K–8 Choice in Michigan: Practices and Policies within Charter and Traditional Public Schools

Appendix for Michigan School Practices Survey

Table of Contents

Appendix A: Sample Design

Data sources

The Michigan school sampling frame was constructed from student-level administrative data (called Michigan Student Data System or MSDS) from the Center for Educational Performance and Information (CEPI) at the State of Michigan, the school-level directory (called the Educational Entity Master or EEM) from CEPI and the Common Core of Data (CCD) maintained by the U.S. Department of Education's National Center for Education Statistics.

School sampling frame

We used the 2011-12 CCD data and 2012-13 EEM data, the latest available data at the time. From these data files, we retrieved school district codes, building codes, grade information, location information (latitude and longitude), school openings and closings, school conversion status (traditional public school to a charter school), and school education status (general or alternative school). In general, we started with the CCD data files and filled in missing fields with EEM data. Only for school grade and conversion status did we use EEM data, since either the CCD did not have these data or the data were incorrect.

We used the following criteria to select schools for our school sampling frame:

- ➤ Open for the full 2012-13 year and 2013-14 year;
- ➤ Not an alternative, vocational, early childhood, adult, or special education school unless it was the only school serving that district;
- ➤ Not a virtual school;
- ➤ Not a traditional public converted to a charter school between 2011-12 to 2013-14;
- ➤ Not in a district that converted to a charter district (Muskegon Heights, Highland Park) or in a district that got dissolved (Inkster, Buena Vista) between 2011-12 to 2013-14;
- ➤ Could be an application, examination, or magnet school;
- ➤ Could be in the Education Achievement Authority (statewide district);
- ➤ Not missing grade and location information.

School sample selection

We started with all charter schools in Michigan and removed schools according to the above criteria to obtain our final charter school sample. We then used the students enrolled in these charter schools to create the traditional public school control sample. We excluded students that were:

- ➤ not in grades K through 12;
- ➤ missing a traditional public school district assignment;
- ➤ missing a residential zip code, had an out of state zip code, or had an incorrect zip code.

We dropped 1% of the students due to the above exclusions.

Ideally, we would have selected from the traditional public schools these students were assigned to attend had they not opted for a charter school.[1] However, the student level administrative dataset does not record the assigned public school for each student; it only records the assigned school district for each student. Since we did not know the assigned public school, we used the available information to estimate the school these students would have most likely attended. Using students' residential zip code,[2] we selected the closest public school within the students' assigned district that also contained the students' grade (i.e., a third grade student matched to a school with third grade). We summed up the number of students by likely assigned public schools for each charter school and selected the modal public school[3] as the control school. In cases where charter schools combined elementary, middle or high school levels, we selected a modal traditional public school for each school level. For example, a K-8 charter school would be matched to the modal traditional public elementary school and modal traditional public middle school, which in most cases were different schools.[4] Each charter school matched to between one and five traditional public schools and in some cases, one traditional public school matched to multiple charter schools. Our final sample consisted of 264 charter schools and 275 traditional public schools.

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[1] In Michigan, students are assigned a neighborhood public school based on residential location
[2] We did not have student home address, so we used the latitude and longitude of the zip code centroid as the best measure of location
[3] In cases of more than one modal school, we selected all the schools
[4] We defined elementary school as having any grades between K to 5, middle school as having any grades between 6 to 8, and high school as having any grades between 9 to 12.

Appendix B: Survey Design

The survey examines differences in school inputs between traditional public and charter schools in Michigan. We reviewed the literature on school effectiveness and charter schools to write the majority of questions. In addition, we included a variation of some questions from the following four surveys:

- ➤ Effective Schoolwide Discipline Index from Dobbie, Will, and Roland G. Fryer, "Getting Beneath the Veil of Effective Schools: Evidence from New York City." December 2011. *American Economic Journal: Applied Economics, 5*(4), 28-60.
- ➤ U.S. Department of Education, National Center for Education Statistics, "Principal Questionnaire, Schools and Staffing Survey, 2007-08 School Year."
- ➤ U.S. Department of Education, National Center for Education Statistics, "School Questionnaire, Schools and Staffing Survey, 2007-08 School Year."
- ➤ Horizon Research, Inc, "2000 National Survey of Science and Mathematics Education School Mathematics Program Questionnaire."
- ➤ University of Chicago Consortium on Chicago School Research, "Survey of Chicago Public Schools, Principal Edition," Spring 2009.
- ➤ University of Chicago Consortium on Chicago School Research, "2011 Principal Survey Codebook".

