (e.g., classroom teachers, specialists, paraprofessionals) necessary to provide differentiated instruction. |  |  |  |  |  |  |
| e. My school facilities (e.g., classroom, meeting spaces,  cafeteria) meet the needs of the educators and students. |  |  |  |  |  |  |
| f. My school has a plan for sustaining our new practices after the end of the SRG funding. |  |  |  |  |  |  |
| g. My school provides opportunities for teachers to advance into teacher leader positions. |  |  |  |  |  |  |
| h. My school provides opportunities for teachers to advance into administrative positions. |  |  |  |  |  |  |
| i. My school offers opportunities for teachers to serve on leadership teams. |  |  |  |  |  |  |
| j. I feel the initiatives we are implementing as part of our redesign efforts will be sustainable. |  |  |  |  |  |  |
| k. My school has sufficient technology to meet the needs of educators and students. |  |  |  |  |  |  |

Section 10: Familiarity with SRG-funded Turnaround Efforts

Thank for your responses!  We are almost done.  We understand that not all school staff have the same familiarity with the school redesign.  In the following questions, please tell us about your overall familiarity with your school's redesign efforts.

How familiar are you with the goals your school must achieve in order to exit your current status (i.e., your school's Level 3 or Level 4 designation under ESE's Framework for District Accountability and Assistance)?

* Very familiar
* Somewhat familiar
* Not too familiar
* Not at all familiar

How familiar are you with the goals and strategies of your school's redesign efforts as articulated in the school redesign plan?

* Very familiar: I know a good deal about my school's redesign initiatives.
* Somewhat familiar: I know the basics about my school's redesign initiatives.
* Not too familiar: I have heard about my school's redesign initiatives, but don't really know much about them.
* Not at all familiar: I do not know anything about my school's redesign initiatives.

Section 11: Redesign Strategies

In this section, we are interested in your opinion of the effectiveness of specific redesign strategies in bringing your school closer to its redesign goals. In other words, are the strategies effective change-makers at your school?

Please indicate the extent to which you believe the strategies below have been effective in making changes at your school.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Very effective | Effective | Somewhat effective | Not all that effective | Too soon to tell | Not yet occurring at my school |
| a. Creation of a new leadership structure (e.g., teams, committees, roles and positions) |  |  |  |  |  |  |
| b. Use of instructional coaches |  |  |  |  |  |  |
| c. Use of instructional and/or curriculum specialists (e.g., ELL, special education, reading) |  |  |  |  |  |  |
| d. Use of formal structures for teacher collaboration (e.g., common planning time, grade level meetings, PLCs) |  |  |  |  |  |  |
| e. Restructuring the school day (e.g., for longer blocks, teacher collaboration, team meetings, PD) |  |  |  |  |  |  |
| f. Forming partnerships with providers that support curriculum and instruction. |  |  |  |  |  |  |
| g. Forming partnerships with providers to support the use of data to inform instruction. |  |  |  |  |  |  |
| h. Forming partnerships with providers that offer social services and supports to students. |  |  |  |  |  |  |

Thanks for completing the survey.  We appreciate it!

# Appendix D

**Educator Survey Results**

**2013 - 2014**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Table D-1. Item 1: How long have you been working in your school? | | | | |
| \*\*(p<.01) | **This is my first year** | **This is my second year** | **This is my third year** | **This is my fourth year (or longer)** |
| 2013 | 19.3% | 18.5% | 16.7% | 45.5% |
| 2014 | 25.0% | 16.2% | 11.7% | 47.1% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table D-2. Overall, how long have you been an educator (including librarian, specialist, or other instructional role?** | | | | | |
|  | **This is my first year** | **2 to 3 years** | **4 to 5 years** | **6 to 10 years** | **More than 10 years** |
|
| 2013 | 5.2% | 11.1% | 12.2% | 24.0% | 47.5% |
| 2014 | 6.7% | 12.7% | 10.2% | 25.7% | 44.8% |

|  |  |  |
| --- | --- | --- |
| **Table D-3. From the list below, please select the job title that most closely matches your primary role at your school.** | | |
|  | **2013** | **2014** |
|
| Classroom teacher | 65.8% | 68.0% |
| Curriculum specialist | 1.4% | 1.7% |
| Instructional specialist | 2.0% | 2.9% |
| ELL specialist | 4.7% | 4.8% |
| ELA specialist | 3.9% | 3.7% |
| Specialist | 7.2% | 7.6% |
| Technology specialist | 0.8% | 0.7% |
| Librarian | 1.1% | 0.8% |
| Paraprofessional | 7.4% | 6.6% |
| Other | 5.8% | 3.2% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table D-4. Since the start of your school's SRG redesign efforts, indicate your highest level of participation in each of the following.** | | | | | |
|  | **Made the decision (alone or in team)** | **Recommended a decision** | **Suggested possible decisions** | **Provided or gathered information** | **Did not participate** |
|
| Setting or revising school goals |  |  |  |  |  |
| 2013 | 18.7% | 7.1% | 9.6% | 16.4% | 48.2% |
| 2014 | 15.7% | 7.8% | 9.8% | 16.8% | 49.9% |
| Determining budget priorities |  |  |  |  |  |
| 2013 | 2.3% | 3.6% | 4.1% | 4.7% | 85.3% |
| 2014 | 2.4% | 2.4% | 3.0% | 5.3% | 86.8% |
| Hiring new educators |  |  |  |  |  |
| 2013 | 3.4% | 7.6% | 3.3% | 5.1% | 80.6% |
| 2014 | 3.1% | 7.4% | 2.3% | 5.0% | 82.1% |
| Determining faculty assignments |  |  |  |  |  |
| 2013 | 1.8% | 4.1% | 5.3% | 3.3% | 85.6% |
| 2014 | 2.4% | 4.6% | 4.6% | 4.8% | 83.6% |
| Determining the content of professional development |  |  |  |  |  |
| 2013 | 10.4% | 10.4% | 15.1% | 12.8% | 51.4% |
| 2014 | 10.4% | 9.0% | 14.1% | 12.9% | 53.5% |
| Determining the school schedule |  |  |  |  |  |
| 2013 | 5.3% | 6.2% | 8.5% | 9.6% | 70.4% |
| 2014 | 5.0% | 5.3% | 6.9% | 7.2% | 75.5% |
| Selecting curriculum |  |  |  |  |  |
| 2013 | 12.4% | 10.0% | 8.9% | 10.7% | 58.0% |
| 2014 | 12.3% | 8.5% | 10.1% | 12.5% | 56.5% |
| Selecting supplemental books |  |  |  |  |  |
| 2013 | 19.2% | 10.6% | 10.1% | 12.9% | 47.1% |
| 2014 | 19.7% | 12.0% | 9.8% | 14.5% | 44.0% |
| Determining student behavior plans and discipline policies |  |  |  |  |  |
| 2013 | 23.9% | 10.8% | 15.8% | 13.4% | 36.1% |
| 2014 | 22.4% | 11.5% | 14.3% | 12.9% | 38.9% |
| Determining grading policies |  |  |  |  |  |
| 2013 | 10.5% | 4.9% | 7.1% | 10.1% | 67.4% |
| 2014 | 11.4% | 6.1% | 7.3% | 9.3% | 66.0% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table D-5. Based on your overall experience, to what extent do you feel your input has been seriously considered in decision-making processes related to redesign efforts at your school?** | | | | | |
|  | **To a great extent** | **To some extent** | **A little** | **Not at all** | **I haven’t contributed to such efforts** |
|
| 2013 | 14.7% | 27.7% | 23.9% | 14.1% | 19.6% |
| 2014 | 14.6% | 26.2% | 23.9% | 15.8% | 19.5% |

