Study of Instructional Improvement (SII)

SII Multi-Component Survey Data Files User's Guide

University of Michigan - School of Education
Ann Arbor, Michigan
Consortium for Policy Research in Education (CPRE)

August 2009

Prepared by:
Brian Rowan - Study Director
and
Robert J. Miller

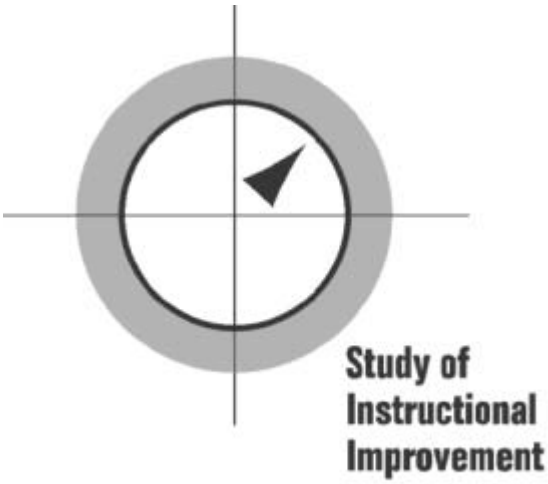
Principal Investigators:
Deborah Loewenberg Ball
David K. Cohen
Brian Rowan

Study of Instructional Improvement (SII)

User's Guide August 2009

SII Multi-Component Survey Data Files User's Guide

Data Collection Years: 2000-2001, 2001-2002, 2002-2003, 2003-2004



Manual prepared by:
Brian Rowan, Study Director
Robert J. Miller

Principal Investigators: Deborah Loewenberg Ball, David K. Cohen, Brian Rowan

In Partnership with the:
Consortium for Policy Research in Education (CPRE)

Data Collection and Field Operations:
Institute for Social Research (ISR)
at the University of Michigan - Ann Arbor

University of Michigan
School of Education

Acknowledgements

The Study of Instructional Improvement (SII) research team acknowledges the students, parents, teachers, principals, school support staff, central office leaders, and state department of education officials who participated in this unprecedented longitudinal examination of instructional improvement efforts in elementary schools serving high need students. Over a period of four academic years, these participants have responded in a most collaborative spirit to the many requests for quantitative and qualitative data in areas of student assessments, daily instructional logs in mathematics and reading by teachers, selected classroom observations, interviews and self-administered questionnaires related to school improvement efforts. These data will enable researchers to have a stronger understanding of instructional practices in our most challenging elementary schools.

We wish to extend our gratitude to the project sponsors for making this research effort possible. The Atlantic Philanthropies, the William and Flora Hewlett Foundation, U.S. Department of Education, U.S. National Science Foundation, Co-Nect Schools, the University of Michigan, the University of Pennsylvania, and the University of Washington made generous contributions allowing SII to conduct this comprehensive program of school research. More importantly, we thank our sponsors for taking such a great interest in improving the schooling experiences of young children.

SII would also like to recognize the trainers, developers, and executives of Success for All (SFA), America's Choice (AC), and the Accelerated Schools for their cooperation in providing us with opportunities to learn about their program designs and their work. We wish them all continued success in their efforts to reform teaching and learning in schools.

Thank you all for your participation and support and we hope that our research will provide information and insights useful to all stakeholders in efforts to improve American education.

About the Guide

This manuscript provides guidance and documentation for users of the data for all survey components of the Study of Instructional Improvement (SII). This includes the School Characteristics Inventory (SCI) and other school level data, Teacher Questionnaire (TQ), School Leader Questionnaire (SLQ), Teacher Mathematics Logs, Teacher Language Arts Logs, Student Rating Form (SRF), Student Motivation Form (SMF) and Parent Questionnaire (PQ). Longitudinal student assessments were administered using the Woodcock Johnson-Revised test (Kindergarten only) and the TerraNova assessment for the subject domains of mathematics and reading/language arts.

This guide is intended to familiarize prospective users with all waves of the longitudinal study, which took place during the academic years of 2000-2001 through 2003-2004. We *strongly* caution the reader to pay close attention to the cohort design of the study. Although data was collected across four years, each cohort of students actually participated for a maximum of three years, across a staggered (or phased) collection cycle. Moreover, the phased collection also affects the number of participating schools in year one and year four of the study. The sample design and data collection cycles are detailed in Section 2 of this document. To alleviate confusion in merging longitudinal files from year to year, we have arranged the downloadable data files in order by student cohort and grade level.

The guide attempts to convey information about the purposes of the study and the range of research questions that may be addressed in secondary analysis. The document also describes the sample design, the data collection design and data processing, and provides an overview of the major survey components that compose the study. The actual survey instruments and raw data are publicly available for download through the SII website: www.sii.soe.umich.edu/ and the Inter-University Consortium for Policy and Social Research (ICPSR) website: http://www.icpsr.umich.edu/. The ICSR website includes the capacity to conduct basic online data analysis.

Table of Contents

Sections

Appendices

Introduction to SII

About the Study

Reforms in the federal Title I program, as well as passage by Congress of the Comprehensive School Reform Demonstration Act and Part F of the No Child Left Behind (NCLB) act, focused attention in the late 1990's on what many analysts now call "whole-school" or "comprehensive" school reform. This emerging conception of school improvement stands in sharp contrast to previous initiatives, especially efforts that sought to improve instruction and student achievement in high-poverty schools through isolated activities such as the adoption of new curriculum materials, the provision of brief training to teachers, or the provision of compensatory instruction to low achieving students within schools. A great deal of evidence suggests that these isolated efforts did little to markedly improve instruction and student achievement in schools, especially high poverty schools. As a result, efforts at comprehensive school reform sought to address the problem of instructional improvement more broadly. Gone were attempts to focus change on isolated elements of schooling. Instead, efforts at comprehensive school reform sought to improve the instructional capacity of *entire* schools, and to do so in ways that involved systematically changing many different (and interconnected) elements of instruction and instructional capacity in schools and classrooms.

One interesting outcome of this movement was the emergence of a large number of comprehensive school reform (CSR) interventions. Around the year 2000, more than 200 such interventions were operating in the United States, interventions were adopted in more than 10,000 schools around the country. The emergence and widespread adoption of these interventions offered the education community an unprecedented opportunity to examine new conceptions of instructional improvement and to investigate empirically how these new conceptions were being put into practice. Unique opportunities for research were available because these school improvement interventions were based on a variety of *designs* for instructional improvement and because these designs were being put into practice in a wide range of school communities. Thus, perhaps more than ever, the education community was finally in a position to take a serious and sustained look at whole-school approaches to instructional improvement: to examine schools pursuing different, systemic designs for improving instruction and student achievement, to examine how implementation of these designs was affected by different patterns of external assistance, and to see how processes of instructional change unfolded in a variety of school, community, and policy environments.

Although comprehensive designs for instructional improvement appeared promising, high quality research on the problem of instructional improvement remains scarce. At the outset of the SII project, little was known about the alternative *designs* for whole-school initiatives, instructional improvement or about the various strategies that external agencies could use to promote substantial and sustainable instructional change. Also, few longitudinal studies tracing the implementation of alternative designs for instructional improvement in local schools existed and little research existed examining how implementation of these designs varied across different state and local policy environments. More importantly, few studies looked inside classrooms to probe the effects of interventions on the dynamics of teaching and learning in particular subject areas, or to understand what teachers need to learn in order to make changes in their practice.

Finally, there was a lack of solid empirical research on the effects that whole-school approaches to instructional improvement could have on student achievement, especially for students attending diverse schools, coming from different family backgrounds, and living in different kinds of communities.

To meet the growing need for high-quality research on whole-school approaches to instructional improvement, researchers at the University of Michigan School of Education, in cooperation with the Consortium for Policy Research in Education (CPRE), conducted a large-scale, mixed method, longitudinal *Study of Instructional Improvement* to investigate the design, implementation, and effects on student achievement of three of the most widely-adopted whole-school school reform programs in the United States: the Accelerated Schools, America's Choice, and Success for All. Each of these school reform programs sought to make "comprehensive" changes in the instructional capacity of schools, and each was being implemented in schools in diverse social environments. Each program, however, also pursued a different design for instructional improvement, and each developed particular strategies for assisting schools in the change process. In order to better understand the process of whole-school reform, SII developed a program of research to examine how these interventions operated and to investigate their impact on schools' instructional practice and student achievement in reading and mathematics. The research program had three components:

- A longitudinal survey of 115 schools (roughly 30 schools each implementing one of the three interventions under study, plus 26 matched control schools);
- Case studies of the three interventions under study; and
- Detailed case studies of nine schools implementing the interventions under study (plus 3 matched control schools).

Each of these research components is leading to separate reports and findings, although SII undertook these studies as an integrated *program* of research that examined issues related to whole-school, instructional improvement from multiple analytic and methodological perspectives. Across all components of the SII study, the research examined alternative designs for instructional improvement, alternative strategies for putting these designs into practice in local schools, and the extent to which alternative designs and support strategies promote substantial changes in instructional capacity and student achievement in reading and mathematics.

All of this work had two main purposes. First, we wanted to know the circumstances under which different intervention *designs* and *strategies* could be expected to produce changes in particular elements of instructional capacity in schools; and second, we wanted to know which elements of instructional capacity, when present in schools, worked to produce higher levels of student achievement in reading or mathematics. Answers to these questions, we argue, provide powerful knowledge about how to successfully intervene in schools to promote instructional improvement.

This manual and the accompanying downloadable data and instruments, focus on the longitudinal survey of schools. SII gathered data from parents, students, teachers, and school leaders in 115 high-poverty elementary schools located in 45 school districts in 17 states across

the country. SII gathered extensive data on factors affecting the academic and social development of young children attending schools participating in externally adopted intervention programs. In size and scope, this multi-component research program is the most detailed study of instruction and instructional improvement in elementary schools currently available. Data collection for SII was completed in late spring of 2004 and since that time, activities have shifted from data collection to data analysis and dissemination. (Note: The primary media for reporting on the case studies of schools and case studies of intervention programs will be published manuscripts currently in preparation or press.)

This large-scale, longitudinal, multi-survey study of schools was intended to track the course of schools' engagement in comprehensive approaches to instructional improvement and to investigate the conditions under which this led to substantive changes in instructional practices and student achievement in reading and mathematics. The study design called for each school to participate in the study for a period of three years, although some schools voluntarily provided a fourth year of teacher, leader, and school-level information (no additional student-level data). Data were collected during the 2000-2001 through 2003-2004 academic years. During this time period, survey researchers administered questionnaires to teachers and school leaders on an annual basis in order to chart broad, organization wide changes in instructional capacity in these schools, including professionals' learning opportunities, the nature and focus of collegial interactions, and patterns of instructional practice. SII researchers also used a variety of other, more targeted data collection strategies to carefully chart the instructional experiences and academic learning of two cohorts of students (a cohort passing through grades K to 2, and a cohort passing through grades 3 to 5) in these schools. One important and innovative strategy for gathering information about instruction involved the use of language arts and mathematics instructional logs (available here) that teachers of cohort students completed on a daily basis (for selected students) in order to map the academic experiences of students as they pass through schools. Another strategy involved the use of twice-annual assessments to record students' growth in academic achievement in both reading and mathematics.

In addition, survey researchers conducted interviews, primarily a telephone protocol with a parent or guardian of each cohort student in order to gather information on students' family background and on students' home and community environments. Researchers also gathered data from school leaders and others about the policy environments in which schools are located. These survey data can be used to address research questions in at least two analytic domains:

- One domain concerns patterns of change in schools participating in "whole-school" instructional improvement initiatives. Here, survey researchers can study: (1) the extent to which schools participating in different interventions develop different patterns of instructional capacity; (2) the *consistency* with which such patterns emerge among schools pursuing the *same* intervention; and (3) the extent to which patterns of change in instructional capacity are explained by features of intervention designs and support strategies, state and local policy environments, or initial conditions in schools adopting particular reform models.
- A second research domain concerns the extent to which schools' participation in "whole-school" improvement produces changes that *make a difference* to student achievement in reading and mathematics. Here, survey researchers can carefully chart *what* students are

taught in these two core school subjects and what they learn in these subjects, *when* such teaching and learning occurs, and how patterns of academic achievement in these subjects are affected by particular elements of instructional capacity in schools.

Self-Administered Questionnaire Components

In brief, the study involves multiple components and data collection instruments. The self-administered questionnaire (SAQ) components are described below:

• School Characteristics Inventory (SCI). The School Characteristics Inventory gathered school administrative data as well as information about the state, district and local environment in which the school improvement programs were enacted. This questionnaire booklet was completed by the principal or the principal's designate. SII supplements the available school level information with data integrated from the Common Core Data (CCD), the Quality Education Database (QED) and CensusTract.

• School Leader Questionnaire (SLQ). The School Leader Questionnaire gathered information on the domains of the school improvement effort as well as the enactment process and the state, district and local environments. This questionnaire booklet was completed by the school principal and others with administrative responsibilities at the school, including school improvement personnel.

• Teacher Questionnaire (TQ). The Teacher Questionnaire gathered information about instruction, the school improvement enactment process, and the school environment. This questionnaire booklet was completed by all teachers at each school.

• Teacher Logs (LOGS). Extensive data on the instruction received by the sampled students was collected through the use of an instructional log (mathematics and language arts) frequently administered to teachers of participating students.

• Student Rating Form (SRF). Teachers were asked to complete a Student Rating Form for each student for whom they fill out an instructional log. The SRF instrument gathers information on a student's academic engagement, approaches to learning, and problem behaviors (if any). The form also contains several Yes/No questions about the student's participation in Title 1 programs and other school services.

• Student Motivation Form (SMF). Each spring, the students were administered the Student Motivation Form, socio-emotional instrument that asks students to report on their feelings toward reading and mathematics. The SMF was administered individually to kindergarten through 2nd graders and in small groups to 3rd through 5th graders.

• Student Academic Assessments. Bi-annual assessments of students' achievement were conducted using CTB McGraw Hill's TerraNova. The Woodcock Johnson-Revised test was used to measure the achievement status of entering kindergarten students.

A Brief Portrait of the Intervention Programs

The Accelerated Schools Project

The *Accelerated Schools Project* (ASP) was launched at Stanford University in 1986 by Dr. Henry Levin. The Accelerated Schools movement had reached about 1000 (by design, the number is now less) elementary and middle schools in most states and some international sites. It is organized into regional centers across the nation. At the time of our study, ASP's approach to working with schools revolved around promoting a normative commitment among school leaders and faculty to the program's abstract vision or ideal of "powerful learning" for all students. From the onset of working with schools, ASP facilitators used the staff development process to emphasize the program's commitment to this abstract construct, and to define powerful learning as constructivist in nature, with an emphasis on authentic, learner-centered, and interactive forms of instruction. However, ASP was not prescriptive in nature. For example, it did not target particular school subjects for improvement, nor did it provide teachers with a great deal of explicit guidance about curriculum objectives or teaching strategies. Instead, ASP facilitators helped schools use a systematic process of organizational development to design a unique path toward powerful learning and to adopt locally-appropriate forms of instructional practice consistent with this approach. In this sense, ASP had a design best labeled as "adaptive" in form.

During the time period we studied ASP, the program's goals for change were general in form—aiming at broad changes across the board rather than targeting specific areas of the curriculum for change. The kinds of changes teachers were expected to make as a result of participating in ASP were not formally specified, and instead, each school (and each teacher within a school) was asked to "discover" the most appropriate means to producing powerful learning within his or her own particular context. For these reasons, schools and teachers had a great deal of autonomy in the ASP system, with the result that there was no definable metric of implementation fidelity, either from external program facilitators, or from internal leaders.

America's Choice

Marc S. Tucker, President of the National Center for Education and the Economy (NCEE), serves as the founder/leader of the *America's Choice* (AC) program. The AC program had its origins in the standards-based reform movement, and as a result, the program was built around some definite ideas about the curricular content and methods of teaching it wanted to occur inside classrooms, especially in the area of language arts. At the time of our study, for example, AC typically began its work in local schools by focusing on the school's *writing* program (moving only later to changes in reading and mathematics programs). Moreover, AC typically provided teachers with a great deal of instructional guidance. For example, teachers in AC schools received a curriculum guide, were taught a set of recommended instructional routines for teaching writing (called "writers' workshop"), and worked with locally-appointed AC coaches and facilitators to develop "core writing assignments" and clear scoring "rubrics" for judging students' written work. Thus, in the area of writing instruction at least, AC was trying to

implement a well-specified, standards-based curriculum grounded in professional consensus about what constitutes a desirable instructional program. AC also expected schools that adopted the program to create two new leadership positions—a design coach and a literacy coordinator. Design coaches were expected to help principals implement the program, while AC literacy coordinators were expected to work with classroom teachers. Previous research showed that levels of instructional leadership were highest in the AC schools in our study sample (see, Camburn, Rowan, and Taylor, 2003). Subsequently, it is not surprising to find that staff in AC schools reported their school improvement plans as clear and well-specified. Moreover, as a result of extensive coaching, AC schools tended to be characterized by strong instructional leadership. In our research, the presence of strong instructional leadership—coupled with a well-specified instructional design—produced distinctive instructional practices in AC schools.