The survey was 10 pages with 65 questions covering the following broad themes:

- ➤ Principal qualities
- ➤ School educational model
- ➤ Admission criteria
- ➤ Curricular characteristics
- ➤ Instructional time and practices
- ➤ Academic support services
- ➤ Testing
- ➤ Parental involvement
- ➤ Teacher qualities and professional development
- ➤ School pressures

We had both an online survey through Qualtrics and a paper version.[5] We directed the survey to school principals and estimated 20-25 minutes to complete. For the questions that were grade-specific, we asked only about grades 3, 8, and 9 since these are statewide testing grades in elementary, middle, and high school.

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[5] The only difference is the online version integrated skip logic to display relevant questions, while the paper version had directions for skipping with the full survey in view to the respondent

Appendix C: Survey Administration

Survey Testing

We tested the survey in person with four charter school administrators. We asked them to note any confusing or ambiguous language, missing answer choices, and difficult to answer questions. We also made sure they understood the question as we had intended. We then administered a pilot survey to ten randomly selected charter schools and ten randomly selected traditional public schools. We incorporated feedback from both methods into our final survey.

Survey Preparation

After we generated our school sample, we used the Educational Entity Master (EEM), a website maintained by the State of Michigan, to pull a list of principal names, principal contact information, and school contact information. If more than one person was listed as a principal, we included each as primary contact for the school.

We dedicated two weeks to calling schools to confirm contact information. If we learned that a school had additional principals or deans, we included them as secondary contacts and only reached out to them if we were unsuccessful with the primary contact.

We also reached out to Michigan charter school authorizers (chartering organization) and management companies (educational service providers for charter schools) for assistance. For those that agreed, we either arranged an in-person administration of the survey at network meetings or an invitation directly from the organization encouraging its schools to participate in the survey.

Survey Administration

We scheduled an 8-week administration of the survey from October 28 to December 20, 2013, with pre-screening starting September 16, 2013. The table below displays the complete administration process.

Summary of Survey Administration	
Activity	**Date(s) 2013**
Introductory phone call to confirm school contact information	9/16 - 10/23
In-person survey distribution (Grand Valley State University)	9/24 - 9/25
In-person survey distribution (Bay Mills Community College)	10/1
Survey invite email from MI charter authorizers	10/21-11/1
Pre-notification letter with cash incentive delivered	10/21 - 10/22
Online survey delivered	10/28
First phone call reminder	10/28 - 11/1
First email reminder	11/4
Second phone call reminder	11/4 - 11/12
In-person survey distribution (Saginaw Valley State University)	11/8
Second email reminder	11/12
Paper survey delivered (to non-respondents)	11/18 - 11/19
Third phone call reminder	11/18 - 12/2
In-person survey distribution (National Heritage Academies)	11/19
Third email reminder	12/3
Targeted outreach:	12/9 - 12/18
Reminder email from MI charters authorizers	12/9 - 12/18
Email to secondary contact that had yet to be contacted	12/9 - 12/18
Email to those who clicked on Qualtrics link but had not yet completed	12/9 - 12/18
Phone call/email to those who asked for a resend but had not yet completed	12/9 - 12/18
Individualized reminder email from personal email account	12/9 - 12/18
Reminder postcard delivered	12/16 - 12/17
Survey closes	12/20

Response Rates

We achieved an 81% overall response rate with 435 out of the 539 schools completing the survey. 76% of the traditional public schools responded (209 out of 275) and 85% of charter schools responded (226 out of 264).

Appendix D: Data Cleaning

Survey Completion

We grouped surveys by completion status and applied a unique set of rules to each.

Anonymous survey: We had one respondent that used the anonymized survey link and entered "none" for the school name question. We had to drop this survey since we could not identify the school.

Partially completed survey: We had 25 schools with partially completed surveys. 8 surveys did not go past question 2 ("do you offer grade 3, grade 8, or grade 9") and were dropped, while 17 did and remained in the sample. We had another 18 partially completed surveys that belonged to schools with fully completed surveys so were dropped. We had 1 school with two partially completed surveys. We kept the survey with the most answers and dropped the other.

Multiple surveys for one school: We had 7 schools with more than one completed survey from multiple primary contacts. In most cases, these were K-8 or K-12 charter schools where each survey represented its own school level (i.e., elementary, middle, or high school) and had its own traditional public school pair. For example, if a K-8 charter school had one survey reflecting elementary school and another reflecting middle school, we could keep both since each had its own corresponding elementary and middle public school. In the rare cases where both surveys reflected the same school level (i.e. two high school deans), then we randomly selected one and dropped the other.

One survey for multiple schools: We had 4 surveys matched to 9 schools since four principals led more than one school. One principal led three high schools as part of a consortium, two principals led both an elementary and middle school (same school considered two since split between two buildings), and one principal led two affiliated schools. We replicated these principals' responses for each of their schools so all nine schools would have a response.

Survey Response Cleaning

Please refer to the survey questionnaire in appendix G for coded values for questions and response choices.

General survey response cleaning rules

Case 1: We midpoint coded response options with a numeric range (e.g., "6-10 years" coded as 8) for questions 3, 37, 42, 58, and 59.

