All screen IDs are displayed in green
All variable names are displayed in blue
All ranges are displayed in purple
Programming instructions are displayed as such [red, highlighted yellow]
All fills are displayed in red with double brackets {{SAMPLE}}

Welcome to The Impact of CSI Designation in Multiple Measure ESSA Accountability Systems

Principal Survey

2021–22 School Year

You should have received a Personal Identification Number (PIN) to gain access to this survey. Please enter it below, and then click the "Enter" button.

If you do not have your PIN, please contact (800) 487-4934 or CSI-Study@norc.org

PIN: [PIN] [PIN entry field]

This survey works best in current versions of web browsers such as Firefox, Chrome, Safari, or Internet Explorer 9 and later.

PREFILL INSTRUMENT INFORMATION:

Variable	Description	Values
STATE	Indicator for school's state	1 = CALIFORNIA 2 = OHIO 3 = FLORIDA

Variable	CALIFORNIA	OHIO	FLORIDA
SFILL1	charter school	community school	charter school
SFILL2	Comprehensive Support and Improvement (CSI)	Priority School	Comprehensive Support and Improvement (CSI)
SFILL3	Targeted Support and Improvement (TSI) or Additional Targeted Support and Improvement (ATSI)	Focus School	Targeted Support and Improvement (TSI) or Additional Targeted Support and Improvement (ATSI)
SFILL4	CSI	Priority School	CSI
SFILL5	, county office of education,		

Principal Survey - 2021–22 School Year

This survey is estimated to take about 30 minutes of your time.

This survey is best viewed using a <u>laptop, desktop, or large tablet</u> device. Please avoid using smaller mobile devices, such as a cellular telephone, as some of the survey items may be difficult to view on those smaller devices.

Move <u>forward</u> or <u>backward</u> one question at a time by clicking on the <u>Next</u> or <u>Previous</u> buttons at the bottom of every screen.

If you exit the survey <u>without</u> clicking the "<u>Save & Exit</u>" button, you will need to wait ten minutes before you can re-enter the survey. Again, all responses that you provided to that point are saved.

If at any time you need to log back into the survey, you will need your <u>PIN</u>, which will be displayed on the screen after you click "<u>Save & Exit</u>."

CONSENT1
CONSENT1

Thank you for agreeing to participate in the Impacts of CSI Designation in ESSA Accountability Systems Principal Survey.

- **Purpose of Study:** To examine whether student outcomes in Comprehensive Support and Improvement (CSI) schools improve and whether CSI schools differ from non-CSI schools in other dimensions related to principal decision making and the policies and practices used to improve student outcomes.

- **[Display if State = 2 or Ohio] Purpose of Study:** To examine whether student outcomes in Comprehensive Support and Improvement (CSI) schools improve and whether Priority Schools differ from non-Priority Schools in other dimensions related to principal decision making and the policies and practices used to improve student outcomes.

- **Sponsor:** This study is being conducted by the American Institutes for Research as part of an Education Research Grant from the Institute of Education Sciences at the U.S. Department of Education.

- **Participation:** Participation is voluntary. You may choose not to respond to certain questions or discontinue the survey at any time.

- **Reporting and Confidentiality:** Responses to this survey will be used to summarize findings in an aggregate manner (across groups or sites) or will be used to provide examples of program implementation in a manner that does not associate responses with a specific site or individual. **Your responses will not be shared with staff from your school district or state.** The study team will use only the survey responses you provide in its analysis, and neither the name of any school site nor your name will be used in any reporting. The study team will make sure that access to all data with identifiable information are limited to members of the study team. We will make every effort to maintain the confidentiality for all information collected, and **we will not provide information that identifies you, your school, or your district to anyone outside the study team,** except as required by law.

- **Response Burden:** This survey should require approximately 30 minutes of your time. In appreciation for your time and as thanks for participation, participants will receive a $25 gift card.

- **Risks:** There is minimal to no anticipated risk or discomfort for those participating in this study.

- **Benefits:** Your participation will help inform policymakers, educators, and researchers at the local, state, and national levels about how federal accountability policies are implemented.

- **More Information:** For questions or more information about this study, you may contact **CSI-Study@norc.org**.

Thank you for your cooperation in this very important effort!

Do you agree to participate in this survey?

Please select only one answer and click the "Next" button.

- ☐ Yes, I agree to participate in this survey.
- ☐ No, I do not wish to participate in this survey. → GO TO NOT PARTICIPATING SCREEN

CONTACT INFORMATION

Thank you again for taking part in this very important study.

Please confirm that the following information we have about you is correct:

Title: [R_TITLE]
First Name: [F_NAME]
Last Name: [L_NAME]
School Name: [SCHLNAME]
Email Address: [R_EMAIL]

Is this correct?

Yes…………..1 -> GO TO Q1

No……………2 -> GO TO UPD

UPD

Please update the following information:
What is your title? _____ UPDTITLE Fill-in Field
What is your first name? _____ UPDFNAME Fill-in Field
What is your last name? _____ UPDLNAME Fill-in Field
What is your school name? _____ UPDSNAME Fill-in Field
What is your email address? _____ UPDEMAIL Fill in Field

A. Principal Background and School Context

Q1_SRV

1. **First, we'd like to know a little about your professional experience. Including the current school year (2021–22), for how many years have you:**
   Count the current year as one full year. [Only whole numbers]

	Number of years
a. Served as a school principal Q1_SRV_PRCPL	1-99 Years
b. Served as the principal of a school that was identified by state or federal accountability as low performing Q1_SRV_LOW	1-99 Years
c. Served as the principal at your current school Q1_SRV_CURR	1-99 Years
d. Served at your current school in any capacity Q1_SRV_ANY	1-99 Years

Q2_GRADE

2. **Which grade levels does your school currently serve?**
   Please select all that apply.

