CRC

Center for Research on the Context of Teaching

mdrc
BUILDING KNOWLEDGE
TO IMPROVE SOCIAL POLICY

EVALUATION OF THE BAY AREA SCHOOL REFORM COLLABORATIVE

DISTRICT ADMINISTRATOR SURVEY

BASRC Districts

2004

CRC: School of Education, CERAS Building, Stanford University, Stanford, CA 94305-3084 (650) 723-4972
MDRC Regional Office: 475 14th Street, Suite 750, Oakland, CA 94612 (510) 663-6372

ABOUT THE SURVEY

This survey is being conducted by the Center for Research on the Context of Teaching (CRC) at Stanford University and by MDRC as part of a longitudinal evaluation of the Bay Area School Reform Collaborative (BASRC) during the second phase of its work beginning in 2001.

District administrators from all BASRC districts are included in the survey. This survey asks district administrators to describe conditions in their schools and districts and to share experiences and views on initial work within their BASRC Local Collaborative. A similar survey is also being conducted to other districts in the Bay Area.

The questionnaire includes four parts:

- District Central Office Conditions
- District-School Relations
- BASRC Participation and Local Collaborative
- Professional Background and Experience

Time needed to complete the questionnaire is approximately 40 minutes. Of course, additional written comments of any length are welcome.

All responses are entirely confidential. The survey is governed by stringent Stanford University and MDRC regulations designed to safeguard study participants by ensuring privacy of individuals' responses. ID numbers are used for follow-up and record keeping. All survey results will be reported only in summary statistical form that ensures that **no individuals can be identified**.

Thank you for contributing your time and thoughtful responses to this survey. It is important that *all district administrators* in the Bay Area be represented in the survey.

FOR FURTHER INFORMATION

If you have any questions about this survey, please feel free to call us collect:

Joan Talbert, CRC Co-Director, (650) 725-1241 or Pai-rou Chen, BASRC Project Director, (650) 725-9809, CRC, Stanford University

DISTRICT CENTRAL OFFICE CONDITIONS

Questions in this section concern your district's culture, conditions, and central office practices – including how district staff work together, share ideas, and support a vision of reform. Please respond according to your own experience and perceptions.

1. *Please indicate how strongly you agree or disagree with each of the following statements regarding **how your district works with schools**.*

	This district …	Strongly disagree				Strongly agree
a.	Ensures that student learning is the "bottom line" in schools	1❍	2❍	3❍	4❍	5❍
b.	Helps schools focus on teaching and learning	1❍	2❍	3❍	4❍	5❍
c.	Builds community confidence in our schools	1❍	2❍	3❍	4❍	5❍
d.	Is committed to high standards for every student	1❍	2❍	3❍	4❍	5❍
e.	Has consistent standards from school to school	1❍	2❍	3❍	4❍	5❍
f.	Promotes the professional development of all teachers	1❍	2❍	3❍	4❍	5❍
g.	Uses data as a basis for decision-making	1❍	2❍	3❍	4❍	5❍
h.	Is committed to ongoing reform	1❍	2❍	3❍	4❍	5❍

2. *Now consider your district's approach to **resource allocation**. To what extent does your district do each of the following?*

	This district central office …	Not at all				A great deal
a.	Maintains on-going communication between site-level leaders and district administrators regarding schools' resource needs	1❍	2❍	3❍	4❍	5❍
b.	Concentrates resources on schools with the highest proportions of low-performing students	1❍	2❍	3❍	4❍	5❍
c.	Acquires new funds in support of its reform work	1❍	2❍	3❍	4❍	5❍
d.	Works with each school to ensure that categorical funds support its improvement effort	1❍	2❍	3❍	4❍	5❍
e.	Eliminates special programs and funding not directly tied to its reform agenda	1❍	2❍	3❍	4❍	5❍
f.	Is taking steps to ensure that its most qualified teachers staff low-performing schools	1❍	2❍	3❍	4❍	5❍
g.	Promotes the view that equity often involves an unequal distribution of resources among district schools	1❍	2❍	3❍	4❍	5❍
h.	Changes the allocation of resources based on evaluation of student and teacher needs	1❍	2❍	3❍	4❍	5❍
i.	Assigns district administrators based on the needs of the individual schools	1❍	2❍	3❍	4❍	5❍
j.	Works to recruit and retain a diverse teaching staff	1❍	2❍	3❍	4❍	5❍
k.	Is working to ensure the schools have the resources needed to continue reform work next year	1❍	2❍	3❍	4❍	5❍