Case 2: For questions with a free-text "other" option (questions 13, 20, 60, and 61), we either: (1) found the closest existing answer choice; (2) created a new answer choice for frequent responses; or (3) left the response uncategorized for infrequent responses. If more than one

"other" response was listed, we would categorize the first one if only one answer choice could be selected or categorize all of them, if many answer choices could be selected.

Case 3: For open-ended questions with numeric responses (questions 26, 27, 28, 29, 30, 31, 32, 53, 55, 57, 62, and 64), we took the average if a response had a range or an "up to" value (i.e. "up to $7500" as 3750). These questions also asked for answers in specific units, though different units were used (for example, minutes per week or hours per day instead of minutes per day). For the online survey, only numbers could be entered; therefore, we had to identify the responses that appeared to be in different units. In most cases, these were easy to notice, though our technique varied by question (described in the next section). We set responses that still appeared to be outliers as missing.

Survey response cleaning rules by question

For question 13 ("How much influence does each group or person have when it comes to adapting the curriculum?"), we coded the responses to management company and authorizer for only charter schools and district/central office for only traditional public schools, since these offices were sector specific.

For question 26 ("How many instructional days are in your school year?"), we could tell some responded in total hours per year rather than days per year. We divided this number with the response from question 27, 29, or 31 (total number of hours per day of instruction for grade 3/8/9) to get days per year.

For questions 27/29/31 ("Please list how many hours of instructional time a typical 3rd/8th/9th grade student receives each day"), we could tell some responded in total hours per year rather than hours per day. We divided this number with the response from question 26 (instructional days per year) to get hours per day. Some responses appeared to be in minutes per day, which we converted to hours per day. And some responses appeared to be in hours per week, which we converted assuming a 5-day week.

For question 28/30/32 ("How many minutes while in school does a typical 3rd/8th/9th grader spend on each of the following subjects during a typical week? Please fill in table below"), we could tell some answers were in different units across subjects (for example, a response for Math as 1.5 (presumably hours) and History as 45 (presumably minutes)). We made case-by-case corrections, converting all responses to minutes/week.

For question 36 ("How often does the typical student attend tutoring (among those who attend)?"), we set "daily" to 20, "2-4 times per week" to 12, "weekly" to 4, and "monthly" to 1.

For question 47 ("What is your best estimate of the extent that students had one parent or guardian PARTICIPATE in the following events or use the following services during the last

school year?"), we set "few" to .10, "less than half" to .25, "half" to .5, "more than half" to .75 and "almost all" to .90.

For question 57 ("If teachers are eligible for bonuses based on performance, what is the typical bonus payout?"), we took responses listed as a percent and multiplied it with question 53 (teacher average salary) to get a value.

For question 62 ("How many days per year of formal professional development are required for inexperienced teachers and veteran teachers?"), we concluded that some responses were in hours per year instead of days per year by examining the range and frequency of all responses. We divided the answer by question 27, 29, or 31 (instructional hours per day for grade 3/8/9) to get days per year.

For question 64 ("Average number of minutes per observation and total number of formal observations per year for an inexperienced and veteran teacher"), if two values were listed (often one for informal and one for formal), we took the larger value if neither was clearly marked as formal. We calculated total observation time per year by multiplying q64a (average number of minutes per observation) with q64b (total number of observations per year). We assumed weekly to be 36 times a year.

Appendix E: Composite Measures

This section summarizes the composite measures we created to report single measures for similarly-themed questions.

<u>Principal autonomy</u>

Survey questions 13a to 13e and 52a1 to 52b6 ask about school autonomy, which we group into internal actors and external actors in the following way (question numbers follow group name):

Internal school actors

- Principal (q13a, q52a1, q52b1)
- Teachers (q13b)
- Non-instructional staff (q13g "other" category)

External school actors

- Management Company (q13c, q52a4, q52b4 - charters only)
- Authorizer (q13d - charters only)
- District/Central office (q13e, q52a3, q52b3 - traditional public schools only)
- Superintendent (q52a2, q52b2 - traditional public schools only)
- School Board (q13g "other" category – both; q52a5, q52b5 - both)
- Consultants (q13g "other" category – both)

For curriculum decisions, we took the maximum response value within the internal and external groupings, with the response values ranging from 0 (no influence) to 3 (high influence).[6] We set the curriculum dummy variable to 1 if internal was greater than external.

For hiring decisions, we set our internal variable to 2 if the principal was selected for both initial and final hiring, to 1 if the principal was selected for either initial or final hiring, and to 0 if the principal was not selected for either, creating a 0 to 2 scale. We did the same for our external variable, setting it to 2 if any external actor was selected for initial and final hiring, to 1 if any external actor was selected for either initial or final hiring, and to 0 if none were selected. We set a hiring dummy variable to 1 if internal was greater than external.