   1 ☐ Prekindergarten Q2_PK

   2 ☐ Kindergarten Q2_K

   3 ☐ 1st grade Q2_1

   4 ☐ 2nd grade Q2_2

   5 ☐ 3rd grade Q2_3

   6 ☐ 4th grade Q2_4

   7 ☐ 5th grade Q2_5

   8 ☐ 6th grade Q2_6

   9 ☐ 7th grade Q2_7

   10 ☐ 8th grade Q2_8

   11 ☐ 9th grade Q2_9

   12 ☐ 10th grade Q2_10

   13 ☐ 11th grade Q2_11

   14 ☐ 12th grade Q2_12

   15 ☐ Other (Please specify.) Q2_OTR _____ Q2_OTRX

Q3_ALTSCH

3. **Is your school an alternative school or a school dedicated to serving students with specialized needs (e.g., a special education school, a school for students in the juvenile justice system)?** Q3_ALTSCH

   1 ☐ Yes

   0 ☐ No [Go to Q5]

Q4_TYPE

4. **Which type(s) of students does your school focus on serving?**

		Yes	No
a.	Students in need of behavioral or emotional support Q4_TYPE_SUPP	☐1	☐2
b.	Students who have dropped out or are at risk of dropping out Q4_TYPE_DO	☐1	☐2
c.	Students who are pregnant or parenting Q4_TYPE_PREG	☐1	☐2
d.	Students involved in the juvenile justice system Q4_TYPE_JUV	☐1	☐2
e.	Students who have a history of chronic absenteeism Q4_TYPE_ABSNT	☐1	☐2
f.	Students with significant medical needs Q4_TYPE_MED	☐1	☐2
g.	Students with disabilities Q4_TYPE_DIS	☐1	☐2
h.	Students who are English learners Q4_TYPE_ELL	☐1	☐2
i.	Other (Please specify.) Q4_TYPE_OTR _____ Q4_TYPE_OTRX	☐1	☐2

Q5_CHTR

5. **Is your current school a {{SFILL1}}?** Q5_CHTR

   1 ☐ Yes

   0 ☐ No [Go to Q8]

Q6_MGMT

6. **Which of the following best describes the management of your school?** Q6_MGMT

   1 ☐ The school is part of a traditional school district and is <u>not</u> managed by a school management organization [i.e., a charter management organization (CMO) or education management organization (EMO)] or other external school operator.

   2 ☐ The school is <u>not</u> part of a traditional school district and is managed by a school management organization or other external school operator.

   3 ☐ Both a traditional school district and a school management organization or other external school operator have responsibilities in managing the school.

   4 ☐ The school operates independently; it is not connected to a traditional school district or school management organization or other external school operator.

. State and Federal Accountability Designations

8. **In the current school year (2021–22), has your school received any of the following <u>federal</u> accountability designations based on the achievement of your school's students (or other student outcomes)?** Q8_DESIG

    1 ☐ {{SFILL2}}

    2 ☐ {{SFILL3}}

    3 ☐ None of the above

    4 ☐ Not sure

9.

Which of the following types of performance measures does your state use to determine your school's accountability status?

		Yes	No	Not sure
a.	Student achievement <u>levels</u> in reading/English language arts Q9_PM_ENGLVL	☐1	☐2	☐3
b.	Student achievement <u>growth</u> in reading/English language arts Q9_PM_ENGGROW	☐1	☐2	☐3
c.	Student achievement <u>levels</u> in mathematics Q9_PM_MATHLVL	☐1	☐2	☐3
d.	Student achievement <u>growth</u> in mathematics Q9_PM_MATHGROW	☐1	☐2	☐3
e.	Student achievement <u>levels</u> in other subject(s) Q9_PM_OTHLVL	☐1	☐2	☐3
f.	Student achievement <u>growth</u> in other subject(s) Q9_PM_OTHGROW	☐1	☐2	☐3
g.	[Display If Q2_PK, Q2_K, Q2_1, Q2_2, and/or Q2_3 are selected] Early literacy Q9_PM_EARLYLIT	☐1	☐2	☐3
h.	[Display if If Q2_6, Q2_7, Q2_8, Q2_9, Q2_10, Q2_11 and/or Q2_12 are selected] College and career readiness measure(s) (e.g., completion of accelerated coursework or industry credentials) Q9_PM_CCR	☐1	☐2	☐3
i.	[Display If Q2_12 is selected] Graduation rate Q9_PM_GRAD	☐1	☐2	☐3
j.	Achievement gap closure for student subgroups Q9_PM_GAP	☐1	☐2	☐3
k.	Chronic absenteeism Q9_PM_ABSNT	☐1	☐2	☐3
l.	Conditions for learning or school climate Q9_PM_CDTN	☐1	☐2	☐3
m.	English language proficiency progress Q9_PM_ENGPROF	☐1	☐2	☐3
n.	Student discipline or behavior Q9_PM_DISCP	☐1	☐2	☐3
o.	Other (Please specify.) Q9_PM_OTR _____ Q9_PM_OTRX	☐1	☐2	☐3

10. <mark>Programming Note: This matrix should be split across three screens in the actual instrument. Subsequent screens should have "(cont.)" at the end of the question text.
- SCREEN1 (Q10_PERF_1): Q10_PERF_ENGLVL - Q9_PERF_OTHGROW
- SCREEN2 (Q10_PERF_2): Q10_PERF_EARLYLIT - Q9_PERF_ABSNT
- SCREEN3 (Q10_PERF_3): Q10_PERF_CNDTNS – Q10_PERF_OTRX</mark>

How would you describe your school's performance in each of the following areas? *Select "Not sure" for an area for which you do not have sufficient data or information. Select "N/A" if the measure is not applicable to your school.*	**Very poor**	**Poor**	**Acceptable**	**Good**	**Very good**	**Not sure**	**N/A**
a. Student achievement <u>levels</u> in reading/English language arts Q10_PERF_ENGLVL	☐1	☐2	☐3	☐4	☐5	☐6	
b. Student achievement <u>growth</u> in reading/English language arts Q10_PERF_ENGGROW	☐1	☐2	☐3	☐4	☐5	☐6	☐7
c. Student achievement <u>levels</u> in mathematics Q10_PERF_MATHLVL	☐1	☐2	☐3	☐4	☐5	☐6	
d. Student achievement <u>growth</u> in mathematics Q10_PERF_MATHGROW	☐1	☐2	☐3	☐4	☐5	☐6	☐7
e. Student achievement <u>levels</u> in other subject(s) Q10_PERF_OTHLVL	☐1	☐2	☐3	☐4	☐5	☐6	☐7
f. Student achievement <u>growth</u> in other subject(s) Q10_PERF_OTHGROW	☐1	☐2	☐3	☐4	☐5	☐6	☐7
g. <mark>[Display If Q2_PK, Q2_K, Q2_1, Q2_2, and/or Q2_3 are selected]</mark> Early literacy Q10_PERF_EARLYLIT	☐1	☐2	☐3	☐4	☐5	☐6	☐7
h. <mark>[Display if If Q2_6, Q2_7, Q2_8, Q2_9, Q2_10, Q2_11 and/or Q2_12 are selected]</mark> College and career readiness measure(s) (e.g., completion of accelerated coursework or industry credentials) Q10_PERF_CCR	☐1	☐2	☐3	☐4	☐5	☐6	☐7
i. <mark>[Display If Q2_12 is selected]</mark> Graduation rate Q10_PERF_GRAD	☐1	☐2	☐3	☐4	☐5	☐6	☐7
j. Achievement gap closure for student subgroups Q10_PERF_GAP	☐1	☐2	☐3	☐4	☐5	☐6	☐7
k. Chronic absenteeism Q10_PERF_ABSNT	☐1	☐2	☐3	☐4	☐5	☐6	☐7
l. Conditions for learning or school climate Q10_PERF_CNDTN	☐1	☐2	☐3	☐4	☐5	☐6	☐7
m. English language proficiency progress Q10_PERF_ENGPROF	☐1	☐2	☐3	☐4	☐5	☐6	☐7
n. Student discipline or behavior Q10_PERF_DISCP	☐1	☐2	☐3	☐4	☐5	☐6	☐7