Success for All

Success for All (SFA) was founded by Dr. Robert Slavin and Dr. Nancy Madden in 1987. It has strong ties to John Hopkins University and is currently operated out of Baltimore, MD. Of the three programs under study, SFA gave schools the clearest and most highly-specified plan for instructional improvement by producing a set of highly-specified instructional routines for the teaching of reading. In particular, the SFA program was built around a clear and well-defined reading curriculum that provided teachers with a weekly lesson sequence, and each lesson in this sequence was designed around a "script" intended to guide teaching activities through a 90-minute reading period. In grades K-2, moreover, these scripts were accompanied by program-provided curricular materials for use throughout the school.

SFA schools also were more centrally managed than other schools in our study. For example, schools implementing SFA were expected to appoint a full-time literacy coordinator, and this staff member was given substantial responsibility for school-wide coordination of the reading program, including the task of constituting reading groups and making teaching assignments to these groups on a school-wide basis every eight weeks. In addition, instructional leaders in SFA schools and SFA linking agents were asked to supervise implementation of SFA instructional routines. In prior research, levels of instructional leadership were found to be as high in SFA schools as in AC schools, and much higher than levels of instructional leadership found in ASP schools (see, Camburn, Rowan, and Taylor, 2003). Staff in SFA schools saw school improvement plans as highly specified and as focused squarely on a particular instructional target (reading). This emphasis on faithful implementation of instructional routines produced a distinctive pattern of teaching practices that was generally faithful to the program's instructional design.

Principal Investigators

Deborah Loewenberg Ball is the Dean of the School of Education at the University of Michigan. With elementary mathematics as the main context, her research has focused on the challenges of teaching for understanding and on efforts to support such teaching through policy, reform initiatives, and teacher education. Her publications include articles on teacher learning and teacher evaluation; the role of subject matter knowledge in teaching and learning to teach;

challenges embedded in trying to teach for understanding; and relations of policy and practice in instructional reform.

David K. Cohen is John Dewey Collegiate Professor of Education, and professor of public policy at the University of Michigan. In addition to his current work on educational policy and the relationships between policy and practice, his previous research includes studies on the effects of schooling; efforts to reform teaching; evaluations of educational experiments and large-scale intervention programs; and relations between research and policy.

Brian Rowan is the Burke A. Hinsdale Collegiate Professor in Education and Research Professor at the Institute for Social Research, the University of Michigan. Rowan's scholarly interests lie at the intersection of organization theory and school effects research. He has written on education as an institution, on the nature of school organization, leadership, and instructional practice, and on the effects of these factors on student achievement. Since 1998, Rowan has been Study Director for *A Study of Instructional Improvement*. As part of that research, he has explored issues related to the measurement of instruction and teachers' pedagogical content knowledge, the development of new approaches to causal inference in research on teaching, on the use of large-scale surveys in the study of school, classroom, and teacher effects on students' achievement, and on the analysis of trends in the school improvement industry.

Sample and Study Design

The Sample

The Study of Instructional Improvement sought to recruit 120 schools into the study: 30 schools from each of the three school reform programs (SFA, AC, & ASP) as well as an additional sample of 30 control schools. To obtain a sample of schools, SII used a variety of data, including complete lists of schools participating in each of the CSR programs under study as of the 2000-2001 school year. Additional data on schools from this list and potential "control group" schools was then obtained through the Quality Education Data (QED) database, a commercially available database. This database was used as the primary source for the identification of control schools in the study population. QED data for both treatment and control schools were also matched to the National Center for Education Statistics (NCES) Common Core Database (CCD) for district level data, the 1990 Census for socio-economic data, and to school listings provided by school reform programs to identify the student population.

Schools were selected for the study in four steps. First, a list was compiled of all U.S. public elementary schools that had begun their affiliation with ASP, AC, or SFA in the 1998-1999, 1999-2000, or 2000-2001 school years. Initial inspection of this list indicated that schools participating in these programs were widely dispersed across the country. For cost purposes, it was necessary to identify geographic regions around the country which contained concentrations of schools in the three programs, thus minimizing data collection travel.

In the second step, a set of 17 geographic regions was selected from which to sample schools. Regions were selected using ArcView®, a geographic information systems (GIS) program, to plot intervention schools on maps. Geographic regions were identified by drawing one hundred mile radii around zip codes containing program schools and by visually inspecting maps on which these radii and the program schools contained within them were plotted (most of the study regions roughly correspond with U.S. Census Bureau standard metropolitan statistical areas).

In the third step, intervention schools from the 17 geographical regions were selected. We attempted to balance the samples of schools from the intervention programs in two ways. First, an attempt was made to equalize the samples with respect to the length of time sample schools had been affiliated with the three programs. The study targeted equal numbers of schools from each program for each initial year of program affiliation, 1998-99, 1999-00 and 2000-01. An attempt was also made to "equate" selected schools from the three programs with respect to socioeconomic disadvantage. This was done by first classifying schools on a three-point index of socioeconomic disadvantage (described below), and then targeting equal numbers of schools from each program from each category of the index.

In the final step, a set of "comparison" schools was chosen from within the 17 geographical regions. In addition to coming from the same geographical areas as selected intervention program schools, comparison schools were also selected so that their distribution on the three-point disadvantage index matched that of selected intervention program schools. Our sampling efforts yielded 115 schools located in 45 different school districts, in 15 different states, and in

17 different metropolitan areas. Overall, 31 AC schools, 30 SFA schools, 28 ASP schools, and 26 Comparison schools participated. The schools were chosen to balance the sample, as much as possible, in terms of geographic location, school demographic characteristics, and years working with the CSR program, as well as to achieve a representative sample of schools participating in each CSR program. By design, however, the final sample over-represented schools in the highest quartile of socio-economically disadvantaged schools in order to study instructional improvement in high-poverty settings.

The study attempted to recruit schools relatively well "matched" in terms of poverty level, based on census track information. The poverty level within a given census track was determined largely by the community disadvantage index (CDI). The CDI describes the 1990 census tract in which a school was located in terms of the proportion of individuals with less than a high school education, the proportion of working-age adults who are unemployed, the median household income, and the proportions of households with income below the poverty line, receiving public assistance income, and containing children that are headed by a single parent. You may view Table 1, which shows the averages for intervention and comparison schools on a number of neighborhood and school demographic variables. The table shows that on average, the AC and SFA schools selected for study were somewhat higher on the community disadvantage index, percent of students receiving free lunch, percent of minority pupils enrolled (particularly, African American), percent of students from single parent homes, and student likelihood of living in a household that received public assistance (within the last 12 months).

Table 1: Demographic Characteristics of Schools by CSR Program

	ASP (N=28)	AC (N=31)	SFA (N=30)	Comp. (N=26)
School Size				
Number of Students in School	485	563	465	498
Elementary Students in State	535,798	719,948	690,486	746,829
Community Measures				
Community Disadvantage Index	.26	.64	1.06	.79
Proportion Households in Poverty	.14	.19	.23	.22
Proportion Unemployed in Community	.09	.09	.12	.11
Proportion Households Receiving Assistance	.09	.14	.19	.15
Student/Family Background-Proportion Students:				
White	.36	.12	.19	.29
Black	.42	.69	.52	.39
Hispanic	.19	.11	.20	.24
Asian	.03	.08	.09	.08
Native American	.00	.01	.01	.01
Receiving Free/Reduced Lunch	.62	.75	.74	.64
From Single Parent Homes	.37	.49	.46	.38
Born to Teen Mother	.22	.22	.20	.18
Family Receiving AFDC	.08	.14	.15	.13
Pre-Treatment Aggregate Achievement				
Woodcock-Johnson Language Arts – Entering Kindergartners	97.68	102.32	94.15	103.31

Woodcock-Johnson Mathematics – Entering Kindergartners	99.32	94.22	97.25	103.62
Percent Meeting State Proficiency Standards LA – Year prior to Treatment	31.00	29.83	30.41	36.49
Percent Meeting State Proficiency Standards Math – Year prior to Treatment	32.21	24.40	29.52	31.63

Table 2 shows the result of this school selection method and the most salient outcome is that 56 of the 114 schools sampled fall under the high poverty level category. We also see that the majority of the schools in AC, SFA, and the comparison schools fall under the high and medium categories. SFA has the highest number of high poverty schools at 18, while AC was composed of 16 such school sites and the comparison schools featured 12. Overall, then, we argue that SFA, AC, and the comparison schools are relatively well-matched in terms of poverty. Table 2 shows that ASP had proportionally more lower (10) and medium (8) poverty-level schools, but still had a substantial number of high poverty schools with 10 such sites. As a result, we still argue that the sampled ASP schools "match" the other high poverty schools in the study.

Table 2. Sample Stratification: Year 2 Sample

		POVERTY LEVEL			
Program	Start Year	Low	Medium	High	Total
ASP	1998	4	0	1	5
	1999	4	6	5	15
	2000	2	2	4	8
	Subtotal	10	8	10	28
AC	1998	0	3	1	4
	1999	6	0	5	11
	2000	1	5	10	16
	Subtotal	7	8	16	31
SFA	1998	3	4	8	15
	1999	1	1	8	10
	2000	0	2	2	4
	Subtotal	4	7	18	29
Comparison		6	8	12	26
Total		27	31	56	114

1. Overall, about half of the schools in the sample (56 of 114) are in the ***highest*** poverty level.
2. In general, SFA, AC, and Comparison schools are well-matched in terms of poverty. ASP has proportionally more lower and medium poverty schools.
3. Schools are not well-matched in terms of years since joining the program. SFA has the most "mature" schools in terms of implementation experience; AC has the fewest "mature" schools.

The delineation of schools based on the socioeconomic disadvantage index was composed of both community factors and aggregate school information. However, this method does not necessarily take into account the possibility that school attendance zones are not precisely matched to census tracts. In other words, it is possible that children attending a particular school may be from families that are more or less wealthy than would be predicted from the census tract where a given school is located. To investigate this possibility we developed a cross tabulation of schools' ordinal community disadvantage index by percentile of school SES. Within a census tract, the community disadvantage index is based on proportion of high school dropouts, proportion of unemployed adults, the median household income, proportion of households below the poverty line, proportion receiving public assistance income, and proportion of single parent households. SES percentile is a school aggregate measure based on a socioeconomic composite developed from Parent Survey reports. The composite includes total family income, mother's educational attainment, mother's occupational prestige score, father's educational attainment, and father's occupational prestige score. The percentile rank is based on the SII sample and is not nationally representative.

On Table 3, ordinal community disadvantage index (CDI) is arranged so that the highest level of CDI = 5 and the lowest level = 0. The SES percentile is ordered so that the highest SES aggregate composite = 3 and the lowest SES levels = 1. The data shows that 32 schools of the 56 schools we describe as high poverty based on census tract information, also occupy the lowest percentile of school SES. We also see that 18 of these schools in the highest CDI are in the middle SES percentile, but what is most surprising is that 6 of the schools are in the highest SES percentile. Further, 10 schools in the middle to low SES percentiles are located in census tract areas where there CDI is low. In other words, children from less wealthy backgrounds are attending schools in areas the census considers not high in community poverty. In both instances, a possible explanation is that attendance zones are designed with the goal of promoting diversity, where students attend schools in areas that do not necessarily coincide with their socioeconomic backgrounds. It is also possible that the use of 1990 census data was not contemporary with demographic shifts occurring within some neighborhoods. It should be noted that the use of 1990 census data was necessary as 2000 census information was not yet available at the time of school sampling and recruitment for the study.

Table 3. Ordinal Community Disadvantage Index Compared to School Average SES Percentiles

Ordinal CDI - School Tracts * SES Percentiles (NSES)

			Nses_mean			
			1.00	2.00	3.00	Total
ordcdi Ordinal CDI - School Tracts	.00	Count	0	0	2	2
		% within Nses_mean	.0%	.0%	5.4%	1.8%
	1.00	Count	1	9	15	25
		% within Nses_mean	2.6%	23.1%	40.5%	21.9%
	3.00	Count	5	12	14	31
		% within Nses_mean	13.2%	30.8%	37.8%	27.2%
	5.00	Count	32	18	6	56
		% within Nses_mean	84.2%	46.2%	16.2%	49.1%
Total		Count	38	39	37	114
		% within Nses_mean	100.0%	100.0%	100.0%	100.0%

The reader may also view Table 4, to see how the SII sample compared to the nationally representative sample of the Early Childhood Longitudinal Study (ECLS). The data show that the SII sample included a substantially higher percentage of African-American children (49.8%) compared to ECLS (15.7%). The largest demographic group in the ECLS sample is White elementary-aged children (57.3%), while the SII sample includes less than half that percentage (23.1%) of Whites. Table 2 also shows that the SII sample included a higher percentage of children whose mothers did not complete high school (22.9% vs. 15.1%). Moreover, 21.7% of mothers in the ECLS sample reported obtaining a bachelor's degree or higher, while only 9.9% of mothers in the SII sample obtained a comparable level of education. Table 2 also shows differences in family structure between the ECLS and SII sample. In ECLS, 64.3% of respondents indicated that both a mother and a father were present in the household, while only 40.8% of SII parents reported this traditional structure. Moreover, the SII parent survey respondents indicated that 41.9% of the sampled children come from single mother households, while only 21.3% of the ECLS children lived in this household arrangement. Disparities between the SII and ECLS samples are also evident in reported total family income. In every income category ranging from $0 to $39,999, the SII students were represented in somewhat larger percentages compared to the ECLS sampled students. And in the higher income categories ranging from $40,000 through $200,000+, the SII students were represented in consistently lower percentages compared to the ECLS student sample. The SII family background information on Table 4 comes mostly from the Parent Questionnaire data which was gathered using the Parent Survey protocol.

Table 4. SII/ECLS Sample Demographic Comparison

	SII (n=6,733)	ECLS (weighted n =3,865,797)
Demographics		
Male	51.2%	51.3%
Female	48.8%	48.7%
White	23.1%	57.3%
Black	49.8%	15.7%
American Indian/Alaskan Native	0.4%	1.8%
Asian or Pacific Islander	4.5%	3.5%
Hispanic	19.2%	19.3%
Other	3.1%	2.5%
Mother's Educational Attainment		
Did not complete high school	22.9%	15.1%
High school diploma or equivalent	33.5%	31.3%
Some college or vocational school	33.1%	31.9%
Bachelor's degree	7.7%	14.5%
Master's degree	2.2%	5.8%
Ph.D. or other advanced degree	0.2%	1.4%
Family Structure		
Mother/Father Present in Household	40.8%	64.3%
Single Mother Household	41.9%	21.3%
Teenage Mother	21.4%	18.7%
Reported Total Family Income		
UNDER $5,000	4.4%	3.4%
$5,000 - $9,999	9.0%	5.0%
$10,000 - $14,999	11.2%	7.8%
$15,000 - $19,999	10.5%	6.9%
$20,000 - $24,999	9.5%	7.7%
$25,000 - $29,999	8.7%	6.3%
$30,000 - $34,999	7.6%	7.0%
$35,000 - $39,999	5.8%	5.5%
$40,000 - $49,999	9.6%	10.3%
$50,000 - $74,999	14.9%	20.0%
$75,000 - $99,999	5.5%	9.5%
$100,000 - $199,999	3.2%	8.7%
$200,000 or more	0.2%	1.9%
Family Received Public Assistance		
AFDC/TANF received in last 12 months	13.2%	12.0%
Foodstamps received in last 12 months	23.0%	19.8%

Challenges in School Sample Selection

1. Intervention Program Lists- SII staff had difficulty in acquiring accurate lists of participating schools from all intervention programs in a timely manner. In one instance, SII staff had to work with the twelve regional offices for one intervention program to acquire individual lists.
2. Implementation Status- The interventions' lists included schools that were not actively implementing the intervention, thus reducing the number of eligible schools contained on the lists. For instance, some lists included schools that had paid the participation fee to the intervention but did not attend training workshops and were not implementing the program.
3. Geographic Regions- SII staff originally envisioned creating 6 to 8 research sites across the country, to conserve money and reduce administrative effort. These "geo" regions were to be in areas where at least two of the four intervention programs had a concentration of schools. Only schools from these designated geo areas would be recruited for the study to maximize efficiency. Once the sampling began, it became apparent that the geo regions would have to be expanded to 12 to15 in order to achieve the desired sample size. Making necessary modifications to sampling procedures delayed the beginning of recruitment.
4. Pre-existing Differences in Intervention Schools- SII staff defined the sample criteria to include 1) designated geographic regions, 2) metropolitan location, 3) grade span of K-5, 4) year school affiliated with the intervention, and 5) community disadvantage. Once these criteria were applied to the list of schools from each program, it became apparent that it would be difficult to achieve a comparable sample across all programs because of differences in the programs' size, age, growth patterns, and differences in the socioeconomic conditions of the communities with which the different interventions work.
5. Consultation with Intervention Staff- From the inception of SII, staff committed to work collaboratively with each intervention program to ensure they understood the study's purpose and design, and the implications for schools participating in the study. This guiding principle resulted in a step-by-step consultation process with key leaders from each intervention program. The process has been valuable in achieving access to research sites, but very time consuming.