We set the school autonomy dummy variable to the mean of the curriculum dummy and hiring dummy variables.

<u>Testing frequency</u>

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[6] We took the maximum value instead of mean since there were more "external" options for charters than traditional public schools, and a mean would weight each external actor equally.

Survey questions 14a to 14d ask about assessment frequency, which we categorize in the following way:

- internally developed common interim assessment (internal)
- externally purchased common interim assessment (external)
- norm-referenced assessments (e.g. NWEA) (standardized assessment)
- criterion-referenced assessments (e.g. DIBELS) (standardized assessment)

We set one binary variable to 1 if any of the standardized assessments is given at least monthly.

No excuses

Survey questions 16 to 25 ask about the application of the "no excuses" model. These questions were derived from Dobbie and Fryer's 2011 Effective Schoolwide Discipline Index.[7] Each question had a no excuses answer set to 1. Question 20 had two no excuses answers and if either was selected, we set the value to 1. We totaled the no excuses answers to create a 0 to 10 scale.

Parental engagement

Survey questions 47a to 47e ask about parent engagement, using a 5 point scale that we converted to numeric values (few to .1; less than half to .25; half to .5; more than half to .75; almost all to .9). We took the mean response value across all five questions.

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[7]Dobbie, Will, and Roland G. Fryer, "Getting Beneath the Veil of Effective Schools: Evidence from New York City." December 2011. *American Economic Journal: Applied Economics, 5*(4), 28-60.

Appendix F: Analysis

To form the control group traditional public sample, we categorize charter schools into elementary, middle and high school based on whether they had grades K, 6 or 9, which we considered the entry grades for each school type. In cases where a charter has more than one entry grade (a K-8 has both K and 6 entry grades), we select a control traditional public school for each school type (the modal elementary and modal middle school - see Appendix A for an explanation). We account for a charter school having multiple control traditional public schools by weighting each traditional public school proportionally to their entry grade enrollment size in 2012-13. In the example of a K-8 charter school, if the matched elementary public school were to have a kindergarten enrollment of 100 students and the matched middle public school were to have a 6th grade enrollment of 300 students, then the control school weight would equal one-quarter of the elementary school and three-quarters of the middle school. Therefore, a larger traditional public school would receive a greater weight since it is more likely to reflect the counterfactual school environment for more students.

For our analysis, we run weighted regressions of survey questions on a charter school indicator with control group fixed effects, regressing survey responses from charter schools against the weighted traditional public school control group. Since we selected the traditional public school control group prior to collecting survey responses, some responding charter schools have non-responding traditional public school matches and vice versa. If a charter school did not respond, we drop it since it serves as our treatment indicator. If a traditional public school does not respond, we drop it prior to calculating the control group weight. Therefore, if a charter school is matched to two traditional public schools and only one responds, then the responding school would receive the full control group weight. If both traditional public schools do not respond, then the charter school drops out of the analysis since it has no control group.

We run separate regressions by charter school type (elementary/middle and high school) and urbanicity (urban, suburban, town/rural). We combine elementary and middle into one category since many charter schools are K-8. We classify charter schools as elementary/middle if their highest grade is below grade 9 and as high school if their lowest grade is above grade 8. We use the National Center for Education Statistics' definition of urbanicity and collapse their town and rural classification into our rural category.

Appendix G: Survey Questionnaire

Variable names listed in red next to each question; coded response values listed in blue next to each response; composite coding listed in green next to each response

Name of School: _____

SchoolName

1. Which of the following best describes your current position? Q1A

Principal	Vice Principal	Other Administrator	Other (please list below):
○	○	○	Q1B

2. Which of the following grades are taught at your school? (Select all that apply)

3rd grade	8th grade	9th grade	None of these grades
○ Q2A elementary	○ Q2B middle school	○ Q2C high school	○

3.

	Less than 1 year	1-5 years	6-10 years	More than 10 years	Don't Know
How many years has the current principal held an administrator position at this school? Q3A	○ 1	○ 3	○ 8	○ 10	○
How many years has the current principal held an administrator position prior to this school? Q3B	○ 1	○ 3	○ 8	○ 10	○
How many years of classroom teaching experience does the current principal have? Q3C	○ 1	○ 3	○ 8	○ 10	○