3. *Some strategies that districts might use to **close achievement gaps within and between schools** are listed below. How, if at all, is the district currently doing each of the following?*

	To address the special needs of target students, this district central office has…	Has not actively encouraged or enforced this	Has encouraged schools to do this	Enforces this as district policy
a.	Created special academic programs for low-performing students	1❍	2❍	3❍
b.	Focused professional development on instruction in heterogeneous classrooms	1❍	2❍	3❍
c.	Assigned the most highly qualified teachers to classrooms and schools with target students	1❍	2❍	3❍
d.	Established special support services (e.g., reading labs, tutoring centers)	1❍	2❍	3❍
e.	Ensured small class sizes for these students	1❍	2❍	3❍
f.	Worked with parents to design specific supports and interventions to enhance these students' learning opportunities	1❍	2❍	3❍
g.	Reduced the number of pull-out programs	1❍	2❍	3❍
h.	Implemented a supplemental reading program	1❍	2❍	3❍
i.	Identified specific instructional strategies for target students	1❍	2❍	3❍
j.	Required that schools use an ELD block (where ELLs are grouped by proficiency level)	1❍	2❍	3❍
k.	Required that schools use a school- or grade-wide literacy block	1❍	2❍	3❍
l.	Other (specify): _____	1❍	2❍	3❍

4. *Consider the following statements about how a district might work to **develop and broaden leadership**. To what extent does the district do each of the following?*

	This district…	Not at all				A great deal
a.	Creates structure, time, and resources for administrators and teachers to participate in joint decision-making	1❍	2❍	3❍	4❍	5❍
b.	Uses data to foster shared responsibility and accountability for closing achievement gaps	1❍	2❍	3❍	4❍	5❍
c.	Shares responsibilities and decision-making with site-level administrators	1❍	2❍	3❍	4❍	5❍
d.	Implements specific strategies to develop shared leadership between administrators and teachers	1❍	2❍	3❍	4❍	5❍
e.	Creates opportunities for educators at the district and school level to take on new leadership roles	1❍	2❍	3❍	4❍	5❍

5. *This question concerns strategies a district might use to **promote accountability**. Please indicate whether your district does each of the following.*

	This district…	Does not do this	Does this informally	Enforces this as district policy
a.	Uses benchmarks to evaluate the performance of individual schools	1❍	2❍	3❍
b.	Ties school administrators' salaries (and bonuses) to the performance of their schools	1❍	2❍	3❍
c.	Financially rewards schools that make significant overall progress in student achievement	1❍	2❍	3❍
d.	Financially rewards schools that make significant progress in closing the achievement gap	1❍	2❍	3❍
e.	Gives teachers financial rewards for the improved academic performance of their students	1❍	2❍	3❍
f.	Other (Specify): _____	1❍	2❍	3❍

6. *The following statements concern **context conditions of the district**. How well does each statement describe your district?*

		Strongly disagree				Strongly agree
a.	The Board of Education understands and supports the reform work of the district	1❍	2❍	3❍	4❍	5❍
b.	The Board of Education promotes inquiry as the basis for reform in the district and its schools	1❍	2❍	3❍	4❍	5❍
c.	Members of the Board of Education are in agreement about important matters of education	1❍	2❍	3❍	4❍	5❍
d.	As leaders and decision makers, members of the Board of Education act on their collective commitment to close achievement gaps across schools	1❍	2❍	3❍	4❍	5❍
e.	The Board of Education has been a catalyst for reform in the district	1❍	2❍	3❍	4❍	5❍
f.	The Board of Education sometimes undermines the district reform efforts	1❍	2❍	3❍	4❍	5❍
g.	The teacher's union supports reform work underway in this district	1❍	2❍	3❍	4❍	5❍
h.	The teacher's union sometimes stands in the way of innovations at the school site (e.g., teacher walk-thoughs)	1❍	2❍	3❍	4❍	5❍