o. Other (Please specify.)
    Q10_PERF_OTR _____
    Q10_PERF_OTRX

☐1   ☐2   ☐3   ☐4   ☐5   ☐6   ☐7

11. <mark>Programming Note: This matrix should be split across two screens in the actual instrument. Subsequent screens should have "(cont.)" at the end of the question text.
- SCREEN1 (Q11_SAS_1): Q11_SAS_CLR – Q11_SAS_FOCUS
- SCREEN2 (Q11_SAS_2): Q11_SAS_DCN – Q11_SAS_STIG</mark>

Please indicate the extent to which you agree or disagree with each of the following statements regarding the effects of your state's accountability system.

		Strongly disagree	Disagree	Agree	Strongly agree
a.	The method for determining accountability designations is clear. Q11_SAS_CLR	☐1	☐2	☐3	☐4
b.	The method for determining accountability designations is fair. Q11_SAS_FAIR	☐1	☐2	☐3	☐4
c.	The state accountability system provides meaningful information about actionable areas in which my school may be underperforming. Q11_SAS_MEAN	☐1	☐2	☐3	☐4
d.	The state accountability system allows my school to focus on the goals that are most important. Q11_SAS_FOCUS	☐1	☐2	☐3	☐4
e.	The state accountability system helps my school make effective decisions about how to improve student achievement. Q11_SAS_DCSN	☐1	☐2	☐3	☐4
f.	A low performance designation (or threat of a low performance designation) creates a sense of urgency for my school to take action. Q11_SAS_URG	☐1	☐2	☐3	☐4
g.	Accountability designations effectively promote student and school success and a culture of continuous improvement. Q11_SAS_PROM	☐1	☐2	☐3	☐4
h.	Low performance designations unfairly stigmatize certain populations of students and deter teachers from working in identified schools. Q11_SAS_STIG	☐1	☐2	☐3	☐4

12.

[If "{{SFILL2}} or option 1}" is selected in Q8] **Please indicate the extent to which you agree or disagree with each of the following statements regarding the effects of your school's {{SFILL4}} designation.**

		Strongly disagree	Disagree	Agree	Strongly agree
a.	My school's {{SFILL4}} status has increased the level of support we receive from our state, county office of education, and/or regional education service center. Q12_EFF_GOV	□1	□2	□3	□4
b.	My school's {{SFILL4}} status has increased the level of support we receive from our district or school management organization. Q12_EFF_DIST	□1	□2	□3	□4
c.	My school's {{SFILL4}} status has helped us select improvement strategies that are more closely aligned with our school's needs. Q12_EFF_NEEDS	□1	□2	□3	□4
d.	My school's {{SFILL4}} status has led us to focus more attention on student subgroups, such as students with disabilities, English learners, economically disadvantaged, or students who are experiencing homelessness. Q12_EFF_SUBGRP	□1	□2	□3	□4
e.	My school's {{SFILL4}} status has made it more difficult to attract or retain effective staff. Q12_EFF_STAFF	□1	□2	□3	□4
f.	My school has not changed much as a result of its {{SFILL4}} status. Q12_EFF_NONE	□1	□2	□3	□4
g.	My school's {{SFILL4}} status involves compliance requests, which detrimentally affect my school's efforts to improve teaching and learning. Q12_EFF_COMPL	□1	□2	□3	□4
h.	I understand my state's requirements for exiting {{SFILL4}} status. Q12_EFF_UND	□1	□2	□3	□4
i.	I am confident that my school will be able to exit {{SFILL4}} status within three years. Q12_EFF_CONF	□1	□2	□3	□4

13. <mark>Programming Note: This matrix should be split across three screens in the actual instrument. Subsequent screens should have "(cont.)" at the end of the question text.</mark>
<mark>- SCREEN1 (Q13_CHAL_1): Q13_CHAL_TCHR – Q13_CHAL_TECH</mark>
<mark>- SCREEN2 (Q13_CHAL _2): Q13_CHAL_FACIL – Q13_CHAL_SIZE</mark>
<mark>- SCREEN3 (Q13_CHAL _3): Q13_CHAL_SAFE – Q13_CHAL_OTRX</mark>

To what extent would you describe each of the following issues as challenges in your school?