4. In a typical week, how many hours do you spend on the following:

__ Q4A ____ Discipline

__ Q4B ____ Attendance

___ Q4C ___ Teacher Observation

__ Q4D ____ Parent Meetings

___ Q4E ___ Paperwork/Reports

___ Q4F ___ Off-site Trainings/Meetings

___ Q4G ___ Working with School or Student Data

___ Q4H ___ Meetings with Management Company/School Board

__ Q4I____ Meetings with Teachers

___ Q4J ___ Other (please list): _____

5. To what extent do the educational practices below reflect the philosophy of your school?

	Not at all	Somew hat	Some extent	Great extent	Don't Know
Building basic skills (reading, math, writing, speaking) Q5A	○ 0	○ 1	○ 2	○ 3	○
Promoting occupational or vocational skills Q5B	○ 0	○ 1	○ 2	○ 3	○
Promoting good work habits and self-discipline Q5C	○ 0	○ 1	○ 2	○ 3	○
Promoting personal growth (self-esteem, self-knowledge, etc.) Q5D	○ 0	○ 1	○ 2	○ 3	○
Connecting classroom learning to the real world Q5E	○ 0	○ 1	○ 2	○ 3	○
Promoting multicultural awareness or understanding Q5F	○ 0	○ 1	○ 2	○ 3	○
Helping students learn to develop higher order thinking skills Q5G	○ 0	○ 1	○ 2	○ 3	○
Developing non-cognitive skills such as leadership, creativity, and community involvement Q5H	○ 0	○ 1	○ 2	○ 3	○
Raising student achievement on standardized tests Q5I	○ 0	○ 1	○ 2	○ 3	○

6. Indicate which, if any, of the following are required to enroll at your school.

	Required to ENROLL		
	Yes	No	Don't Know
Student assessment to determine appropriate grade placement Q6A	○ 1	○ 0	○
Parent attendance at information session Q6B	○ 1	○ 0	○
Personal interview Q6C	○ 1	○ 0	○
Recommendations Q6D	○ 1	○ 0	○
Personal essay Q6E	○ 1	○ 0	○
Assessment of special need students (to see if school has capacity to handle the needs) Q6F	○ 1	○ 0	○

7. *If your school includes 3rd grade, please answer this question and then skip to question 10. If your school does not include 3rd grade, please go to question 8.*
Please list your 3rd grade math and reading textbooks and/or other packaged instructional material.
Q7A, Q7B

8. *If your school includes 8th grade, please answer this question and then skip to question 10. If your school does not include 3rd or 8th grade, please go to question 9.*
Please list your 8th grade math and reading textbooks and/or other packaged instructional material.

Q8A, Q8B

9. *If your school includes 9th grade, please answer this question and then go to question 10.*
Please list your 9th grade math and reading textbooks and/or other packaged instructional material.
Q9A, Q9B

10. Do these textbooks and/or other packaged instructional materials offer scripted lesson plans? Q10

○ Yes → *Move to Question 11*
○ No → *Skip to Question 12*
○ Don't Know → *Skip to Question 12*

11. If so, are teachers expected to adhere to them? Q11

12. If not, does your school provide teachers with common templates or pacing guides, other than the state pacing chart, for planning lessons? Q12

Yes	No	Don't Know
❍ 1	❍ 0	❍

13. How much influence does each group or person have when it comes to adapting the curriculum?

	No influence	Minor influence	Moderate influence	High influence	Don't Know
Principal Q13A (internal)	❍ 0	❍ 1	❍ 2	❍ 3	❍
Teachers Q13B (internal)	❍ 0	❍ 1	❍ 2	❍ 3	❍
Management Company Q13C (external-charter)	❍ 0	❍ 1	❍ 2	❍ 3	❍
Authorizer Q13D (external-charter)	❍ 0	❍ 1	❍ 2	❍ 3	❍
District/Central Office Q13E (external-tps)	❍ 0	❍ 1	❍ 2	❍ 3	❍
Other Q13F (please list): Q13G School Board (external – both) Non-Instructional Staff (internal) Consultants (external- both) Students/Parents (not in composite)	❍ 0	❍ 1	❍ 2	❍ 3	❍

14. How often are the following types of assessments given at your school in a year?

	Never	Weekly	Monthly	Quarterly	Per Semester	Don't Know
Internally developed common interim assessment Q14A (internal)	❍ 0	❍ 1	❍ 1	❍ 0	❍ 0	❍
Externally purchased common interim assessment Q14B (external)	❍ 0	❍ 1	❍ 1	❍ 0	❍ 0	❍
Norm-referenced assessments (e.g. NWEA) Q14C (standardized)	❍ 0	❍ 1	❍ 1	❍ 0	❍ 0	❍
Criterion-referenced assessments (e.g. DIBELS) Q14D (standardized)	❍ 0	❍ 1	❍ 1	❍ 0	❍ 0	❍

15. Indicate whether each of the following instructional strategies is currently being implemented in your school.

	Mathematics			Reading		
	Yes	No	Don't Know	Yes	No	Don't Know
Students assigned to classes by ability Q15A1, Q15A2	❍ 1	❍ 0	❍	❍ 1	❍ 0	❍
Students assigned to groups within a class by ability Q15B1, Q15B2	❍ 1	❍ 0	❍	❍ 1	❍ 0	❍
Students pulled out from self-contained classes for enrichment instruction Q15C1, Q15C2	❍ 1	❍ 0	❍	❍ 1	❍ 0	❍
Students pulled out from self-contained classes for remedial instruction Q15D1, Q15D2	❍ 1	❍ 0	❍	❍ 1	❍ 0	❍

