

From the Top: Superintendents on Instructional Leadership

**Report of a National Survey Among
Superintendents**

**Conducted for *Education Week* by
Belden Russonello & Stewart**

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I. Introduction

Decisions about instruction have traditionally been the domain of individual teachers in classrooms and principals in schools. In recent years, many education experts have begun to champion the view that staffing schools with good teachers and principals and giving them the freedom to instruct is not enough to ensure student success. More focus has been placed on the district-level and the leadership role of superintendents and the district staff. The question that many districts across the country are facing now is not whether district leaders *should* have a leadership role on instruction but *how* this can best be achieved.

For this reason, the Education Week Research Center chose to examine instructional leadership at the district level for the second annual special report in its “Leading for Learning” series, an ongoing project underwritten by the Wallace Foundation. To understand better the strategies currently in use and district leaders’ opinions of particular policies, *Education Week* commissioned Belden Russonello & Stewart to conduct public opinion research to gather information from superintendents in the U.S. on what they perceive to be the role of district leaders and to examine current practices.

The research project had two phases. The first phase of the research consisted of qualitative, in-depth phone interviews with 13 superintendents. These interviews provided insights into the views of these leaders on instructional leadership in their districts and were used to inform the development of a questionnaire for the second phase of the research – a quantitative national survey of 813 superintendents. The following report contains an analysis of the national survey.

Tables and graphs included in the text of this report highlight selected relevant survey findings discussed and are expressed in percentages. The base for each table is all respondents (N = 813) unless otherwise noted. In reading these data, when the percent sign (%) appears at the top of a column, the numbers add vertically; when % appears at the left of a row, the numbers add horizontally. An asterisk (*) indicates less than 1% and a double hyphen (--) indicates zero.

Percentages may add to more than or less than 100% due to weighting, rounding, omission of “don’t know,” “refused,” and “other” responses, or, in the case of multiple response questions. A detailed methodology can be found in Appendix A. An annotated questionnaire can be found in Appendix B.

II. Executive Summary

A. Overview

The *Education Week* 2005 Superintendent Survey reveals that superintendents across the country support district-level leaders taking a more active role in providing direction on instruction for teachers and schools in their districts. At the same time, a large majority of superintendents report that they have already begun to provide this leadership, and a majority of superintendents report that in the last three to five years, instructional decisions in their districts are being made more at the district-level rather than by individual schools.

Stronger direction from the district has been spurred by the No Child Left Behind Act (NCLB) and the resulting call for more testing and greater accountability. Superintendents, however, do not see NCLB as the sole driver of greater instructional leadership from the district. Majorities of superintendents report that many aspects of district-led instruction have been in place in their districts for three years or more and they believe that even without the mandates of NCLB, district leaders would need to assume a larger role in guiding instruction.

While education experts may debate how best to develop instructional leadership at the district-level and the right balance of control between the schools and district, superintendents across the country are very much of one mind. They believe they and their district staff should have a “large” role in providing instructional leadership and almost all believe they are providing this leadership.

According to the superintendents, district-level leadership is best established in districts by creating a common language on instruction. That is, instituting such features as a common curriculum, district-wide reading and math programs, and common textbooks. Most of the superintendents report that these practices are in place in their districts and two-thirds or more report that they have been around for more than three years.

Testing and data management practices are also widely used across districts, according to superintendents, but these are relatively newer programs compared to the curriculum practices. Sizable segments of three in ten or more superintendents report that their districts have only recently put into place formal training for teachers and principals on how to analyze and use student performance data, requirements for teachers to adjust instruction based on assessments, and data management systems to help teachers analyze student performance data.

Where districts appear to be lagging somewhat is in the area of professional learning and teacher development. On the one hand, instructional walkthroughs and induction programs are commonplace, but teacher-leader positions are much less so, especially among the smaller districts.

When we look across the different districts, superintendents of larger districts are more likely than those of smaller districts to report putting into place many of the instructional leadership practices, especially in the areas of data management and professional learning. The greatest differences we find are in the use of data management systems, standard processes for school improvement plans, training programs, teacher-leader positions, and common planning times for teachers. We also find differences in the use of pacing guides and district-wide assessments.

Not surprisingly, those areas that superintendents believe will do the most to improve student achievement reflect what is happening in the districts. Common curriculum, textbooks, and reading and math programs top the list as having the most impact on student achievement as does using data on student performance.

The road blocks district leaders face in assuming more leadership on instruction have more to do with lack of resources – funding, staff at the district-level, and other priorities – than opposition by teachers and principals.

B. Summary

The leadership practices examined in the survey can be placed into three categories: 1) Establishing a common language on instruction by putting into place such things as a common curriculum and using the same textbooks and programs; 2) Professional learning and creating a system by which individuals can learn from each other using that common language; and 3) Using data to monitor and improve instruction. The following are the main findings from the national survey of superintendents:

1. Superintendents provide district leadership especially in setting common curricula but slightly less so in addressing needs in professional development and teacher learning.

Two-thirds of the superintendents (64%) currently serve in the only district in which they have been a superintendent and a third (36%) have experience in other districts. Their years of experience as superintendents range from over a third (36%) having less than five years experience, three in ten (30%) with five to nine years, and another third (34%) ten or more years.

Overwhelmingly, regardless of years of experience or their type of district, superintendents believe they should have a major role in directing instruction in their district. Nine in ten superintendents (90%) say that district-level leaders should play a “large” role in providing direction on curriculum and instruction for the schools in the district, and nearly nine in ten (85%) believe they do this a “great deal.”

Specifically, most of the superintendents report that their districts train teachers to analyze student performance data (93%), have a common curriculum (92%), conduct instructional walkthroughs (90%), have induction programs for new teachers (81%), use the same math programs (80%) or textbooks (80%), and use the same reading programs (79%) or textbooks (79%) across the district.

Majorities also have a process by which individual schools draft improvement plans based on performance data (81%), have common planning time for teachers (71%), administer district-wide benchmark assessments (68%), require teachers to adjust instruction based on benchmark assessments (60%), provide data-management systems or programs (56%) and limit professional development for teachers to student improvement goals (55%).

To a lesser degree, we find that districts have put into place pacing guides for teachers (40%) and teacher-leader positions through which a teacher is freed from classroom duties to coach other teachers in instruction (31%).

These are also areas that we find the most superintendents saying they do not plan to move in this direction in the future. Four in ten superintendents (43%) report that they have no plans to put pacing guides in place and almost six in ten (58%) have no plans to put teacher-leader positions in schools.

2. Practices believed to have the most impact on student achievement mirror those most likely to be in place currently.

Superintendents generally believe district-level instructional guidance can have a positive impact on student achievement. Over seven in ten superintendents believe that having a common curriculum will improve student achievement a “great deal” (75%), as will adjusting instruction based on the results of benchmark assessments (74%), and training for teachers to analyze student performance data (71%).

Other practices about six in ten superintendents say will improve student achievement include: a process by which individual schools draft improvement plans based on performance data (62%), induction programs for new teachers (62%), and use of the same math (62%) and reading programs (61%). These practices are followed by having common planning times (58%) and providing data-management systems or programs (57%). Using the same textbooks in elementary schools district-wide (52%), giving benchmark assessments (51%), and instructional walkthroughs (51%) also fall in this middle tier of policies that superintendents believe will increase achievement.

Fewer superintendents believe that pacing guides (41%), teacher-leader positions (39%), and limiting professional development for teachers to student improvement goals (38%) will have a large impact on student achievement.

Superintendents’ ratings diverge from their actual practices in two areas:

- First, instructional walkthroughs are widely practiced across districts, but superintendents place less value on them than other practices. A large majority of superintendents (90%) reports that instructional walkthroughs are conducted in their districts, but only about half (51%) of superintendents consider this practice to have a “great deal” of impact in improving student achievement.
- We also find that while fewer superintendents say they require adjustments in instruction based on district-wide benchmark assessments (60%), they rate this practice highly, strongly believing it is likely to impact student achievement (74%).

3. Superintendents of large school districts are more likely to report that their districts engage in leadership practices.

For almost all the practices examined in the survey, superintendents from large districts (enrollment of 10,000 or more students) are more likely than those in medium-sized (2,000 to 10,000 students) and small districts (less than 2,000 students) to report that their districts have put these practices in place.

We find the most differences in the areas of data usage and professional learning:

Common language:

- Pacing guides (65% large; 45% medium; 35% small).

Data usage:

- District-wide assessments (84% large districts; 72% medium; 64% small);
- Requiring educators to adjust instruction based on assessments (74% large; 66% medium; 57% small);
- Providing a data-management program (77% large; 67% medium; 49% small districts); and
- School improvement plans based on performance data (98% large; 86% medium; 77% small).

Professional learning:

- Induction programs (96% large districts; 92% medium; 74% small);
- Common planning time (80% large; 78% medium; 67% small); and
- Teacher-leader positions (54% large; 34% medium; 27% small).

