This questionnaire will help us understand the staffing, students, and programs in your school.

Your responses are voluntary and confidential. If there is a question you do not wish to answer, simply skip it. We hope you will answer as many questions as possible. No individual schools or teachers will be identified in any reports.

Please return your completed questionnaire in the enclosed envelope to:

The Study of Instructional Improvement
Survey Services Lab
University of Michigan
426 Thompson Street
Ann Arbor, MI 48106-1248

If you have any questions, please feel free to call our toll-free number at: 1-877-397-2374
## Marking Instructions

<table>
<thead>
<tr>
<th>Please use a No. 2 pencil only</th>
<th>Correct Marks:</th>
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<td>Erase unwanted marks completely</td>
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<td>Make no stray marks</td>
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<td>Mark only one response to a question, unless other directions are given</td>
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Thanks again for completing this questionnaire.

Please place this questionnaire in the postage paid envelope provided and mail to the address on the envelope.
30. Please report the number of Full Time Equivalent (FTE) non-certified, support staff providing services to the professional staff in the following categories:

- [ ] Clerical/secretarial support
- [ ] Instructional Aides (excluding volunteers)
- [ ] Media services, including computers

31. Please report the number of Full Time Equivalent (FTE) other paid staff working at the school, including:

- [ ] Day care staff
- [ ] Cafeteria staff
- [ ] Custodians
- [ ] Playground/lunchroom supervisors
- [ ] Other (please list titles below)

If there is anything you would like to tell us about the school or the study, please enter your comments here. Please print clearly.

Comments:

Thank you for taking the time to complete this questionnaire. We greatly appreciate your contribution to the study.
28. Please report the number of Full-Time Equivalent (FTE) professional staff who provide instructional services to students.

<table>
<thead>
<tr>
<th>Number of FTE's</th>
<th>Regular classroom teachers</th>
<th>Special education teachers</th>
<th>Specialist teachers in mathematics</th>
<th>Specialist teachers in reading/language arts</th>
<th>English as a Second Language</th>
<th>Computer-assisted instruction</th>
<th>Art</th>
<th>Physical Education</th>
<th>Music</th>
<th>Speech Pathologist</th>
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29. Please report the number of Full Time Equivalent (FTE) professional staff who provide library or media services:

<table>
<thead>
<tr>
<th>Number of FTE's</th>
<th>Librarians</th>
<th>Instructional technology</th>
<th>Other (please list titles below)</th>
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30. Does your school participate in any of the following comprehensive and/or research based model(s) of school reform? Mark (X) ALL that apply.

**Whole-School Models**
- Accelerated Schools Project
- America's Choice
- ATLAS Communities
- Audrey Cohen College: Purpose Centered Education
- Center for Effective Schools
- Child Development Project
- Coalition of Essential Schools
- Community for Learning
- Community Learning Centers
- Co-NECT Schools
- Core Knowledge
- Different Ways of Knowing
- Direct Instruction
- Edison Project
- Expeditionary Learning Outward Bound
- Foxfire Fund
- HighScope Primary Grades
- Approach to Education
- Integrated Thematic Instruction
- League of Professional Schools
- MicroSociety
- Modern Red Schoolhouse
- Montessori
- Onward to Excellence
- Paideia
- QuEST
- Roots & Wings

**Reading/Language Arts Models**
- Accelerated Reading
- Breakthrough to Literacy
- Carbo Reading Styles Program
- CELL/ExLL
- Cooperative Integrated Reading and Composition
- CORE
- Early Intervention in Reading
- Exemplary Center for Reading Instruction
- First Steps™
- Junior Great Books
- Literacy Collaborative
- National Writing Project
- Reading Recovery
- Strategic Teaching and Reading Project

**Mathematics Models**
- Comprehensive School Mathematics Program
- Growing with Mathematics
- University of Chicago School Mathematics Project

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<th>Number of FTE's</th>
<th>Librarians</th>
<th>Instructional technology</th>
<th>Other (please list titles below)</th>
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</table>
27. Please report the number of Full-Time Equivalent (FTE) professional staff who provide non-instructional services to students (excluding food and transportation services):