		Not a challenge	Minor challenge	Moderate challenge	Major challenge
a.	Difficulty finding, hiring, or retaining teachers with the skills needed Q13_CHAL_TCHR	☐1	☐2	☐3	☐4
b.	Insufficient funding Q13_CHAL_FUND	☐1	☐2	☐3	☐4
c.	Inadequate supports for lowest achieving students Q13_CHAL_LAS	☐1	☐2	☐3	☐4
d.	Curricula not aligned with state standards Q13_CHAL_CURR	☐1	☐2	☐3	☐4
e.	Insufficient access to technology Q13_CHAL_TECH	☐1	☐2	☐3	☐4
f.	Inadequate or substandard facilities Q13_CHAL_FACIL	☐1	☐2	☐3	☐4
g.	Lack of teacher buy-in on the school interventions being implemented Q13_CHAL_TCHRBUY	☐1	☐2	☐3	☐4
h.	Lack of parental or community buy-in on the school interventions being implemented Q13_CHAL_BUYIN	☐1	☐2	☐3	☐4
i.	Lack of parent involvement or participation in children's education Q13_CHAL_PRNTS	☐1	☐2	☐3	☐4
j.	Large class size and/or caseloads Q13_CHAL_SIZE	☐1	☐2	☐3	☐4
k.	Lack of safety in or around the school Q13_CHAL_SAFE	☐1	☐2	☐3	☐4
l.	Student discipline challenges Q13_CHAL_DISCP	☐1	☐2	☐3	☐4
m.	Low and/or erratic student attendance Q13_CHAL_ATTND	☐1	☐2	☐3	☐4
n.	High student mobility (i.e., students entering or exiting schools during the school year). Q13_CHAL_MOBIL	☐1	☐2	☐3	☐4
o.	Other (Please specify.) Q13_CHAL_OTR _____ Q13_CHAL_OTRX	☐1	☐2	☐3	☐4

14. Please indicate if you strongly disagree, disagree, agree, or strongly agree with each of the following statements about your school's approach to school improvement.

		Strongly disagree	Disagree	Agree	Strongly agree
a.	Once we start a new program, we follow up to make sure that it is working. Q14_APPR_FUP	☐1	☐2	☐3	☐4
b.	I worry that we are adopting too many different programs and practices in this school. Q14_APPR_TOOMANY	☐1	☐2	☐3	☐4
c.	Our school generally chooses only those school improvement opportunities that fit with our improvement goals and strategies. Q14_APPR_GOALS	☐1	☐2	☐3	☐4
d.	Our school strategically accepts and refuses programs or initiatives in a way that supports staff focus and ongoing improvement. Q14_APPR_SUPP	☐1	☐2	☐3	☐4
e.	Our school improvement planning and assessment efforts directly address the school's progress in providing a common, coordinated, and sustained school program. Q14_APPR_PROG	☐1	☐2	☐3	☐4

[If Q6_MGMT=4, skip to Q18]

15. Programming Note: This matrix should be split across two screens in the actual instrument. Subsequent screens should have "(cont.)" at the end of the question text.
- SCREEN1 (Q15_DINFL_1): Q15_DINFL_ASSESS – Q15_DINFL_BDGT
- SCREEN2 (Q15_DINFL_2): Q15_DINFL_CURR – Q15_DINFL_PDADMIN

[Display if Q5_CHTR= "No" OR Q6_MGMT = 1] How much influence do the district and school have on the following decisions or activities? Please indicate if each of the following decisions or activities are mostly a district or school responsibility, or whether the responsibility is evenly shared between both.

		Mostly a district responsibility	Mostly a school responsibility	Responsibility evenly shared between district and school
a.	Conducting a needs assessment to understand areas for improvement Q15_DINFL_ASSESS	☐ 1	☐ 2	☐ 3
b.	Developing a school improvement plan or strategic plan Q15_DINFL_SAP	☐ 1	☐ 2	☐ 3
c.	Hiring new teachers Q15_DINFL_HIRE	☐ 1	☐ 2	☐ 3
d.	Planning your school's budget Q15_DINFL_BDGT	☐ 1	☐ 2	☐ 3
e.	Selecting curricula Q15_DINFL_CURR	☐ 1	☐ 2	☐ 3
f.	Selecting interventions Q15_DINFL_INTERV	☐ 1	☐ 2	☐ 3
g.	Selecting professional development activities for teachers Q15_DINFL_PDTCHR	☐ 1	☐ 2	☐ 3
h.	Selecting professional development activities for school administrators Q15_DINFL_PDADMIN	☐ 1	☐ 2	☐ 3

[Skip to Q18]

16. Programming Note: This matrix should be split across two screens in the actual instrument. Subsequent screen should have "(cont.)" at the end of the question text.
- SCREEN1 (Q16_SMOINFL_1): Q16_SMOINFL_ASSESS – Q16_SMOINFL_BDGT
- SCREEN2 (Q16_SMOINFL_2): Q16_SMOINFL_CURR – Q16_SMOINFL_PDADMIN

[Display if Q6_MGMT=2] **How much influence do the school management organization and school have on the following decisions or activities? Please indicate if each of the following decisions or activities are mostly a school management organization or school responsibility, or whether the responsibility is evenly shared between both.**

		Mostly a school management organization responsibility	Mostly a school responsibility	Responsibility evenly shared between school management organization and school
a.	Conducting a needs assessment to understand areas for improvement Q16_SMOINFL_ASSESS	☐ 1	☐ 2	☐ 3
b.	Developing a school improvement plan or strategic plan Q16_SMOINFL_SAP	☐ 1	☐ 2	☐ 3
c.	Hiring new teachers Q16_SMOINFL_HIRE	☐ 1	☐ 2	☐ 3
d.	Planning your school's budget Q16_SMOINFL_BDGT	☐ 1	☐ 2	☐ 3
e.	Selecting curricula Q16_SMOINFL_CURR	☐ 1	☐ 2	☐ 3
f.	Selecting interventions Q16_SMOINFL_INTERV	☐ 1	☐ 2	☐ 3
g.	Selecting professional development activities for teachers Q16_SMOINFL_PDTCHR	☐ 1	☐ 2	☐ 3
h.	Selecting professional development activities for school administrators Q16_SMOINFL_PDADMIN	☐ 1	☐ 2	☐ 3

[Skip to Q18]

17.

[Display if Q6_MGMT=3] **How much influence do the district, school management organization, and school have on the following decisions or activities? Please indicate if each of the following decisions or activities are mostly a district/school management organization or school responsibility, or whether the responsibility is evenly shared between both the school and district/school management organization.**

	Mostly a district or school management organization responsibility	Mostly a school responsibility	Responsibility evenly shared between district or school management organization and school
a. Conducting a needs assessment to understand areas for improvement Q17_DSMINFL_ASSESS	☐ 1	☐ 2	☐ 3
b. Developing a school improvement plan or strategic plan Q17_DSMINFL_SAP	☐ 1	☐ 2	☐ 3
c. Hiring new teachers Q17_DSMINFL_HIRE	☐ 1	☐ 2	☐ 3
d. Planning your school's budget Q17_DSMINFL_BDGT	☐ 1	☐ 2	☐ 3
e. Selecting curricula Q17_DSMINFL_CURR	☐ 1	☐ 2	☐ 3
f. Selecting interventions Q16_DMINFLU_INTERV	☐ 1	☐ 2	☐ 3
g. Selecting professional development activities for teachers Q17_DSMINFL_PDTCHR	☐ 1	☐ 2	☐ 3
h. Selecting professional development activities for school administrators Q17_DSMINFL_PDADMIN	☐ 1	☐ 2	☐ 3

18.