4. Practices to establish a common language for instruction have been in place longer, while many of the data usage practices are relatively new in districts.

A majority of superintendents (56%) reports that in the last three to five years, instructional decisions in their districts more often are being made at the district-level rather than at the school sites.

Looking across the broad categories of leadership practices – establishing a common language, data usage and professional learning – we find that the practices that fall under common language have been around the longest, while data usage practices are fairly new.

With the exception of pacing guides, two-thirds or more of superintendents report all the other practices of establishing a common language – common curriculum, same math and reading programs and textbooks – have been in place for three years or more, with less than two in ten saying these practices have been in place less than three years.

Similarly, at least six in ten superintendents report that many of the professional learning practices have been in place for three years or more with a quarter or less saying they are newer practices. The newest additions in professional learning are instructional walkthroughs (90% have in place; 63% three years or more; 27% less than three years) and common planning time for teachers (71% have in place; 49% three years or more; 22% less than three years).

On the other hand, at least a third of superintendents report that a number of the data-usage practices have been in place for less than three years. In particular:

- Providing formal training for teachers and principals on how to analyze and use student performance data (93% have in place; 53% three years or more; 40% less than three years);
- Requiring that principals and teachers adjust instruction based on the results of benchmark assessments (60% have in place; 30% three years or more; 30% three years or less); and
- Providing a data-management system (56% have in place; 23% three years or more; 33% less than three years).

5. District leaders express concerns about lack of resources standing in the way of greater instructional leadership.

Superintendents indicate that lack of funding much more so than other barriers prevents them from acting as instructional leaders. Nine in ten (89%) say they are concerned a “great deal” (56%) or “somewhat” (33%) about lack of funds.

Superintendents are less likely to say other issues taking a higher priority (69% “great deal” and “somewhat”), a lack of staff in the district office (61%), teachers’ concerns about lost creativity (55%), lack of research on instructional strategies (53%), union contracts (45%), and principals’ concerns about lost autonomy (44%) stand in the way of their leadership.

6. NCLB may have increased the pace of district-level leadership, but it is not the sole catalyst, according to superintendents.

Superintendents report that NCLB has influenced the role of district-level instructional leadership; however, despite the changes precipitated by this legislation, superintendents feel district-level leaders need to have a more active role in providing direction on instruction.

Three-quarters (75%) of superintendents agree that NCLB has caused more decisions to be made at the district-level and a third (33%) “strongly” agrees. However, regardless of NCLB, superintendents feel that district leaders need to play a more active role in their districts, with more than nine in ten (93%) agreeing that there is a need for more active superintendents. Six in ten (61%) feel “strongly” about this – almost twice as many as those who feel strongly that NCLB has affected instructional leadership.

III. Detailed Findings

A. The Role of District Leaders in Providing Direction on Instruction

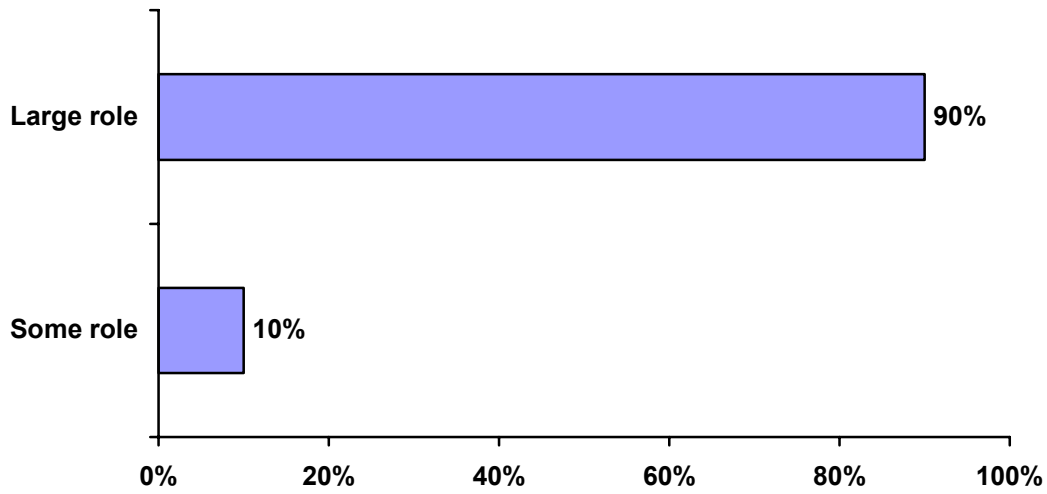
1. District leaders setting direction on curriculum and instruction

The role of district-level leaders in American school systems is changing in many places across the country. Recent research and articles by education experts describe superintendents and district-level leaders taking a more active role in improving the instruction in their districts.

In the 2005 *Education Week* survey, district leaders across the country report that their role has been changing in recent years and they believe it is a step in the right direction. Most say district leaders should have a major role in setting direction on instruction for the district and most report that they are currently moving in this direction.

A large majority (90%) of superintendents reports that superintendents and district staff should play a “large role” in providing direction on curriculum and instruction for schools in the district. Ten percent say superintendents and district staff should have “some” role. None of the superintendents believes district leaders should have a “small” or “no role” in this area.

Role District Leaders Should Have in Providing Direction on Curriculum and Instruction

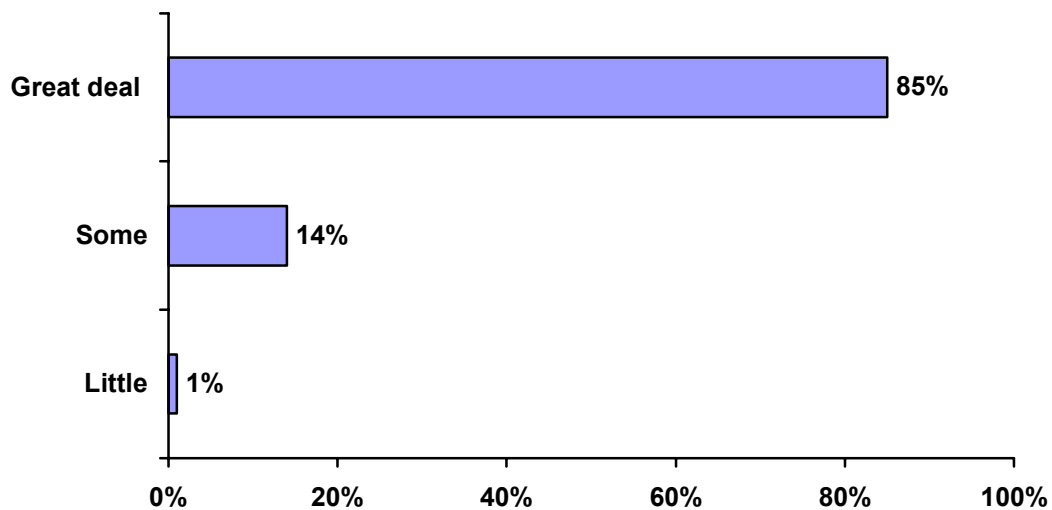


Q4. In your own opinion, how much of a role should the superintendent and district staff have in providing direction on curriculum and instruction for the schools in the district – a large role, some, a small role or no role at all?

Superintendents believe they should play a large role in directing curriculum and instruction and likewise, most believe they are currently providing a great deal of direction in their districts.

When the superintendents were asked how much direction they and their district staff members currently provide, a large majority (85%) says “a great deal.” Fourteen percent say they provide “some” direction and only one percent say their district provides “little” direction on curriculum and instruction.

Current Role of District Leaders in Curriculum and Instruction



Q5. Given all the issues and priorities facing the district, would you say that you and your district staff currently provide a great deal, some, little or no direction on curriculum and instruction for the schools in the district?

As we will see throughout the analysis, superintendents in large districts (94%) – those with enrollments of 10,000 or more students – are more likely than those from smaller districts (82%) – less than 2,000 students – to say they currently provide direction on instruction.

Current Role of District Leaders in Curriculum and Instruction

Q5. Given all the issues and priorities facing the district, would you say that you and your district staff currently provide a great deal, some, little or no direction on curriculum and instruction for the schools in the district?

	Great Deal	Some Direction	Little Direction	No Direction	DK/REF
Total	85%	14	1	-	*
District Enrollment					
Small (<2,000)	82%	17	1	-	*
Medium (2K-10K)	89%	9	2	-	-
Large (10K+)	94%	6	-	-	-

Superintendents report that over the past three to five years instructional decision-making has shifted in their districts from individual schools to the district-level. More than half (56%) report the role of the district in instructional decisions has increased over the past three to five years (23% agree “strongly” and 33% agree “somewhat”). Four in ten disagree (40%) with the statement, with a quarter (26%) disagreeing “somewhat” and 14% “strongly” disagreeing.

Superintendents from large districts are particularly likely to “strongly” agree (38%) that instructional decisions have moved from the schools to the districts in the past few years, as compared to the 25% in medium-sized districts who “strongly” agree and the 20% of superintendents in the smallest districts who “strongly” agree.