|  |  |  |
| --- | --- | --- |
| **Table D-6. Since the start of your school's redesign program, have you served (or are you currently serving) on any leadership teams or committees at your school?** | | |
|  | **Yes** | **No** |
|
| 2013 | 56.4% | 43.6% |
| 2014 | 52.6% | 47.4% |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table D-7. What is the function of the leadership team(s) and/or committee(s) in which you were, or are, a member (check all that apply).** | | | | | | |
|  | **School redesign planning and/or implementation** | **Operational or administrative leadership** | **Instructional leadership** | **Student support (academic and/or socio-emotional)** | **Student behavior management** | **Other** |
| 2013 | 20.0% | 7.1% | 28.1% | 18.5% | 12.9% | 14.6% |
| 2014 | 21.5% | 6.1% | 25.8% | 19.1% | 13.0% | 14.2% |

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| Table D-8. Think about the one leadership team and/or committee in which you are, or were, most heavily involved. Please indicate the extent to which this team or committee meets, or met, as scheduled. | | | | |
|  | **Almost all of the time** | **Some of the time** | **Seldom** | **Almost never** |
| 2013 | 72.7% | 22.1% | 4.5% | 0.6% |
| 2014 | 72.8% | 21.0% | 4.2% | 2.0% |

|  |  |  |  |  |  |  |
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| **Table D-9. How effective is, or was, this team or committee in helping to advance your school’s progress towards its redesign?** | | | | | | |
| \*\*(p<.01) | **Very effective** | **Effective** | **Ineffective** | **Very ineffective** | **Don’t know** | **Too early to tell** |
| 2013 | 25.5% | 48.5% | 8.1% | 1.1% | 8.0% | 8.8% |
| 2014 | 27.4% | 51.7% | 5.3% | 3.0% | 7.7% | 4.9% |

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| **Table D-10. Continuing to think about leadership involvement, we are specifically interested in knowing about the presence of teacher leaders and coaches in school redesign programs. Please indicate if you have served in one or both of these capacities. We recognize that exact titles may vary across schools. Select the response that most closely approximates your role.** | | | | |
|  | **Teacher leader** | **Coach** | **Both** | **Neither** |
| 2013 | 18.9% | 5.4% | 4.4% | 71.6% |
| 2014 | 19.5% | 5.9% | 4.7% | 69.2% |

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| **Table D-11. The following statements pertain to school leadership. Please indicate your level of agreement with each of these statements.** | | | | | | |
|  | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Don't Know** | **Too soon to tell** |
|
| Leadership responsibilities are effectively distributed among individuals and/or teams at my school. |  |  |  |  |  |  |
| 2013 | 16.5% | 47.2% | 17.4% | 7.5% | 9.5% | 1.9% |
| 2014 | 13.3% | 49.9% | 15.6% | 7.8% | 11.7% | 1.7% |
| The school's leadership makes decisions that support integrated redesign efforts. |  |  |  |  |  |  |
| 2013 | 22.4% | 54.4% | 7.6% | 3.3% | 10.3% | 2.0% |
| 2014 | 22.1% | 53.6% | 6.2% | 3.2% | 13.0% | 1.9% |
| The school's leadership builds consensus around various school issues. |  |  |  |  |  |  |
| 2013 | 16.4% | 49.7% | 15.2% | 7.1% | 9.6% | 2.0% |
| 2014 | 18.0% | 49.6% | 14.2% | 7.3% | 8.7% | 2.1% |
| Our principal inspires us to stay focused on redesign goals. |  |  |  |  |  |  |
| 2013 | 36.1% | 45.9% | 7.6% | 4.8% | 3.9% | 1.7% |
| 2014 | 34.7% | 45.2% | 7.2% | 4.5% | 6.7% | 1.7% |
| School improvement decisions are based on careful consideration of students' academic needs.\* |  |  |  |  |  |  |
| 2013 | 33.7% | 45.5% | 11.0% | 3.6% | 4.9% | 1.3% |
| 2014 | 32.8% | 46.9% | 7.7% | 4.4% | 7.1% | 1.1% |
| School improvement decisions are based on careful consideration of students' social-emotional needs.\* |  |  |  |  |  |  |
| 2013 | 23.2% | 41.5% | 19.7% | 6.7% | 6.6% | 2.2% |
| 2014 | 23.0% | 43.8% | 14.4% | 8.5% | 8.4% | 1.8% |
| The people in leadership roles in my school work well together. |  |  |  |  |  |  |
| 2013 | 27.5% | 44.9% | 9.3% | 3.7% | 12.7% | 1.9% |
| 2014 | 26.8% | 48.0% | 7.3% | 3.7% | 13.0% | 1.3% |
| Administrators and teachers share responsibility for our school's redesign efforts. |  |  |  |  |  |  |
| 2013 | 21.6% | 49.9% | 13.5% | 5.3% | 7.9% | 1.8% |
| 2014 | 24.0% | 47.4% | 12.5% | 5.8% | 9.1% | 1.4% |
| School administrators align school practices with school redesign goals.\*\* |  |  |  |  |  |  |
| 2013 | 29.7% | 50.7% | 6.9% | 1.6% | 9.2% | 2.0% |
| 2014 | 28.3% | 52.8% | 3.9% | 2.2% | 11.8% | 1.0% |
| School leadership is focused on building the capacity of the school to sustain redesign efforts beyond funding or Level 4 status. |  |  |  |  |  |  |
| 2013 | 28.9% | 46.2% | 5.4% | 2.8% | 13.5% | 3.2% |
| 2014 | 29.9% | 47.2% | 5.0% | 3.3% | 13.0% | 1.6% |