Continued from p.3

		Strongly disagree				Strongly agree
i.	This district's current collective bargaining agreement limits reform work in this district	1❍	2❍	3❍	4❍	5❍
j.	The relationship between this district and the union is one of mutual trust and respect	1❍	2❍	3❍	4❍	5❍
k.	This district is competitive in recruiting qualified administrators	1❍	2❍	3❍	4❍	5❍
l.	District policies and practices support the retention of effective administrators	1❍	2❍	3❍	4❍	5❍
m.	This district is competitive in recruiting qualified teachers	1❍	2❍	3❍	4❍	5❍
n.	District policies and practices support the retention of effective teachers	1❍	2❍	3❍	4❍	5❍

7. Please mark the extent to which you agree or disagree with these statements about ***district relations with parents and the broader community****.*

		Strongly disagree				Strongly agree
a.	Parents are well-informed about the district's improvement efforts	1❍	2❍	3❍	4❍	5❍
b.	Parents are active partners in the district's improvement efforts	1❍	2❍	3❍	4❍	5❍
c.	This district actively supports schools in developing new strategies for involving parents in their children's education	1❍	2❍	3❍	4❍	5❍
d.	This district helps schools build trusting relationships with parents of low-performing students	1❍	2❍	3❍	4❍	5❍
e.	This district makes a special effort to include all parent groups in decision-making	1❍	2❍	3❍	4❍	5❍
f.	This district has forged partnerships with outside agencies and groups in the community to support education improvement	1❍	2❍	3❍	4❍	5❍
g.	The local community is supportive of the district's reform efforts	1❍	2❍	3❍	4❍	5❍
h.	This district has forged partnerships with higher education institutions in support of its reform work.	1❍	2❍	3❍	4❍	5❍
i.	The business community actively supports district reform goals and strategies	1❍	2❍	3❍	4❍	5❍
j.	The district provides schools with resources needed for communicating with non-English speaking parents (e.g. translation of materials, translators)	1❍	2❍	3❍	4❍	5❍

8. *Now consider how **central office administration and staff** work together and indicate the extent to which you agree or disagree with each of the following statements.*

	Central office administrators and staff …	Strongly disagree				Strongly agree
a.	Share a clear vision for reform	1❍	2❍	3❍	4❍	5❍
b.	Examine assessment of student performance in making decision about the district's curriculum	1❍	2❍	3❍	4❍	5❍
c.	Examine progress toward the district's teaching	1❍	2❍	3❍	4❍	5❍
d.	Collectively analyze student performance data	1❍	2❍	3❍	4❍	5❍
e.	Have made changes designed to better meet the needs of our diverse student body	1❍	2❍	3❍	4❍	5❍
f.	Are continually learning and seeking new ideas	1❍	2❍	3❍	4❍	5❍
g.	Collect and use data to improve district support for schools	1❍	2❍	3❍	4❍	5❍
h.	Are encouraged and supported in analyzing and discussing teacher performance data	1❍	2❍	3❍	4❍	5❍

9. *Please indicate to what extent your district central office staff is actively involved in using **Inquiry (Cycle of Inquiry)** in each of the following ways.*

		No one	1 or 2 central office staff	A few central office staff	Most or all district central office staff
a.	Examine district-wide student data and identify achievement gaps between schools	1❍	2❍	3❍	4❍
b.	Examine district-wide student data and identify achievement gaps within schools	1❍	2❍	3❍	4❍
c.	Investigate how particular state and district programs and policies have been implemented by schools	1❍	2❍	3❍	4❍
d.	Examine how the district can differentiate its support for low-achieving schools to close the achievement gap between schools	1❍	2❍	3❍	4❍
e.	Use data to answer questions about how teacher practices affect student achievement	1❍	2❍	3❍	4❍
f.	Examine research to develop reform strategies to meet the needs of individual schools and their students	1❍	2❍	3❍	4❍

Continued from p. 5

		No one	1 or 2 central office staff	A few central office staff	Most or all district central office staff
g.	Revise district programs and policies based on feedback from schools	1❍	2❍	3❍	4❍
h.	Use research findings to make program improvement decisions	1❍	2❍	3❍	4❍
i.	Use student data to make decisions about targeting resources and setting policies	1❍	2❍	3❍	4❍
j.	Examine data to evaluate the effectiveness of district programs and policies in supporting each school's improvement efforts	1❍	2❍	3❍	4❍
k.	Use data to evaluate individual teachers' instructional effectiveness	1❍	2❍	3❍	4❍
l.	Use data to evaluate administrators' effectiveness	1❍	2❍	3❍	4❍

Please add any comments you would like to make about your district's central office.