Decision-Making at the District or School Level

Do you strongly agree, somewhat agree, somewhat disagree or strongly disagree with the following statements: Q55. Over the last three to five years, more instructional decisions in our district are being made at the district-level, as opposed to at the school sites.

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
Total	23%	33	26	14
District Enrollment				
Small (<2,000)	20%	32	29	14
Medium (2K-10K)	25%	33	24	16
Large (10K+)	38%	37	18	5

2. The effects of the No Child Left Behind Act on leadership

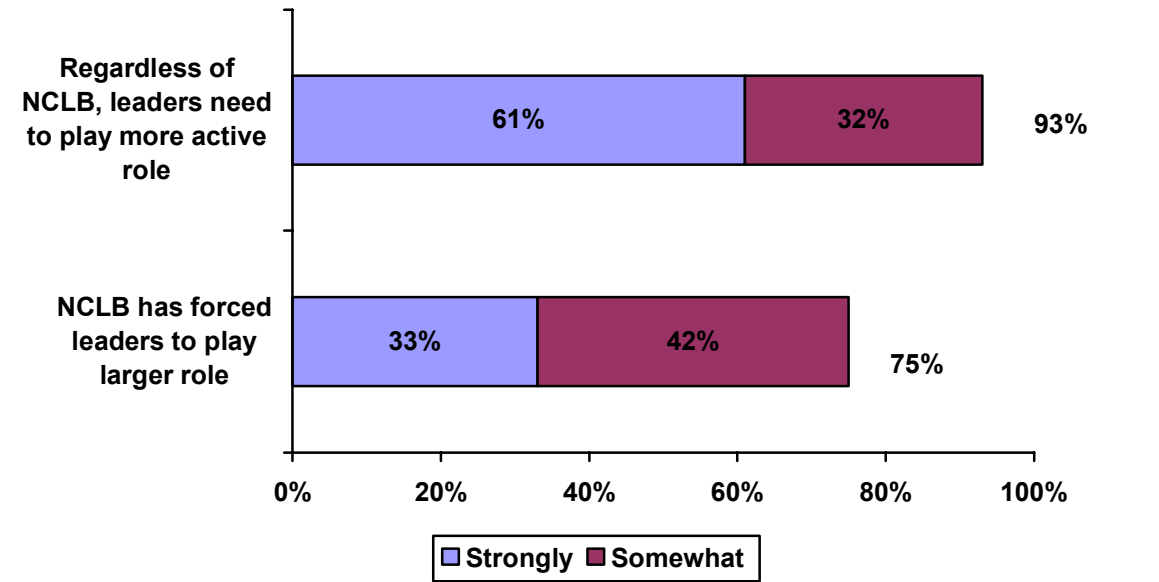
In the in-depth individual interviews that preceded the national survey, some superintendents reported that the No Child Left Behind Act and state accountability systems have forced districts to take on a larger role in guiding curricula and instruction. The superintendents said that the legislation had outlined specific goals for schools and student achievement and that district-leaders must play a significant role in instruction in order to meet those goals.

In the national survey, superintendents echo the same sentiment, but with a slightly different nuance. Seventy-five percent of superintendents agree NCLB has forced district leaders to play a larger role in guiding the kind of instruction that happens in the classroom (33% agree “strongly” and 42% agree “somewhat”). A quarter (25%) disagrees (12% “strongly” and 13% “somewhat”).

However, most superintendents believe the need for increased district leadership in curriculum and instruction would be necessary even if NCLB were not put into effect. Over nine in ten superintendents (93%) agree with the statement that “regardless of NCLB, district leaders need to play a more active role than in the past in guiding the kind of instruction that occurs in the classroom.” Even more striking is that 61% “strongly agree” with this statement and 32% “somewhat agree.” Only 6% disagree.

The Effect of NCLB on Leadership

% saying they agree



Do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with the following statements: Q53. No Child Left Behind has forced district leaders to play a larger role in guiding the kind of instruction that happens in the classroom. Q54. Regardless of No Child Left Behind, district leaders need to play a more active role than in the past in guiding the kind of instruction that occurs in the classroom.

While majorities of superintendents across districts “strongly” agree that district leaders need to play a more active role in guiding instruction in the classroom, regardless of NCLB, agreement falls slightly with enrollment. Almost eight in ten (78%) superintendents from large districts “strongly” agree that there is such a need, as do 68% of those in medium-sized districts, and 56% of superintendents in small districts.

The Effect of NCLB on Leadership

Do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with the following statements: Q53. No Child Left Behind has forced district leaders to play a larger role in guiding the kind of instruction that happens in the classroom. Q54. Regardless of No Child Left Behind, district leaders need to play a more active role than in the past in guiding the kind of instruction that occurs in the classroom.

% saying “strongly agree”	District leaders need to play a more active role in guiding instruction regardless of NCLB	NCLB forced district leaders to play more active role in guiding instruction
Total	61%	33%
District Enrollment		
Small (<2,000)	56%	32%
Medium (2K-10K)	68%	32%
Large (10K+)	78%	42%

B. Overview of Leadership Practices and their Perceived Impact on Student Achievement

1. Practices in instructional leadership

The survey asked superintendents about their districts' current usage of 16 practices related to instruction.

Most of the superintendents report that their districts:

- Train teachers to analyze student performance data (93%);
- Have a common curriculum (92%);
- Conduct instructional walkthroughs (90%);
- Have a process by which individual schools draft improvement plans based on performance data (81%);
- Have induction programs for new teachers (81%);
- Use the same math programs (80%) and textbooks (80%); and
- Use the same reading programs (79%) or textbooks (79%) across the district.

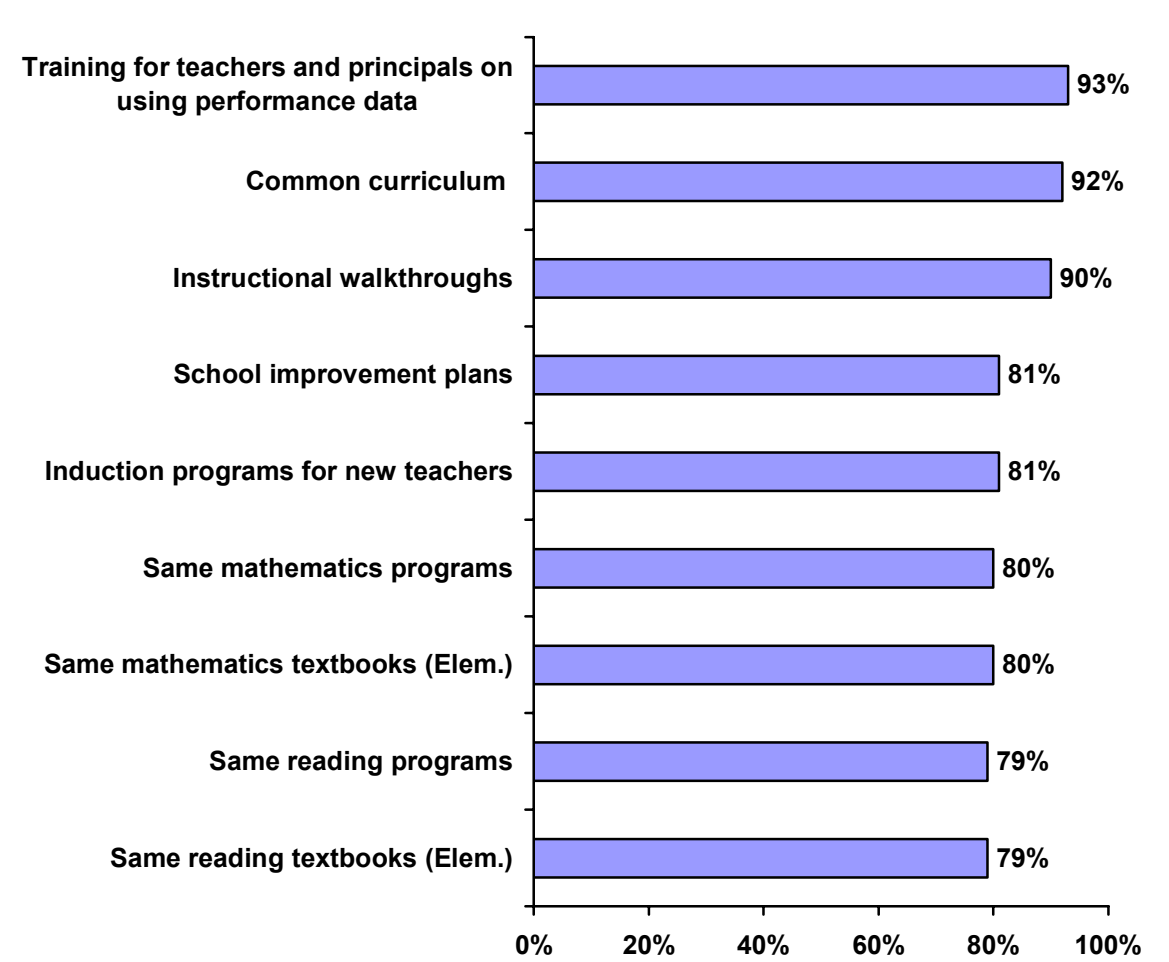
Majorities also report they:

- Have common planning times (71%);
- Administer district-wide benchmark assessments (68%);
- Require teachers to adjust instruction based on benchmark assessments (60%);
- Provide data-management systems or programs (56%); and
- Limit professional development for teachers to student improvement goals (55%).