Note: \* p<.05; \*\* p<.01

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| **Table D-12. Thinking about your own experience, how frequently do administrators in your building (i.e. principal and/or assistant principal) do each of the following? If an item, or items, is not applicable to your role or position, please select "NA."** | | | | | | | |
|  | **Weekly** | **Every other week** | **Monthly** | **Every other month** | **Yearly** | **Never** | **NA** |
|
| Participate in a grade-level or instructional planning meeting. |  |  |  |  |  |  |  |
| 2013 | 45.0% | 10.3% | 14.6% | 8.0% | 2.6% | 7.8% | 11.6% |
| 2014 | 47.1% | 10.9% | 16.0% | 6.8% | 1.7% | 7.3% | 10.2% |
| Informally observe my classroom. |  |  |  |  |  |  |  |
| 2013 | 17.5% | 14.9% | 28.0% | 20.1% | 7.7% | 5.2% | 6.6% |
| 2014 | 20.3% | 16.6% | 26.2% | 18.9% | 7.0% | 3.8% | 7.1% |
| Teach a demonstration lesson or class.\*\* |  |  |  |  |  |  |  |
| 2013 | 2.8% | 2.2% | 6.7% | 3.1% | 4.0% | 62.3% | 18.8% |
| 2014 | 4.5% | 1.9% | 5.9% | 6.0% | 4.8% | 56.4% | 20.6% |
| Review student data with me in order to target instruction. |  |  |  |  |  |  |  |
| 2013 | 12.9% | 9.4% | 23.9% | 11.0% | 9.0% | 21.2% | 12.7% |
| 2014 | 15.3% | 9.6% | 25.2% | 13.4% | 6.7% | 19.2% | 10.6% |
| Help me with an individual student or students in order to identify needed interventions. |  |  |  |  |  |  |  |
| 2013 | 19.1% | 12.9% | 17.5% | 9.6% | 6.6% | 19.7% | 14.7% |
| 2014 | 23.8% | 11.8% | 17.2% | 9.0% | 5.9% | 18.8% | 13.6% |
| Conduct formal and/or informal learning walkthroughs. |  |  |  |  |  |  |  |
| 2013 | 19.8% | 12.5% | 26.3% | 20.5% | 8.0% | 6.4% | 6.5% |
| 2014 | 21.0% | 14.3% | 26.8% | 18.3% | 8.0% | 5.1% | 6.5% |

Note: \* p<.05; \*\* p<.01

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| --- | --- | --- | --- | --- | --- | --- |
| **Table D-13. Thinking about your overall experience with your principal and/or assistant principal, indicate your agreement with each of the following statements. "My principal and/or assistant principal…"** | | | | | | |
|  | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Don't Know** | **Too soon to tell** |
|
| … provide(s) me timely feedback from the formal and/or informal learning walkthroughs.” |  |  |  |  |  |  |
| 2013 | 29.8% | 45.8% | 9.9% | 3.7% | 7.0% | 3.9% |
| 2014 | 32.4% | 46.0% | 9.9% | 3.8% | 5.4% | 2.6% |
| … show(s) me appreciation for the work that I do.” |  |  |  |  |  |  |
| 2013 | 35.4% | 44.5% | 9.0% | 5.7% | 3.6% | 1.7% |
| 2014 | 38.2% | 39.5% | 9.9% | 7.5% | 3.4% | 1.5% |
| … understand(s) the challenges I face.” |  |  |  |  |  |  |
| 2013 | 32.8% | 41.0% | 12.2% | 7.2% | 6.1% | 0.8% |
| 2014 | 32.6% | 42.2% | 12.1% | 8.3% | 4.1% | 0.6% |
| … understand(s) the extent of my workload and only adds what is absolutely necessary.” |  |  |  |  |  |  |
| 2013 | 23.5% | 36.7% | 19.6% | 12.8% | 5.9% | 1.6% |
| 2014 | 26.0% | 38.0% | 19.4% | 10.9% | 4.8% | 1.0% |
| … assume(s) responsibility for some challenges so I can focus on instruction.” |  |  |  |  |  |  |
| 2013 | 20.8% | 36.8% | 20.6% | 10.5% | 9.3% | 2.0% |
| 2014 | 23.2% | 40.6% | 19.0% | 9.4% | 6.2% | 1.6% |

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| --- | --- | --- | --- | --- | --- | --- |
| **Table D-14. The following statements pertain to district leadership. Please indicate your level of agreement with each of these statements.** | | | | | | |
|  | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Don't Know** | **Too soon to tell** |
|
| District leaders actively support our school’s redesign efforts. |  |  |  |  |  |  |
| 2013 | 11.8% | 43.3% | 10.3% | 6.4% | 25.9% | 2.4% |
| 2014 | 11.8% | 45.9% | 10.1% | 3.9% | 27.0% | 1.3% |
| District leaders convey an understanding of the issues that are particular to our school.\*\* |  |  |  |  |  |  |
| 2013 | 8.0% | 37.0% | 17.4% | 10.3% | 24.9% | 2.3% |
| 2014 | 8.3% | 39.0% | 19.7% | 6.3% | 25.5% | 1.2% |
| A district leader (or leaders) visit(s) our school on a regular basis. |  |  |  |  |  |  |
| 2013 | 8.6% | 42.3% | 17.4% | 6.8% | 23.5% | 1.5% |
| 2014 | 7.4% | 45.0% | 17.2% | 5.2% | 24.5% | 0.7% |
| It is my sense that the district overlooks our school, leaving us largely on our own. |  |  |  |  |  |  |
| 2013 | 7.2% | 20.5% | 38.3% | 11.3% | 20.4% | 2.3% |
| 2014 | 6.7% | 22.2% | 37.6% | 11.5% | 21.2% | 1.0% |
| District mandates align with our school’s redesign efforts. |  |  |  |  |  |  |
| 2013 | 8.7% | 50.9% | 9.0% | 3.8% | 25.6% | 2.0% |
| 2014 | 9.9% | 48.4% | 7.6% | 2.6% | 29.5% | 2.0% |

Note: \* p<.05; \*\* p<.01

|  |  |  |  |
| --- | --- | --- | --- |
| **Table D-15. Have the following occurred at your school since school redesign began?** | | | |
|  | **Yes** | **No** | **Don’t Know** |
|
| A district leader (or leaders) has observed my classroom for a full lesson or class period. |  |  |  |
| 2013 | 32.1% | 59.2% | 8.7% |
| 2014 | 33.8% | 57.8% | 8.3% |
| A district leader (or leaders) has addressed the staff as a whole about school redesign.\*\* |  |  |  |
| 2013 | 58.4% | 26.7% | 14.9% |
| 2014 | 51.5% | 32.7% | 15.8% |