To what extent did you use the following data or information in informing your school's improvement efforts?

	Select one response in each row			
	Not used	**Limited use**	**Moderate use**	**Major use**
Achievement data				
a. Students' scores on state assessments Q18_USE_STATESCORE	☐0	☐1	☐2	☐3
b. Student achievement growth on state assessments Q18_USE_STATEGROWTH	☐0	☐1	☐2	☐3
c. Students' scores on district assessments (other than state assessment) Q18_USE_DISTSCORE	☐0	☐1	☐2	☐3
d. Student achievement growth on district assessments Q18_USE_DISTGROWTH	☐0	☐1	☐2	☐3
e. Students' final grades Q18_USE_GRADE	☐0	☐1	☐2	☐3
f. Another assessment (Please specify.) Q18_USE_AOTR _____ Q18_USE_AOTRX	☐0	☐1	☐2	☐3
Other data or information				
g. Student attendance or chronic absenteeism data Q18_USE_ABSNT	☐0	☐1	☐2	☐3
h. Student discipline or behavior data Q18_USE_DISCIP	☐0	☐1	☐2	☐3
i. Student, staff, and/or family surveys of school climate or learning conditions Q18_USE_CLIMATE	☐0	☐1	☐2	☐3
j. Assessments of students' social-emotional competencies or skills Q18_USE_SOCEMO	☐0	☐1	☐2	☐3
k. Information about students needing food, housing, health care, or other nonacademic supports Q18_USE_NEEDS	☐0	☐1	☐2	☐3
l. Information about students' experiences of COVID-19, including family members with significant illness, death of family members, and economic impacts Q18_USE_COVIDEXP	☐0	☐1	☐2	☐3
m. Students' access to technological devices and the internet Q18_USE_TECHACCESS	☐0	☐1	☐2	☐3
n. [Display If Q2_12 is selected] Graduation rates Q18_USE_GRADRATE	☐0	☐1	☐2	☐3
o. [Display if If Q2_7, Q2_8, Q2_9, Q2_10, Q2_11 and/or Q2_12 are selected] Measures of college and career readiness (e.g., completion of accelerated coursework or industry credentials) Q18_USE_CCR	☐0	☐1	☐2	☐3
p. Another measure (Please specify.) Q18_USE_MOTR _____ Q18_USE_MOTRX	☐0	☐1	☐2	☐3

19. To what extent was information from the following sources considered in selecting any <u>evidence-based</u> model, intervention, or strategy, adopted in the <u>past three years</u>, for use in your school?

[Programming Note: *Include the following rollover definition for "evidence-based model, intervention, or strategy": "Models, interventions, or strategies that have evidence produced through formal studies and research to show that they are effective at producing and improving outcomes when implemented."*]

NA ☐ **A new evidence-based model, intervention, or strategy was not selected for use in my school during the past three years.** Q19_EB_NA

		Select one response in each row		
		Not considered	**Considered with some weight**	**A major consideration**
a.	Guidance or advice from the state education department{{SFILL5}} or a regional education service center Q19_EB_ADVICE	☐1	☐2	☐3
b.	A state or district requirement to adopt a particular evidence-based model, intervention. or strategy Q19_EB_REQ	☐1	☐2	☐3
c.	A list of vendors approved by the state Q19_EB_STATELIST	☐1	☐2	☐3
d.	Information provided by the intervention's developer or vendor Q19_EB_DVLPER	☐1	☐2	☐3
e.	Recommendations from colleagues in other schools or districts Q19_EB_RECC	☐1	☐2	☐3
f.	Independent research from a trusted research organization (e.g., a U.S. Department of Education Comprehensive Center or Regional Educational Laboratory, research organization, or university) Q19_EB_RSRCHORG	☐1	☐2	☐3
g.	Information from the What Works Clearinghouse, Evidence for ESSA, or other organization that rates evidence Q19_EB_RATEORG	☐1	☐2	☐3
h.	Information from the district or school management organization's research or evaluation office Q19_EB_SMO	☐1	☐2	☐3
i.	Other source (Please specify.) Q19_EB_OTR _____ Q19_EB_OTRX	☐1	☐2	☐3

20.

Thinking about the current school year (2021–22), please indicate the extent to which your school is focusing on improving the following student outcomes:

		Not a focus	Minor focus	Moderate focus	Major focus
a.	Student achievement <u>levels</u> in reading/English language arts Q20_SO_ENGLVL	☐1	☐2	☐3	☐4
b.	Student achievement <u>growth</u> in reading/English language arts Q20_SO_ENGGROW	☐1	☐2	☐3	☐4
c.	Student achievement <u>levels</u> in mathematics Q20_SO_MATHLVL	☐1	☐2	☐3	☐4
d.	Student achievement <u>growth</u> in mathematics Q20_SO_MATHGROW	☐1	☐2	☐3	☐4
e.	Student achievement <u>levels</u> in other subject(s) Q20_SO_OTHLVL	☐1	☐2	☐3	☐4
f.	Student achievement <u>growth</u> in other subject(s) Q20_SO_OTHGROW	☐1	☐2	☐3	☐4
g.	[Display If Q2_PK, Q2_K, Q2_1, Q2_2, and/or Q2_3 are selected] Early literacy Q20_SO_EARLYLIT	☐1	☐2	☐3	☐4
h.	[Display if If Q2_6, Q2_7, Q2_8, Q2_9, Q2_10, Q2_11 and/or Q2_12 are selected] College and career readiness measure(s) (e.g., completion of accelerated coursework or industry credentials) Q20_SO_CCR	☐1	☐2	☐3	☐4
i.	[Display If Q2_12 is selected] Graduation rate Q20_SO_GRAD	☐1	☐2	☐3	☐4
j.	Achievement gap closure for student subgroups Q20_SO_GAP	☐1	☐2	☐3	☐4
k.	Chronic absenteeism Q20_SO_ABSNT	☐1	☐2	☐3	☐4
l.	Conditions for learning or school climate Q20_SO_CNDTNS	☐1	☐2	☐3	☐4
m.	English language proficiency progress Q20_SO_ENGPROF	☐1	☐2	☐3	☐4
n.	Student discipline or behavior Q20_SO_DISCP	☐1	☐2	☐3	☐4
o.	Other (Please specify.) Q20_SO_OTR _____ Q20_SO_OTRX	☐1	☐2	☐3	☐4