To a lesser degree, districts:

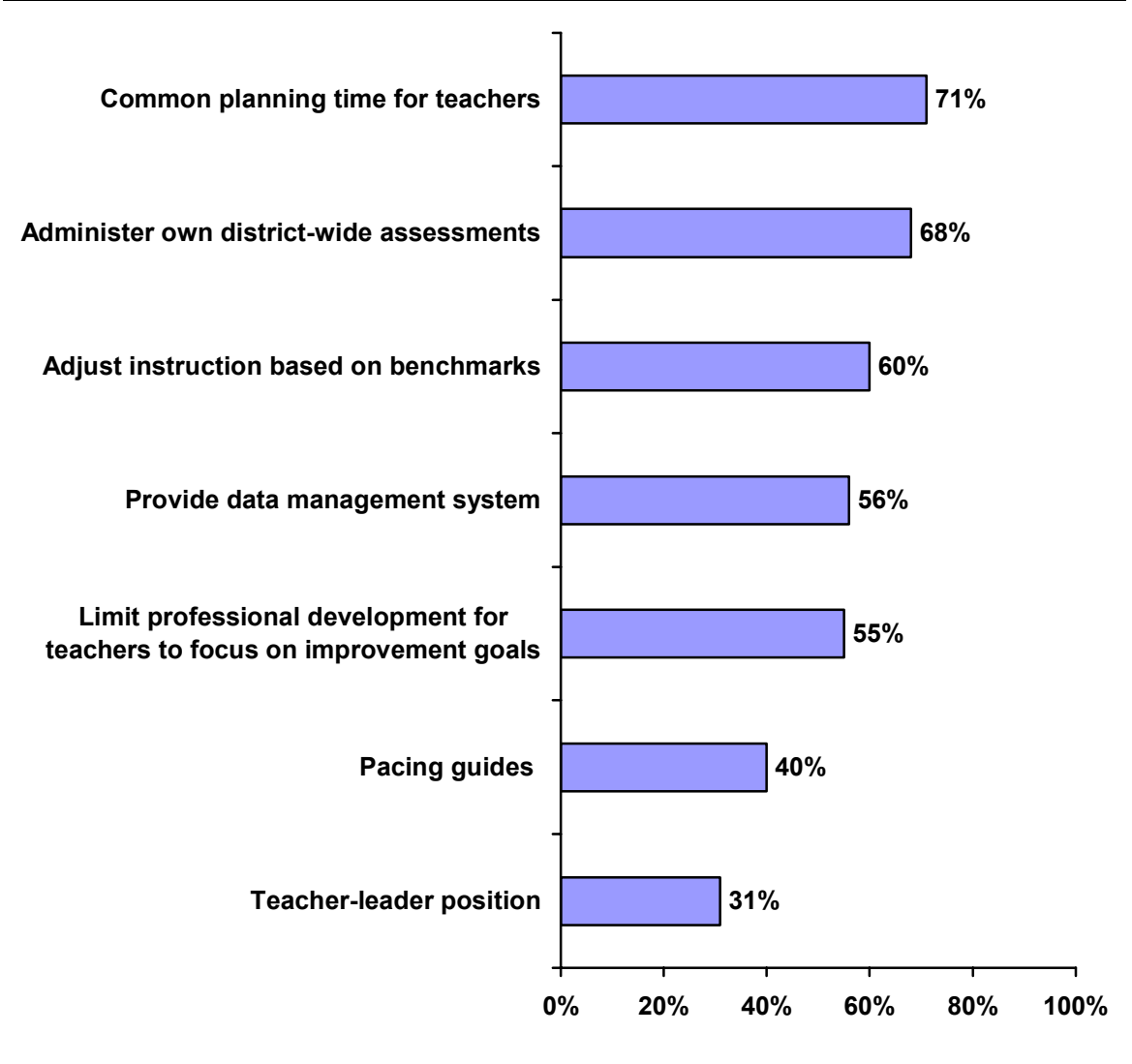
- Have pacing guides for teachers (40%); and
- Have teacher-leader positions in the schools through which a teacher is freed from classroom duties to coach other teachers in instruction (31%).

Current Practices in Instructional Leadership
 % saying “yes”



Now I want to ask you about specific policies and programs that your district may be doing. Please tell me if your district is currently doing the following or not: Q6. Has your district established common curriculum in schools across the district? Q11. Require elementary schools across the district to use the same reading textbooks? Q12. Require elementary schools across the district to use the same mathematics textbooks? Q13. Require schools across the district to use the same reading programs? Q14. Require schools across the district to use the same math programs? Q15. Not including observations for teacher evaluations or job ratings, does your district use instructional walkthroughs in which teachers are observed in the classroom, for purposes of improving student instruction? Q23. Provide formal training for teachers and principals on how to analyze and use student performance data? Q25. Have a formal district-wide training program, often called an induction program, for all new teachers? Q29. Have a district-wide standard process for drafting school improvement plans in which individual schools must assess their performance data and explain how they will meet improvement targets?

Current Practices in Instructional Leadership, continued...
 % saying "yes"



Now I want to ask you about specific policies and programs that your district may be doing. Please tell me if your district is currently doing the following or not: Q10. Have district-wide pacing guides that show teachers what content to cover and where they should be each week? Q17. Not including standardized state tests or end-of-unit tests from textbook publishers, does your district administer its own district-wide assessments, sometimes called benchmark assessments, periodically throughout the school year? Q22. Require that principals and teachers adjust instruction based on the results of district-wide benchmark assessments? Q24. Provide a data-management system or program such as EDUSOFT that allows teachers and principals to analyze student performance data online, down to the level of the individual student and classroom? Q27. Have a teacher-leader position in each school through which a teacher is freed from classroom duties to coach other teachers in the school on their instruction? Q28. Have common planning time so that teachers at each grade level, or in the same subject, within a school can meet to talk about instruction during the workday? Q30. Limit professional development for teachers to that focused on the district's or school's student improvement goals.

For almost all the practices examined in the survey, superintendents from large districts are more likely than those in medium-sized and small districts to report that their districts have put these practices in place.

The most differences we find are in the areas of data usage and professional learning:

Common language:

- Pacing guides (65% large; 45% medium; 35% small).

Data usage:

- District-wide assessments (84% large districts; 72% medium; 64% small);
- Requiring educators to adjust instruction based on assessments (74% large; 66% medium; 57% small);
- Providing a data-management program (77% large; 67% medium; 49% small districts); and
- School improvement plans based on performance data (98% large; 86% medium; 77% small).

Professional learning:

- Induction programs (96% large districts; 92% medium; 74% small);
- Common planning time (80% large; 78% medium; 67% small); and
- Teacher-leader positions (54% large; 34% medium; 27% small).

2. The perceived impact of instructional leadership practices on student achievement

After superintendents were asked about the current practices in their districts, they were asked to rate how much each practice impacts student achievement. The impact particular practices may have on improving student achievement mirrors in many ways what superintendents report having in place already.

Superintendents believe improvement is most likely to come from:

- Having a common curriculum (75% impact achievement a “great deal”);
- Adjusting instruction based on benchmark assessments (74%); and
- Training teachers to analyze student performance data (71%).

About six in ten believe the following may have “a great deal” of impact on improving student achievement:

- Using the same math programs district-wide (62%);
- Having a district-wide standard process for school improvement plans (62%);
- Having induction programs for new teachers (62%); and
- Using the same reading programs district-wide (61%).