Note: \* p<.05; \*\* p<.01

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table D-16. We are now interested in learning about your teaching experiences at your school. Please indicate your level of agreement with the following statements.** | | | | | | |
|  | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Don't Know** | **Too soon to tell** |
|
| Curriculum and instruction are consistent among teachers in the same grade. |  |  |  |  |  |  |
| 2013 | 25.5% | 48.6% | 14.5% | 3.2% | 8.0% | 0.2% |
| 2014 | 24.4% | 51.4% | 12.0% | 2.9% | 9.1% | 0.2% |
| Curriculum is aligned across different grade levels (vertical alignment). |  |  |  |  |  |  |
| 2013 | 16.6% | 52.5% | 13.9% | 2.3% | 13.3% | 1.4% |
| 2014 | 19.0% | 48.5% | 14.0% | 2.1% | 15.2% | 1.2% |
| Our school has well-defined plans for instructional improvement. |  |  |  |  |  |  |
| 2013 | 24.5% | 54.2% | 10.6% | 2.1% | 6.5% | 2.2% |
| 2014 | 24.5% | 55.9% | 10.4% | 2.2% | 5.6% | 1.4% |
| Once we start a new teaching strategy, we follow up to make sure that it is working for our students. |  |  |  |  |  |  |
| 2013 | 19.7% | 50.6% | 15.4% | 3.5% | 7.7% | 3.1% |
| 2014 | 21.7% | 51.6% | 12.9% | 4.5% | 7.1% | 2.3% |
| The teachers and other educators at my school share a common vision for student learning. |  |  |  |  |  |  |
| 2013 | 26.2% | 53.1% | 10.9% | 2.8% | 6.3% | 0.7% |
| 2014 | 26.2% | 53.3% | 10.4% | 3.3% | 5.9% | 1.0% |
| I have sufficient instructional time to meet the needs of all my students. |  |  |  |  |  |  |
| 2013 | 11.4% | 42.6% | 32.1% | 10.6% | 2.0% | 1.2% |
| 2014 | 12.4% | 45.2% | 27.9% | 11.3% | 2.2% | 1.0% |
| I can focus on educating students with minimal interruptions. |  |  |  |  |  |  |
| 2013 | 8.8% | 41.3% | 31.4% | 16.3% | 1.9% | 0.3% |
| 2014 | 9.4% | 40.2% | 33.8% | 14.8% | 1.4% | 0.3% |
| Students are receiving the academic support they need. |  |  |  |  |  |  |
| 2013 | 11.6% | 45.8% | 27.3% | 9.3% | 4.0% | 2.0% |
| 2014 | 11.9% | 47.9% | 26.3% | 8.6% | 4.1% | 1.3% |
| Teachers engage with parents to help students succeed. |  |  |  |  |  |  |
| 2013 | 16.5% | 64.4% | 10.3% | 3.1% | 5.1% | 0.6% |
| 2014 | 18.0% | 62.3% | 11.6% | 2.0% | 5.1% | 1.0% |
| I am equipped with the necessary skills to effectively teach all students in my classroom. |  |  |  |  |  |  |
| 2013 | 26.1% | 57.8% | 10.3% | 2.4% | 2.9% | 0.6% |
| 2014 | 26.2% | 57.9% | 10.7% | 2.0% | 2.3% | 0.9% |
| The teachers and other educators at my schools share a common vision for student behavior. |  |  |  |  |  |  |
| 2013 | 24.2% | 48.0% | 16.7% | 6.3% | 4.5% | 0.2% |
| 2014 | 26.1% | 51.1% | 13.1% | 6.3% | 3.1% | 0.2% |

|  |  |  |
| --- | --- | --- |
| **Table D-17. Do you participate in common planning time on a regular basis? (For our purposes, common planning time is regularly scheduled time to meet with teachers in your grade or subject area in order to plan curriculum, lessons, and learning activities).** | | |
| \*\*(p<.01) | **Yes** | **No** |
|
| 2013 | 73.3% | 26.7% |
| 2014 | 78.6% | 21.4% |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table D-18. How often do you meet with other teachers for the purposes of common planning?** | | | | | | |
|  | **More than once a week** | **Once a week** | **Every other week** | **Monthly** | **Every other month** | **Yearly** |
|
| 2013 | 52.0% | 35.3% | 5.5% | 4.7% | 1.3% | 1.3% |
| 2014 | 52.8% | 36.1% | 5.7% | 3.9% | 1.0% | 0.6% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table D-19. How effective is your common planning time?** | | | | |
|  | **Effective** | **Somewhat effective** | **Somewhat ineffective** | **Ineffective** |
| 2013 | 54.6% | 37.1% | 5.7% | 2.6% |
| 2014 | 55.5% | 36.8% | 6.0% | 1.7% |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table D-20. In thinking about common planning time at your school, indicate your level of agreement with the following statements.** | | | | | | |
|  | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Don't Know** | **Too soon to tell** |
|
| The school leadership supports the allocation of time for common planning. |  |  |  |  |  |  |
| 2013 | 37.9% | 53.4% | 5.6% | 1.8% | 1.1% | 0.1% |
| 2014 | 41.5% | 49.4% | 4.5% | 1.8% | 2.4% | 0.3% |
| The work we accomplish during common planning time aligns with the school’s redesign goals. |  |  |  |  |  |  |
| 2013 | 31.1% | 56.7% | 4.9% | 1.3% | 5.1% | 0.9% |
| 2014 | 33.2% | 54.6% | 4.3% | 0.7% | 6.7% | 0.6% |
| The space we use is conducive to collaborative work (e.g. plenty of space for everyone, quiet enough, computer availability).\* |  |  |  |  |  |  |
| 2013 | 30.1% | 54.7% | 10.5% | 3.3% | 1.0% | 0.3% |
| 2014 | 32.9% | 57.6% | 6.4% | 1.4% | 1.3% | 0.4% |
| There is a set schedule for our common planning time. |  |  |  |  |  |  |
| 2013 | 40.8% | 51.5% | 5.0% | 1.4% | 1.3% | 0.0% |
| 2014 | 43.1% | 51.1% | 3.4% | 1.0% | 1.1% | 0.3% |
| The amount of time allotted is adequate for our tasks. |  |  |  |  |  |  |
| 2013 | 21.9% | 44.2% | 25.9% | 5.8% | 1.8% | 0.5% |
| 2014 | 25.4% | 45.3% | 21.2% | 5.5% | 1.8% | 0.7% |
| Our planning time is focused (e.g. uses an agenda, has a facilitator or uses other mechanisms to organize the work). |  |  |  |  |  |  |
| 2013 | 31.3% | 55.4% | 10.5% | 1.5% | 1.0% | 0.3% |
| 2014 | 33.7% | 57.5% | 6.2% | 1.0% | 1.4% | 0.1% |
| We use our time to share materials, review student data, and/or develop lesson plans. |  |  |  |  |  |  |
| 2013 | 32.9% | 56.9% | 7.2% | 2.2% | 0.8% | 0.1% |
| 2014 | 35.5% | 54.2% | 7.2% | 1.7% | 1.3% | 0.1% |
| We establish shared, attainable goals for our teaching. |  |  |  |  |  |  |
| 2013 | 29.6% | 58.6% | 8.3% | 1.4% | 1.0% | 1.0% |
| 2014 | 32.7% | 55.9% | 7.0% | 0.9% | 2.7% | 0.9% |
| As a team, we respect one another’s skills and talents, as well as any differences we may have. |  |  |  |  |  |  |
| 2013 | 39.7% | 54.2% | 3.1% | 1.5% | 1.0% | 0.4% |
| 2014 | 39.9% | 53.3% | 4.4% | 0.6% | 1.7% | 0.1% |
| We work productively to solve problems and plan instruction. |  |  |  |  |  |  |
| 2013 | 34.3% | 58.0% | 4.6% | 1.4% | 1.0% | 0.6% |
| 2014 | 35.5% | 54.7% | 6.9% | 0.4% | 2.0% | 0.4% |
| We hold one another accountable to get the work done. |  |  |  |  |  |  |
| 2013 | 30.3% | 58.5% | 7.0% | 1.5% | 2.2% | 0.5% |
| 2014 | 32.5% | 55.9% | 7.9% | 0.7% | 2.4% | 0.6% |