D. School Improvement Implementation and Monitoring

21. Programming Note: This matrix should be split across three screens in the actual instrument. Subsequent screens should have "(cont.)" at the end of the question text.
- SCREEN1 (Q21_INST_1): Q21_INST_ACH - Q21_INST_DISAB
- SCREEN2 (Q21_INST_2): Q21_INST_ELL - Q21_INST_OTRX

Thinking about the current school year (2021–22), please indicate the extent to which your school is focusing on the following instructional strategies in its improvement efforts.
[Programmer Note: *Include the following rollover definition for "high-dosage" in Q21_INST_SGRP: "More than three days per week or at a rate of at least 50 hours throughout 36 weeks"*]

		Not a focus	Minor focus	Moderate focus	Major focus
a.	Using student achievement data to inform instruction and school improvement Q21_INST_ACH	☐1	☐2	☐3	☐4
b.	Aligning curriculum and instruction with standards and/or assessments Q21_INST_STNDRDS	☐1	☐2	☐3	☐4
c.	Implementing new instructional approaches or curricula in reading/English language arts Q21_INST_NEWELA	☐1	☐2	☐3	☐4
d.	Implementing new instructional approaches or curricula in mathematics Q21_INST_NEWMATH	☐1	☐2	☐3	☐4
e.	Providing additional instruction to students who are struggling academically (not including students with disabilities or English learners) Q21_INST_ADDTLINSTRCT	☐1	☐2	☐3	☐4
f.	Implementing instructional strategies targeting students with disabilities Q21_INST_DISAB	☐1	☐2	☐3	☐4
g.	Implementing instructional strategies targeting English learners Q21_INST_ELL	☐1	☐2	☐3	☐4
h.	Increasing instructional time for all students (e.g., by lengthening the school day or year, shortening recess) Q21_INST_TIME	☐1	☐2	☐3	☐4
i.	Providing high-dosage tutoring to individual students or small groups of students during school hours or after school Q21_INST_SGRP	☐1	☐2	☐3	☐4
j.	Offering smaller class sizes Q21_INST_SCLASS	☐1	☐2	☐3	☐4
k.	Other (Please specify.) Q21_INST_OTR _____ Q21_INST_OTRX	☐1	☐2	☐3	☐4

22.

[Display if Q2_9, Q2_10, Q2_11 and/or Q2_12 are selected] **Thinking about the current school year (2021–22), please indicate the extent to which your school is focusing on the following strategies to promote college and career readiness in its improvement efforts.**

		Not a focus	Minor focus	Moderate focus	Major focus
a.	Providing credit recovery programs during the school year Q22_CCR_CRP	☐1	☐2	☐3	☐4
b.	Providing competency-based learning for students Q22_CCR_CBL	☐1	☐2	☐3	☐4
c.	Providing dual-enrollment or dual-credit coursework for students Q22_CCR_DUAL	☐1	☐2	☐3	☐4
d.	Providing advanced coursework (e.g., Advanced Placement classes) for students Q22_CCR_AP	☐1	☐2	☐3	☐4
e.	Providing SAT and/or ACT preparation courses Q22_CCR_SATACT	☐1	☐2	☐3	☐4
f.	Providing work-based learning opportunities Q22_CCR_WORK	☐1	☐2	☐3	☐4
g.	Providing opportunities to earn industry-recognized certifications or professional licensure Q22_CCR_CERT	☐1	☐2	☐3	☐4
h.	Other (Please specify.) Q22_CCR_OTR _____ Q22_CCR_OTRX	☐1	☐2	☐3	☐4

23. Thinking about the current school year (2021–22), please indicate the extent to which your school is focusing on the following strategies designed to improve conditions to support teaching and learning in its improvement efforts.

		Not a focus	Minor focus	Moderate focus	Major focus
a.	Implementing strategies for increasing family and community engagement Q23_COND_FAM	☐1	☐2	☐3	☐4
b.	Implementing strategies to address students' social, emotional, or health needs Q23_COND_SEH	☐1	☐2	☐3	☐4
c.	Implementing strategies to improve student behavior, discipline, or safety Q23_COND_BDS	☐1	☐2	☐3	☐4
d.	Implementing strategies to improve student attendance Q23_COND_ATTND	☐1	☐2	☐3	☐4
e.	Other (Please specify.) Q23_COND_OTR _____ Q23_COND_OTRX	☐1	☐2	☐3	☐4

24. Thinking about the current school year (2021–22), please indicate the extent to which your school is focusing on the following strategies related to building the capacity of school leaders, teachers, and staff in its improvement efforts.

		Not a focus	Minor focus	Moderate focus	Major focus
a.	Increasing the intensity, focus, or effectiveness of professional development for teachers Q24_CAP_PDTCHR	☐1	☐2	☐3	☐4
b.	Increasing the intensity, focus, or effectiveness of professional development for school leaders Q24_CAP_PDSL	☐1	☐2	☐3	☐4
c.	Implementing strategies to attract and retain effective teachers Q24_CAP_ATTRET	☐1	☐2	☐3	☐4
d.	Removing teachers who are ineffective Q24_CAP_INEFF	☐1	☐2	☐3	☐4
e.	Adding new staff positions Q24_CAP_NEWPOS	☐1	☐2	☐3	☐4
f.	Other (Please specify.) Q24_CAP_OTR _____ Q24_CAP_OTRX	☐1	☐2	☐3	☐4

Q25_STRAT

25. Thinking about the current school year (2021–22), what do you consider to be the most promising strategies your school is implementing to support improved student outcomes? Please list up to five strategies. In the following question, you will be asked to describe each strategy.