Majorities also believe the following may have “a great deal” of impact on student achievement:

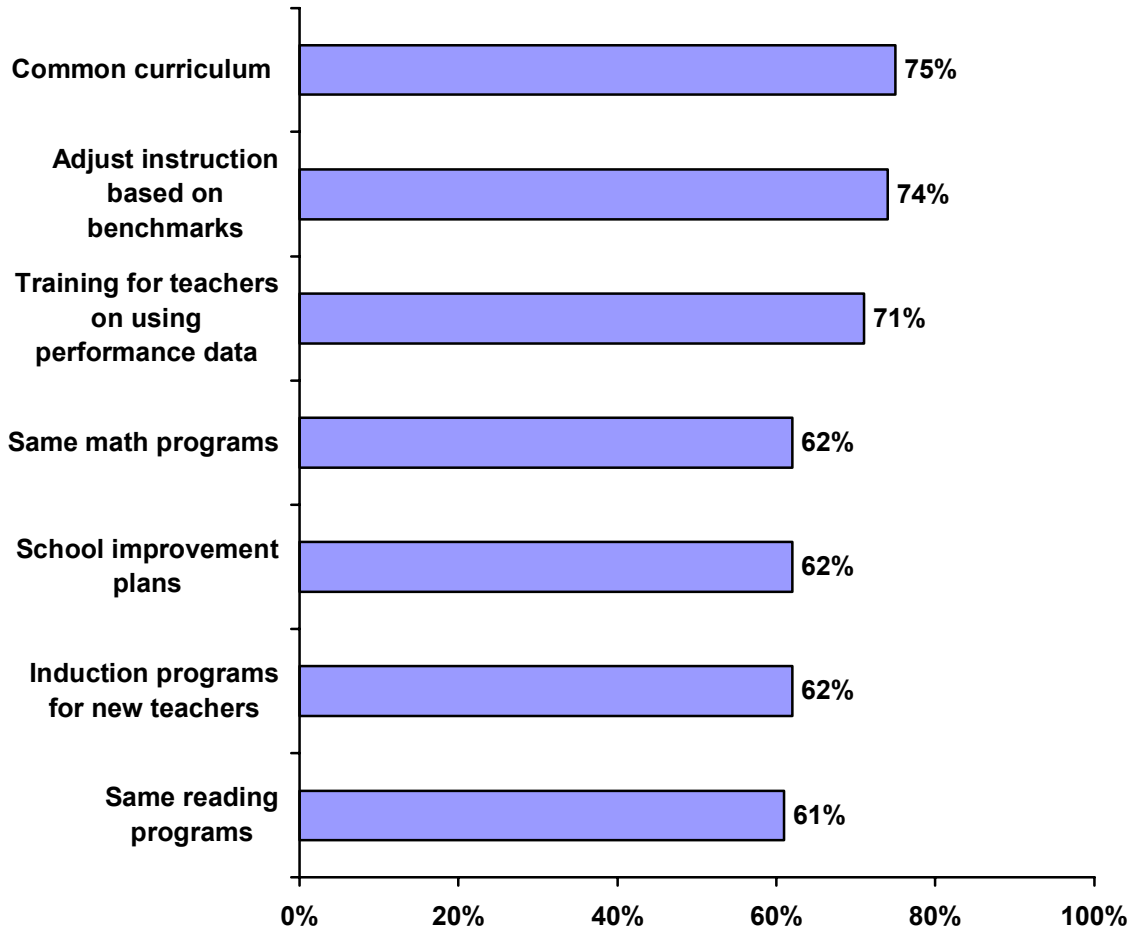
- Having common planning times for teachers (58%);
- Providing data-management systems or programs (57%);
- Using the same textbooks in elementary schools district-wide (52%);
- Performing instructional walkthroughs (51%); and
- Administering benchmark assessments (51%).

Fewer superintendents believe “a great deal” of improvement in student achievement will result from:

- Using pacing guides (41%);
- Having teacher-leader positions through which a teacher is freed from classroom duties to coach other teachers in instruction (39%); and
- Limiting professional development for teachers to that focused on the district’s or school’s improvement goals (38%).

Impact of Practices on Student Achievement

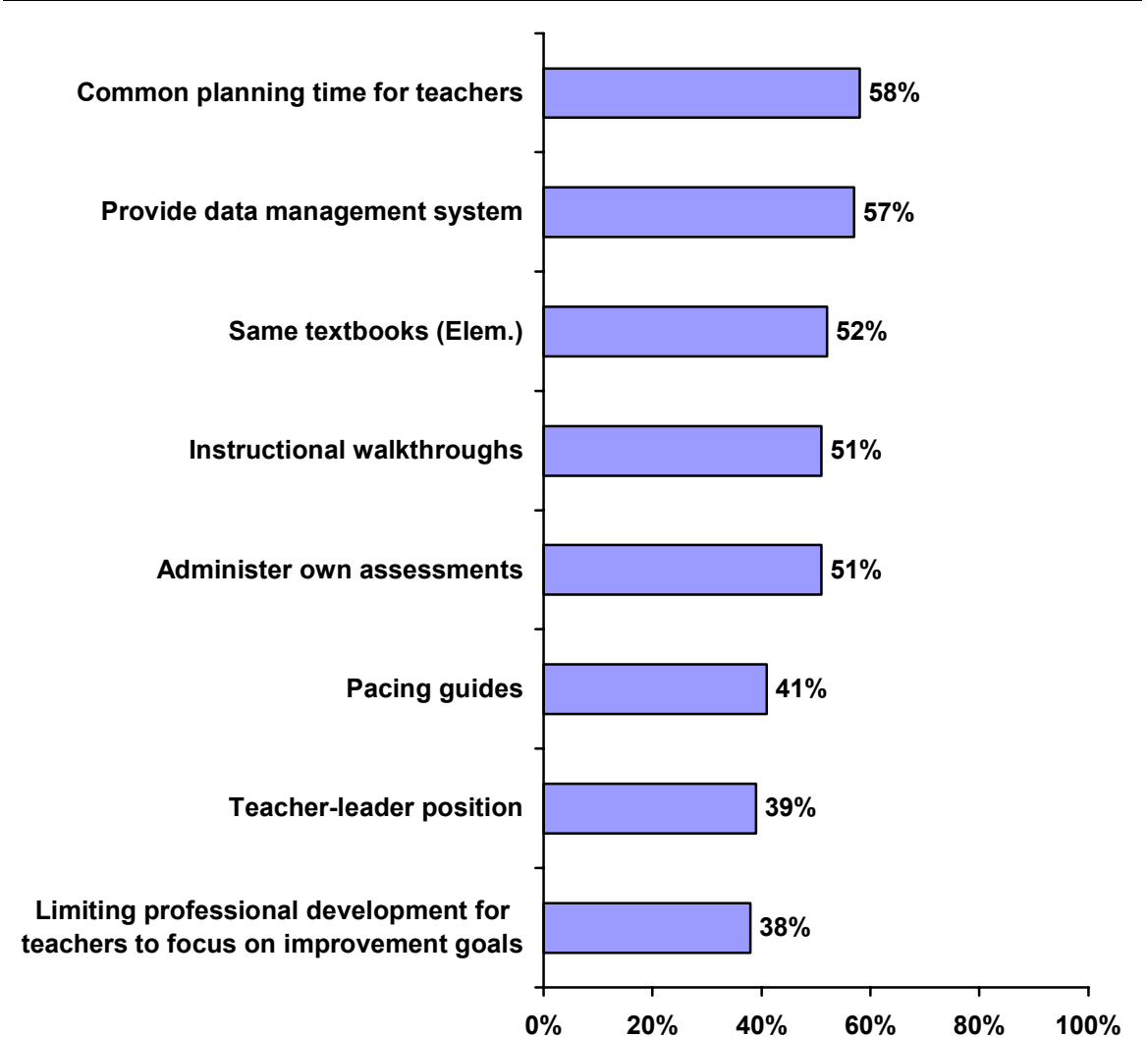
% saying a “great deal” of impact



Now I am going to read you a list of practices. Even if you are not currently doing the following practice, please tell me in your opinion, how much of an impact you think it would have on improving student achievement. Would it improve student achievement a great deal, some, not much or not at all? Q31. Using a common curriculum in schools across the district. Q34. Using the same reading programs district-wide. Q35. Using the same math programs district-wide. Q38. Requiring principals and teachers to adjust instruction based on the results of district-wide benchmark assessments. Q39. Providing formal training for teachers and principals on how to analyze and use student performance data. Q41. Having a formal district-wide training program, often called an induction program, for all new teachers. Q44. Having a district-wide standard process for drafting school improvement plans in which individual schools must assess their performance data and explain how they will meet improvement targets.

Impact of Practices on Student Achievement, continued...

% saying a "great deal" of impact



Now I am going to read you a list of practices. Even if you are not currently doing the following practice, please tell me in your opinion, how much of an impact you think it would have on improving student achievement. Would it improve student achievement a great deal, some, not much or not at all? Q32. Using district-wide pacing guides that show teachers what content to cover and where they should be each week. Q33. Using the same textbooks in elementary schools district-wide. Q36. Not including observations for teacher evaluations or job ratings, how much do you think instructional walkthroughs in which teachers are observed in the classroom would improve student achievement? Q37. Not including standardized state tests or end-of-unit tests from textbook publishers, how much do you think your district administering its own district-wide student assessments, sometimes called benchmark assessments, periodically throughout the school year would improve student achievement? Q40. Providing a data-management system or program such as EDUSOFT that allows teachers and principals to analyze student performance data online, down to the level of the individual student and classroom. Q42. Having a teacher-leader position in each school through which a teacher is freed from classroom duties to coach other teachers in the school on their instruction. Q43. Having common planning time so that teachers at each grade level, or in the same subject, within a school can meet to talk about instruction during the workday. Q45. Limiting professional development for teachers to that focused on the district's or school's improvement goals.