Propensity Score Stratification Methods

Although SII was designed as a quasi-experiment with three "treatment" groups (one for each CSR program) and a matched control group, previously presented Table 1 showed that, after the SII sample was constructed, subsamples of treatment and comparison schools were not perfectly matched. For this reason, we recommend that statistical analyses oriented to establishing the effects of "treatment" (CSR) participation on outcomes using "control" schools as the counterfactual be conducted using some form of propensity score matching. An excellent discussion of this approach to causal analysis can be found in Rosenbaum and Rubin (1983).

In SII, a multi-step process was used to develop a propensity score model for these kinds of data analyses. An example of that approach is provided on the SII website and comes from our analyses of CSR program effects on student achievement. The data file used to conduct the propensity score analysis can also be found for download. Readers wishing to conduct secondary analyses of SII data are welcome to use this data file and the propensity scores contained in it to

conduct such analyses. There is a brief description of the work below with a more detailed explanation provided on the SII website.

The school-level file contains the 40 covariates used to create propensity scores and demonstrate balance across our matched schools. In order to create the propensity scores we used Penalized Maximum Likelihood Estimation (PMLE). We first ran an ordinary logistic regression with all 40 covariates entered as predictors. Using the *Design* library in the statistical program R (Alzola and Harrell, 2006) we were able to assess the degree of over-optimism in the model and a suggested penalty factor was supplied by the program. We then applied the penalty factor to a subsequent regression in order to obtain the propensity score. The propensity score obtained through these procedures is provided for each set of CSR schools versus the set of comparison schools only and versus all other schools in SII. For many reasons the latter comparison provided a better match set of schools.

Subsequently the propensity scores were used to match schools using the *Optmatch* program in R (Hansen, 2006). Matches were conducted so that each treatment school was matched with at least one other comparison school and no schools were excluded from the analysis. The methods employed then proceeded to check whether each of our matching procedures produced balance across all of the covariates. We first examined balance across the matched sets of schools provided by the *Optmatch* program. Because a great number of different matches were generated using this procedure, we then combined matched sets to create a reduced number of strata, preserving balance between treated and untreated schools within strata. We created dummy variables for each stratum to be entered into our parametric models. We ran models both ways – using the full set of matches and the reduced number of strata. Both analyses produced nearly identical results, so in all cases we present the results from the strata models since they represent the most parsimonious models.

Data Collection Design

Readers will note that SII is described as a four-year study, but that two separate student cohorts (K-2nd, 3rd-5th) are followed longitudinally over three-year periods. This is due to the "phased" or staggered collection design illustrated on Table 5. The reader should also note that the SII database designates the K-2nd cohort as Cohort A, while the 3rd-5th grade cohort is designated as Cohort B. Each cohort included eight randomly selected students. If a participating student moved from a school, each was replaced with a student that recently moved into the school.

Table 5. Phased Data Collection Schedule

Grade	2000-01	2001-02	2002-03	2003-04
5			B 2000	B 2001
4		B 2000	B 2001	
3	B 2000	B 2001		
2			A 2000	A 2001
1		A 2000	A 2001	
K	A 2000	A 2001		

Phase one of SII began in AY 2000-2001 with the entry of 53 elementary schools into the study; phase two added about 62 more elementary schools in AY 2001-2002. So, about half of each student cohort (A2000 & B2000) began the study during the 2000-2001 academic year, while the remainder of participating cohort students (A2001 & B2001) began the study during the 2001-2002 school year. Students enrolled in phase one schools completed their three-year participation cycle at the conclusion of the 2002-2003 school year, while students enrolled in phase 2 completed the study in the spring of the 2003-2004 school year.

Meanwhile, school-level data (School Characteristics Inventory) were collected for each site across all four years of the study. Also, many school leaders provided an additional year of School Leader Questionnaire participation, as did many teachers (Teacher Questionnaire). This situation, coupled with the phased-design of the study, had the potential to cause confusion for researchers attempting to merge SII data files for longitudinal study. To relieve the potential misalignment of files, the SII files have been merged to logically reflect chronological participation of students across a three-year period. This pertains to the assessment data, teacher log files, the Student Rating Form (SRF) and Student Motivation Form (SMF). However, each of these files contains a variable flag named "Year" to indicate the exact school calendar year in which data were collected. Similarly, the school, leader, and teacher survey data files contain this same flag to guide attempts to match (or merge) files by data collection year.

Survey Components Overview

Teacher Questionnaire

The Teacher Questionnaire (TQ) was a 28-page booklet and respondents were expected to take approximately one hour to complete it. Questions were primarily closed-ended. The TQ asked questions about the teacher's perspective of the school and its faculty. In addition, teachers who taught language arts or math as part of their assignment were asked to complete language arts and /or math sections, respectively. The subject sections asked questions about teaching practices and priorities, as well as pedagogical content knowledge (PCK) questions. Teachers were also asked questions about their experiences with school improvement efforts, professional development opportunities, demographic information, and their professional background.

Over the course of four years, data was gathered from over 5,300 teachers. Appendix A shows that the lowest response rate (63%) among eligible teacher participants occurred in first year of the study, and that the rate steadily increased to 86% by the final year of survey administration. These response rates represent administrative estimates and may include successful contacts made with individuals declining study participation. And these general response rates are not individual item response rates. For instance, users of the pedagogical content knowledge (PCK) items will notice a lower rate of item response among respondents eligible to complete the mathematics and/or language arts survey sections.

The pedagogical content knowledge measures allowed SII to investigate the effects of teachers' knowledge on student achievement, and to understand how implementation of whole school reform programs is mediated by teachers' content knowledge. While many potential methods for exploring and measuring teachers' content knowledge exist (i.e., interviews, observations, structured tasks), we elected to focus our efforts on developing survey measures because of the large number of teachers (over 5000) participating in SII. In mathematics, items have been developed that can be used to measure teachers' mathematical content knowledge for teaching in: (1) Number and operations; (2) Patterns, functions, and algebra; and (3) Geometry. Items in each category capture whether teachers can not only answer the mathematics problems they assign students, but also how teachers solve the special mathematical tasks that arise in teaching, including evaluating unusual solution methods, using mathematical definitions, representing mathematical content to students, and identifying adequate mathematical explanations. Using the SII teacher content knowledge in mathematics items, Hill, Rowan and Ball (2005) found a positive effect of teacher mathematical knowledge on first and third graders' gain scores. Readers wanting to learn more about the development and scaling properties of the mathematics knowledge measures should consult the article by Hill, Schilling and Ball (2004).

Hill, H., Rowan, B., & Ball, D. (2005). Effects of teachers' mathematical knowledge for teaching on student achievement. American Educational Research Journal. 42(2), 371-406.

Hill, H., Schilling, S., & Ball, D. (2004). Developing measures of teachers' mathematics knowledge for teaching. Elementary School Journal, 105, 11-30.

Item development in language arts was guided by three distinctions in content knowledge for teaching reading: (1) knowledge of content, (2) knowledge of students and content, and (3) knowledge of teaching and content. The primary difference between items in each of these categories is in how content knowledge is *used* in teaching reading. The knowledge of content domain came closest to measuring teachers' common knowledge of the subject. Answering items that focused on knowledge of content and students required respondents to use their knowledge of reading to understand the range of student products encountered teaching the subject. Items on knowledge of teaching and content required respondents to use knowledge of reading to decide between different teaching actions. In addition to distinctions in the *types* of content knowledge for teaching noted above, items were also measuring content topic knowledge in (1) comprehension and (2) word analysis. Within comprehension, the range items included: morphology, vocabulary, comprehension strategies and questions, genre, fluency, and other topics related to comprehending the meaning of words and text. Word analysis included: phonemic awareness, letter sound relationships, word frequency, and other topics related to the reading and decoding of words and their print and sound elements. Readers should consult an article on the development and measurement properties of teacher content knowledge scales by Phelps and Schilling (2004).

Phelps, G. & Schilling, S. (2004). Developing measures of content knowledge for teaching reading. Elementary School Journal, 105, 31-48.

Although most sections of the TQ are longitudinally designed and contain precisely the same items year-to-year, some minor adjustments were made and the PCK items changed during each administration to develop the battery of items necessary for scaling work. This created a situation in which variable positions (and variable names) changed year-to-year to accommodate these unavoidable shifts. Appendix B provides a variable cross-reference list to help readers track question items across data files for each TQ administration. Appendix B will also provide readers with an overview of the PCK items in both reading and mathematics, but we strongly encourage interested individuals to consult the actual survey instruments available for download at the SII website.

School Leader Questionnaire

The School Leader Questionnaire (SLQ) was a 20-page booklet. School leaders were expected to take approximately 45 minutes to complete the questionnaire. The school leaders surveyed included principals, assistant principals, subject area coaches, and program coordinators. This group included teachers serving in leadership or program coordination roles. The SLQ was designed to capture information about the school and instructional improvement programs adopted by the participating sites. Questions asked about the programs the school was participating in, formal leadership roles of the respondent, respondent priorities, as well as the respondent's assessment of the availability of resources, satisfaction levels among students and staff, and school priorities. School leaders were also asked to evaluate the state of the language arts and math programs in the school. This first set of domains encompasses how principals understand their role, what responsibilities fall to their charge, how they prioritize these responsibilities, and what they actually do (i.e. what their practice is). Additionally, leaders were

asked questions about their demographic background, professional development opportunities directly related to intervention programs, and prior academic preparation.

We were particularly interested in the leadership roles administrators play. Some of the interventions specifically targeted leadership roles and responsibilities, creating new leadership roles, broadening who is responsible for school leadership, or specifying new leadership tasks and responsibilities for those in leadership positions. Our conception of leadership allowed for the possibility that leadership is distributed throughout the organization beyond the work of the school principal to other potential leaders in the school.

Over the course of the study, data was gathered from over 800 leaders. The survey response rate among school leaders was 75% at the first year of questionnaire administration and improved to 90% by the final year of the study. Although the domains of the study remained constant and most items remained the same year-to-year, SII staff made a few minor item adjustments, especially between the first and second survey administrations. As with the TQ, this had the effect of changing variable positions/names for some items. Appendix C provides a variable cross-reference list for the SLQ to assist interested users in tracking items for longitudinal use.

School Characteristics Inventory

The Study of Instructional Improvement used multiple sources to assemble school-level information. SII used the Quality Education Data (QED) database (a commercially available database) the NCES Common Core Database (CCD), the School Characteristics Inventory, and Parent Survey data responses aggregated to the school level. The School Characteristics Inventory (SCI) questionnaire booklet was completed by the school principal and/or others with knowledge about staffing, students, and school-wide programs. Data frequencies indicate that principals completed the SCI in the majority of participating schools. The School Characteristics Inventory was a 12-page booklet composed primarily of closed-ended and restricted choice (fill-in) questions. The SCI was designed to capture descriptive information about the school, including calendar year, enrollment, funding and programs, and student and staff demographics. Each school was given one SCI to complete. Response rates for the SCI range from a low of 68% in year one of the study increasing to 99% of eligible phase 2 schools in the last year of administration. Regrettably, it was not realized that three schools in the sample never provided a single, complete questionnaire during the time of the study.

SII researchers found that the most reliable and consistent sources of school information were derived from the QED and CCD databases and used this information to develop a school-level composite file that is available for download along with the SCI files. Generally, we recommend using the SII school composite data file for most research purposes. However, the SCI lists the range of other programs schools adopted and participated in during the time of the study, and that may be of interest to researchers (see, Appendix D). SII also invites interested readers to use the propensity stratification score file used in SII achievement outcome analyses. Much more information about the SII-produced propensity score development is available on the SII website.

Teacher Instructional Logs

Data on literacy and mathematics instruction were gathered from separate logs for Language Arts and Mathematics that were administered to all teachers of cohort students. In total, roughly 75,000 instructional logs were collected from about 1,900 classroom teachers in grades 1 through 5 over the course of the study. The log is a survey instrument containing roughly 100 items that teachers used to record information about a single day of instruction for a single student. The opening section of the log asked teachers to report on the amount of emphasis given to major topics. In language arts: (1) word analysis, (2) concepts of print, (3) comprehension, (4) reading fluency, (5) vocabulary, (6) writing, (7) grammar, (8) spelling, and (9) research strategies. In mathematics: (1) number concepts, (2) operations, (3) patterns, functions, or algebra, and (5) other mathematical content. If teachers checked a major emphasis topic for a student on a given day, they then completed additional items about the specific content that was taught in any checked domain, the methods used to teach that content, and the tasks and materials the focal student used that day. To assure that log reports were representative of days of the school year and all cohort students in a classroom, teachers were asked to participate in three extended logging periods spaced evenly over the academic year. During each logging period, teachers rotated daily log reports across the sample of cohort students in their class. If students changed teachers during the course of the year (as many SFA students did), their new teachers completed logs.

In the current data set, the average teacher completed 31 logs (s.d. = 25 logs), usually spread evenly across the school year. Although the completion of that many logs sounds onerous, logs were easily completed in about five minutes, usually at the end of the school day. Overall, 89% (response rate) of teachers who were asked to log did so, and they completed 90% of the logs they were administered. However, on some of the sampled days, teachers indicated that the school was not in session, target students were absent, assemblies or field trips were held, etc…, or there may be logical inconsistencies with teacher responses. For this reason, SII researchers developed what we call "gateway" variables to help researchers assess when specific topics were taught actually to target students. Table 1 shows the "gateway" variables available to assist in the data reduction process, leaving just logs with useable classroom information. The syntax coding used to create these gateways is available on the SII website.

Table 1. Language Arts Gateway Variables

Variable Name	Variable Label
rll4a	Comprehension Gateway Item - Reversed Scored
rll4b	Writing Gateway Item - Reversed Scored
rll4c	Word Analysis Gateway Item - Reversed Scored
rll4d	Concepts of Print Gateway Item - Reversed Scored
rll4e	Reading Fluency Gateway Item - Reversed Scored
rll4f	Vocabulary Gateway Item - Reversed Scored
rll4g	Grammar Gateway Item - Reversed Scored
rll4h	Spelling Gateway Item - Reversed Scored
rll4i	Research Strategies Gateway Item - Reversed Scored
compsum	Sum of the Marks in the Comprehension Section (A) of Log

comp	Variable Indicates if Log is Marked in the Comprehension Section (A)
writesum	Sum of the Marks in the Writing Section (B) of Log
write	Variable Indicates if Log is Marked in the Writing Section (B)
wordsum	Sum of the Marks in the Word Analysis Section (C) of Log
word	Variable Indicates if Log is Marked in the Word Analysis Section (C)
n_gw	Number of Gateway Items Marked
probll4a	Variable Indicates that Response to ll4a is Problematic
probll4b	Variable Indicates that Response to ll4b is Problematic
probll4c	Variable Indicates that Response to ll4c is Problematic
probll4d	Variable Indicates that Response to ll4d is Problematic
probll4e	Variable Indicates that Response to ll4e is Problematic
probll4f	Variable Indicates that Response to ll4f is Problematic
probll4g	Variable Indicates that Response to ll4g is Problematic
probll4h	Variable Indicates that Response to ll4h is Problematic
probll4i	Variable Indicates that Response to ll4i is Problematic
probllgw	Variable Indicates if there were any Problematic Responses to any of the Gateway Items on the Log

The accuracy of these logs was reported on by Camburn and Barnes (2004), who found that teacher vs. trained observer match rates on log reports were rarely more than a few percentage points different from observer vs. observer match rates for the same lessons, especially for the most common instructional practices. To assure accuracy in teachers' log reports, SII researchers conducted a 1 day training for teachers, gave teachers a glossary defining and illustrating the terms used in the log, and encouraged teachers to consult a toll-free phone number with logging questions.

Camburn, E., & Barnes, C. (2004). Assessing the validity of a language arts instruction log through triangulation. Elementary School Journal, 105, 49-74.

Parent Survey

The Parent Survey component consists of interviews with parents whose children were active participants of the SII. The survey includes questions about each child's home environment and activities, the child's experiences with school, services provided, basic demographic information and questions about the family's access to basic needs. Most of the interviews were conducted by telephone, but where necessary, interviewers in the field conducted face-to face interview sessions. The Parent Survey is a cross-sectional, rather than longitudinal, designed survey and most parent interviews were conducted in the second year of the study. However, additional interviews were conducted in the third and fourth years of the study to capture information for new students moving into a sample school and to obtain data from parents not reached in year two. Approximately 6,700 interviews were completed.

The Parent Survey data were central in the development of demographic control measures used in our analytic work and these measures frequently appear in published articles by SII researchers. To construct a composite socioeconomic status (SES) measure, SII researchers replicated the procedures commonly used in the development of education databases sponsored

by the National Center for Education Statistics (NCES). It is important for readers to note, however, that the SES measure developed by SII is not norm-referenced to a national school population. Instead, a standardized coefficient of SES represents a student's status compared only to other students in the SII population.