16. Which one of the following best describes your school's discipline policies? Q16

- ❍ There are school wide policies that all teachers enforce in the same way. (No Excuses Answer) 1
- ❍ The rules are the same for each class, but teachers have discretion in how they are enforced. 0
- ❍ Each teacher determines the rules for his or her own classroom. 0

17. Of these two methods, which would you say best describes how students learn about the school culture? Q17

- ❍ There is an explicit orientation period during which new students practice routines and learn school policies. (No Excuses Answer) 1
- ❍ We have a strong culture among returning students that new students adapt to quickly, without explicit practice. 0

18. Which best describes what observers will likely see after the bell rings for class to end? Q18

- ❍ Students sit until the teacher dismisses the class; it's a command, not the bell, that activates students. (NE Answer) 1
- ❍ Students pack up and begin to leave only when the bell rings; the teacher might issue a few final instructions like "Don't forget your homework" as students move to the door. 0
- ❍ Some students pack up a little early; the last 60 seconds of class is not spent on learning activities. 0

19. What will observers likely see when a student rests his head on a desk during class? Q19

- ❍ The teacher will address the behavior immediately. (NE Answer) 1
- ❍ The teacher will avoid a confrontation that would disrupt class and will instead talk to the student privately. 0
- ❍ It will depend on the teacher - some will address the behavior immediately while others will avoid a confrontation that would disrupt class and will instead talk to the student privately. 0

20. When students finish a particular task early and are waiting for other students to finish, which of the following are student behaviors that a visitor would observe? (Select all that apply) Q20

- ❑ Students do homework for another class. (NE Answer) 1
- ❑ Students sit quietly and rest. 0
- ❑ Students shift to a teacher-prescribed new task. (NE Answer) 1
- ❑ Students chat quietly with each other. 0
- ❑ Other (please list): _____

21. When a teacher is giving direct instruction, an observer will see which of the following: Q21

- ❍ All students sitting up straight and tracking the teacher with their eyes. (NE Answer) 1
- ❍ Some students might be slouching, but all students will be paying attention. 0
- ❍ Mixed: some students will be sitting up and paying attention, some will be slouching but focused, and some will be distracted or off-task. 0

22. Which best describes what observers will see on student desks? Q22

- ❍ Desks will only contain items that are necessary for that class or subject, such as a pencil, binder, and relevant textbook. (NE Answer) 1
- ❍ Desks will contain relevant class material as well as books from other classes, random papers, folders, markers, etc. 0

23. Which best describes what observers will hear in the hallways during transition time? Q23
- ❍ Silence (NE Answer) 1
- ❍ Quiet chatting 0
- ❍ Some chatting, some shouting 0
- ❍ Loud and boisterous exchanges 0

24. Which best describes what observers will see at the beginning of class? Q24

- ❍ Teachers start their classes with the learning activity that they deem most effective. 0
- ❍ Students will be quietly preparing their materials for class and starting a Do-Now activity. 0
- ❍ All students will be silently working on a Do-Now activity when the bell rings. (NE Answer) 1

25. Which best describes what observers will see in terms of placement of bags or backpacks? Q25

- ❍ All backpacks will consistently be in one place (all under chairs, all on the backs of chairs) or there will be no backpacks in the classroom. (NE Answer) 1
- ❍ Backpacks are out of the way, but there are no set policies on where they should be placed. 0
- ❍ Some backpacks will be on desks. 0

26. How many instructional days are in your school year? _____Q26_____

If your school includes 3rd grade, please answer questions 27 and 28, then skip to question 33. If your school does not include 3rd grade, please go to question 29.

27. Please list how many hours of instructional time a typical **3rd grade** student receives each day. _____Q27____

28. How many minutes while in school does a typical **3rd grader** spend on each of the following subjects during a typical week? Please fill in table below.

English/ Language Arts	Math	History	Science	Visual Arts	Performing Arts	Foreign Language	Physical Ed	Computer Ed
Q28A	Q28B	Q28C	Q28D	Q28E	Q28F	Q28G	Q28H	Q28I

*If your school has an **8th grade**, please answer questions 29 and 30, then skip to question 33. If your school does not have 3rd or 8th grade, please go to question 31.*

29. Please list how many hours of instructional time a typical **8th grade** student receives each day. _____ Q29 _____

30. How many minutes while in school does a typical **8th grader** spend on each of the following subjects during a typical week? Please fill in table below.