Superintendents' ratings diverge from their actual practices for two of these methods:

- First, instructional walkthroughs are widely practiced across districts, but superintendents place less value on them than other practices. Large majorities of superintendents (90%) report that instructional walkthroughs are conducted in their districts, but only about half (51%) of superintendents consider this practice to have a “great deal” of impact in improving student achievement.
- We also find that while fewer superintendents say they require adjustments in instruction based on district-wide benchmark assessments (60%), they rank this practice highly, strongly believing it is likely to impact student achievement (74%).

Across the board, superintendents in large districts are more likely than superintendents of small (and to a certain extent, medium-sized districts) to believe each of these practices will impact student achievement a “great deal.” The largest differences are in the areas of data-usage. For example:

- Training for teachers and principals to use student performance data (91% large districts; 80% medium; 65% small);
- Having a standard process for drafting school improvement plans (81% large; 67% medium; 57% small);
- Providing a data-management system (78% large; 66% medium; 50% small);
- Districts administering their own district-wide student assessments (75% large; 62% medium; 43% small);
- Using pacing guides (64% large; 48% medium; 35% small); and
- Having a teacher-leader position (63% large; 50% medium; 32% small).

Improving Student Achievement

Now I am going to read you a list of practices. Even if you are not currently doing the following practice, please tell me in your opinion, how much of an impact you think it would have on improving student achievement. Would it improve student achievement a great deal, some, not much or not at all? Q31. Using a common curriculum in schools across the district. Q35. Using the same math programs district-wide. Q38. Requiring principals and teachers to adjust instruction based on the results of district-wide benchmark assessments. Q39. Providing formal training for teachers and principals on how to analyze and use student performance data. Q44. Having a district-wide standard process for drafting school improvement plans in which individual schools must assess their performance data and explain how they will meet improvement targets.

% saying "great deal"	Common Curriculum	Adjust instruction based on benchmarks	Training for teachers on using performance data	Same math programs	Standard process for drafting school improvement plans
Total	75%	74%	71%	62%	62%
District Enrollment					
Small (<2,000)	72%	68%	65%	61%	57%
Medium (2K-10K)	78%	83%	80%	63%	67%
Large (10K+)	88%	87%	91%	72%	81%

Improving Student Achievement, continued

Now I am going to read you a list of practices. Even if you are not currently doing the following practice, please tell me in your opinion, how much of an impact you think it would have on improving student achievement. Would it improve student achievement a great deal, some, not much or not at all? Q33. Using the same textbooks in elementary schools district-wide. Q34. Using the same reading programs district-wide. Q40. Providing a data-management system or program such as EDUSOFT that allows teachers and principals to analyze student performance data online, down to the level of the individual student and classroom. Q41. Having a formal district-wide training program, often called an induction program, for all new teachers. Q43. Having common planning time so that teachers at each grade level, or in the same subject, within a school can meet to talk about instruction during the workday.

% saying "great deal"	Induction programs for new teachers	Same reading programs	Common planning time for teachers	Provide data-management system or program	Same textbooks
Total	62%	61%	58%	57%	52%
District Enrollment					
Small (<2,000)	58%	59%	53%	50%	50%
Medium (2K-10K)	68%	63%	65%	66%	54%
Large (10K+)	75%	67%	71%	78%	60%

Improving Student Achievement, continued

Now I am going to read you a list of practices. Even if you are not currently doing the following practice, please tell me in your opinion, how much of an impact you think it would have on improving student achievement. Would it improve student achievement a great deal, some, not much or not at all? Q32. Using district-wide pacing guides that show teachers what content to cover and where they should be each week. Q36. Not including observations for teacher evaluations or job ratings, how much do you think instructional walkthroughs in which teachers are observed in the classroom would improve student achievement – a great deal, some, not much or not at all? Q37. Not including standardized state tests or end-of-unit tests from textbook publishers, how much do you think your district administering its own district-wide student assessments, sometimes called benchmark assessments, periodically throughout the school year would improve student achievement – a great deal, some, not much or not at all? Q42. Having a teacher-leader position in each school through which a teacher is freed from classroom duties to coach other teachers in the school on their instruction. Q45. Limiting professional development for teachers to that focused on the district’s or school’s improvement goals.

% saying “great deal”	Instructional walk- throughs	Administer own assessments	Pacing guides	Teacher- leader position	Limit professional dev. for teachers
Total	51%	51%	41%	39%	38%
District Enrollment					
Small (<2,000)	49%	43%	35%	32%	35%
Medium (2K-10K)	52%	62%	48%	50%	43%
Large (10K+)	68%	75%	64%	63%	52%

C. In-Depth Look at Current Practices

The leadership practices and policies examined in the survey can be placed into three broad categories: 1) Districts establishing a common language on instruction by putting into place a common curriculum and using the same textbooks and programs; 2) Professional learning and creating a system by which individuals can learn the common language and learn from each other's experiences; and 3) Using data to monitor and improve instruction.

The following section of the report looks more in-depth at the current practices and policies within these three groupings.

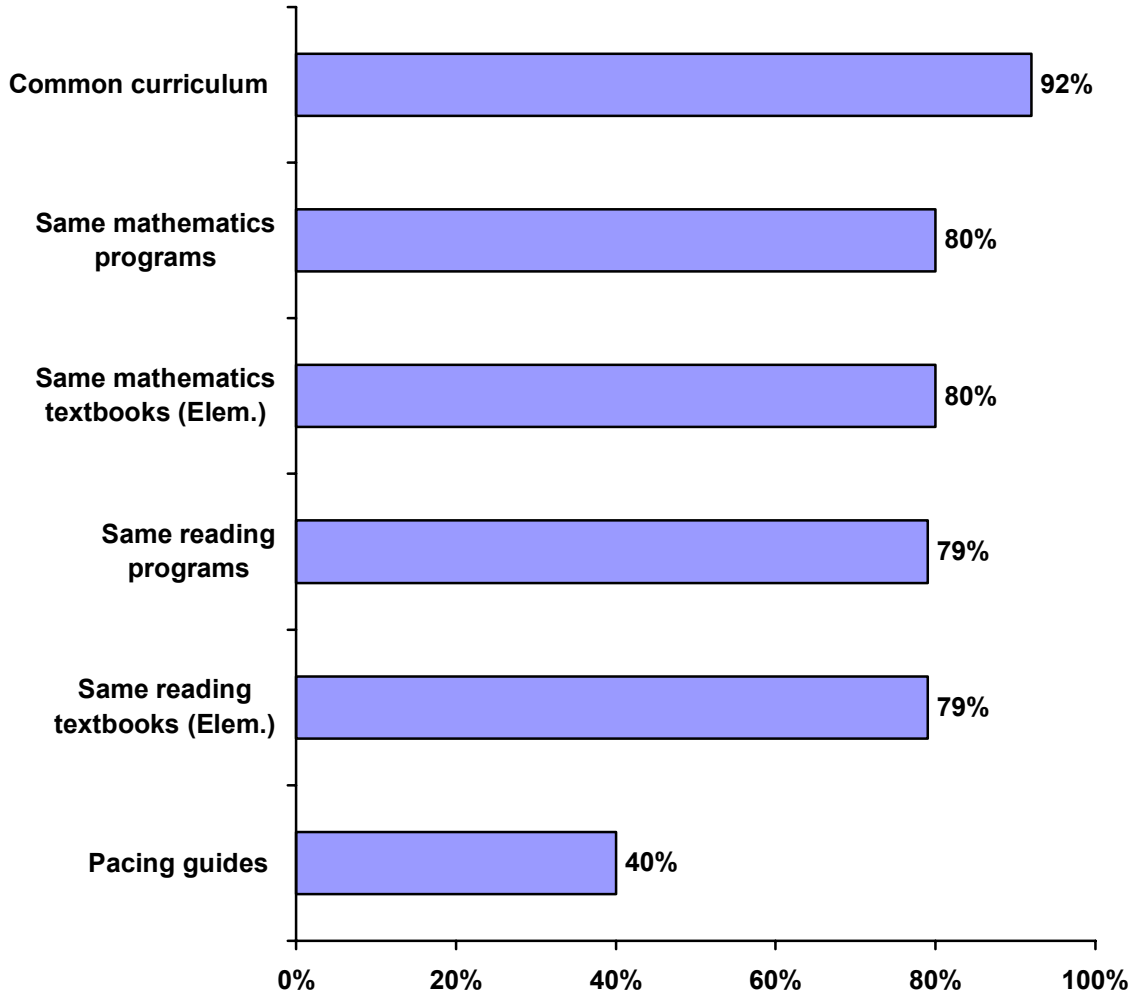
1. Instituting common language

The survey presented superintendents with six practices to assist in the creation of a common language on instruction, including:

- Implementing a common curriculum across the district;
- Using the same math textbooks and programs;
- Utilizing the same reading textbooks and programs; and
- Using pacing guides.