SII researchers developed the SES measure using the exact items reported for the SES measure available in the National Educational Longitudinal Study '88 (NELS: 88) and the Schools and Staffing Survey (SASS). The five-item composite measure includes the highest education levels reported for the (1) mother and (2) father, (3) reported total family income level, and the occupational prestige scores of the (4) mother and (5) father. Occupational prestige scores or Total Socioeconomic Index (TSEI) were adopted from the work of Robert Hauser. Succinctly explained, SII researchers standardized the mean average of the five items to produce the SES measure. For more information and example syntax, please see the SII website.

As in all survey data collection, there are limitations and sources of potential measurement error. Parent information was successfully collected for about 75% of the SII sample, and it is known that the missing information is slightly disproportional in the direction of lower income families. However, we remind the reader that face-to-face interviews were arranged to mediate the effects of this common occurrence in survey data collection. Users of SII data will also notice a high rate of missing information for father's educational background and occupation. The interview protocol called for information to be gathered only for parental figures physically residing in a household where a child participant lived. At the conception of the study, SII researchers did not anticipate that the rate of single parent female households would be as striking (42%). As a consequence, the amount of missing information for male parental figures is high and this limits the number of items to be averaged for the SES calculation.

Although the study was conducted during academic years occurring between 2000 through 2004, the census tracts used in sampling were based on 1990 Census information. Similarly, occupation codes were drawn from occupational titles associated with the 1990 Census. Therefore, it was also necessary to match these occupational codes to 1990 Total Socioeconomic Index (TSEI) scores, also referred to as occupational prestige scores. The household roster section of the Parent Survey is critical in developing several family background variables. First, it helps determine the type of family structure (e.g., mother and father present, single parent home), especially if the marital status information is missing. The roster also helps determine the relationships and age ranges of individuals reported occupying a residence. Additionally, SII researchers used this information to determine a mother's age at the time of first born child, and sorting informant identity to assign the education levels and occupations of a mother and/or father (or other parent figure).

Student Assessment

As kindergarten students (Cohort A) began the study, they took the Letter/Word identification and applied problems sections of the Woodcock-Johnson Tests of Achievement - Revised. It was expected for these sections to take approximately 15 minutes to complete. This assessment was conducted individually with the kindergarten children. The *WJ-R* was in an easel format. When taking the *WJ-R*, children look at pictures, letters, words and numbers and answer by pointing or

giving short verbal responses. Assessors recorded children's answers on a single, two-sided scan form.

In the spring, these same kindergarten students completed the TerraNova Level 10 assessment. The TerraNova is a nationally recognized assessment instrument. SII administered only the Reading/Language Arts and the Mathematics assessments. The Reading/Language Arts section assesses vocabulary, text analysis, evaluating meaning, reading strategies, word analysis, sentence structure, writing strategies, and editing skills. The Mathematics assessment includes number relations, computation and estimation, operation concepts, measurement, geometry and spatial sense, statistics and probability, patterns, functions and algebra, problem solving and communication. These assessments were given one-on-one to first grade students and conducted in a group with second through fifth grade students. It was expected that the TerraNova would take approximately 45-60 minutes to complete in one-on-one sessions. Each fall and spring, Cohort B (3rd grade through 5th grade) participating students completed the TerraNova assessment for their grade or performance level.

Assessment Levels. As previously mentioned, all kindergarten students take the ***WJ-R*** and all 3rd grade students take level 12 of the ***TerraNova*** or ***Supera***. After the first semester in the study, students were routed to the appropriate ***TerraNova*** or ***Supera*** level(s) based on scoring information from previous assessments. In addition, students who joined the study through re-sampling after the first semester were routed by a site coordinator to the appropriate assessment level. Most students in the same grade were assessed at the same level. Table 2 below, shows the general assessment level schedule

Table 2. TerraNova or Supera Assessment Level Schedule

Grade (semester)	*TN* or *Supera* Level (Most Common)	Other Levels (Possible)
Kindergarten (spring)	Level 10	
1st grade (fall)	Level 11	Level 12
1st grade (spring)	Level 11	Level 12
2nd grade (fall)	Level 12	Levels 11, 13
2nd grade (spring)	Level 12	Levels 11, 13
3rd grade (fall)	Level 12	
3rd grade (spring)	Level 13	Levels 11, 12, 14
4th grade (fall)	Level 14	Levels 12, 13, 15
4th grade (spring)	Level 14	Levels 12, 13, 15
5th grade (fall)	Level 15	Levels 13, 14, 16
5th grade (spring)	Level 15	Levels 13, 14, 16

Spanish Assessments. Teachers were asked to give children a score for language at some point before assessments began each school year. Those Spanish-speaking students, who were not ready to take the assessment in English, took the assessment in Spanish. In the fall, Spanish speaking kindergarten children took the Letter-Word Identification and Applied Problems subtests of the Spanish version of the ***Woodcock-Johnson Test of Achievement – Revised***. The Spanish version is called ***La Batería Woodcock- Muñoz: Pruebas de***

aprovechamiento-Revisada (Woodcock & Muñoz, 1996). Spanish speaking 1st – 5th graders took the Reading/Language Arts and Mathematics sections of the Spanish version of the *TerraNova* called the *Supera* (CTB-McGraw Hill, 1997).

*Note that the *Supera* assessment was not available at level 10. For this reason, spring kindergartners who needed to take the assessment in Spanish only participated in the Spanish version of the *Student Motivation Form*.

Due to copyright limitations, SII cannot provide copies of the test batteries used as part of the study, but they may be available for purchase through McGraw-Hill.

Student Motivation Form/Student Rating Form

The Student Motivation Form (SMF) is designed to provide information from the student on how the student perceives him/herself in academic interests or skills. The SMF form, a self-description form, is administered each spring as part of the assessment. This SMF asked children to report on how much they enjoy reading and mathematics, how easy or hard reading and mathematics are for them, and any behaviors with which they might struggle that may also interfere with their learning. The SMF was administered individually to kindergarten through 2nd graders in an easel format, and an assessor recorded the students' answers on a single-sided scan answer form. The form was administered in small groups to 3rd through 5th graders. In this case, students each had their own 2-sided scan answer sheet. An assessor read the instructions from a card and the students filled in their own answers. Both individual and group administrations take approximately 10 minutes.

Teachers were asked to complete a Student Rating Form (SRF) for each student for whom they filled out an instructional log. The SRF instrument gathers information on a student's academic engagement, approaches to learning, and problem behaviors (if any). The form also contains several Yes/No questions about the student's participation in Title 1 programs and other school services. Unlike the instructional logs, the SRF did not need to be completed on specific days for the specific target students. However, the response rate coincides with the log response rate of about 89%. It should also be noted that students may have multiple Student Rating Forms from teachers in a given year if the target student had different teachers for mathematics and language arts instruction. Additionally, a very small number of target students have two SRFs from different teachers of the same subject.

APPENDICES

Appendix A

Survey Component Response Rates*

	2000-2001		2001-2002		2002-2003		2003-2004	
	sample / completed	Pct. Rate	sample / completed	Pct. Rate	sample / completed	Pct. Rate	sample / completed	Pct. Rate
Self-Administered Questionnaires								
School Characteristics Inventory (SCI)	107/73	68%	114/110	96%	107/107	100%	104/103	99%
School Leader Questionnaire (SLQ)	437/326	75%	503/407	81%	439/380	87%	434/391	90%
Teacher Questionnaire (TQ)	2874/1806	63%	4043/2969	73%	3751/2861	76%	3650/3119	86%
Teacher Logs								
Expected log count								
Language Arts (LA log)	9440/7923	84%	34566/28438	82%	43724/35676	82%	21517/16470	77%
Mathematics (Math log)	9440/8216	87%	34566/28560	83%	43724/36066	82%	21517/16342	76%
Teacher Sample								
Language Arts (LA log)	306/292	95%	880/787	89%	1092/946	87%	555/467	84%
Mathematics (Math log)	178/172	97%	570/519	91%	793/707	89%	469/397	85%
Filtered log count [a]								
Language Arts (LA log)	8926/7923	89%	31497/28438	90%	39113/35676	91%	18303/16470	90%
Mathematics (Math log)	9025/8216	91%	31414/28560	91%	39628/36066	91%	18403/16342	89%
Parent Interview								
Parent Questionnaire (PQ)	2343/1999	85%	3777/2877	76%	1967/1223	62%	1047/628	60%
Student Instruments								
Woodcock-Johnson (WJ) - Fall	1010/968	96%	1223/1172	96%	NA	NA	NA	NA
TerraNova (TN) - Fall	1289/1247	97%	3845/3690	96%	4868/4638	95%	2387/2245	94%
TerraNova (TN) - Spring	2313/2220	96%	5080/4897	96%	4743/4595	97%	2313/2152	93%
Student Rating Form (SRF)	3009/2714	90%	6442/5746	89%	6140/5579	91%	2976/2603	88%
Student Motivation Form (SMF)	2375/2275	96%	5144/4958	96%	4743/4598	97%	2313/2154	93%

***** The reported rates are administrative estimates and may include successful contact with participants who refused to complete a survey.

[a] Log samples filtered by teacher refusal, student move-out, student ineligible, and parental refusal.

Appendix B

Teacher Questionnaire Cross-Reference List

Name Year 1*	Name Year 2*	Name Year 3*	Name Year 4*	Variable Description
**** NOTE: PCK questions, which are unique from year to year, are not included in this cross-reference**				
Your Perspective on the School				
tq1_1a	tq2_1a	tq3_1a	tq4_1a	Teachers respect colleagues expert in craft
tq1_1b	tq2_1b	tq3_1b	tq4_1b	Teachers trust each other
tq1_1c	tq2_1c	tq3_1c	tq4_1c	Teachers care about each other
tq1_1d	tq2_1d	tq3_1d	tq4_1d	Teachers respect other teachers who take lead
tq1_1e	tq2_1e	tq3_1e	tq4_1e	Teachers openly express views at meetings
tq1_1f	tq2_1f	tq3_1f	tq4_1f	Teachers question views of others
tq1_1g	tq2_1g	tq3_1g	tq4_1g	We talk through views, opinions
tq1_1h	tq2_1h	tq3_1h	tq4_1h	Teachers continually learn-seek out ideas
tq1_1i	tq2_1i	tq3_1i	tq4_1i	Teachers encouraged to experiment
tq1_1j	tq2_1j	tq3_1j	tq4_1j	Teachers encouraged to take risks
tq1_1k	tq2_1k	tq3_1k	tq4_1k	Teachers expect students complete work
tq1_1l	tq2_1l	tq3_1l	tq4_1l	Teachers encourage students try hard
tq1_1m	tq2_1m	tq3_1m	tq4_1m	Teachers set high expectations
tq1_1n	tq2_1n	tq3_1n	tq4_1n	Teachers think-important students do well
tq1_2a	tq2_2a	tq3_2a	tq4_2a	Teachers take responsibility-help others
tq1_2b	tq2_2b	tq3_2b	tq4_2b	Teachers help maintain student behavior
tq1_2c	tq2_2c	tq3_2c	tq4_2c	Teachers take responsibility-quality
tq1_3a	tq2_3a	tq3_3a	tq4_3a	Policies often contradictory
tq1_3b	tq2_3b	tq3_3b	tq4_3b	Difficulty choosing among options
tq1_3c	tq2_3c	tq3_3c	tq4_3c	Unsure how to prioritize teaching info
tq1_3d	tq2_3d	tq3_3d	tq4_3d	Instructional policies seem inconsistent
tq1_4a	tq2_4a	tq3_4a	tq4_4a	Detailed knowledge content covered-others
tq1_4b	tq2_4b	tq3_4b	tq4_4b	With new students-knowledge of prior learning
tq1_4c	tq2_4c	tq3_4c	tq4_4c	Teachers know what students learned in my class
tq1_4d	tq2_4d	tq3_4d	tq4_4d	Frequently plan--coordinate w-- teachers
tq1_4e	tq2_4e	tq3_4e	tq4_4e	Teachers use similar methods-for achievement level
tq1_4f	tq2_4f	tq3_4f	tq4_4f	Students expected master content
	tq2_5a	tq3_5a	tq4_5a	Pct LEP--ESL
	tq2_5b	tq3_5b	tq4_5b	Pct emotional--behavior problem
	tq2_5c	tq3_5c	tq4_5c	Pct Learning disabled
Reading/Language Arts Instruction				
tq1_5	tq2_6	tq3_6	tq4_6	Assigned to teach reading
tq1_5b	tq2_6b	tq3_6b	tq4_6b	Assigned to teach reading (recode)
tq1_rvld	tq2_rvld	tq3_rvld	tq4_rvld	Valid reading section responses
tq1_r1				
tq1_r2				
tq1_r3				
	tq2_7a	tq3_7a	tq4_7a	Teach more than one group
	tq2_7b	tq3_7b	tq4_7b	Teach several groups-periodically assigned

	tq2_7c	tq3_7c	tq4_7c	Teach one class during year
tq1_6	tq2_8	tq3_8	tq4_8	How many students-reading?
tq1_7	tq2_9	tq3_9	tq4_9	How students assigned-reading?
tq1_8	tq2_10	tq3_10	tq4_10	How often group changes-reading?
tq1_9	tq2_11	tq3_11	tq4_11	Grade level-reading
	tq2_12	tq3_12	tq4_12	Class comprehension performance-reading
tq1_10a	tq2_13a	tq3_13a	tq4_13a	Students can learn what I teach-reading
tq1_10b	tq2_13b	tq3_13b	tq4_13b	Different methods affect students' achv-reading
tq1_10c	tq2_13c	tq3_13c	tq4_13c	Feel satisfaction when students learn-reading
tq1_11	tq2_14	tq3_14	tq4_14	Minutes teaching reading
tq1_12a	tq2_15a	tq3_15a	tq4_15a	Whole class grouping-reading
tq1_12b	tq2_15b	tq3_15b	tq4_15b	Ability grouping-reading
tq1_12c	tq2_15c	tq3_15c	tq4_15c	Mixed ability grouping-reading
tq1_12d	tq2_15d	tq3_15d	tq4_15d	Individualized instruction-reading
tq1_13a				Contain useful information about content
tq1_13b				Provide useful information about how to teach
tq1_13c				Provide useful information about what students typically know
tq1_14a				Frequently refer to and use information found in curr. frameworks
tq1_14b				Frequently refer to and use information from teachers' guides
tq1_14c				Frequently refer to the content of assessment
tq1_15a	tq2_16a	tq3_16a	tq4_16a	Focus - Word Analysis
tq1_15b	tq2_16b	tq3_16b	tq4_16b	Focus - Reading fluency
tq1_15c	tq2_16c	tq3_16c	tq4_16c	Focus - Listening Comprehension
tq1_15d	tq2_16d	tq3_16d	tq4_16d	Focus - Reading Comprehension
tq1_15e	tq2_16e	tq3_16e	tq4_16e	Focus - Grammar
tq1_15f	tq2_16f	tq3_16f	tq4_16f	Focus - Spelling
tq1_15g	tq2_16g	tq3_16g	tq4_16g	Focus - Written composition
tq1_16a				Focus - Word Analysis
tq1_16b				Focus - Reading fluency
tq1_16c				Focus - Listening Comprehension
tq1_16d				Focus - Reading Comprehension
tq1_16e				Focus - Grammar
tq1_16f				Focus - Spelling
tq1_16g				Focus - Written composition
tq1_17a	tq2_17a	tq3_17a	tq4_17a	Focus - Using phonics-based or letter-sounds
tq1_17b	tq2_17b	tq3_17b	tq4_17b	Focus - Using context, pictures, and--or sentence meaning
tq1_17d	tq2_17c	tq3_17c	tq4_17c	Focus - Sound blending
tq1_17c	tq2_17d	tq3_17d	tq4_17d	Focus - Sound segmenting
tq1_17e	tq2_17e	tq3_17e	tq4_17e	Focus - Common sight word recognition
tq1_18a	tq2_18a	tq3_18a	tq4_18a	Focus - Activating prior knowledge-personal connections
tq1_18b				Focus - Making predictions, previews or surveying text
tq1_18c	tq2_18b	tq3_18b	tq4_18b	Focus - Students generating their own questions
tq1_18d	tq2_18c	tq3_18c	tq4_18c	Focus - Summarizing important or critical details
	tq2_18d	tq3_18d	tq4_18d	Focus - Analyzing or evaluating text
tq1_18e	tq2_18e	tq3_18e	tq4_18e	Focus - Examining literary techniques
tq1_18f	tq2_18f	tq3_18f	tq4_18f	Focus - Identifying the author's purpose
tq1_18g	tq2_18g	tq3_18g	tq4_18g	Focus - Using concept maps, story maps
tq1_18h	tq2_18h	tq3_18h	tq4_18h	Focus - Answering questions-detail from text
tq1_18i	tq2_18i	tq3_18i	tq4_18i	Focus - Answering questions-require inferences
tq1_19a	tq2_19a	tq3_19a	tq4_19a	Wrote brief answers to questions

tq1_19b	tq2_19b	tq3_19b	tq4_19b	Wrote extensive answers to questions
tq1_19c	tq2_19c	tq3_19c	tq4_19c	Do think-aloud or explained strategy
tq1_19d	tq2_19d	tq3_19d	tq4_19d	Written extension project
tq1_20a	tq2_20a	tq3_20a	tq4_20a	Students editing their own writing … capitalization, etc
tq1_20b	tq2_20b	tq3_20b	tq4_20b	Students editing their own writing … word use, etc
tq1_20c	tq2_20c	tq3_20c	tq4_20c	Students revise their own writing by elaborating
tq1_20d	tq2_20d	tq3_20d	tq4_20d	Students revise their own writing by reorganizing
tq1_21a	tq2_21a	tq3_21a	tq4_21a	Using only letter strings or words
tq1_21b	tq2_21b	tq3_21b	tq4_21b	Individual sentence
tq1_21c	tq2_21c	tq3_21c	tq4_21c	Individual paragraph--separate paragraphs
tq1_21d	tq2_21d	tq3_21d	tq4_21d	Two or more connected paragraphs
	tq2_22a	tq3_22a	tq4_22a	Informational text
	tq2_22b	tq3_22b	tq4_22b	Chapter book
tq1_22a	tq2_23a	tq3_23a	tq4_23a	Informational text
tq1_22b	tq2_23b	tq3_23b	tq4_23b	Narrative text-patterned or predictable
tq1_22c	tq2_23c	tq3_23c	tq4_23c	Narrative text with controlled vocabulary
tq1_22d	tq2_23d	tq3_23d	tq4_23d	Short narrative without attempt to control voc
tq1_22e	tq2_23e	tq3_23e	tq4_23e	Chapter book