DISTRICT-SCHOOL RELATIONS

Questions in this section concern district central office relationships with schools and possible ways they might support improvement efforts in their schools.

*10. To what extent does your district provide each of the following kinds of **support for school improvement**?*

	This district's central office …	Not at all				A great deal
a.	Helps schools develop and maintain high standards	1❍	2❍	3❍	4❍	5❍
b.	Helps schools set benchmarks and evaluate progress toward school and district standards	1❍	2❍	3❍	4❍	5❍
c.	Helps principals promote and nurture a focus on teaching and learning in school	1❍	2❍	3❍	4❍	5❍
d.	Provides support so teachers adjust curriculum and instruction to meet all students' individual needs	1❍	2❍	3❍	4❍	5❍
e.	Understands and is responsive to each school's data needs	1❍	2❍	3❍	4❍	5❍
f.	Helps schools use information about student achievement relative to standards to improve instruction.	1❍	2❍	3❍	4❍	5❍
g.	Has a good understanding of each school's reform agenda	1❍	2❍	3❍	4❍	5❍
h.	Provides different levels and kinds of support for school reform based on data on student skill gaps	1❍	2❍	3❍	4❍	5❍
i.	Helps schools identify research-based strategies to better meet their reform goals	1❍	2❍	3❍	4❍	5❍
j.	Supports schools' efforts to be accountable to their own local communities	1❍	2❍	3❍	4❍	5❍
k.	Helps schools establish systems of governance and decision-making that include participation by key stakeholder groups (i.e., students, parents, and staff)	1❍	2❍	3❍	4❍	5❍
l.	Helps schools maintain open communication and public accountability to key stakeholders regarding the performance of students and the school	1❍	2❍	3❍	4❍	5❍
m.	Helps schools implement state programs and policies in support of their reform efforts	1❍	2❍	3❍	4❍	5❍
n.	Fosters communication among schools in the district	1❍	2❍	3❍	4❍	5❍
o.	Helps schools establish processes and strategies for handling stress, conflict, and divergent views	1❍	2❍	3❍	4❍	5❍
p.	Uses the experiences of its schools to improve its strategies and approaches for supporting reform	1❍	2❍	3❍	4❍	5❍
q.	Seeks and uses feedback from its schools in order to improve policies and practices	1❍	2❍	3❍	4❍	5❍
r.	Supports collaboration between district schools	1❍	2❍	3❍	4❍	5❍

*11. Indicate the extent to which you agree or disagree with each of the following statements about **professional development** in your district.*

	Professional development in this district …	Strongly disagree				Strongly agree
a.	Is provided as part of a comprehensive plan	1❍	2❍	3❍	4❍	5❍
b.	Reflects a specific, coherent view of what quality instruction looks like	1❍	2❍	3❍	4❍	5❍
c.	Is based on evidence of student needs	1❍	2❍	3❍	4❍	5❍
d.	Is tailored to each school's improvement needs	1❍	2❍	3❍	4❍	5❍
e.	Is regularly evaluated	1❍	2❍	3❍	4❍	5❍
f.	Includes peer observations and review	1❍	2❍	3❍	4❍	5❍
g.	Includes provision of structures and opportunities for collaboration among schools and teachers	1❍	2❍	3❍	4❍	5❍
h.	Differentiates support for teachers at different stages of their careers	1❍	2❍	3❍	4❍	5❍
i.	Targets struggling teachers with intensive support	1❍	2❍	3❍	4❍	5❍
j.	Promotes differentiated instruction for low-performing students	1❍	2❍	3❍	4❍	5❍
k.	Provides leaders with opportunities for modeling or shadowing	1❍	2❍	3❍	4❍	5❍
l.	Is tailored to the needs of individual administrators	1❍	2❍	3❍	4❍	5❍
m.	Supports administrators' capacity to assess and improve teacher effectiveness	1❍	2❍	3❍	4❍	5❍
n.	Provides targeted support to principals in low-performing schools	1❍	2❍	3❍	4❍	5❍
o.	Provides intensive support for teachers' implementation of the district's literacy program	1❍	2❍	3❍	4❍	5❍
p.	Provides intensive support for teachers' implementation of the district's math program	1❍	2❍	3❍	4❍	5❍

12. *Schools often use several **kinds of data** to evaluate their overall success and identify areas for further attention. Indicate which kind(s) and in which formats your district regularly provides the following information to schools.* Check (√) all that apply.