Overall, most of these practices are in place in districts across the country. Compared to the other areas of leadership practices – professional learning and data usage – those establishing a common language on instruction have been around longer with large majorities of superintendents saying many of these practices have been in place for three or more years.

Current Practices: Common Language and Instruction
 % saying “yes”



Now I want to ask you about specific policies and programs that your district may be doing. Please tell me if your district is currently doing the following or not: Q6. Has your district established common curriculum in schools across the district? Q10. Have district-wide pacing guides that show teachers what content and where they should be each week? Q11. Require elementary schools across the district to use the same reading textbooks? Q12. Require elementary schools across the district to use the same mathematics textbooks? Q13. Require schools across the district to use the same reading programs? Q14. Require schools across the district to use the same math programs?

Current Practices: Common Language and Practices

Now I want to ask you about specific policies and programs that your district may be doing. Please tell me if your district is currently doing the following or not: Q6. Has your district established common curriculum in schools across the district? Q10. Have district-wide pacing guides that show teachers what content to cover and where they should be each week? Q11. Require elementary schools across the district to use the same reading textbooks? Q12. Require elementary schools across the district to use the same mathematics textbooks? Q13. Require schools across the district to use the same reading programs? Q14. Require schools across the district to use the same math programs?

	Common curriculum	Same math textbooks	Same math programs	Same reading programs	Same reading textbooks	Pacing guides
Total "yes"	92%	80%	80%	79%	79%	40%
Yes, > 3 years	74%	69%	66%	65%	65%	22%
Yes, < 3 years	18%	11%	14%	14%	14%	18%
Total "no"	4%	14%	18%	17%	15%	58%
No, planning to in next year	3%	4%	6%	3%	2%	15%
No, not planning	1%	10%	12%	14%	13%	43%
District Enrollment (% saying "yes")						
Small (<2,000)	90%	79%	80%	79%	79%	35%
Medium (2K-10K)	95%	79%	79%	79%	77%	46%
Large (10K+)	97%	85%	82%	76%	79%	65%

a. Common curriculum

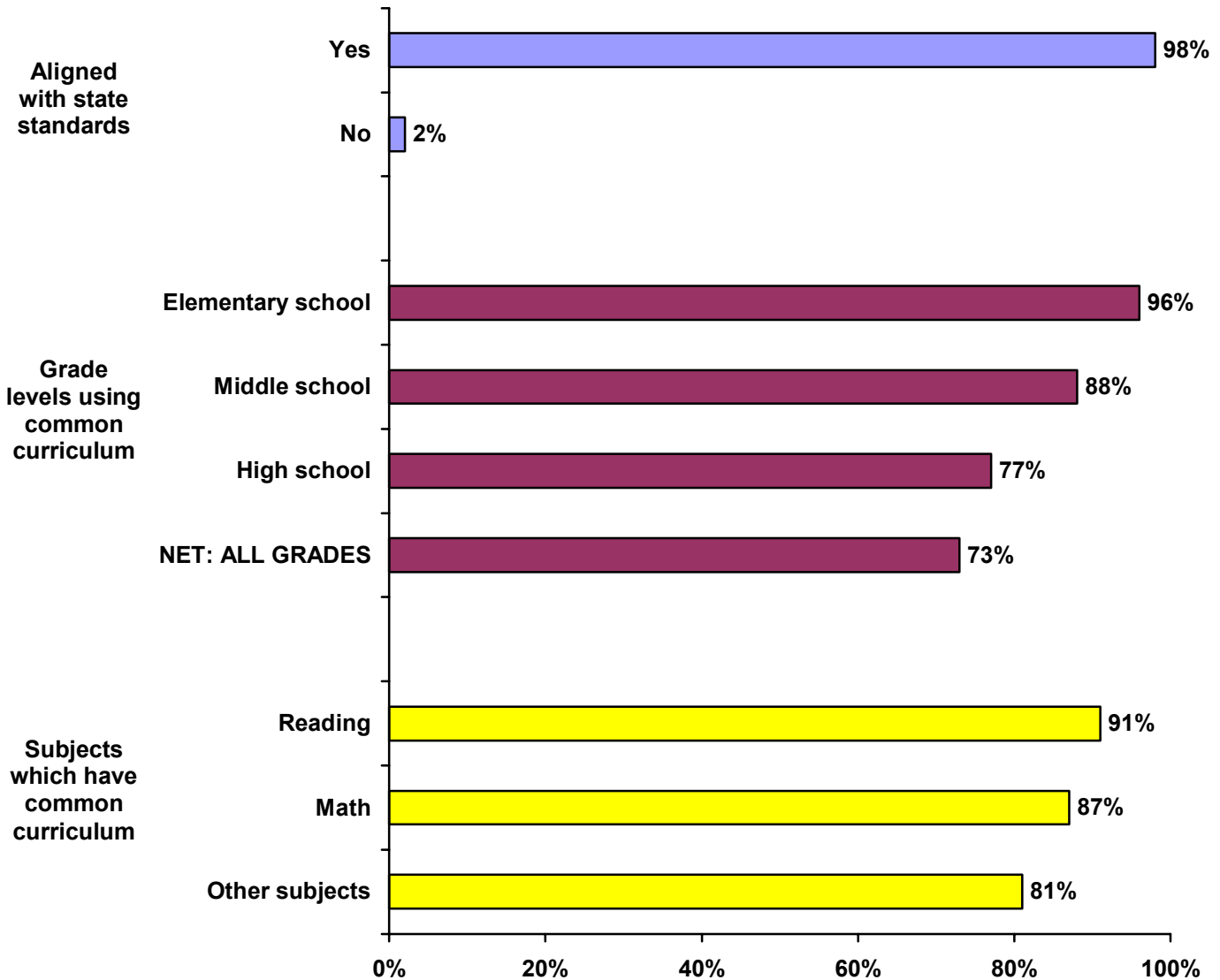
Among the six practices that contribute to establishing a common language on instruction, establishing a common curriculum in schools across the district is the most prevalent. Nine in ten superintendents (92%) report that their districts have established a common curriculum throughout their schools. Only four percent say their districts do not have a common curriculum, and most of those are moving in that direction. Three percent are planning to establish this practice in the next year.

- Of all the practices looked at in the survey, a common curriculum is the most established with 74% of superintendents reporting that their districts have used a common curriculum for three years or more.
- Two in ten (18%) say they have had a common curriculum, but for less than three years.

Among superintendents who report a common curriculum in their districts:

- Almost all (98%) report that the curriculum is aligned with state standards.
- Three-quarters (73%) maintain that there is a common curriculum in all grades, and high percentages report that there is a common curriculum at the elementary school (96%), middle school (88%) and high school (77%) levels.
- High percentages report a common curriculum in reading (91%), math (87%) and other subjects (81%).

Characteristics of Common Curriculum



Q7. Is the common curriculum aligned with state standards? (Base N=750 superintendents who say their districts have a common curriculum.) Q8. In what grades do you have a common curriculum? (Base N=750 superintendents who say their districts have a common curriculum.) [Multiple responses accepted] Q9. In what subjects do you have a common curriculum? (Base N=750 superintendents who say their districts have a common curriculum.) [Multiple responses accepted]

b. Math and reading textbooks and programs

Large majorities of superintendents report that their districts use the same reading and math textbooks and programs in their schools. Similar to establishing a common curriculum, these practices have largely been in place for three years or more.

- Eight in ten superintendents report that their districts require elementary schools to use both the same mathematics textbooks (80%) and programs (80%), as well as the same reading textbooks (79%) and programs (79%).
- Less than two in ten do not require these practices.
- Majorities report that their districts have required the same math textbooks (69%) and the same math programs (66%) for three years or more. Two-thirds report that the same reading textbooks (65%) and programs (65%) have been in place for three years or more.