Q25_STRAT_1
Q25_STRAT_2
Q25_STRAT_3
Q25_STRAT_4
Q25_STRAT_5

Q25_STRAT_SPCFY

25a. Please provide a description of the following strategy indicated in the previous question: [Fill Q25_1 – Q25_5].
[Loop this question for each strategy provided in Q25]

Q25_STRAT_1_SPFY
Q25_STRAT_2_SPFY
Q25_STRAT_3_SPFY
Q25_STRAT_4_SPFY
Q25_STRAT_5_SPFY

26. **During this school year (2021–22), has your school's progress been monitored by the <u>state</u> or regional school improvement coordinators (or an organization designated by the state) in any of the following ways?**

		Q26_SMON		Q26_SMON_FREQ [Display for any options where Q26_SMON=Yes] Please indicate the frequency of monitoring:				
		Yes	No	Once per school year	Twice per school year	Quarterly	Monthly	More than monthly
a.	Site visits Q26_SMON_VISIT	☐1	☐2	☐1 Q26_SMON_FREQ_VISIT	☐2	☐3	☐4	☐5
b.	Telephone conferences Q26_SMON_TEL	☐1	☐2	☐1 Q26_SMON_FREQ_TEL	☐2	☐3	☐4	☐5
c.	Collection of student data Q26_SMON_DC	☐1	☐2	☐1 Q26_SMON_FREQ_DC	☐2	☐3	☐4	☐5
d.	Other source (Please specify.) Q26_SMON_OTR _____ Q26_SMON_OTRX	☐1	☐2	☐1 Q26_SMON_FREQ_OTR	☐2	☐3	☐4	☐5

27. **[Display if Q5_CHTR= "No" or Q6_MGMT=1 or 3] During this school year (2021–22), has your school's progress been monitored by <u>your district</u> in any of the following ways? If so, how frequently?**

		Q27_DMON		Q27_DMON_FREQ Display for any options where Q27_DMON=Yes] Please indicate the frequency of monitoring:				
		Yes	No	Once per school year	Twice per school year	Quarterly	Monthly	More than monthly
a.	Site visits Q27_DMON_VISIT	☐1	☐2	☐1 Q27_DMON_FREQ_VISIT	☐2	☐3	☐4	☐5
b.	Telephone conferences Q27_DMON_TEL	☐1	☐2	☐1 Q27_DMON_FREQ_TEL	☐2	☐3	☐4	☐5
c.	Collection of student data Q27_DMON_DC	☐1	☐2	☐1 Q27_DMON_FREQ_DC	☐2	☐3	☐4	☐5
d.	Other source (Please specify.) Q27_DMON_OTR _____ Q27_DMON_OTRX	☐1	☐2	☐1 Q27_DMON_FREQ_OTR	☐2	☐3	☐4	☐5

28. [Display if Q6_MGMT= 2 or 3] During this school year (2021–22), has your school's progress been monitored by your school management organization or other external school operator in any of the following ways? If so, how frequently?
[Programming Note: This question is split in two parts.]

| | | Q28_SMOMON | | Q28_SMOMON_FREQ [Display for any options where Q28_SMOMON=Yes] Please indicate the frequency of monitoring: | | | | |
		Yes	No	Once per school year	Twice per school year	Quarterly	Monthly	More than monthly
a.	Site visits Q28_SMOMON_VISIT	☐1	☐2	☐1 Q28_SMOMON_FREQ_VISIT	☐2	☐3	☐4	☐5
b.	Telephone conferences Q28_SMOMON_TEL	☐1	☐2	☐1 Q28_SMOMON_FREQ_TEL	☐2	☐3	☐4	☐5
c.	Collection of student data Q28_SMOMON_DC	☐1	☐2	☐1 Q28_SMOMON_FREQ_DC	☐2	☐3	☐4	☐5
d.	Other source (Please specify.) Q28_SMOMON_OTR _____ Q28_SMOMON_OTRX	☐1	☐2	☐1 Q28_SMOMON_FREQ_OTR	☐2	☐3	☐4	☐5

E. Technical Assistance and Support

Q29_DSUPP

29. [Display if Q5_CHTR= "No" or Q6_MGMT=1 or 3] **Please indicate the extent to which you agree with each of the following statements regarding your district.**

		Strongly disagree	Disagree	Agree	Strongly agree
a.	When district leaders make a commitment to our school, they always follow through. Q29_DSUPP_CMT	☐ 1	☐ 2	☐ 3	☐ 4
b.	District staff who support my school have expertise and skills that are relevant for my school. Q29_DSUPP_REL	☐ 1	☐ 2	☐ 3	☐ 4
c.	District officials send mixed messages about district policies. Q29_DSUPP_MIX	☐ 1	☐ 2	☐ 3	☐ 4
d.	District officials express genuine concern about the challenges our school faces. Q29_DSUPP_GEN	☐ 1	☐ 2	☐ 3	☐ 4
e.	I have sufficient support from the district for trying new things in my school. Q29_DSUPP_NEW	☐ 1	☐ 2	☐ 3	☐ 4
f.	I am comfortable reaching out to the district to ask for support. Q29_DSUPP_COMF	☐ 1	☐ 2	☐ 3	☐ 4
g.	The district pays attention to the needs and performance of my school. Q29_DSUPP_NP	☐ 1	☐ 2	☐ 3	☐ 4

Q30_SMOSUPP

30. [Display if Q6_MGMT = 2 or 3] **Please indicate the extent to which you agree with each of the following statements regarding your school management organization or other external school operator.**

		Strongly disagree	Disagree	Agree	Strongly agree
a.	When school management organization officials make a commitment to our school, they always follow through. Q30_SMOSUPP_CMT	☐ 1	☐ 2	☐ 3	☐ 4
b.	School management organization officials have expertise and skills that are relevant for our school. Q30_SMOSUPP_REL	☐ 1	☐ 2	☐ 3	☐ 4
c.	School management organization officials send mixed messages about district policies. Q30_SMOSUPP_MIX	☐ 1	☐ 2	☐ 3	☐ 4
d.	School management organization officials express genuine concern about the challenges our school faces. Q30_SMOSUPP_MM	☐ 1	☐ 2	☐ 3	☐ 4
e.	I have sufficient support from the school management organization for trying new things in my school. Q30_SMOSUPP_NEW	☐ 1	☐ 2	☐ 3	☐ 4
f.	I am comfortable reaching out to the school management organization to ask for support. Q30_SMOSUPP_COMF	☐ 1	☐ 2	☐ 3	☐ 4
g.	The school management organization pays attention to the needs and performance of my school. Q30_SMOSUPP_NP	☐ 1	☐ 2	☐ 3	☐ 4

31.