This district regularly provides schools with…	**School level data disaggregated across…**				**Grade level data disaggregated across…**			
	Race and Ethnicity	Socio-economic Status	English Language proficiency status	English Language proficiency status *and* native language	Race and Ethnicity	Socio-economic Status	English Language proficiency status	English Language proficiency status *and* native language
Outcome data from the district								
a. Assessments of student performance in core content Areas	❑a	❑b	❑c	❑d	❑e	❑f	❑g	❑h
b. Assessments that identify students' specific knowledge and skills within subjects	❑a	❑b	❑c	❑d	❑e	❑f	❑g	❑h
c. Assessments of English language proficiency (progress in learning English as a second language)	❑a	❑b	❑c	❑d	❑e	❑f	❑g	❑h
Outcome data from the state								
d. Assessments of student performance in core content areas	❑a	❑b	❑c	❑d	❑e	❑f	❑g	❑h
e. Assessments that identify specific knowledge and skills within subjects	❑a	❑b	❑c	❑d	❑e	❑f	❑g	❑h
f. State graduation / exit exams	❑a	❑b	❑c	❑d	❑e	❑f	❑g	❑h
Other student data								
g. Diagnostic assessments of student literacy/reading progress	❑a	❑b	❑c	❑d	❑e	❑f	❑g	❑h
h. Reclassification/transition rates for English Language Learners	❑a	❑b	❑c	❑d	❑e	❑f	❑g	❑h
i. Student mobility	❑a	❑b	❑c	❑d	❑e	❑f	❑g	❑h
j. Student attendance	❑a	❑b	❑c	❑d	❑e	❑f	❑g	❑h
k. Student survey responses	❑a	❑b	❑c	❑d	❑e	❑f	❑g	❑h
l. Student discipline data (e.g. suspensions, incidences, etc	❑a	❑b	❑c	❑d	❑e	❑f	❑g	❑h
m. Other (Specify): _____	❑a	❑b	❑c	❑d	❑e	❑f	❑g	❑h

Please add any comments you would like to make about your district-school relations.

BASRC PARTICIPATION AND LOCAL COLLABORATIVE

This section addresses your district's involvement with BASRC and with your Local Collaborative. Please respond according to your experience and perceptions.

*13. Please indicate the extent to which **you were involved**, if at all, in each of the following BASRC activities in the past 12 months.*

		I was not involved			I was very involved
a.	Summer Leadership Institute (Summer 2003)	1❍	2❍	3❍	4❍
b.	Best Practices Institute (June 2004)	1❍	2❍	3❍	4❍
c.	District Leaders' Network	1❍	2❍	3❍	4❍
d.	Review of Progress (ROP) documents (May 2004)	1❍	2❍	3❍	4❍
e.	Coaching from a Local Collaborative Coach	1❍	2❍	3❍	4❍
f.	Coaching from BASRC staff	1❍	2❍	3❍	4❍
g.	BASRC Listserves	1❍	2❍	3❍	4❍
h.	Professional development with our support provider (write in name): _____	1❍	2❍	3❍	4❍
i.	Other (Specify): _____	1❍	2❍	3❍	4❍

*14. Please indicate how often, if at all, you have worked with your district's **Executive Coach** during the past year on each of the following.*