Note: \* p<.05; \*\* p<.01

|  |  |  |  |
| --- | --- | --- | --- |
| **Table D-21. You indicated you do not participate in common planning time on a regular basis. From the choices below, select the one that best explains your answer.** | | | |
|  | **My position (paraprofessional, librarian, etc.) does not require participation in common planning time** | **Common planning time is not built in to our school schedule.** | **Other** |
|
| 2013 | 31.5% | 29.6% | 38.8% |
| 2014 | 36.1% | 23.2% | 40.7% |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Table D-22. Thinking about all of the professional development that has been provided to you, indicate your level of agreement with the statements below. If your position does not require that you participate in professional development, select “NA.”** | | | | | | | |
|  | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Don’t Know** | **Too soon to tell** | **NA** |
|
| Professional development offerings are relevant to our school improvement goals. |  |  |  |  |  |  |  |
| 2013 | 26.2% | 56.1% | 8.8% | 2.4% | 3.7% | 0.9% | 1.9% |
| 2014 | 28.0% | 55.4% | 7.5% | 2.3% | 3.3% | 1.4% | 2.0% |
| The professional development I receive is differentiated so that it is relevant to me.\*\* |  |  |  |  |  |  |  |
| 2013 | 14.7% | 43.0% | 28.6% | 7.6% | 1.8% | 0.8% | 3.5% |
| 2014 | 15.0% | 47.9% | 22.6% | 10.3% | 1.6% | 0.6% | 2.1% |
| I receive mentoring and/or coaching so that I am able to effectively apply what I learned through professional development. |  |  |  |  |  |  |  |
| 2013 | 16.1% | 41.7% | 22.9% | 6.9% | 1.4% | 1.0% | 10.1% |
| 2014 | 16.0% | 43.6% | 21.3% | 6.7% | 0.7% | 0.8% | 11.0% |
| Mentoring and/or coaching is an integral part of my professional development. |  |  |  |  |  |  |  |
| 2013 | 16.3% | 36.7% | 26.5% | 6.8% | 1.8% | 1.6% | 10.2% |
| 2014 | 18.8% | 36.1% | 24.4% | 8.2% | 1.1% | 1.0% | 10.3% |
| My classroom practices have changed as a result of the professional development so that I better meet the needs of my students. |  |  |  |  |  |  |  |
| 2013 | 22.0% | 54.3% | 11.8% | 3.1% | 1.5% | 2.4% | 4.9% |
| 2014 | 24.2% | 54.5% | 10.8% | 3.8% | 1.0% | 1.0% | 4.8% |

Note: \* p<.05; \*\* p<.01

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table D-23. Now we ask that you reflect on the professional development provided specifically by your district. Indicate your level of agreement with the following statements regarding district provided professional development. If you do not know if this professional development has been provided by your district, please select “Don’t Know.” Again, if your position does not require that you participate in professional development, select “NA.”** | | | | | | |
|  | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Don't Know** | **NA** |
|
| The professional development provided by my district is of high quality. |  |  |  |  |  |  |
| 2013 | 12.7% | 50.2% | 18.0% | 4.0% | 10.0% | 5.1% |
| 2014 | 12.4% | 51.1% | 14.9% | 4.6% | 8.0% | 4.0% |
| The professional development provided by my district is relevant to my subject area and/or grade level. |  |  |  |  |  |  |
| 2013 | 11.9% | 51.2% | 18.8% | 5.8% | 6.8% | 5.5% |
| 2014 | 11.3% | 53.1% | 13.6% | 5.8% | 7.0% | 4.4% |
| The professional development provided by my district supports my development as a leader. |  |  |  |  |  |  |
| 2013 | 9.6% | 41.3% | 23.8% | 6.4% | 10.3% | 8.6% |
| 2014 | 9.1% | 44.5% | 20.0% | 6.2% | 8.8% | 6.1% |
| The implementation support provided by my district in relation to this professional development is of high quality. |  |  |  |  |  |  |
| 2013 | 9.8% | 43.6% | 22.5% | 5.5% | 12.9% | 5.8% |
| 2014 | 10.4% | 44.2% | 17.3% | 5.7% | 11.4% | 5.8% |