Thinking about the previous school year (2020–21, including summer 2021) or the current school year (2021–22), for each of the different areas of support (e.g., technical assistance or professional development) listed below, please indicate:
   A. **if your school underlined needed support from an outside source in this area or**
   B. **if, regardless of need, your school received support in this area.**

In each row, indicate whether the specific type of assistance was needed and received.

Support to help your school	A. Needed? No	A. Needed? Yes	B. Received? No	B. Received? Yes
a. Develop or revise the school's improvement plan	☐ 1 Q31_N _IP	☐ 2	☐ 1 Q31_R_IP	☐ 2
b. Analyze assessment results to understand students' strengths and weaknesses	☐ 1 Q31_N_AN	☐ 2	☐ 1 Q31_R_AN	☐ 2
c. Improve students' test-taking skills	☐ 1 Q31_N_TTS	☐ 2	☐ 1 Q31_R_TTS	☐ 2
d. Identify or develop detailed curriculum guides, frameworks, pacing sequences, and/or model lessons aligned with state standards	☐ 1 Q31_N_SS	☐ 2	☐ 1 Q31_R_SS	☐ 2
e. Identify curricula, instructional strategies, or school reform models that have been shown to be effective in increasing students' achievement	☐ 1 Q31_N_ACH	☐ 2	☐ 1 Q31_R_ACH	☐ 2
f. Address the instructional needs of students with individualized education programs	☐ 1 Q31_N_IEP	☐ 2	☐ 1 Q31_R_IEP	☐ 2
g. Address the instructional needs of English learners	☐ 1 Q31_N_ELL	☐ 2	☐ 1 Q31_R_ELL	☐ 2
h. Get parents more engaged in their child's education	☐ 1 Q31_N_PAR	☐ 2	☐ 1 Q31_R_PAR	☐ 2
i. Address problems of student truancy, tardiness, discipline, and dropout	☐ 1 Q31_N_TRU	☐ 2	☐ 1 Q31_R_TRU	☐ 2
j. Improve the quality of teachers' professional development	☐ 1 Q31_N_TPD	☐ 2	☐ 1 Q31_R_TPD	☐ 2
k. Improve the quality of school leaders' professional development	☐ 1 Q3_N_SLPD	☐ 2	☐ 1 Q3_R_SLPD	☐ 2
l. Recruit and retain well-qualified teachers	☐ 1 Q31_N_RR	☐ 2	☐ 1 Q31_R_RR	☐ 2

32.

[Programming Note: Display only correlating response options from Q31_R variable = "Yes"]
In the previous question, you responded that your school received support (e.g., technical assistance or professional development) during the previous or current school year in the following areas. For each area of support listed below, please indicate how helpful the support was in meeting your school's needs.

Support to help your school	Not at all helpful	Not so helpful	Somewhat helpful	Very helpful	Extremely helpful
a. Develop or revise the school's improvement plan Q32_HELP_IP	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
b. Analyze assessment results to understand students' strengths and weaknesses Q32_HELP_AN	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
c. Improve students' test-taking skills Q32_HELP_TTS	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
d. Identify or develop detailed curriculum guides, frameworks, pacing sequences, and/or model lessons aligned with state standards Q32_HELP_SS	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
e. Identify curricula, instructional strategies, or school reform models that have been shown to be effective in increasing students' achievement Q32_HELP_ACH	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
f. Address the instructional needs of students with individualized education programs Q32_HELP_IEP	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
g. Address the instructional needs of English learners Q32_HELP_ELL	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
h. Get parents more engaged in their child's education Q32_HELP_PAR	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
i. Address problems of student truancy, tardiness, discipline, and dropout Q32_HELP_TRU	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
j. Improve the quality of teachers' professional development Q32_HELP_TPD	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
k. Improve the quality of school leaders' professional development Q32_HELP_SLPD	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
l. Recruit and retain well-qualified teachers Q32_HELP_RR	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

33. **Has any direct support been provided to your school from the state, district, school management organization, or other external support provider during this school year (2021–22)? For each of the following positions, select "Yes" if someone with that position title has provided external support.**
[Programming Note: This question is split in two parts.]

	Q33_DIRSUPP		Q33_DIRSUPP_FREQ [Display for any options where Q33_DIRSUPP=Yes] About how many hours do the providers work with your school per month?
	Yes	**No**	
a. Leadership coach Q33_DIRSUPP_LC	☐1	☐2	Q33_DIRSUPP_FREQ_LC
b. School support team Q33_DIRSUPP_SST	☐1	☐2	Q33_DIRSUPP_FREQ_SST
c. Instructional coaches Q33_DIRSUPP_IC	☐1	☐2	Q33_DIRSUPP_FREQ_IC
d. Mentor for teachers who are novices or teachers who are struggling Q33_DIRSUPP_MNTR	☐1	☐2	Q33_DIRSUPP_FREQ_MNTR
e. Professional development specialist Q33_DIRSUPP_PDS	☐1	☐2	Q33_DIRSUPP_FREQ_PDS
f. Other support provider (Please specify.) Q33_DIRSUPP_OTR _____ Q33_DIRSUPP_OTRX	☐1	☐2	Q33_DIRSUPP_FREQ_OTR

BREAKOFF SCREEN

Your survey is not complete. Please note your PIN so that you can return at a later date to complete it.

PIN: [PIN] *{{PIN}}*

Thank you for the responses you've provided so far. This information will be securely stored for use by the study.

NOT PARTICIPATING SCREEN

Thank you for your time. If you do not wish to participate, click the "Save & Exit" button to end your survey. If you wish to participate, please click the "Previous" button to change your response. Thank you.

If you have any questions about the study, please contact us at CSI-Study@norc.org or (800) 487-4934.

[IF R SELECTS "Save & Exit" GO TO "THANK YOU END SCREEN"]

THANKYOUSCREEN

[Please label this screen with "Survey Complete" at the top]

Those are all the questions we have for you at this time. Thank you for your input in this important study.

Please select 'Submit' to save and submit your responses.

[Place "Submit" button beneath this text, centered]

THANKYOUENDSCREEN

Thank you for completing the Principal Survey for The Impact of CSI Designation in Multiple Measure ESSA Accountability Systems Study. We appreciate your time and input. If you have any questions about the study, please contact NORC at CSI-Study@norc.org or (800) 487-4934.