➢ ***If you do not work in a Focal District, please skip to Question #15***

	With my district's BASRC Executive Coach, I have…	Never	Once	A few times	Many times
a.	Analyzed and discussed student achievement data	1❍	2❍	3❍	4❍
b.	Analyzed and discussed other kinds of data (e.g., survey data)	1❍	2❍	3❍	4❍
c.	Worked on Cycle of Inquiry (to evaluate a specific reform effort)	1❍	2❍	3❍	4❍
d.	Reflected on my management style	1❍	2❍	3❍	4❍
e.	Researched curricula and textbooks	1❍	2❍	3❍	4❍
f.	Planned district staff development	1❍	2❍	3❍	4❍
g.	Discussed strategies for district reform	1❍	2❍	3❍	4❍
h.	Worked on communications with schools	1❍	2❍	3❍	4❍
i.	Other (Specify): _____	1❍	2❍	3❍	4❍

15. *About how often have you done each of the following activities with other educators in your Local Collaborative* ***in the school year of 2003-04?***

	With other members of the local collaborative this year, I have…	Never	Once	A few times	Many times
a.	Discussed ideas on teaching strategies and student learning	1❍	2❍	3❍	4❍
b.	Discussed ideas and instructional strategies for closing achievement gaps within schools	1❍	2❍	3❍	4❍
c.	Worked on aligning curricula and instruction across grade levels	1❍	2❍	3❍	4❍
d.	Shared strategies for involving more teachers in inquiry-based reform	1❍	2❍	3❍	4❍
e.	Planned professional development opportunities across schools	1❍	2❍	3❍	4❍
f.	Discussed specific challenges school(s) and the district(s) face in its reform efforts	1❍	2❍	3❍	4❍
g.	Worked on accountability and reporting to the public	1❍	2❍	3❍	4❍
h.	Discussed what schools and the district central office have learned at workshops or conferences	1❍	2❍	3❍	4❍
i.	Discussed district strategies for addressing the resource needs of low-performing schools	1❍	2❍	3❍	4❍
j.	Analyzed and discussed student achievement data	1❍	2❍	3❍	4❍
k.	Discussed the adoption of curriculum programs and textbooks	1❍	2❍	3❍	4❍
l.	Analyzed and discussed teacher performance data	1❍	2❍	3❍	4❍

16. *Please write in the name of each district school you have worked with on data-based inquiry and reform planning:*

a. _____

b. _____

c. _____

17. *To what extent to you agree or disagree with each of the following statements about* ***relationships within your Local Collaborative.***

		Strongly disagree				Strongly agree
a.	Educators throughout this Local Collaborative provide support and feedback to one another	1❍	2❍	3❍	4❍	5❍
b.	The relationship between schools in this Local Collaborative is one of respect and trust	1❍	2❍	3❍	4❍	5❍

Continued from p.11

		Strongly disagree				Strongly agree
c.	The relationship between Local Collaborative schools and the district is one of respect and trust	1❍	2❍	3❍	4❍	5❍
d.	Schools in this Local Collaborative have developed a shared understanding of how to further their reform work	1❍	2❍	3❍	4❍	5❍
e.	Schools in this Local Collaborative provide the district meaningful feedback on strategies to better support inquiry-based reform	1❍	2❍	3❍	4❍	5❍
f.	The district is accountable to the Local Collaborative for actively supporting inquiry-based reform	1❍	2❍	3❍	4❍	5❍
g.	The work of the Local Collaborative is helping the district to address special needs of low-performing schools	1❍	2❍	3❍	4❍	5❍
h.	Principals and coaches bring back ideas from BASRC networks and share them with the Local Collaborative	1❍	2❍	3❍	4❍	5❍

18. On the basis of your experience, please indicate how valuable each of the following aspects of the Local Collaborative and BASRC have been in supporting your ***district central office's progress*** *to improve practice through inquiry-based reform?*

		Not useful				Extremely useful	N/A
a.	Coaching support from a Local Collaborative Coach	1❍	2❍	3❍	4❍	5❍	7❍
b.	Coaching support from BASRC staff	1❍	2❍	3❍	4❍	5❍	7❍
c.	Coaching support from an Executive Coach	1❍	2❍	3❍	4❍	5❍	7❍
d.	Working with the Local Collaborative as a whole	1❍	2❍	3❍	4❍	5❍	7❍
e.	Sharing ideas with other BASRC district(s)	1❍	2❍	3❍	4❍	5❍	7❍
f.	BASRC tools and protocols (e.g. Review of Progress, rubrics for moral and ethical leadership)	1❍	2❍	3❍	4❍	5❍	7❍
g.	BASRC-convened meetings (e.g. Summer Institute; District Leaders' Network meetings)	1❍	2❍	3❍	4❍	5❍	7❍
h.	BASRC funding	1❍	2❍	3❍	4❍	5❍	7❍
i.	*Flexibility* of BASRC funding	1❍	2❍	3❍	4❍	5❍	7❍
j.	Other (Specify): _____	1❍	2❍	3❍	4❍	5❍	7❍