Mathematics Instruction

tq1_25	tq2_27	tq3_26	tq4_27	Assigned to teach math
tq1_25b	tq2_27b	tq3_26b	tq4_27b	Assigned to teach math (recode)
tq1_mvld	tq2_mvld	tq3_mvld	tq4_mvld	Valid math section responses
	tq2_28a	tq3_27a	tq4_28a	Teach more than one class - math
	tq2_28b	tq3_27b	tq4_28b	Teach several groups-periodically assigned
	tq2_28c	tq3_27c	tq4_28c	Teach one class - math
tq1_26	tq2_29	tq3_28	tq4_29	How many students in math class?
tq1_27	tq2_30	tq3_29	tq4_30	How Math students assigned to you?
tq1_28	tq2_31	tq3_30	tq4_31	How often group of math students change?
tq1_29	tq2_32	tq3_31	tq4_32	Grade level of students - math class
	tq2_33	tq3_32	tq4_33	Mathematics performance of students
tq1_30a	tq2_34a	tq3_33a	tq4_34a	Most students can learn what I teach
tq1_30b	tq2_34b	tq3_33b	tq4_34b	Different methods affect students' achv
tq1_30c	tq2_34c	tq3_33c	tq4_34c	Feel satisfaction when students learn what I teach
tq1_31	tq2_35	tq3_34	tq4_35	Minutes of math instruction
tq1_32a	tq2_36a	tq3_35a	tq4_36a	Whole class grouping
tq1_32b	tq2_36b	tq3_35b	tq4_36b	Ability or achievement grouping
tq1_32c	tq2_36c	tq3_35c	tq4_36c	Mixed ability grouping
tq1_32d	tq2_36d	tq3_35d	tq4_36d	Individualized instruction
tq1_33a				Contain useful information about underlying mathematical ideas
tq1_33b				Provide useful information about how to teach particular ideas
tq1_33c				Provide useful information about what students typically know
tq1_34a				Frequently refer to and use information found in curr. frameworks
tq1_34b				Frequently refer to and use information from teachers' guides
tq1_34c				Frequently refer to the content of assessments
	tq2_37a	tq3_36a	tq4_37a	Focus - Only whole numbers 0-20
	tq2_37b	tq3_36b	tq4_37b	Focus - Whole numbers 0-100
	tq2_37c	tq3_36c	tq4_37c	Focus - Whole numbers > 100
	tq2_37d	tq3_36d	tq4_37d	Focus - Negative numbers
	tq2_37e	tq3_36e	tq4_37e	Focus - Fractions

	tq2_37f	tq3_36f	tq4_37f	Focus - Decimals
tq1_35b	tq2_38a	tq3_37a	tq4_38a	Focus - Counting
	tq2_38b	tq3_37b	tq4_38b	Focus - Number concepts with whole numbers
	tq2_38c	tq3_37c	tq4_38c	Focus - Number concepts with fractions--decimals
	tq2_38d	tq3_37d	tq4_38d	Focus - Addition
	tq2_38e	tq3_37e	tq4_38e	Focus - Subtraction
	tq2_38f	tq3_37f	tq4_38f	Focus - Multiplication
	tq2_38g	tq3_37g	tq4_38g	Focus - Division
	tq2_38h	tq3_37h	tq4_38h	Focus - Explaining patterns--sequences
	tq2_38i	tq3_37i	tq4_38i	Focus - Functions of algebra
	tq2_38j	tq3_37j	tq4_38j	Focus - Geometry or spatial sense
	tq2_38k	tq3_37k	tq4_38k	Focus - Measurement
	tq2_38l	tq3_37l	tq4_38l	Focus - Using tables, tallies, graphs
tq1_35a				Focus - Writing, reading or recognizing whole numbers
tq1_35c				Focus - Comparing or ordering two or more quantities
tq1_35d				Focus - Properties of whole numbers
tq1_35e				Focus - Factors, multiples, or divisibility with whole numbers
tq1_35f				Focus - Composing or decomposing whole numbers or decimals
tq1_35g				Focus - The meaning of fractions
tq1_35h				Focus - Relationships between decimals and fractions
tq1_35i				Focus - Estimating the size of quantities or rounding off numbers
tq1_36a	tq2_39a	tq3_38a	tq4_39a	Focus - Meaning or properties of an operation
tq1_36b	tq2_39b	tq3_38b	tq4_39b	Focus - Methods or strategies-basic facts
tq1_36c	tq2_39c	tq3_38c	tq4_39c	Focus - Practicing basic facts-speed
tq1_36d	tq2_39d	tq3_38d	tq4_39d	Focus - Why conventional computational works
tq1_36e	tq2_39e	tq3_38e	tq4_39e	Focus - Steps of a conventional computation
tq1_36f	tq2_39f	tq3_38f	tq4_39f	Focus - Practicing computational procedures
tq1_36g	tq2_39g	tq3_38g	tq4_39g	Focus - Developing alternative methods
tq1_36h	tq2_39h	tq3_38h	tq4_39h	Focus - Applying basic facts - word problems
tq1_36i	tq2_39i	tq3_38i	tq4_39i	Focus - Estimating the answer
tq1_37a				Focus - Organizing objects by size, number, or other properties
tq1_37b				Focus - Creating, continuing, or explaining repeating patterns
tq1_37c				Focus - Finding and explaining other patterns
tq1_37d				Focus - Understanding and using formulas and equations
tq1_37e				Focus - Expressing a function or sequence as a general rule
tq1_38a	tq2_40a	tq3_39a	tq4_40a	Listen to teacher define term--do steps
tq1_38b	tq2_40b	tq3_39b	tq4_40b	Perform tasks requiring methods introduced
tq1_38c	tq2_40c	tq3_39c	tq4_40c	Assess a problem-choose a method
tq1_38d	tq2_40d	tq3_39d	tq4_40d	Perform tasks requiring methods not yet introduced
tq1_38e	tq2_40e	tq3_39e	tq4_40e	Explain an answer
tq1_38f	tq2_40f	tq3_39f	tq4_40f	Analyze similarities--differences
tq1_38g				Prove that a solution is valid or a method works for all similar cases
	tq2_40g	tq3_39g	tq4_40g	Prove that a method works for all similar cases
tq1_39a				Work on mathematics textbook, worksheet, or board work for practice
tq1_39b	tq2_41a	tq3_40a	tq4_41a	Work problems multiple answers--solutions
	tq2_41b	tq3_40b	tq4_41b	Discuss mathematics ideas
tq1_39c				Discuss mathematics ideas in pairs or small groups
tq1_39d	tq2_41c	tq3_40c	tq4_41c	Write extended explanations
tq1_39e	tq2_41d	tq3_40d	tq4_41d	Work on math problem--project for days

Instructional Improvement

tq1_46a	tq2_47a	tq3_44a	tq4_47a	Accelerated Schools Project
tq1_46b	tq2_47b	tq3_44b	tq4_47b	America's Choice
tq1_46c	tq2_47c	tq3_44c	tq4_47c	Roots and Wings
tq1_46d	tq2_47d	tq3_44d	tq4_47d	Success for All
tq1_46e	tq2_47e	tq3_44e	tq4_47e	Other program
tq1_47a	tq2_48a	tq3_45a	tq4_48a	Detailed plan for improving instruction
tq1_47b	tq2_48b	tq3_45b	tq4_48b	Steps for improvement staged and sequenced
tq1_47c	tq2_48c	tq3_45c	tq4_48c	Steps for improvement clearly outlined
tq1_47d	tq2_48d	tq3_45d	tq4_48d	Instructional goals clearly defined
tq1_47e	tq2_48e	tq3_45e	tq4_48e	Participation exposed examples of kinds of student work
tq1_47f	tq2_48f	tq3_45f	tq4_48f	Participation exposed examples of kinds of teaching
tq1_47g	tq2_48g	tq3_45g	tq4_48g	Provide ideas--resources for changing practices
tq1_48a	tq2_49a	tq3_46a	tq4_49a	Capable of making required changes
tq1_48b	tq2_49b	tq3_46b	tq4_49b	Changes help students reach higher achievement
tq1_48c	tq2_49c	tq3_46c	tq4_49c	Program requires major changes in classroom practice
tq1_48d	tq2_49d	tq3_46d	tq4_49d	I value changes
tq1_49	tq2_50	tq3_47	tq4_50	Professional development hours
tq1_50a	tq2_51a	tq3_48a	tq4_51a	Sessions - Student assessment
tq1_50b	tq2_51b	tq3_48b	tq4_51b	Sessions - Curriculum materials or frameworks
tq1_50c	tq2_51c	tq3_48c	tq4_51c	Sessions - Content or performance standards
tq1_50d	tq2_51d	tq3_48d	tq4_51d	Sessions - Teaching methods
tq1_50e	tq2_51e	tq3_48e		Sessions - Use of technology
tq1_50f	tq2_51f	tq3_48f	tq4_51f	Sessions - Multicultural issues
tq1_50g	tq2_51g	tq3_48g	tq4_51g	Sessions - Classroom management--discipline
tq1_50h	tq2_51h	tq3_48h	tq4_51h	Sessions - School governance
tq1_50i	tq2_51i	tq3_48i	tq4_51i	Sessions - School improvement planning--goal setting
tq1_50j	tq2_51j	tq3_48j	tq4_51j	Sessions - Social services for students
tq1_50k	tq2_51k	tq3_48k	tq4_51k	Sessions - Safety or school climate issues
tq1_50l	tq2_51l	tq3_48l	tq4_51l	Sessions - Parent involvement--community relations
tq1_51a	tq2_52a	tq3_49a	tq4_52a	PD Focus - Analyzing math materials
tq1_51b	tq2_52b	tq3_49b	tq4_52b	PD Focus - Designing mathematics
tq1_51c	tq2_52c	tq3_49c	tq4_52c	PD Focus - Knowledge number concepts
tq1_51d	tq2_52d	tq3_49d	tq4_52d	PD Focus - Knowledge of comp procedures
tq1_51e	tq2_52e	tq3_49e		PD Focus - Knowledge of patterns, functions, & algebra
tq1_51f	tq2_52f	tq3_49f	tq4_52f	PD Focus - Knowledge of representations for # conpt
tq1_51g	tq2_52g	tq3_49g	tq4_52g	PD Focus - Knowledge of representations for ops
tq1_51h	tq2_52h	tq3_49h		PD Focus - Knowledge of representations for patterns, functions, & algebra
tq1_52a	tq2_53a	tq3_50a	tq4_53a	PD Focus - Analyzing reading curriculum materials
tq1_52b	tq2_53b	tq3_50b	tq4_53b	PD Focus - Miscue analysis
tq1_52c	tq2_53c	tq3_50c	tq4_53c	PD Focus - Designing reading--LA tasks
tq1_52d	tq2_53d	tq3_50d	tq4_53d	PD Focus - Knowledge of phonetics
tq1_52e	tq2_53e	tq3_50e	tq4_53e	PD Focus - Knowledge context clues
tq1_52f	tq2_53f	tq3_50f	tq4_53f	PD Focus - Knowledge of writing process
tq1_52g	tq2_53g	tq3_50g	tq4_53g	PD Focus - Knowledge blend and segment sounds
tq1_52h	tq2_53h	tq3_50h	tq4_53h	PD Focus - Knowledge reading comp strategies
tq1_53a	tq2_54a	tq3_51a	tq4_54a	Staff - Clarifying standards through discussion
tq1_53b	tq2_54b	tq3_51b	tq4_54b	Staff - Developing thematic units
tq1_53c	tq2_54c	tq3_51c	tq4_54c	Staff - Examining scope or sequence
tq1_53d	tq2_54d	tq3_51d	tq4_54d	Staff - Examining alignment

tq1_53e	tq2_54e	tq3_51e	tq4_54e	Staff - Use of particular grouping strategies
tq1_54a	tq2_55a	tq3_52a	tq4_55a	Freq - observed another teacher
tq1_54b	tq2_55b	tq3_52b	tq4_55b	Freq - Another teacher observed me
tq1_54c	tq2_55c	tq3_52c	tq4_55c	Freq - observed another teacher--feedback
tq1_55a	tq2_56a	tq3_53a	tq4_56a	Freq - watched instructional leader
tq1_55b	tq2_56b	tq3_53b	tq4_56b	Freq - instructional leader observed me
tq1_55c	tq2_56c	tq3_53c	tq4_56c	Freq - instructional leader feedback on materials
tq1_55d	tq2_56d	tq3_53d	tq4_56d	Freq - instructional leader studied my students' work
tq1_56a	tq2_57a	tq3_54a	tq4_57a	Opportunities to develop
tq1_56b	tq2_57b	tq3_54b	tq4_57b	Provided useful information
tq1_56c	tq2_57c	tq3_54c	tq4_57c	Experiences coherently related
tq1_56d	tq2_57d	tq3_54d	tq4_57d	Focus on a problem-extended period
tq1_56e	tq2_57e	tq3_54e	tq4_57e	Focused on too many topics
tq1_56f	tq2_57f	tq3_54f	tq4_57f	Provided useful feedback about my teaching
tq1_56g	tq2_57g	tq3_54g	tq4_57g	Pay closer attention teaching
tq1_56h	tq2_57h	tq3_54h	tq4_57h	Seek out additional information
tq1_56i	tq2_57i	tq3_54i	tq4_57i	Think about teaching in a new way
tq1_56j	tq2_57j	tq3_54j	tq4_57j	Try new things

Your Background

tq1_57	tq2_58	tq3_55	tq4_58	Gender
tq1_58	tq2_59	tq3_56	tq4_59	Race--ethnicity
tq1_59	tq2_60	tq3_57	tq4_60	Employment status
tq1_60a	tq2_61a	tq3_58a	tq4_61a	MAIN teaching assignment?
tq1_60b	tq2_61b	tq3_58b	tq4_61b	Subject specialty
tq1_61	tq2_62	tq3_59	tq4_62	Years Experience
tq1_62	tq2_63	tq3_60	tq4_63	Years at school
tq1_63	tq2_64	tq3_61	tq4_64	Undergraduate major field of study?
tq1_64	tq2_65	tq3_62	tq4_65	Major field - graduate degree?
tq1_65a	tq2_66a	tq3_63a	tq4_66a	Permanent or standard certification
tq1_65b	tq2_66b	tq3_63b	tq4_66b	Probationary certification
tq1_65c	tq2_66c	tq3_63c	tq4_66c	Temporary certification
tq1_65d	tq2_66d	tq3_63d	tq4_66d	Alternative certification
tq1_65e	tq2_66e	tq3_63e	tq4_66e	Not certified
tq1_66a	tq2_67a	tq3_64a	tq4_67a	Courses - English--LA
tq1_66b	tq2_67b	tq3_64b	tq4_67b	Methods Reading--LA
tq1_66c	tq2_67c	tq3_64c	tq4_67c	Courses - mathematics
tq1_66d	tq2_67d	tq3_64d	tq4_67d	Methods of teaching mathematics
tq1_67a				Prof dvlp (hours) Reading--language arts
tq1_67b				Prof dvlp (hours) Mathematics
	tq2_68a	tq3_65a	tq4_68a	Prof dvlp (days) Reading--language arts
	tq2_68b	tq3_65b	tq4_68b	Prof dvlp (days) Mathematics