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| **Table D-24. Now we are going to ask some questions about the use of data for instruction and tiered instruction. Please indicate your agreement with the following statements. If an item, or items, is not applicable to your role or position, please select "NA."** | | | | | | | |
|  | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Don't Know** | **Too soon to tell** | **NA** |
|
| I have ongoing access to student performance data from formative assessments. |  |  |  |  |  |  |  |
| 2013 | 32.7% | 51.2% | 4.2% | 1.1% | 2.2% | 0.6% | 8.1% |
| 2014 | 37.2% | 48.1% | 4.0% | 0.9% | 1.8% | 0.8% | 7.2% |
| I have ongoing access to student performance data from summative assessments. |  |  |  |  |  |  |  |
| 2013 | 33.6% | 49.9% | 4.3% | 1.0% | 2.2% | 0.6% | 8.5% |
| 2014 | 37.4% | 47.5% | 3.9% | 1.0% | 1.7% | 1.0% | 7.6% |
| I feel confident in my ability to analyze student data to inform instruction. |  |  |  |  |  |  |  |
| 2013 | 35.1% | 50.5% | 4.7% | 0.7% | 1.4% | 0.9% | 6.8% |
| 2014 | 36.9% | 50.4% | 4.1% | 0.3% | 1.3% | 1.0% | 5.9% |
| Formative assessment is an integral component of my teaching practice. |  |  |  |  |  |  |  |
| 2013 | 34.8% | 50.8% | 4.0% | 0.6% | 1.0% | 0.6% | 8.3% |
| 2014 | 37.4% | 48.5% | 4.4% | 0.7% | 0.9% | 0.7% | 7.5% |
| I use student data on an ongoing basis to identify students' needs for support or enrichment. |  |  |  |  |  |  |  |
| 2013 | 37.2% | 49.4% | 4.3% | 0.7% | 0.9% | 0.8% | 6.8% |
| 2014 | 38.4% | 49.8% | 3.7% | 0.6% | 0.7% | 0.9% | 6.0% |
| I have seen evidence that my use of data has had a positive impact on my students' academic performance. |  |  |  |  |  |  |  |
| 2013 | 31.0% | 46.8% | 5.5% | 1.1% | 3.1% | 4.8% | 7.6% |
| 2014 | 32.4% | 46.7% | 7.1% | 1.1% | 1.9% | 3.9% | 6.8% |
| I have opportunities to review student data in collaboration with other teachers in my school. |  |  |  |  |  |  |  |
| 2013 | 32.8% | 46.7% | 8.2% | 3.1% | 1.1% | 0.5% | 7.6% |
| 2014 | 31.8% | 50.3% | 7.5% | 2.8% | 0.7% | 0.9% | 6.0% |

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| **Table D-25. Thinking about tiered instruction what, if any, are the primary challenges you face in terms of consistent implementation of tiered instruction methods? Choose all that apply.** | | |
|  | **2013** | **2014** |
|
| Student behaviors. | 59.2% | 62.6% |
| No system for managing data.\* | 7.4% | 5.1% |
| No system for using assessment data.\* | 5.9% | 4.0% |
| PD is insufficient to support our implementation of tiered instruction. | 16.3% | 14.2% |
| PD is insufficient to support our use of data to inform instruction. | 8.6% | 6.3% |
| The lack of a cohesive well-articulated instructional plan that is relevant to all teachers. | 14.0% | 13.4% |
| Meeting the needs of English language learners. | 37.6% | 39.3% |
| Meeting the needs of the special education population. | 39.2% | 38.8% |
| The lack of staffing to provide tiered instruction. | 34.8% | 38.8% |
| Scheduling. | - | 30.7% |
| Other. | 9.8% | 9.7% |

Note: \* p<.05; \*\* p<.01

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| **Table D-26. You indicated that scheduling is a challenge to implementing tiered instruction. Please indicate what specifically is challenging for your school. Choose all that apply.** | | | | | | |
|  | **Interruptions to instructional time** | **Removal of students and staff from classroom** | **Insufficient instructional time** | **Insufficient planning time** | **Conflicting ELL, Special Education, and other specialists’ schedules** | **Other** |
|
| 2013 | - | - | - | - | - | - |
| 2014 | 54.3% | 43.9% | 34.6% | 39.8% | 48.8% | 15.6% |

|  |  |  |  |  |  |  |
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| **Table D-27. This section solicits your views on the climate at your school. Indicate your level of agreement with the following statements.** | | | | | | |
|  | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Don't Know** | **Too soon to tell** |
|
| I feel comfortable discussing ideas about teaching and learning in my school. |  |  |  |  |  |  |
| 2013 | 36.2% | 48.2% | 10.2% | 3.4% | 1.7% | 0.3% |
| 2014 | 33.8% | 51.4% | 8.8% | 4.1% | 1.4% | 0.4% |
| I am willing to question other teachers’ views on issues of teaching and learning. |  |  |  |  |  |  |
| 2013 | 25.1% | 53.2% | 14.6% | 3.1% | 3.0% | 1.0% |
| 2014 | 24.1% | 56.4% | 13.2% | 2.7% | 2.9% | 0.7% |
| I would not want to work in any other school. |  |  |  |  |  |  |
| 2013 | 18.2% | 28.5% | 27.6% | 12.8% | 10.6% | 2.2% |
| 2014 | 21.1% | 26.0% | 28.3% | 11.1% | 10.0% | 3.6% |
| At our school, the entire staff shares a common understanding of the redesign goals. |  |  |  |  |  |  |
| 2013 | 18.8% | 45.9% | 19.9% | 5.0% | 9.8% | 0.6% |
| 2014 | 19.4% | 44.4% | 18.0% | 7.4% | 10.3% | 0.4% |
| I trust other teachers in my school. |  |  |  |  |  |  |
| 2013 | 19.8% | 55.6% | 15.1% | 3.6% | 4.6% | 1.3% |
| 2014 | 22.5% | 53.8% | 12.9% | 4.6% | 4.4% | 1.8% |
| If a student in my class becomes disruptive, I know some techniques to redirect him or her quickly. |  |  |  |  |  |  |
| 2013 | 40.6% | 54.8% | 3.4% | 0.5% | 0.6% | 0.1% |
| 2014 | 41.1% | 54.0% | 3.0% | 0.7% | 1.1% | 0.1% |
| Students feel safe in our school. |  |  |  |  |  |  |
| 2013 | 28.8% | 51.3% | 9.7% | 3.6% | 6.1% | 0.5% |
| 2014 | 27.5% | 51.5% | 11.0% | 3.2% | 6.4% | 0.3% |
| People in our school make an extra effort to build personal relationships with students and their parents. |  |  |  |  |  |  |
| 2013 | 30.2% | 53.8% | 9.4% | 1.4% | 4.6% | 0.6% |
| 2014 | 31.9% | 55.0% | 7.1% | 1.6% | 4.1% | 0.3% |
| The school leadership provides safe venues for discussion of sensitive issues. |  |  |  |  |  |  |
| 2013 | 22.6% | 47.6% | 13.9% | 7.3% | 7.9% | 0.8% |
| 2014 | 24.8% | 47.2% | 13.6% | 6.3% | 7.3% | 0.8% |

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| **Table D-28. To what extent does your school prioritize the development of a positive school culture?** | | | | | |
|  | **To a great extent** | **To some extent** | **To a limited extent** | **Not at all** | **This has not been an issue for our school** |
| 2013 | 51.6% | 30.8% | 12.1% | 4.8% | 0.7% |
| 2014 | 52.7% | 30.1% | 11.9% | 4.5% | 0.9% |