19. *Now consider your interactions with BASRC schools and districts **beyond your own Local Collaborative** . To what extent do you consider each of the following useful for your district's work on inquiry-based reform?*

	How useful have interactions with OTHER BASRC districts and schools been for improving your district's…	Not useful				Extremely useful
a.	Data systems	1❍	2❍	3❍	4❍	5❍
b.	Standards and assessments	1❍	2❍	3❍	4❍	5❍
c.	Strategies for professional development	1❍	2❍	3❍	4❍	5❍
d.	Budgeting and resource allocation strategies	1❍	2❍	3❍	4❍	5❍
e.	Reform leadership	1❍	2❍	3❍	4❍	5❍
f.	Use of BASRC tools	1❍	2❍	3❍	4❍	5❍
g.	Efforts to close student achievement gaps within and across schools	1❍	2❍	3❍	4❍	5❍
h.	Use of research-based reform practices	1❍	2❍	3❍	4❍	5❍
i.	Strategies for continuing and sustaining reform	1❍	2❍	3❍	4❍	5❍

20. *What best describes the **status of BASRC funds in your district for 2004-05**?*

No carry-over funds ..... 1❍
Minimal carry-over funds (less than 25% of 2003-04 expenditures) ..... 2❍
Moderate carry-over funds (25 - 50% of 2003-04 expenditures) ..... 3❍
Substantial carry-over funds (more than 75% of 2003-04 expenditures) ..... 4❍

21. *Without continued BASRC funding in **2004-05**, how will each of the following **reform activities** be affected in your district?*

		Will continue at 2003-04 level	Will continue at reduced level	Will discontinue
a.	Reform coaching	1❍	2❍	3❍
b.	School collaboration time	1❍	2❍	3❍
c.	Time for teacher collaboration at grade levels or departments	1❍	2❍	3❍
d.	Work on articulation of instruction across school levels	1❍	2❍	3❍
e.	Work focused on special needs of under-performing students	1❍	2❍	3❍
f.	Resources for external support providers	1❍	2❍	3❍

Continued from p. 13

		Will continue at 2003-04 level	Will continue at reduced level	Will discontinue
g.	District-wide professional development	1❍	2❍	3❍
h.	Small class size	1❍	2❍	3❍
i.	After-school programs for under-performing students	1❍	2❍	3❍
j.	On-site support by literacy specialists or coordinators	1❍	2❍	3❍
k.	ELD specialists at the site	1❍	2❍	3❍
l.	Other (Specify): _____	1❍	2❍	3❍

Please add any comments you would like to make about BASRC.

PROFESSIONAL BACKGROUND AND EXPERIENCE

Questions 22-25 concern your background and experience.

22. *How many years have you working in this district as a:* (Include the school year of 2003-04)

Teacher	_____ years
Principal	_____ years
Other school-level administrator	_____ years
District level staff	_____ years

23. *How many years did you work in other district(s) as a:*

Teacher	_____ years
Principal	_____ years
Other school-level administrator	_____ years
District level staff	_____ years

24. *Have you worked in **any other schools/districts** that participated in BASRC between 1996 and 2001?*

1❍ Yes
2❍ No

If yes, a. In what role? _____

b. Where? _____

c. For how long? _____

25. *Please check the box(es) next to the degree(s) you hold. Write in your major and minor fields of study for each degree. (If you do not have a second major or minor field, please write "none."*

		Major field	Second major or minor field
❑a	Bachelor's Degree	_____	_____
❑b	Master's Degree	_____	_____
❑c	Doctorate Degree	_____	_____
❑d	Other Degree(s) or Credentials	_____	_____

Additional comments about your professional background are welcome.

THANK YOU FOR THE TIME AND THOUGHT YOU CONTRIBUTED TO THIS SURVEY!