Appendix C

School Leader Questionnaire Cross-Reference List

Name Year 1 *	Name Year 2 *	Name Year 3 *	Name Year 4*	Variable Description
Your Leadership Roles and Activities				
sl1_1	sl2_1	sl3_1	sl4_1	Primary role in school
sl1_2	sl2_2	sl3_2	sl4_2	Years working in school in role
sl1_3				Role in school include teaching
sl1_4				Percentage time teaching (codes 1-4)
	sl2_3	sl3_3	sl4_3	Percentage time teaching (codes 1-6)
sl1_5a				Accelerated Schools Coach -Y/N
sl1_5a1				Accelerated Schools Coach - Years
sl1_5a2				Accelerated Schools Coach - Months
sl1_5b				America's Choice Design Coach - Y/N
sl1_5b1				America's Choice Design Coach - Years
sl1_5b2				America's Choice Design Coach - Months
sl1_5c				America's Choice Literacy Coordinator - Y/N
sl1_5c1				America's Choice Literacy Coordinator - Years
sl1_5c2				America's Choice Literacy Coordinator - Months
sl1_5d				America's Choice Community Outreach Coordinator - Y/N
sl1_5d1				America's Choice Community Outreach Coordinator - Years
sl1_5d2				America's Choice Community Outreach Coordinator - Months
sl1_5e				Success for All Reading Facilitator - Y/N
sl1_5e1				Success for All Reading Facilitator - Years
sl1_5e2				Success for All Reading Facilitator - Months
sl1_5f				Success for All Mathematics Facilitator - Y/N
sl1_5f1				Success for All Mathematics Facilitator - Years
sl1_5f2				Success for All Mathematics Facilitator - Months
sl1_5g				Success for All Family Support Coordinator - Y/N
sl1_5g1				Success for All Family Support Coordinator - Years
sl1_5g2				Success for All Family Support Coordinator - Months
sl1_5h				Other school reform program role - Y/N
sl1_5h1				Other school reform program role - Years
sl1_5h2				Other school reform program role - Months
	sl2_4a			Accelerated Schools Coach - %
		sl3_4a	sl4_4a	Accelerated Schools Coach/Facilitator- %
	sl2_4b	sl3_4b	sl4_4b	America's Choice Design Coach- %
	sl2_4c	sl3_4c	sl4_4c	America's Choice Literacy Coordinator- %
		sl3_4d	sl4_4d	America's Choice Math Lead Teacher- %
	sl2_4d			America's Choice Community Outreach Coordinator- %
		sl3_4e	sl4_4e	America's Choice Parent/Community Outreach Coordinator- %
	sl2_4e	sl3_4f	sl4_4f	Success for All Reading Facilitator- %
	sl2_4f	sl3_4g	sl4_4g	Success for All Mathematics Facilitator- %
	sl2_4g	sl3_4h	sl4_4h	Success for All Family Support Coordinator- %
	sl2_4h	sl3_4i	sl4_4i	Other school reform program role - %
sl1_6a				Special Program Coordinator - Y/N

sl1_6a1				Special Program Coordinator - Years
sl1_6a2				Special Program Coordinator - Months
sl1_6b				Reading/Literacy Program Coordinator - Y/N
sl1_6b1				Reading/Literacy Program Coordinator - Years
sl1_6b2				Reading/Literacy Program Coordinator - Months
sl1_6c				Math Program Coordinator - Y/N
sl1_6c1				Math Program Coordinator - Years
sl1_6c2				Math Program Coordinator - Months
sl1_6d				Other Subject Area Program Coordinator - Y/N
sl1_6d1				Other Subject Area Program Coordinator - Years
sl1_6d2				Other Subject Area Program Coordinator - Months
sl1_6e				School Improvement Coordinator - Y/N
sl1_6e1				School Improvement Coordinator - Years
sl1_6e2				School Improvement Coordinator - Months
sl1_6f				Master/Mentor Teacher - Y/N
sl1_6f1				Master/Mentor Teacher - Years
sl1_6f2				Master/Mentor Teacher - Months
sl1_6g				Teacher Consultant - Y/N
sl1_6g1				Teacher Consultant - Years
sl1_6g2				Teacher Consultant - Months
sl1_6h				Other responsibilities -Y/N
sl1_6h1				Other responsibilities -Years
sl1_6h2				Other responsibilities - Months
	sl2_5a	sl3_5a	sl4_5a	Special Program Coordinator - %
	sl2_5b	sl3_5b	sl4_5b	Reading/Literacy Program Coordinator- %
	sl2_5c	sl3_5c	sl4_5c	Math Program Coordinator- %
	sl2_5d	sl3_5d	sl4_5d	Other Subject Area Program Coordinator- %
	sl2_5e	sl3_5e	sl4_5e	School Improvement Coordinator- %
	sl2_5f	sl3_5f	sl4_5f	Master/Mentor Teacher- %
	sl2_5g	sl3_5g	sl4_5g	Teacher Consultant- %
	sl2_5h	sl3_5h	sl4_5h	Other responsibilities - %
sl1_7a	sl2_6a	sl3_6a	sl4_6a	Supervise clerical, cafeteria
sl1_7b	sl2_6b	sl3_6b	sl4_6b	Monitor public spaces
sl1_7c	sl2_6c	sl3_6c	sl4_6c	Deal with emergencies
sl1_7d	sl2_6d	sl3_6d	sl4_6d	Work with students and parents on discipline
sl1_7e	sl2_6e	sl3_6e	sl4_6e	Complete routine paperwork
sl1_7f	sl2_6f	sl3_6f	sl4_6f	Attend district/board meetings
sl1_7g	sl2_6g	sl3_6g	sl4_6g	Seek resources outside the school
sl1_7h	sl2_6h	sl3_6h	sl4_6h	Work with local community member/organization
sl1_8a	sl2_7a	sl3_7a	sl4_7a	Demonstrate instructional practices
sl1_8b	sl2_7b	sl3_7b	sl4_7b	Observe teacher who was trying new instr. practices
sl1_8c	sl2_7c	sl3_7c	sl4_7c	Share info about classroom practices with teacher
sl1_8d	sl2_7d	sl3_7d	sl4_7d	Examine what students were working on during a teacher's lesson
sl1_8e	sl2_7e	sl3_7e	sl4_7e	Examine the standardized norm-referenced test result
sl1_9a	sl2_8a	sl3_8a	sl4_8a	Framing and communicating broad goals for school imprv.
sl1_9b	sl2_8b	sl3_8b	sl4_8b	Examining school’s progress towards goals
sl1_9c	sl2_8c	sl3_8c	sl4_8c	Setting timelines for instructional imprv.
sl1_9d	sl2_8d	sl3_8d	sl4_8d	Clarify standards for academic performance
sl1_9e	sl2_8e	sl3_8e	sl4_8e	Examining exemplars of academic work
sl1_9f	sl2_8f	sl3_8f	sl4_8f	Plan instructional changes using school's standardization

sl1_9g	sl2_8g	sl3_8g	sl4_8g	Promote alignment in school instr. program and what's taught in class
sl1_9h	sl2_8h	sl3_8h	sl4_8h	Promote instr. coordination across grade levels
sl1_9i	sl2_8i	sl3_8i	sl4_8i	Promote instr. coordination across regular and special ed.
sl1_9j	sl2_8j	sl3_8j	sl4_8j	Promote integration of school's curriculum
sl1_9k	sl2_8k	sl3_8k	sl4_8k	Developing staff development program
sl1_9l	sl2_8l	sl3_8l	sl4_8l	Personally providing staff development
sl1_9m	sl2_8m	sl3_8m	sl4_8m	Support school improvement efforts
sl1_9n	sl2_8n	sl3_8n	sl4_8n	Monitory the implementation of school imprv. efforts
sl1_9o	sl2_8o	sl3_8o	sl4_8o	Work on plans to improve the teaching of specific curricular units
	sl2_9a	sl3_9a	sl4_9a	Interact in formally scheduled meetings
	sl2_9b	sl3_9b	sl4_9b	Interact in informal meetings
	sl2_10a	sl3_10a	sl4_10a	Leadership team express professional views
	sl2_10b	sl3_10b	sl4_10b	Leadership team willing to question one another's views
	sl2_10c	sl3_10c	sl4_10c	Leadership team talk through views, opinions
	sl2_10d	sl3_10d	sl4_10d	Members of leadership team work closely to lead
	sl2_10e	sl3_10e	sl4_10e	Power to make decisions equally shared among team members
	sl2_10f	sl3_10f	sl4_10f	Team tries to come to consensus
	sl2_10g	sl3_10g	sl4_10g	Few in team dominate decision making process
	sl2_10h	sl3_10h	sl4_10h	I am not usually involved in the decision making

The School Improvement Process

sl1_10	sl2_11	sl3_11	sl4_11	Has written school improvement plan
sl1_11	sl2_12	sl3_12	sl4_12	Years of improvement plan
sl1_12	sl2_13	sl2_13	sl4_13	School's improvement
sl1_12a	sl2_13a	sl3_13a	sl4_13a	Important priority- Improving facilities
sl1_12b	sl2_13b	sl3_13b	sl4_13b	Important priority- Improving school climate
sl1_12c	sl2_13c	sl3_13c	sl4_13c	Important priority- Improving parent participation
sl1_12d	sl2_13d	sl3_13d	sl4_13d	Important priority- Improving student attendance
sl1_12e	sl2_13e	sl3_13e	sl4_13e	Important priority- Improving health and welfare
sl1_12f	sl2_13f	sl3_13f	sl4_13f	Important priority- Improving reading/language arts program
sl1_12g	sl2_13g	sl3_13g	sl4_13g	Important priority- Improving math program
sl1_12h	sl2_13h	sl3_13h	sl4_13h	Important priority- Improving library, technology, or media
sl1_12i	sl2_13i	sl3_13i	sl4_13i	Important priority- Improving another academic program
sl1_13a	sl2_14a	sl3_14a	sl4_14a	Requiring imprv. by state education agency
sl1_13b	sl2_14b	sl3_14b	sl4_14b	Requiring imprv. by federal Title 1 program
sl1_13c	sl2_14c	sl3_14c	sl4_14c	Requiring imprv. by school district
sl1_13d	sl2_14d	sl3_14d	sl4_14d	Requiring imprv. by other agency
	sl2_15	sl3_15	sl4_15	Participate in CSR
	sl2_16a	sl3_16a	sl4_16a	Aspects of reform model implemented successfully
	sl2_16b	sl3_16b	sl4_16b	Areas of implementation of the reform model schools needs imprv.
	sl2_16c	sl3_16c	sl4_16c	Change teaching to implement the model better
	sl2_16d	sl3_16d	sl4_16d	Using assessments for data-based decision making
	sl2_16e	sl3_16e	sl4_16e	Ways prof. development could better support program
sl1_14a	sl2_17a	sl3_17a	sl4_17a	School district has formal procedures for imprv.
sl1_14b	sl2_17b	sl3_17b	sl4_17b	School district encourage adopting CSR model
sl1_14c	sl2_17c	sl3_17c	sl4_17c	Increase in funds for school imprv.
sl1_14d	sl2_17d	sl3_17d	sl4_17d	Dissatisfaction with student achievement amongst staff
sl1_14e	sl2_17e	sl3_17e	sl4_17e	Staff press each other for imprv.
sl1_14f	sl2_17f	sl3_17f	sl4_17f	Staff see evidence of successful imprv. in other schools
sl1_14g	sl2_17g	sl3_17g	sl4_17g	Staff feel school has poor reputation

sl1_14h	sl2_17h	sl3_17h	sl4_17h	Parents/community groups demand imprv.
sl1_14i	sl2_17i	sl3_17i	sl4_17i	School receive monetary rewards for imprv. in achievement scores
sl1_14j	sl2_17j	sl3_17j	sl4_17j	Personnel in school evaluated/rewarded on student achievement
sl1_14k	sl2_17k	sl3_17k	sl4_17k	Leadership role in instr. imprv. a good way to move ahead
sl1_15a	sl2_18a	sl3_18a	sl4_18a	Monitor curriculum to see that it reflects school imprv. efforts
sl1_15b	sl2_18b	sl3_18b	sl4_18b	Monitor instr. practice to see that it reflects school imprv. efforts
sl1_15c	sl2_18c	sl3_18c	sl4_18c	Observe class to examine what students learn
sl1_15d	sl2_18d	sl3_18d	sl4_18d	Evaluate other teachers with criteria related to imprv. efforts
sl1_15e	sl2_18e	sl3_18e	sl4_18e	Praise teachers whose instructional practices support imprv. efforts
sl1_15f	sl2_18f	sl3_18f	sl4_18f	Praise/provide rewards to students who succeed academically
sl1_16a	sl2_19a	sl3_19a	sl4_19a	Has shared value that guide school imprv. efforts
sl1_16b	sl2_19b	sl3_19b	sl4_19b	Alternatives are researched
sl1_16c	sl2_19c	sl3_19c	sl4_19c	Detail plans for administrators, teachers, and students
sl1_16d	sl2_19d	sl3_19d	sl4_19d	Worry that too many different programs are being adopted
sl1_16e	sl2_19e	sl3_19e	sl4_19e	Review programs brought into school for compatibility
sl1_16f	sl2_19f	sl3_19f	sl4_19f	Improvement efforts are staged and sequenced
sl1_16g				Teachers are given flexibility to pursue imprv. with unique skills
sl1_16h	sl2_19g	sl3_19g	sl4_19g	Imprv. based upon school's plan and goals
sl1_16i	sl2_19h	sl3_19h	sl4_19h	Steps for organizing and staffing instructional program are clear
sl1_16j				Staff feels imprv. will only be achieved through collaboration
sl1_16k	sl2_19i	sl3_19i	sl4_19i	Pass up imprv. opportunities that do not fit imprv. goals
sl1_16l	sl2_19j	sl3_19j	sl4_19j	Steps teachers expected to take to improve are clear
sl1_16m	sl2_19k	sl3_19k	sl4_19k	Uses well-developed process to identify issues for imprv.
sl1_16n	sl2_19l	sl3_19l	sl4_19l	Define specific goals for students
sl1_16o	sl2_19m	sl3_19m	sl4_19m	Rules that govern which imprv. initiatives are allowed
sl1_16p	sl2_19n	sl3_19n	sl4_19n	Group investigation is central to achieving imprv. goals
sl1_16q	sl2_19o	sl3_19o	sl4_19o	Steps for improving home-school relations and parent participation
sl1_17a	sl2_20a	sl3_20a	sl4_20a	Hire new administrative staff with instructional expertise
sl1_17b	sl2_20b	sl3_20b	sl4_20b	Hire new teachers with expertise and interests
sl1_17c	sl2_20c	sl3_20c	sl4_20c	Change instructional assignments to match teacher's expertise
sl1_17d	sl2_20d	sl3_20d	sl4_20d	Provide teachers with prof. development opportunities
sl1_17e	sl2_20e	sl3_20e	sl4_20e	Provide administrators with prof. development
sl1_18a	sl2_21a	sl3_21a	sl4_21a	Results from your district's assessment program
sl1_18b	sl2_21b	sl3_21b	sl4_21b	Results from your state's assessment program
sl1_18c	sl2_21c	sl3_21c	sl4_21c	Reports by on school imprv. progress by state/fed agencies
sl1_18d	sl2_21d	sl3_21d	sl4_21d	Student grades and report cards
sl1_18e	sl2_21e	sl3_21e	sl4_21e	Results from standardized, curriculum-referenced testing
sl1_18f	sl2_21f	sl3_21f	sl4_21f	Informal assessments conducted by teachers
sl1_18g	sl2_21g	sl3_21g	sl4_21g	Learning or curriculum standards
sl1_18h	sl2_21h	sl3_21h	sl4_21h	Samples of students' academic work
sl1_18i	sl2_21i	sl3_21i	sl4_21i	Your own and others' observations in class
sl1_18j	sl2_21j	sl3_21j	sl4_21j	Statistical reports of discipline problems and behavioral referrals
sl1_18k	sl2_21k	sl3_21k	sl4_21k	Attendance reports
sl1_18l	sl2_21l	sl3_21l	sl4_21l	Info about effective instr. practices gained from reading, workshops
sl1_18m	sl2_21m	sl3_21m	sl4_21m	Info about curriculum programs gained from reading, workshops
sl1_18n	sl2_21n	sl3_21n	sl4_21n	Info about student learning processes gained from reading, workshops
sl1_18o	sl2_21o	sl3_21o	sl4_21o	Practices found to be successful in other schools in district
sl1_18p	sl2_21p	sl3_21p	sl4_21p	Visits to schools outside your district
sl1_18q	sl2_21q	sl3_21q	sl4_21q	Input from community members or groups