English/ Language Arts	Math	History	Science	Visual Arts	Performing Arts	Foreign Language	Physical Ed	Computer Ed
Q30A	Q30B	Q30C	Q30D	Q30E	Q30F	Q30G	Q30H	Q30I

*If your school has a **9th grade**, please answer questions 31 and 32, then go to question 33.*

31. Please list how many hours of instructional time a typical 9th grade student receives each day. _____ Q31 _____

32. How many minutes while in school does a typical **9th grader** spend on each of the following subjects during a typical week? Please fill in table below.

English/ Language Arts	Math	History	Science	Visual Arts	Performing Arts	Foreign Language	Physical Ed	Computer Ed
Q32A	Q32B	Q32C	Q32D	Q32E	Q32F	Q32G	Q32H	Q32I

33. What is the longest period (in days) that students are on vacation? Q33

Less than 30 days	30-45 days	45-60 days	60-75 days	75-90 days	90+ days	Don't Know
❍ 30	❍ 37.5	❍ 52.5	❍ 67.5	❍ 82.5	❍ 90	❍

34. Does your school provide tutoring outside of regular classroom hours? Q34

❍ Yes → *Move to Question 35* 1
❍ No→ *Skip to Question 38* 0

35. How are students selected for tutoring? (Select all that apply)

❑ Assigned to mandatory tutoring based on low performance Q35A
❑ Suggested to attend tutoring based on low performance but not mandatory Q35B
❑ Voluntary Q35C

36. How often does the typical student attend tutoring (among those who attend)? Q36A

Daily	Weekly	Monthly	Don't Know	Other (please list below):
❍ 20	❍ 4	❍ 1	❍	Q36B 2-4 times/week: 12

37. How long are the tutoring sessions? Q37

1-30 minutes	31-60 minutes	61-90 minutes	Over 90 minutes	Don't Know
○ 15	○ 45	○ 75	○ 90	○

38. Does your school offer summer school? Q38

○ Yes → *Move to Question 39* 1
○ No → *Skip to Question 45* 0

39. Does your school run the summer program? Q39

○ Yes → *Skip to Question 41* 1
○ No→ *Move to Question 40* 0
○ Don't Know→ *Skip to Question 41* 0

40. If your school doesn't run the summer program, do you enroll students in an affiliated summer program? Q40

Yes	No	Don't Know
○ 1	○ 0	○ 0

41. Is there a fee to attend summer school? Q41

Yes	No	Don't Know
○ 1	○ 0	○ 0

42. How long is the summer school session? Q42

Less than 2 weeks	Between 2-4 weeks	More than 4 weeks	Don't Know
○ 1	○ 3	○ 5	○ 0

43. What types of classes are offered? (Select all that apply)

Recovery	Enrichment	Test-Prep	Non-Academic	Don't Know	Other (please list below):
❑ Q43A	❑ Q43B	❑ Q43C	❑ Q43D	❑ Q43E	Q43F, Q43G

44. How are students selected for summer school? (Select all that apply)

❑ Assigned to mandatory summer school based on low performance Q44A
❑ Suggested to attend summer school based on low performance but not mandatory Q44B
❑ Voluntary Q44C
❑ Don't Know Q44D
❑ Other Q44E (please list):_____ Q44F _____

45. Does your school offer academic programming on Saturday, other than punishment/detention? Q45

Yes	No	Don't Know
○ 1	○ 0	○ 0

46. Is it the practice of this school to do the following?

	Choose One		
	Yes	No	Don't Know
Require students to wear uniforms Q46A	○ 1	○ 0	○
Require students to sign a contract agreeing to certain expectations and behavior Q46B	○ 1	○ 0	○

47. What is your best estimate of the extent that students had one parent or guardian PARTICIPATE in the following events or use the following services during the last school year?

	Few	Less than Half	Half	More than Half	Almost All	Not Applicable
Open house or back to school night Q47A	○ .1	○ .25	○ .5	○ .75	○ .9	○
Regularly scheduled parent-teacher conferences Q47B	○ .1	○ .25	○ .5	○ .75	○ .9	○
Volunteer on a regular basis Q47C	○ .1	○ .25	○ .5	○ .75	○ .9	○
Parent-teacher association (PTA) Q47D	○ .1	○ .25	○ .5	○ .75	○ .9	○
A service (such as website, text message, or phone call) to notify parents of student assignments, test scores, etc. Q47E	○ .1	○ .25	○ .5	○ .75	○ .9	○

48. Are parents required to sign a parent contract? Q48

Yes	No	Don't Know
○ 1	○ 0	○

49. Are any of your current teachers Nationally Board Certified? Q49

○ Yes→ *Move to Question 50* 1
○ No→ *Skip to Question 51* 0
○ Don't Know→ *Skip to Question 51*

50. How many current teachers are Nationally Board Certified? _____ Q50_____

51. How many current teachers come from an alternative teacher certification program, such as Teach For America, Teaching Fellows, Troops to Teachers, etc? Q51