<table>
<thead>
<tr>
<th>Number of FTE's</th>
<th>Attendance Officers</th>
<th>Counselors</th>
<th>Psychologists</th>
<th>Social Workers</th>
<th>Speech Pathologists</th>
<th>Audiologists</th>
<th>Other personnel (please list titles below)</th>
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15. Does your school offer any of the following kinds of programs? Mark (X) ALL that apply.
- Title I Targeted Assistance
- Title I School-Wide Program
- Other Compensatory Education Program
- Special Education
- Bilingual Education
- English as a Second Language
- Gifted and Talented Program
- Medical Health Care Services
- Mental Health Care Services
- Before- or After-School Day Care Programs
- Parenting Education Programs
- School Breakfast/Lunch Program

16. Does this school take any of the following steps for students who need extra assistance in reading/language arts? Mark (X) EACH item.
- Tutoring in reading/language arts is available to low-achieving students during the regular school day
- Instructional aides work in classrooms to provide assistance in reading/language arts to low-achieving students
- Instructional specialists work in classrooms to provide assistance in reading/language arts to low-achieving students
- Instructional aides provide low-achieving students with pullout instruction in reading/language arts during the regular school day
- Additional support in reading/language arts is provided to low-achieving students outside the regular school day (e.g., in before- or after-school programs, summer school programs)

17. Does this school take any of the following steps for students who need extra assistance in mathematics? Mark (X) EACH item.
- Mathematics tutoring is available to low-achieving students during the regular school day
- Instructional aides work in classrooms to provide assistance in mathematics to low-achieving students
- Instructional specialists work in classrooms to provide assistance in mathematics to low-achieving students
- Instructional aides provide low-achieving students with pullout instruction in mathematics during the regular school day
- Additional support in mathematics is provided to low-achieving students outside the regular school day (e.g., in before- or after-school programs, summer school programs)
18. During the current school year, did your school receive funding from any of the following sources to support school improvement? (Mark (X) for YES or NO for EACH item.)

- Comprehensive School Reform Demonstration Act
- Special school improvement funds set aside by your school district
- Special school improvement funds set aside by your state
- Eisenhower Professional Development
- Technology Literacy Challenge
- Innovative Education Program Strategies
- Goals 2000
- State Compensatory Education funds
- Title I, part C (migrant) funds
- Title 7 bilingual education funds
- Title 9 funds for Indian Education services
- Private sources (foundations, community, parents)

Questions 26-31 are designed to inventory the full-time professional staff in your school. The questions ask you to report the number of Full Time Equivalent (FTE) staff who perform various roles. For staff who work part time in your school, please only report the portion of time they spend in your school. For example, for a social worker who spends only one day per week in the school, you would report 0.2 FTE.

26. Please report the number of Full Time Equivalent (FTE) professional staff who supervise teachers, coordinate some aspect of the school’s instructional program, or provide instructional support to faculty and staff.

<table>
<thead>
<tr>
<th>Number of FTE’s</th>
<th>Prinicipals</th>
<th>Assistant Principals</th>
<th>Program or subject area coordinators/facilitators</th>
<th>Teacher consultant/mentor teachers</th>
<th>Other personnel (please list titles below)</th>
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21. During the past school year, how many students transferred into this school? (Print number of students in the boxes below.)

- Number of students

22. Around October 1, approximately what percentage of students in this school were eligible for free or reduced price lunches? (Print percentage (%) of students in the boxes below.)

- % of students

23. During October 1, approximately what percentage of students in this school were identified as limited-English proficient? (Print percentage (%) of students in the boxes below.)

- % of students

24. Please indicate the percentage of students in this school who have IEPs. (Print percentage (%) of students in the boxes below.)

- % of students

25. Around October 1, approximately what percentage of students from each of the following racial/ethnic groups attended this school? (Print percentage (%) of students in EACH group below.)

- Percentage of students
- Hispanic, regardless of race
- American Indian / Alaskan Native
- Asian or Pacific Islander
- Black (non-Hispanic)
- White (non-Hispanic)