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| **Table D-29. Now we are going to ask you additional questions about your experiences as a teacher in a school implementing a school redesign. Please indicate your level of agreement with the following statements. If the statements do not apply to you, please select “NA.”** | | | | | | | |
|  | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Don't Know** | **Too soon to tell** | **NA** |
|
| My professional relationships are stronger than they have ever been. |  |  |  |  |  |  |  |
| 2013 | 18.8% | 44.5% | 21.5% | 3.6% | 3.6% | 3.9% | 4.0% |
| 2014 | 19.5% | 45.3% | 20.0% | 3.7% | 3.0% | 4.4% | 4.0% |
| My knowledge of multiple teaching strategies has grown. |  |  |  |  |  |  |  |
| 2013 | 26.9% | 59.3% | 7.1% | 1.0% | 1.3% | 0.8% | 3.6% |
| 2014 | 29.1% | 56.5% | 7.1% | 1.0% | 1.1% | 0.9% | 4.3% |
| My knowledge of how to work with varied populations of students has increased. |  |  |  |  |  |  |  |
| 2013 | 27.2% | 56.4% | 9.8% | 1.0% | 1.4% | 1.0% | 3.2% |
| 2014 | 30.4% | 53.4% | 9.2% | 0.9% | 1.7% | 0.7% | 3.8% |
| I feel stronger as a professional because of the redesign efforts and initiatives. |  |  |  |  |  |  |  |
| 2013 | 21.6% | 43.3% | 17.4% | 3.0% | 5.5% | 4.5% | 4.7% |
| 2014 | 22.6% | 43.5% | 15.7% | 4.5% | 6.1% | 3.3% | 4.4% |
| My expectations of students have changed for the better. |  |  |  |  |  |  |  |
| 2013 | 24.0% | 47.6% | 13.9% | 2.4% | 2.8% | 2.1% | 7.2% |
| 2014 | 25.7% | 48.5% | 12.5% | 1.8% | 3.7% | 1.6% | 6.2% |

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| **Table D-30. To what degree do you recognize the potential for, or are you already experiencing, signs of burnout as a teacher in a redesign school?** | | | | | |
|  | **To a great extent** | **To some extent** | **To a limited extent** | **Not at all** | **Too soon to tell** |
| 2013 | 31.8% | 33.8% | 17.4% | 12.4% | 4.6% |
| 2014 | 32.9% | 33.3% | 17.1% | 12.8% | 3.8% |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Table D-31. Because of the pressure to make rapid changes in student achievement, burnout has been identified as a potential risk for educators in redesign schools. Please state your level of agreement with the statements below. If the statements do not apply to you, please select “NA.”** | | | | | | | |
|  | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Don't Know** | **Too soon to tell** | **NA** |
|
| School redesign tries to accomplish way too much in too short a time. |  |  |  |  |  |  |  |
| 2013 | 23.0% | 38.9% | 23.0% | 2.3% | 6.9% | 3.1% | 2.7% |
| 2014 | 25.8% | 36.2% | 23.6% | 2.9% | 6.0% | 2.1% | 3.4% |
| I am frequently aware of the fact that the “clock is running out” for redesign efforts.\*\* |  |  |  |  |  |  |  |
| 2013 | 28.3% | 40.6% | 18.2% | 3.2% | 4.0% | 2.1% | 3.6% |
| 2014 | 25.8% | 37.4% | 22.2% | 2.5% | 5.8% | 0.9% | 5.4% |
| I sometimes feel overwhelmed because we are asked to affect change in students despite factors that are beyond our control. |  |  |  |  |  |  |  |
| 2013 | 45.1% | 37.2% | 10.6% | 2.1% | 1.3% | 0.9% | 2.7% |
| 2014 | 41.9% | 37.2% | 12.6% | 2.4% | 1.8% | 0.8% | 3.4% |
| I feel overwhelmed by the adoption of too many different programs and practices in this school. |  |  |  |  |  |  |  |
| 2013 | 30.8% | 31.7% | 24.6% | 3.0% | 3.0% | 2.3% | 4.5% |
| 2014 | 31.0% | 28.8% | 28.1% | 3.1% | 3.5% | 1.6% | 3.9% |