District, State, and Community Environments

sl1_19a	sl2_22a	sl3_22a	sl4_22a	District's curriculum frameworks are specific and clear
sl1_19b	sl2_22b	sl3_22b	sl4_22b	District's assessment program provides info on what students should know
sl1_19c	sl2_22c	sl3_22c	sl4_22c	District's instr. policies give teaches clear info on what to teach
sl1_19d	sl2_22d	sl3_22d	sl4_22d	District's standards for student learning drive imprv. agenda
sl1_19e	sl2_22e	sl3_22e	sl4_22e	District is important source of funding for school imprv. agenda
sl1_19f	sl2_22f	sl3_22f	sl4_22f	District provides flexibility in resources allocation
sl1_19g	sl2_22g	sl3_22g	sl4_22g	District's staff provide important info that support imprv. Efforts
sl1_19h	sl2_22h	sl3_22h	sl4_22h	Great deal of turnover in district central office
sl1_19i	sl2_22i	sl3_22i	sl4_22i	Consensus among district leaders about priorities for imprv.
sl1_19j	sl2_22j	sl3_22j	sl4_22j	District central office policies change frequently
sl1_19k	sl2_22k	sl3_22k	sl4_22k	District's imprv. agenda makes difficult to tailor plans for specific needs
sl1_19l	sl2_22l	sl3_22l	sl4_22l	District's personnel policies make difficult to hire staff with expertise
sl1_20a	sl2_23a	sl3_23a	sl4_23a	Parents well informed about school imprv activities
sl1_20b	sl2_23b	sl3_23b	sl4_23b	Teachers use well-developed routines to communicate with parents
sl1_20c	sl2_23c	sl3_23c	sl4_23c	Teachers provide detailed info to parents about supporting students at home
sl1_20d	sl2_23d	sl3_23d	sl4_23d	Parents understand academic standards
sl1_20e	sl2_23e	sl3_23e	sl4_23e	Community members work as tutors
sl1_20f	sl2_23f	sl3_23f	sl4_23f	Workshops that help parents work with children are held regularly
sl1_20g	sl2_23g	sl3_23g	sl4_23g	Home visits by teachers are important element to imprv. Program
sl1_20h	sl2_23h	sl3_23h	sl4_23h	Most parents and community members agree with changes
sl1_20i	sl2_23i	sl3_23i	sl4_23i	Staff take advantage of resources and support from community
sl1_21a	sl2_24a	sl3_24a	sl4_24a	State curriculum guides are specific
sl1_21b	sl2_24b	sl3_24b	sl4_24b	State's assessment program. prove specific info
sl1_21c	sl2_24c	sl3_24c	sl4_24c	Special funds from the state important source of support
sl1_21d	sl2_24d	sl3_24d	sl4_24d	Personnel from state ed. agency provide info that support imprv.
sl1_21e	sl2_24e	sl3_24e	sl4_24e	Change in state policies, procedures, personnel make imprv. difficult
sl1_21f	sl2_24f	sl3_24f	sl4_24f	Strong consensus among state leaders about priorities for imprv.
sl1_21g	sl2_24g	sl3_24g	sl4_24g	State agency's imprv. agenda makes difficult to tailor to specific needs
sl1_21h	sl2_24h	sl3_24h	sl4_24h	School Imprv. agenda consistent with state ed. Policies

The Reading and Language Arts Program

sl1_22a	sl2_29a	sl3_29a	sl4_29a	LA program needs major imprv.
sl1_22b	sl2_29b	sl3_29b	sl4_29b	LA instructions this year is better
sl1_22c				Work attack skills of most students at or above grade level
sl1_22d				Reading comp. skills of most students at or above grade level
sl1_22e				Ability of students to write for a variety of purposes at or above grade. Level
sl1_23a	sl2_26a	sl3_26a	sl4_26a	Existing curriculum materials were organized into a sequenced structure
sl1_23b	sl2_26b	sl3_26b	sl4_26b	New reading curriculum was developed
sl1_23c	sl2_26c	sl3_26c	sl4_26c	New standards for student learning in reading were developed
sl1_23d	sl2_26d	sl3_26d	sl4_26d	Teachers learned to use new reading curricular materials
sl1_23e	sl2_26e	sl3_26e	sl4_26e	New curriculum-referenced examinations were introduced
sl1_23f	sl2_26f	sl3_26f	sl4_26f	Teacher-made assessments were improved to reflect the learning standards
sl1_23g	sl2_26g	sl3_26g	sl4_26g	Textbook assignments were changed to reflect the learning standards
sl1_24a	sl2_27a	sl3_27a	sl4_27a	Curriculum-referenced LA assessments used to place students in groups
sl1_24b	sl2_27b	sl3_27b	sl4_27b	Curriculum- referenced LA assessments used to develop ind. instr. prescriptions
sl1_24c	sl2_27c	sl3_27c	sl4_27c	End-of -year LA standardized tests as basis for promotion to next grade
sl1_24d	sl2_27d	sl3_27d	sl4_27d	Reading mat. leveled to assure mat. match closely with reading level
sl1_25a				Arrange class space to support activities - LA
sl1_25b	sl2_28a	sl3_28a	sl4_28a	Arrange class materials to ensure independent use by students - LA

sl1_25c				Establish class routines that reduce prob. of class mgmt - LA
sl1_25d	sl2_28b	sl3_28b	sl4_28b	Establish class routines that teach students to work independently - LA
sl1_25e	sl2_28c	sl3_28c	sl4_28c	Establish class routines that teach students to work in cooperative groups- LA
sl1_26a	sl2_25a	sl3_25a	sl4_25a	Teachers of low-achiev. reading students work with clsroom Teachers to coord. strategies
sl1_26b	sl2_25b	sl3_25b	sl4_25b	Teachers of low-achiev. reading students work with clsroom Teachers on texts
sl1_26c	sl2_25c	sl3_25c	sl4_25c	Teachers meet with aides, specialist to discuss reading needs of specific student
sl1_27a	sl2_30a	sl3_30a	sl4_30a	Teachers encouraged to develop own teaching style - LA
sl1_27b	sl2_30b	sl3_30b	sl4_30b	Teachers often pick and choose own curricular content - LA
sl1_27c	sl2_30c	sl3_30c	sl4_30c	Teachers have different expectations about what students can learn- LA
sl1_27d	sl2_30d	sl3_30d	sl4_30d	Teachers encouraged to use same instructional practices- LA
sl1_27e	sl2_30e	sl3_30e	sl4_30e	Teachers expected to follow same curriculum for same grades- LA
sl1_27f	sl2_30f	sl3_30f	sl4_30f	Teachers have common expectations about what students should learn- LA
sl1_28a	sl2_31a	sl3_31a	sl4_31a	Mastery at one level of reading before receiving instr at next level
sl1_28b	sl2_31b	sl3_31b	sl4_31b	Mastery at one level of writing before receiving instr at next level
sl1_28c				Students work on individualized program in reading and writing
sl1_28d				LA curriculum organized around grade-level expectations
sl1_28e	sl2_31c	sl3_31c	sl4_31c	students failed LA expectations are not promoted to the next grade level
sl1_28f				Achievement-based LA groups for students that have not yet mastered
sl1_28g				students not mastered a LA topic have chance to master in subsequent yr

The Mathematics Program

sl1_29a	sl2_32a	sl3_32a	sl4_32a	Math program needs major improvement.
sl1_29b	sl2_32b	sl3_32b	sl4_32b	Math instruction better than last year
sl1_29c				Students' understanding of number concepts at or above grade level
sl1_29d				Students' understanding of math operations at or above grade level
sl1_29e				Students' understanding of patterns, functions, algebra at or above grade level
sl1_30a	sl2_33a	sl3_33a	sl4_33a	New math curriculum developed
sl1_30b	sl2_33b	sl3_33b	sl4_33b	New standards for math developed
sl1_30c	sl2_33c	sl3_33c	sl4_33c	New math curricular materials
sl1_30d	sl2_33d	sl3_33d	sl4_33d	Math materials organized into sequenced structure of curricular units
sl1_30e	sl2_33e	sl3_33e	sl4_33e	New curriculum-referenced math tests introduced
sl1_30f	sl2_33f	sl3_33f	sl4_33f	Teacher-made math assessments improved
sl1_30g	sl2_33g	sl3_33g	sl4_33g	Math textbooks assessments improved to reflect learning standards
sl1_31a	sl2_34a	sl3_34a	sl4_34a	Curriculum-referenced math tests to place students in achievement-based grps
sl1_31b	sl2_34b	sl3_34b	sl4_34b	Curriculum- referenced math assessments used to develop ind. instr. prescriptions
sl1_31c	sl2_34c	sl3_34c	sl4_34c	End-of -year math standardized tests as basis for promotion to next grade
sl1_32a				Arrange class space to support activities - math
sl1_32b	sl2_35a	sl3_35a	sl4_35a	Arrange class materials to ensure independent use by students - math
sl1_32c				Establish class routines that reduce prob. of class mgmt - math
sl1_32d	sl2_35b	sl3_35b	sl4_35b	Establish class routines that teach students to work independently - math
sl1_32e	sl2_35c	sl3_35c	sl4_35c	Establish class routines that teach students to work in cooperative groups- math
sl1_33a	sl2_36a	sl3_36a	sl4_36a	Teachers of low-achiev. math students work with clsroom Teachers to coord. strategies
sl1_33b	sl2_36b	sl3_36b	sl4_36b	Teachers of low-achiev. math students work with clsroom Teachers on texts
sl1_33c	sl2_36c	sl3_36c	sl4_36c	Teachers meet with aides, specialist to discuss math needs of specific student
sl1_34a	sl2_37a	sl3_37a	sl4_37a	Teachers encouraged to develop own teaching style - math
sl1_34b	sl2_37b	sl3_37b	sl4_37b	Teachers often pick and choose own curricular content - math
sl1_34c	sl2_37c	sl3_37c	sl4_37c	Teachers have different expectations about what students can learn- math
sl1_34d	sl2_37d	sl3_37d	sl4_37d	Teachers encouraged to use same instructional practices- math
sl1_34e	sl2_37e	sl3_37e	sl4_37e	Teachers expected to follow same curriculum for same grades- math

sl1_34f	sl2_37f	sl3_37f	sl4_37f	Teachers have common expectations about what students should learn- math
sl1_35a	sl2_38a	sl3_38a	sl4_38a	Mastery at one level of math before receiving instr. at next level
sl1_35b				Students work on individualized programs in math
sl1_35c				Math curriculum organized around grade-level expectations
sl1_35d	sl2_38b	sl3_38b	sl4_38b	Students fail to meet expectations in math are not promoted
sl1_35e	sl2_38c	sl3_38c	sl4_38c	Achievement-based math groups for students that have not yet mastered
sl1_35f				Students not mastered a math topic have chance to master in subsequent yr

Your Background

sl1_36	sl2_39	sl3_39	sl4_39	Gender
sl1_37	sl2_40	sl3_40	sl4_40	Race -- ethnicity
sl1_38	sl2_41	sl3_41	sl4_41	Employment status
sl1_39	sl2_42	sl3_42	sl4_42	Years as administrator
sl1_40	sl2_43	sl3_43	sl4_43	Years as teacher
sl1_41	sl2_44	sl3_44	sl4_44	Undergraduate major field of study
sl1_42	sl2_45	sl3_45	sl4_45	Major field – graduate degree
sl1_43	sl2_46	sl3_46	sl4_46	College/university classes have you take in the following areas?
sl1_43a	sl2_46a	sl3_46a	sl4_46a	Courses-English -- LA
sl1_43b	sl2_46b	sl3_46b	sl4_46b	Methods Reading -- LA
sl1_43c	sl2_46c	sl3_46c	sl4_46c	Courses -- Mathematics
sl1_43d	sl2_46d	sl3_46d	sl4_46d	Methods of teaching mathematics

Professional Development

sl1_44a	sl2_47a	sl3_47a	sl4_47a	PD organized by school district
sl1_44b	sl2_47b	sl3_47b	sl4_47b	PD organized by state education agency
sl1_44c	sl2_47c	sl3_47c	sl4_47c	PD organized by intermediate education agency
sl1_44d	sl2_47d	sl3_47d	sl4_47d	PD organized by professional association
sl1_44e	sl2_47e	sl3_47e	sl4_47e	PD organized by university-college
sl1_44f	sl2_47f	sl3_47f	sl4_47f	PD organized by school reform program
sl1_44g	sl2_47g	sl3_47g	sl4_47g	PD organized your school
sl1_45a	sl2_48a	sl3_48a	sl4_48a	PD Focus- Developing a school mission or shared vision
sl1_45b	sl2_48b	sl3_48b	sl4_48b	PD Focus- Planning strategies
sl1_45c	sl2_48c	sl3_48c	sl4_48c	PD Focus- Working productively w/groups or teams
sl1_45d	sl2_48d	sl3_48d	sl4_48d	PD Focus- Promoting shared decision making
sl1_45e	sl2_48e	sl3_48e	sl4_48e	PD Focus- Improving parent involvement
sl1_45f	sl2_48f	sl3_48f	sl4_48f	PD Focus- Improving school-community relations
sl1_45g	sl2_48g	sl3_48g	sl4_48g	PD Focus- Fund raising/grant writing
sl1_45h	sl2_48h	sl3_48h	sl4_48h	PD Focus- Organizing the school's instructional program
sl1_45i	sl2_48i	sl3_48i	sl4_48i	PD Focus- Your school's reading/LA curriculum and materials
sl1_45j	sl2_48j	sl3_48j	sl4_48j	PD Focus- Your school's math curriculum and materials
sl1_45k	sl2_48k	sl3_48k	sl4_48k	PD Focus- Specific methods for improving reading/LA instructions
sl1_45l	sl2_48l	sl3_48l	sl4_48l	PD Focus- Specific methods for improving math instructions
sl1_45m	sl2_48m	sl3_48m	sl4_45m	PD Focus- How to adapt or individualize instruction
sl1_45n	sl2_48n	sl3_48n	sl4_48n	PD Focus- Your knowledge of reading/LA
sl1_45o	sl2_48o	sl3_48o	sl4_48o	PD Focus- Your knowledge of math
sl1_45p	sl2_48p	sl3_48p	sl4_48p	PD Focus- How to observe and monitor classroom instruction
sl1_45q	sl2_48q	sl3_48q	sl4_48q	PD Focus- How to promote standards-based learning
sl1_45r	sl2_48r	sl3_48r	sl4_48r	PD Focus- New procedures to assess student learning
sl1_45s	sl2_48s	sl3_48s	sl4_48s	PD Focus- Working w/students to improve instruction

sl1_46a	sl2_49a	sl3_49a	sl4_49a	PD Exp. gave opportunities to improve work
sl1_46b	sl2_49b	sl3_49b	sl4_49b	PD Exp. provided info useful in work
sl1_46c	sl2_49c	sl3_49c	sl4_49c	PD Exp. were coherently related to each other
sl1_46d	sl2_49d	sl3_49d	sl4_49d	PD Exp. Allow for focus on problem over extended time
sl1_46e	sl2_49e	sl3_49e	sl4_49e	PD Exp. focused on too many topics
sl1_46f	sl2_49f	sl3_49f	sl4_49f	PD Exp. provided useful feedback about work
sl1_46g	sl2_49g	sl3_49g	sl4_49g	PD Exp. made me pay closer attention to particulars at work
sl1_46h	sl2_49h	sl3_49h	sl4_49h	PD Exp. led to seek out additional info from another leader, teacher
sl1_46i	sl2_49i	sl3_49i	sl4_49i	PD Exp. led to think about aspect of work in a new way
sl1_46j	sl2_49j	sl3_49j	sl4_49j	PD Exp. led to try new things in my practice or work