None	1	2-3	More than 3
○ 0	○ 1	○ 2	○ 3

52. Who makes the following teacher hiring decisions? (Select all that apply)

	Principal (internal-both)	Superintendent (external-tps)	District/ Central Office (external-tps)	Management Company (external-charter)	School Board (external-both)	Other
Initial screening of teacher candidates	❑ Q52A1	❑ Q52A2	❑ Q52A3	❑ Q52A4	❑ Q52A5	❑ Q52A6
Final hiring decision	❑ Q52B1	❑ Q52B2	❑ Q52B3	❑ Q52B4	❑ Q52B5	❑ Q52B6

53. What is the average salary for a teacher with 1 year experience without a MA degree? _____Q53_____

54. Are financial incentives offered to teachers for hard to fill subjects? Q54

- ○ Yes→ *Move to Question 55* 1
- ○ No→ *Skip to Question 56* 0
- ○ Don't Know→ *Skip to Question 56*

55. What is the typical amount of financial incentive offered to teachers for hard to fill subjects? _____Q55____

56. Are teachers eligible for bonuses based on performance? Q56

- ○ Yes → *Move to Question 57* 1
- ○ No→ *Skip to Question 58* 0
- ○ Don't Know→ *Skip to Question 58*

57. If teachers are eligible for bonuses based on performance, what is the typical bonus payout? _____Q57____

58. How many hours per month during regular school hours are teachers required to engage in formal, professional teacher collaboration? Q58

None	1-3 hours	4-6 hours	7-10 hours	More than 10	Don't Know
○ 0	○ 2	○ 5	○ 8.5	○ 10	○

59. How many hours on average does a mentor spend with a new teacher per month? Q59

None	1-3 hours	4-6 hours	7-10 hours	More than 10	Don't Know
○ 0	○ 2	○ 5	○ 8.5	○ 10	○

62. How many days per year of formal professional development are required for:

__Q62A____ Inexperienced teachers
__ Q62B____ Veteran teachers

60. Who are typical mentors? (Select all that apply)

Existing Teachers	Administrators	Retired Teachers	Other (please list below):
❑ Q60A	❑ Q60B	❑ Q60C	Q60D, Q60E Coaches

61. Please indicate which of the following interactions are typical in mentor/mentee relationships: (Select all that apply)

❑ New teachers observe experienced teacher teaching Q61A
❑ Mentor provides formal classroom evaluation to mentee Q61B
❑ Mentor provides feedback on lesson plans Q61C
❑ Mentor assists with classroom management Q61D
❑ Other Q61E (please list): _____ Q61F_____

63. How much influence does each of the following have on teacher evaluations?

	No influence	Minor influence	Moderate influence	High influence	Don't Know
Student performance based on common interim assessments Q63A	○ 0	○ 1	○ 2	○ 3	○
Student performance based on state assessment scores Q63B	○ 0	○ 1	○ 2	○ 3	○
Peer teacher observation Q63C	○ 0	○ 1	○ 2	○ 3	○
Principal observation Q63D	○ 0	○ 1	○ 2	○ 3	○
Self-assessment Q63E	○ 0	○ 1	○ 2	○ 3	○
Other Q63F (please list): _____	○	○	○	○	○

64. Please indicate in the table below the frequency and amount of time spent by the principal or another school administrator formally observing teachers in the classroom to evaluate performance.

	Average number of minutes per observation	Total number of formal observations per year
Inexperienced teacher	Q64A1	Q64A2
Veteran teacher	Q64B1	Q64B2

65. Please indicate the degree to which each of these factors prevents your school from improving:

	Not a factor	Somewhat of a factor	Fairly serious factor	Serious factor
Pressure to constantly adopt new programs Q65A	○ 4	○ 3	○ 2	○ 1
Pressure to get test scores up quickly Q65B	○ 4	○ 3	○ 2	○ 1
Pressure to obtain external funds Q65C	○ 4	○ 3	○ 2	○ 1
Lack of teacher knowledge and skills Q65D	○ 4	○ 3	○ 2	○ 1
Faculty apathy and resistance to change Q65E	○ 4	○ 3	○ 2	○ 1
Difficulty recruiting and hiring the right teachers Q65F	○ 4	○ 3	○ 2	○ 1
Difficulty removing poor teachers Q65G	○ 4	○ 3	○ 2	○ 1
State or federal mandates (NCLB, desegregation, special education, bilingual education, etc.) Q65H	○ 4	○ 3	○ 2	○ 1
Parents apathetic or irresponsible about their children Q65I	○ 4	○ 3	○ 2	○ 1
Problem students (apathetic, hostile, etc.) Q65J	○ 4	○ 3	○ 2	○ 1

Thank you for completing the survey!