Note: \* p<.05; \*\* p<.01

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| --- | --- | --- | --- | --- | --- | --- |
| **Table D-32. Indicate your level of agreement with the statements below. As a result of my school’s redesign efforts, my students…** | | | | | | |
|  | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Don't Know** | **Too soon to tell** |
|
| … are more engaged in meaningful work. |  |  |  |  |  |  |
| 2013 | 21.3% | 47.5% | 15.7% | 4.2% | 7.5% | 3.9% |
| 2014 | 20.9% | 49.4% | 15.8% | 2.8% | 8.1% | 3.0% |
| … are more focused on their work. |  |  |  |  |  |  |
| 2013 | 16.9% | 43.7% | 22.1% | 4.9% | 8.8% | 3.6% |
| 2014 | 17.5% | 43.3% | 22.2% | 3.4% | 9.7% | 3.9% |
| … show deeper levels of understanding of key ideas. |  |  |  |  |  |  |
| 2013 | 15.4% | 45.7% | 19.9% | 4.5% | 9.1% | 5.4% |
| 2014 | 17.1% | 45.9% | 18.7% | 3.0% | 10.6% | 4.6% |
| … show greater concern for the welfare of their classmates. |  |  |  |  |  |  |
| 2013 | 10.6% | 38.4% | 27.5% | 7.7% | 12.4% | 3.5% |
| 2014 | 11.0% | 41.7% | 25.1% | 6.4% | 12.4% | 3.4% |
| … are progressing as expected in terms of their learning. |  |  |  |  |  |  |
| 2013 | 11.5% | 45.8% | 22.7% | 4.9% | 9.0% | 6.1% |
| 2014 | 11.4% | 51.0% | 19.1% | 3.9% | 9.4% | 5.2% |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table D-33. This section focuses on the sustainability of SRG-funded redesign efforts. Please indicate your level of agreement with each of the following questions.** | | | | | | |
|  | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Don't Know** | **Too soon to tell** |
|
| My school has sufficient human resources to carry out the redesign plan and achieve its goals. |  |  |  |  |  |  |
| 2013 | 9.1% | 32.3% | 30.4% | 11.2% | 15.3% | 1.7% |
| 2014 | 6.8% | 37.7% | 27.4% | 11.1% | 15.6% | 1.3% |
| My school has sufficient funding to carry out the redesign plan and achieve its goals. |  |  |  |  |  |  |
| 2013 | 5.7% | 31.1% | 22.5% | 9.1% | 30.4% | 1.2% |
| 2014 | 5.2% | 28.4% | 23.5% | 10.3% | 31.7% | 0.9% |
| My school has the material resources I need to be an effective educator. |  |  |  |  |  |  |
| 2013 | 9.0% | 49.6% | 27.6% | 8.8% | 4.0% | 1.0% |
| 2014 | 8.7% | 47.6% | 28.1% | 9.2% | 6.0% | 0.4% |
| My school has the human resources necessary to provide differentiated instruction.\* |  |  |  |  |  |  |
| 2013 | 7.2% | 37.0% | 35.0% | 11.3% | 8.9% | 0.6% |
| 2014 | 7.2% | 39.3% | 32.6% | 14.2% | 5.4% | 1.2% |
| My school facilities (e.g. classroom, meeting spaces, cafeteria) meet the needs of the educators and students. |  |  |  |  |  |  |
| 2013 | 9.5% | 50.8% | 25.1% | 11.3% | 3.1% | 0.1% |
| 2014 | 11.2% | 54.8% | 22.2% | 8.6% | 3.0% | 0.1% |
| My school has a plan for sustaining our new practices after the end of the SRG funding. |  |  |  |  |  |  |
| 2013 | 6.5% | 33.7% | 10.4% | 4.2% | 42.9% | 2.3% |
| 2014 | 8.2% | 35.7% | 8.0% | 4.6% | 41.5% | 2.0% |
| My school provides opportunities to advance into teacher leader positions.\* |  |  |  |  |  |  |
| 2013 | 10.7% | 46.6% | 15.5% | 4.6% | 20.7% | 1.9% |
| 2014 | 11.8% | 51.7% | 10.6% | 5.0% | 19.8% | 1.1% |
| My school provides opportunities to advances into administrative positions. |  |  |  |  |  |  |
| 2013 | 7.2% | 30.5% | 19.9% | 6.0% | 34.4% | 1.9% |
| 2014 | 8.7% | 33.6% | 16.5% | 5.4% | 33.7% | 2.1% |
| My school offers opportunities for teachers to serve on leadership teams. |  |  |  |  |  |  |
| 2013 | 21.8% | 61.3% | 6.3% | 2.3% | 7.8% | 0.5% |
| 2014 | 21.5% | 60.4% | 7.4% | 1.6% | 8.9% | 0.2% |
| I feel the initiatives we are implementing as part of our redesign efforts will be sustainable. |  |  |  |  |  |  |
| 2013 | 10.0% | 45.1% | 13.5% | 6.0% | 20.4% | 4.9% |
| 2014 | 10.1% | 48.5% | 11.9% | 4.7% | 18.1% | 6.5% |
| My school has sufficient technology to meet the needs of educators and students. |  |  |  |  |  |  |
| 2013 | 10.3% | 39.2% | 30.2% | 14.9% | 4.4% | 1.1% |
| 2014 | 10.8% | 40.8% | 28.5% | 15.4% | 4.1% | 0.3% |

Note: \* p<.05; \*\* p<.01

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table D-34. How familiar are you with the goals your school must achieve in order to exit your current status (i.e. your school’s Level 3 or Level 4 designation under ESE’s Framework for District Accountability and Assistance)?** | | | | |
|  | **Very familiar** | **Somewhat familiar** | **Not too familiar** | **Not at all familiar** |
| 2013 | 40.1% | 43.4% | 12.6% | 3.9% |
| 2014 | 37.5% | 43.7% | 14.1% | 4.7% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table D-35. How familiar are you with the goals and strategies of your school’s redesign efforts as articulated in the school redesign plan?** | | | | |
| \*\*(p<.01) | **Very familiar: I know a good deal about my school’s redesign initiatives** | **Somewhat familiar: I know the basics about my school’s redesign initiatives** | **Not too familiar: I have heard about my school’s redesign initiatives, but don’t really know much about them** | **Not at all familiar: I do not know anything about my school’s redesign initiatives** |
| 2013 | 41.3% | 46.0% | 11.3% | 1.4% |
| 2014 | 37.2% | 48.3% | 11.0% | 3.5% |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table D-36. Please indicate the extent to which you believe the strategies below have been effective in making changes at your school.** | | | | | | |
|  | **Very effective** | **Effective** | **Somewhat effective** | **Not effective** | **Too soon to tell** | **Not yet occurring at my school** |
|
| Creation of a new leadership structure (e.g. teams, committees, roles and positions). |  |  |  |  |  |  |
| 2013 | 22.0% | 36.7% | 23.1% | 9.6% | 6.4% | 2.2% |
| 2014 | 24.6% | 36.9% | 22.4% | 8.3% | 5.2% | 2.6% |
| Use of instructional coaches. |  |  |  |  |  |  |
| 2013 | 21.4% | 32.0% | 26.2% | 12.0% | 5.1% | 3.3% |
| 2014 | 23.7% | 33.9% | 23.4% | 11.1% | 3.6% | 4.3% |
| Use of instructional and/or curriculum specialists (e.g. ELL, special education, reading). |  |  |  |  |  |  |
| 2013 | 22.5% | 34.1% | 25.1% | 9.2% | 4.9% | 4.3% |
| 2014 | 22.4% | 39.5% | 22.9% | 6.3% | 4.4% | 4.4% |
| Use of formal structures for teacher collaboration (e.g. common planning time, grade level meetings, PLCs). |  |  |  |  |  |  |
| 2013 | 28.0% | 36.9% | 20.4% | 8.9% | 4.0% | 1.9% |
| 2014 | 30.0% | 38.6% | 20.6% | 6.8% | 3.2% | 0.9% |
| Restructuring the school day (e.g. for longer blocks, teacher collaboration, team meetings, PD). |  |  |  |  |  |  |
| 2013 | 21.4% | 32.3% | 20.5% | 15.2% | 5.6% | 5.0% |
| 2014 | 22.3% | 32.3% | 20.8% | 13.5% | 4.8% | 6.2% |
| Forming partnerships with providers that support curriculum and instruction. |  |  |  |  |  |  |
| 2013 | 17.1% | 34.8% | 20.5% | 9.3% | 10.1% | 8.1% |
| 2014 | 16.1% | 35.1% | 22.6% | 7.5% | 9.4% | 9.3% |
| Forming partnerships with providers to support the use of data to inform instruction. |  |  |  |  |  |  |
| 2013 | 15.5% | 34.9% | 20.6% | 9.6% | 10.9% | 8.5% |
| 2014 | 17.0% | 34.8% | 23.0% | 7.5% | 10.0% | 7.7% |
| Forming partnerships with providers that offer social services and supports to students. |  |  |  |  |  |  |
| 2013 | 20.2% | 36.3% | 20.7% | 7.3% | 10.2% | 5.3% |
| 2014 | 19.5% | 34.7% | 23.2% | 6.2% | 9.0% | 7.4% |