Appendix D

School Characteristics Inventory Cross-Reference List

Name Year 1 *	Name Year 2 *	Name Year 3 *	Name Year 4 *	Variable Description
sc1_1	sc2_1	sc3_1	sc4_1	School operates year-around schedule
sc1_2				Nature of calendar in use
sc1_3	sc2_2	sc3_2	sc4_2	Number of instructional days
sc1_4	sc2_3	sc3_3	sc4_3	First date of student attendance for this year
sc1_5	sc2_4	sc3_4	sc4_4	Last date of student attendance for this year
sc1_6a	sc2_5A	sc3_5a	sc4_5a	Time (hours & minutes per day) school in session for Pre-K
sc1_6b	sc2_5B	sc3_5b	sc4_5b	Time (hours & minutes per day) school in session for K
sc1_6c	sc2_5C	sc3_5c	sc4_5c	Time (hours & minutes per day) school in session for 1-5 Grades
sc1_7	sc2_6	sc3_6	sc4_6	Type of school
sc1_8	sc2_7	sc3_7	sc4_7	School enrollment policy
sc1_9				Special requirements for admission?
sc1_10a				Admission consideration: test scores?
sc1_10b				Admission consideration: previous academic record?
sc1_10c				Admission consideration: special needs?
sc1_10d				Admission consideration: special aptitudes, skills?
sc1_10e				Admission consideration: recommendations?
sc1_10f				Admission consideration: personal interview?
sc1_11				District's per pupil expenditure for this school year
sc1_12				Amount spent on professional development
sc1_13				Amount spent on curriculum materials and instr. supplies
sc1_14a	sc2_8a	sc3_8a	sc4_8a	CSR: Accelerated Schools Project
sc1_14b	sc2_8b	sc3_8b	sc4_8b	CSR: America's Choice
sc1_14c	sc2_8c	sc3_8c	sc4_8c	CSR: ATLAS Communities
sc1_14d	sc2_8d	sc3_8d	sc4_8d	CSR: Audrey Cohen College: Purpose Centered Education
sc1_14e	sc2_8e	sc3_8e	sc4_8e	CSR: Center for Effective Schools
sc1_14f	sc2_8f	sc3_8f	sc4_8f	CSR: Child Development Project
sc1_14g	sc2_8g	sc3_8g	sc4_8g	CSR: Coalition of Essential Schools
sc1_14h	sc2_8h	sc3_8h	sc4_8h	CSR: Community for Learning
	sc2_8i	sc3_8i	sc4_8i	CSR: Computer Curriculum Corporation
sc1_14i				CSR: Community for Learning Centers
sc1_14j	sc2_8j	sc3_8j	sc4_8j	CSR: Co-NECT Schools
sc1_14k	sc2_8k	sc3_8k	sc4_8k	CSR: Core Knowledge
sc1_14l	sc2_8l	sc3_8l	sc4_8l	CSR: Different Ways of Knowing
sc1_14m	sc2_8m	sc3_8m	sc4_8m	CSR: Direct Instruction
sc1_14n	sc2_8n	sc3_8n	sc4_8n	CSR: Edison Project
sc1_14o	sc2_8o	sc3_8o	sc4_8o	CSR: Expeditionary Learning Outward Bound
sc1_14p				CSR: Foxfire Fund
sc1_14q	sc2_8p	sc3_8p	sc4_8p	CSR: High/Scope Primary Grades Approach to Education
sc1_14r	sc2_8q	sc3_8q	sc4_8q	CSR: Integrated Thematic Instruction
	sc2_8r	sc3_8r	sc4_8r	CSR: Lightspan Achieve Now
sc1_14s	sc2_8s	sc3_8s	sc4_8s	CSR: League of Professional Schools
sc1_14t	sc2_8t	sc3_8t	sc4_8t	CSR: MicroSociety (R)
sc1_14u	sc2_8u	sc3_8u	sc4_8u	CSR: Modern Red Schoolhouse

sc1_14v	sc2_8v	sc3_8v	sc4_8v	CSR: Montessori
sc1_14w	sc2_8w	sc3_8w	sc4_8w	CSR: Onward to Excellence
sc1_14x	sc2_8x	sc3_8x	sc4_8x	CSR: Paideia
sc1_14y	sc2_8y	sc3_8y	sc4_8y	CSR: QuESt
sc1_14z	sc2_8z	sc3_8z	sc4_8z	CSR: Roots & Wings
sc1_14aa	sc2_8aa	sc3_8aa	sc4_8aa	CSR: School Development Program
sc1_14bb	sc2_8bb	sc3_8bb	sc4_8bb	CSR: Success for All
sc1_14cc	sc2_8cc	sc3_8cc	sc4_8cc	CSR: The Learning Network
sc1_14dd	sc2_8dd	sc3_8dd	sc4_8dd	CSR: Urban Learning Centers
sc1_14ee	sc2_8ee	sc3_8ee	sc4_8ee	CSR: Ventures Initiative and Focus (R) System
sc1_14ff	sc2_8ff	sc3_8ff	sc4_8ff	LA: Accelerated Reading
sc1_14gg	sc2_8gg	sc3_8gg	sc4_8gg	LA: Breakthrough to Literacy
sc1_14hh	sc2_8hh	sc3_8hh	sc4_8hh	LA: Carbo Reading Styles Program
sc1_14ii	sc2_8ii	sc3_8ii	sc4_8ii	LA: CELL/ExLL
sc1_14jj	sc2_8jj	sc3_8jj	sc4_8jj	LA: Cooperative Integrated Reading and Composition
sc1_14kk	sc2_8kk	sc3_8kk	sc4_8kk	LA: CORE
sc1_14ll	sc2_8ll	sc3_8ll	sc4_8ll	LA: Early Intervention in Reading
	sc2_8mm	sc3_8mm	sc4_8mm	LA: Early Literacy Learning Initiative (ELLI)
sc1_14mm	sc2_8nn	sc3_8nn	sc4_8nn	LA: Exemplary Center for Reading Instruction
sc1_14nn	sc2_8oo	sc3_8oo	sc4_8oo	LA: First Steps
sc1_14oo	sc2_8pp	sc3_8pp	sc4_8pp	LA: Junior Great Books
sc1_14pp	sc2_8qq	sc3_8qq	sc4_8qq	LA: Literacy Collaborative
sc1_14qq	sc2_8rr	sc3_8rr	sc4_8rr	LA: National Writing Project
sc1_14rr	sc2_8ss	sc3_8ss	sc4_8ss	LA: Reading Recovery
	sc2_8tt	sc3_8tt	sc4_8tt	LA: Reading Renaissance
sc1_14ss	sc2_8uu	sc3_8uu	sc4_8uu	LA: Strategic Teaching and Reading Project
sc1_14tt				Math: Comprehensive School Mathematics Program
	sc2_8vv	sc3_8vv	sc4_8vv	Math: Math Wings
sc1_14uu	sc2_8ww	sc3_8ww	sc4_8ww	Math: Growing with Math
sc1_14vv	sc2_8xx	sc3_8xx	sc4_8xx	Math: University of Chicago School Math Project
		sc3_9a	sc4_9a	Affiliated with Accelerated Schools Project
		sc3_9b	sc4_9b	Affiliated with America's Choice
		sc3_9c	sc4_9c	Affiliated with Success for All
		sc3_10a	sc4_10a	Staff in regularly in contact with staff affiliated reform program
		sc3_10b	sc4_10b	Staff from affiliated program visited the school this year
		sc3_10c	sc4_10c	Staff received prof. dev. associated with affiliated program
		sc3_10d	sc4_10d	Teachers, leaders used materials from affiliated program
		sc3_10e	sc4_10e	Staff attended conferences/training assoc. with affiliated program
		sc3_10f	sc4_10f	School received funding for participating in affiliated program
		sc3_10g	sc4_10g	Staff used routines/procedures associated with affiliated program
sc1_15a	sc2_9a	sc3_11a	sc4_11a	Title I Targeted Assistance?
sc1_15b	sc2_9b	sc3_11b	sc4_11b	Title I School-Wide Program?
sc1_15c	sc2_9c	sc3_11c	sc4_11c	Other Compensatory Education Program?
sc1_15d	sc2_9d	sc3_11d	sc4_11d	Special Education?
sc1_15e	sc2_9e	sc3_11e	sc4_11e	Bilingual Education?
sc1_15f	sc2_9f	sc3_11f	sc4_11f	English as a Second Language?
sc1_15g	sc2_9g	sc3_11g	sc4_11g	Gifted and Talented Program?
sc1_15h	sc2_9h	sc3_11h	sc4_11h	Medical Health Care Services?
sc1_15i	sc2_9i	sc3_11i	sc4_11i	Mental Health Care Services?
sc1_15j	sc2_9j	sc3_11j	sc4_11j	Before- or After-School Day Care Programs?

sc1_15k	sc2_9k	sc3_11k	sc4_11k	Parenting Education Programs?
sc1_15l	sc2_9l	sc3_11l	sc4_11l	School Breakfast/Lunch Program?
sc1_16a	sc2_10a	sc3_12a	sc4_12a	LA - tutoring during school day
sc1_16b	sc2_10b	sc3_12b	sc4_12b	LA - instructional aides work in classrooms
sc1_16c	sc2_10c	sc3_12c	sc4_12c	LA - instructional specialists work in classrooms
sc1_16d	sc2_10d	sc3_12d	sc4_12d	LA - instructional aides provide pullout instruction
sc1_16e	sc2_10e	sc3_12e	sc4_12e	LA - additional support outside the regular school day
sc1_17a	sc2_11a	sc3_13a	sc4_13a	Math - tutoring during school day
sc1_17b	sc2_11b	sc3_13b	sc4_13b	Math - instructional aides work in classrooms
sc1_17c	sc2_11c	sc3_13c	sc4_13c	Math - instructional specialists work in classrooms
sc1_17d	sc2_11d	sc3_13d	sc4_13d	Math - instructional aides provide pullout instruction
sc1_17e	sc2_11e	sc3_13e	sc4_13e	Math - additional support outside the regular school day
sc1_18a	sc2_12a	sc3_14a	sc4_14a	Funding: Special school improvement funds set aside by district
sc1_18b	sc2_12b	sc3_14b	sc4_14b	Funding: Special school improvement funds set aside by state
sc1_18g	sc2_12c	sc3_14c	sc4_14c	Funding: State Compensatory Education funds
sc1_18k	sc2_12d	sc3_14d	sc4_14d	Funding: Private sources (foundations, community, parents)
	sc2_12e	sc3_14e	sc4_14e	Funding: 21st Century Community Learning Center
	sc2_12f	sc3_14f	sc4_14f	Funding: Class Size Reduction
sc1_18a	sc2_12g	sc3_14g	sc4_14g	Funding: Comprehensive School Reform Demonstration Program
sc1_18c	sc2_12h	sc3_14h	sc4_14h	Funding: Eisenhower Professional Development Grants
	sc2_12i	sc3_14i	sc4_14i	Funding: Elementary School Counseling Demonstration Program
	sc2_12j	sc3_14j	sc4_14j	Funding: Freely Associated State Education Grant Program
	sc2_12k	sc3_14k	sc4_14k	Funding: Fund for the Improvement of Education
sc1_18e	sc2_12l	sc3_14l	sc4_14l	Funding: Innovative Education Program Strategies
	sc2_12m	sc3_14m	sc4_14m	Funding: Innovative Programs
	sc2_12n	sc3_14n	sc4_14n	Funding: Magnet School Assistance
	sc2_12o	sc3_14o	sc4_14o	Funding: Native Hawaiian Curr. Devel. Teacher Training & Recruitment Prgm
	sc2_12p	sc3_14p	sc4_14p	Funding: Partnerships in Character Education
	sc2_12q	sc3_14q	sc4_14q	Funding: Smaller Learning Communities Program
	sc2_12r	sc3_14r	sc4_14r	Funding: State and Local Education Systematic Improvement
sc1_18d	sc2_12s	sc3_14s	sc4_14s	Funding: Technology Literacy Challenge Fund
sc1_18h	sc2_12t	sc3_14t	sc4_14t	Funding: Title I, part C (migrant) funds
sc1_18i	sc2_12u	sc3_14u	sc4_14u	Funding: Title 7 bilingual education funds
sc1_18j	sc2_12v	sc3_14v	sc4_14v	Funding: Title 9 funds for Indian Education services
	sc2_12w	sc3_14w	sc4_14w	Funding: Training and Advisory Services
sc1_18f				Funding: Goals 2000
sc1_19	sc2_13	sc3_15	sc4_15	Students enrolled this year at this school
sc1_20	sc2_14	sc3_16	sc4_16	Students transferred into school during the year
sc1_21	sc2_15	sc3_17	sc4_17	Students transferred out of school during the year
sc1_22	sc2_16	sc3_18	sc4_18	Percent students eligible for free/reduced price lunches
sc1_23	sc2_17	sc3_19	sc4_19	Percent students identified as limited-English proficient
sc1_24	sc2_18	sc3_20	sc4_20	Percent students in this school have IEPs?
sc1_25a	sc2_19a	sc3_21a	sc4_21a	Percent students: Hispanic
sc1_25b	sc2_19b	sc3_21b	sc4_21b	Percent students: American Indian/Alaskan Native
sc1_25c	sc2_19c	sc3_21c	sc4_21c	Percent students: Asian or Pacific Islander
sc1_25d	sc2_19d	sc3_21d	sc4_21d	Percent students: Black
sc1_25e	sc2_19e	sc3_21e	sc4_21e	Percent students: White
sc1_25	sc2_19	sc3_21	sc4_21	[RECODE] SUM OF RACE/ETHNICITY PERCENTAGES
sc1_26a	sc2_20a	sc3_22a	sc4_22a	FTE - Principals
sc1_26b	sc2_20b	sc3_22b	sc4_22b	FTE - Assistant Principals

sc1_26c	sc2_20c	sc3_22c	sc4_22c	FTE - Program area coordinators
	sc2_20d	sc3_22d	sc4_22d	FTE - Other prof. staff who supervise instruction
sc1_26d				FTE - Teacher consultant/mentor teachers
sc1_26e1				FTE - Other prof. personnel (1st mention)
sc1_26e2				Title - Other prof. personnel (1st mention)
sc1_26f1				FTE - Other prof. personnel (2nd mention)
sc1_26f2				Title - Other prof. personnel (2nd mention)
sc1_26g1				FTE - Other prof. personnel (3rd mention)
sc1_26g2				Title - Other prof. personnel (3rd mention)
sc1_26h1				FTE - Other prof. personnel (4th mention)
sc1_26h2				Title - Other prof. personnel (4th mention)
sc1_26i1				FTE - Other prof. personnel (5th mention)
sc1_26i2				Title - Other prof. personnel (5th mention)
sc1_26j1				FTE - Other prof. personnel (6th mention)
sc1_26j2				Title - Other prof. personnel (6th mention)
sc1_27a	sc2_21a	sc3_23a	sc4_23a	FTE - Attendance Officers
sc1_27b	sc2_21b	sc3_23b	sc4_23b	FTE - Counselors
sc1_27c	sc2_21c	sc3_23c	sc4_23c	FTE - Psychologists
sc1_27d	sc2_21d	sc3_23d	sc4_23d	FTE - Social Workers
sc1_27e	sc2_21e	sc3_23e	sc4_23e	FTE - Speech Pathologists
sc1_27f	sc2_21f	sc3_23f	sc4_23f	FTE - Audiologists
	sc2_21g	sc3_23g	sc4_23g	FTE - Other non-instructional professional staff
sc1_27g1				FTE - Other non-instructional prof. personnel (1st mention)
sc1_27g2				Title - Other non-instructional prof. personnel (1st mention)
sc1_27h1				FTE - Other non-instructional prof. personnel (2nd mention)
sc1_27h2				Title - Other non-instructional prof. personnel (2nd mention)
sc1_27i1				FTE - Other non-instructional prof. personnel (3rd mention)
sc1_27i2				Title - Other non-instructional prof. personnel (3rd mention)
sc1_27j1				FTE - Other non-instructional prof. personnel (4th mention)
sc1_27j2				Title - Other non-instructional prof. personnel (4th mention)
sc1_27k1				FTE - Other non-instructional prof. personnel (5th mention)
sc1_27k2				Title - Other non-instructional prof. personnel (5th mention)
sc1_27l1				FTE - Other non-instructional prof. personnel (6th mention)
sc1_27l2				Title - Other non-instructional prof. personnel (6th mention)
sc1_28a	sc2_22a	sc3_24a	sc4_24a	FTE - Regular classroom teachers
sc1_28b	sc2_22b	sc3_24b	sc4_24b	FTE - Special education teachers
sc1_28c	sc2_22c	sc3_24c	sc4_24c	FTE - Specialist teachers in mathematics
sc1_28d	sc2_22d	sc3_24d	sc4_24d	FTE - Specialist teachers in R/LA
sc1_28e	sc2_22e	sc3_24e	sc4_24e	FTE - English as a Second Language
	sc2_22f	sc3_24f	sc4_24f	FTE - Other instructional professional staff
sc1_28f				FTE - Computer-assisted instruction
sc1_28g				FTE - Art
sc1_28h				FTE - Physical Education
sc1_28i				FTE - Music
sc1_28j				FTE - Speech Pathologist
sc1_28k1				FTE - Other instructional prof. staff (1st mention)
sc1_28k2				Title - Other instructional prof. staff (1st mention)
sc1_28l1				FTE - Other instructional prof. staff (2nd mention)
sc1_28l2				Title - Other instructional prof. staff (2nd mention)
sc1_29a	sc2_23a	sc3_25a	sc4_25a	FTE - Librarians

sc1_29b	sc2_23b	sc3_25b	sc4_25b	FTE - Instructional technology
	sc2_23c	sc3_25c	sc4_25c	FTE - Other library/media professional staff
sc1_29c1				FTE - Other library/media prof. staff (1st mention)
sc1_29c2				Title - Other library/media prof. staff (1st mention)
sc1_29d1				FTE - Other library/media prof. staff (2nd mention)
sc1_29d2				Title - Other library/media prof. staff (2nd mention)
sc1_29e1				FTE - Other library/media prof. staff (3rd mention)
sc1_29e2				Title - Other library/media prof. staff (3rd mention)
sc1_30a	sc2_24a	sc3_26a	sc4_26a	FTE - Clerical/secretarial support (non-certified staff)
sc1_30b	sc2_24b	sc3_26b	sc4_26b	FTE - Instructional Aids (non-certified staff)
sc1_30c	sc2_24c	sc3_26c	sc4_26c	FTE - Media services (non-certified staff)
sc1_31a	sc2_25a	sc3_27a	sc4_27a	FTE - Day care staff
sc1_31b	sc2_25b	sc3_27b	sc4_27b	FTE - Cafeteria staff
sc1_31c	sc2_25c	sc3_27c	sc4_27c	FTE - Custodians
sc1_31d	sc2_25d	sc3_27d	sc4_27d	FTE - Playground/lunchroom supervisors
	sc2_25e	sc3_27e	sc4_27e	FTE - Other paid staff
sc1_31e1				FTE - Other paid staff (1st mention)
sc1_31e2				Title - Other paid staff (1st mention)
sc1_31f1				FTE - Other paid staff (2nd mention)
sc1_31f2				Title - Other paid staff (2nd mention)
sc1_31g1				FTE - Other paid staff (3rd mention)
sc1_31g2				Title - Other paid staff (3rd mention)