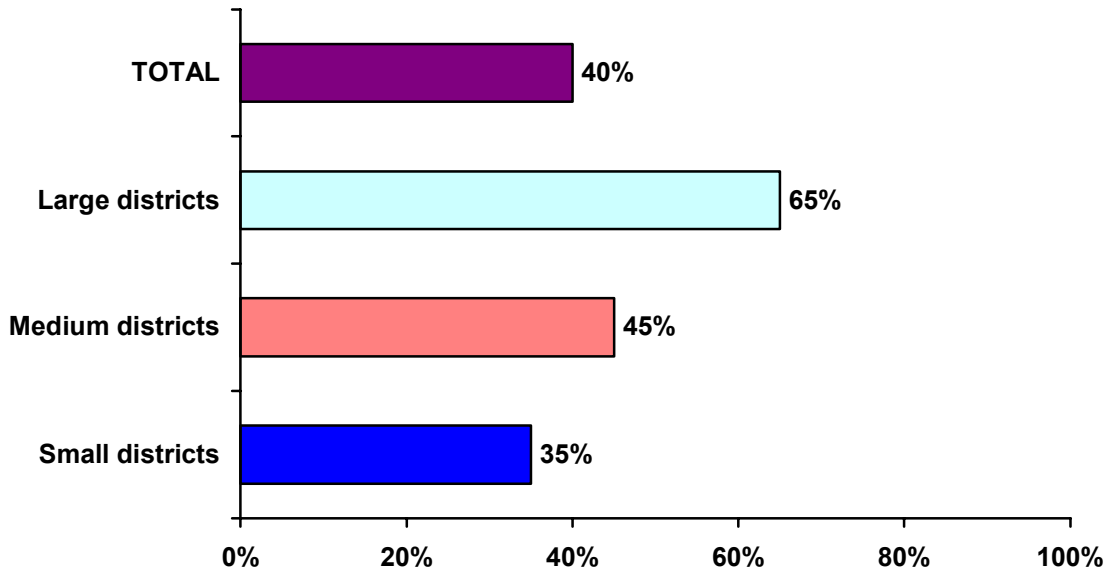
c. Pacing guides

Pacing guides are not as popular. Only 40% of superintendents report that their districts have district-wide pacing guides showing teachers what content to cover and where they should be each week. Nearly six in ten (58%) report that their districts do not use pacing guides.

- Over four in ten superintendents (43%) maintain that their districts are not planning to introduce pacing guides to instructional practices while only 15% say they are planning to use pacing guides in the next year.
- Twenty-two percent of superintendents have had pacing guides in their districts for three years or more and 18% say they have been in use for less than three years.
- Pacing guides are much more prevalent among larger districts. Sixty-five percent of superintendents of large districts report that they use pacing guides, compared to 45% of superintendents from medium-sized districts and 35% of superintendents in smaller districts. Nearly half of superintendents (48%) in the smaller districts say they have no plans to put pacing guides in place.

Pacing Guides by District Size

% saying "yes"



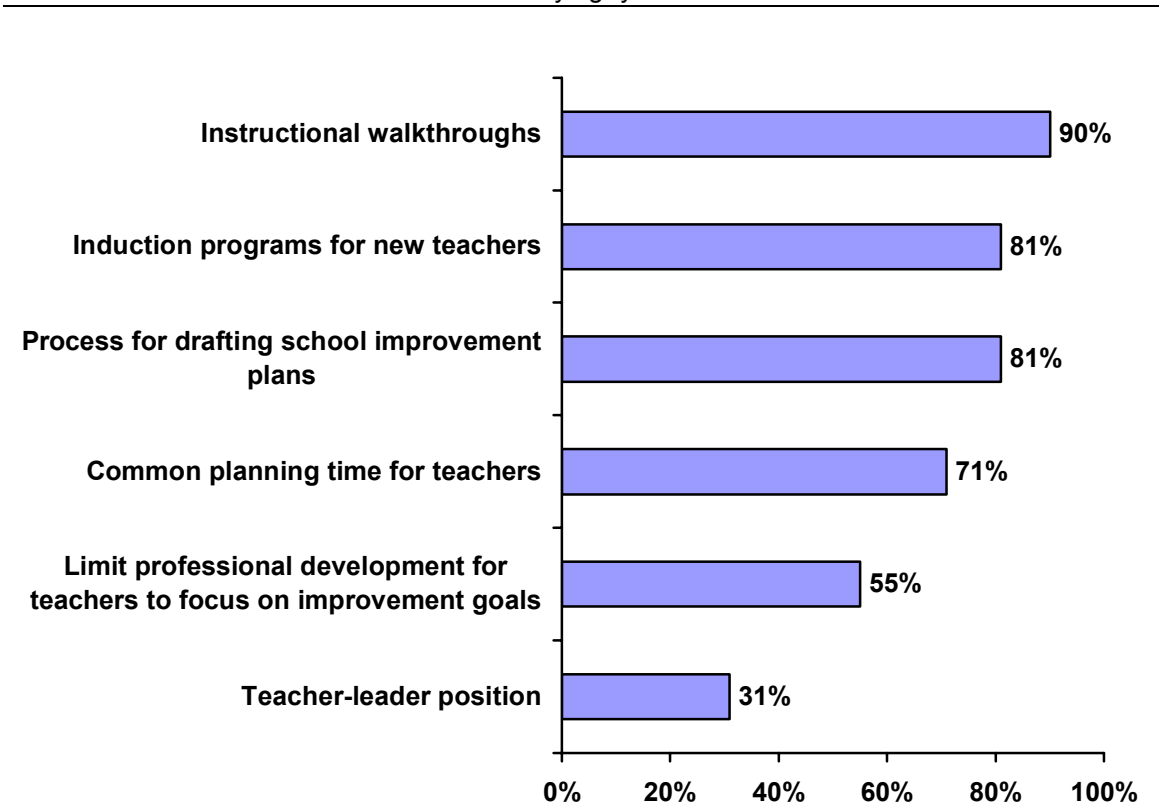
Now I want to ask you about specific policies and programs that your district may be doing. Please tell me if your district is currently doing the following or not: Q10. Does your district have district-wide pacing guides that show teachers what content to cover and where they should be each week?

2. Professional Learning

The survey asked superintendents about six practices that relate to professional learning and creating a system of human development. Most superintendents report that these practices are customary in their districts, with one exception, the establishment of a teacher-leader position. Many of these practices have also been in place for three or more years.

Current Practices: Professional Learning

% saying "yes"



Now I want to ask you about specific policies and programs that your district may be doing. Please tell me if your district is currently doing the following or not: Q15. Not including observations for teacher evaluations or job ratings, does your district use instructional walkthroughs in which teachers are observed in the classroom, for purposes of improving student instruction? Q25. Have a formal district-wide training program, often called an induction program, for all new teachers Q27. Have a teacher-leader position in each school through which a teacher is freed from classroom duties to coach other teachers in the school on their instruction? Q28. Have common planning time so that teachers at each grade level, or in the same subject, within a school can meet to talk about instruction during the workday? Q29. Have a district-wide process for drafting school improvement plans in which individual schools must assess their performance data and explain how they will meet improvement targets? Q30. Limit professional development for teachers to that focused on the district's or school's student improvement goals?

Current Practices: Professional Learning

Now I want to ask you about specific policies and programs that your district may be doing. Please tell me if your district is currently doing the following or not: Q15. Not including observations for teacher evaluations or job ratings, does your district use instructional walkthroughs in which teachers are observed in the classroom, for purposes of improving student instruction? Q25. Have a formal district-wide training program, often called an induction program, for all new teachers. Q27. Have a teacher-leader position in each school through which a teacher is freed from classroom duties to coach other teachers in the school on their instruction? Q28. Have common planning time so that teachers at each grade level, or in the same subject, within a school can meet to talk about instruction during the workday? Q30. Limit professional development for teachers to that focused on the district's or school's student improvement goals?

	Instructional walk- throughs	Induction program for new teachers	Common planning time for teachers	Limit professional dev. for teachers	Teacher- leader position in each school
Total "yes"	90%	81%	71%	55%	31%
Yes, > 3 years	63%	67%	49%	38%	18%
Yes, < 3 years	27%	14%	22%	17%	13%
Total "no"	10%	19%	27%	43%	68%
No, planning to in next year	4%	7%	6%	6%	10%
No, not planning	6%	12%	21%	37%	58%
District Enrollment (% saying "yes")					
Small (<2,000)	90%	74%	68%	55%	27%
Medium (2K-10K)	89%	92%	78%	53%	34%
Large (10K+)	96%	96%	80%	57%	54%

a. Instructional walkthroughs

Nine in ten superintendents (90%) report that their districts use instructional walkthroughs in which teachers are observed in the classroom for purposes of improving student instruction. Only 10% say their districts do not perform instructional walkthroughs.

- Sixty-three percent of superintendents say their districts have used walkthroughs for three years or more and 27% report the district engaging in walkthroughs for less than three years.
- Among those districts that have instructional walkthroughs in place, principals perform most of the walkthroughs and observe teachers in the classroom (96%), followed by central office staff members (46%), other teachers (20%) and other staff (12%).
- Size of district is related to who performs the walkthroughs with superintendents in large (62%) and medium-sized (59%) districts more likely than those from small districts (39%) to report that central office staff members perform walkthroughs.

Instructional Walkthroughs

Q16. Which of these do the walkthroughs? (Base N=740 superintendents whose districts use instructional walkthroughs.) [Multiple Responses Accepted]

	Principals	Central Office Staff	Other Teachers	Others
Total	96%	46%	20%	12%
District Enrollment				
Small (<2,000)	97%	39%	15%	8%
Medium (2K-10K)	95%	59%	28%	16%
Large (10K+)	97%	62%	35%	36%

b. Induction program for new teachers

Eight in ten (81%) superintendents report that their districts have a formal district-wide training program for all new teachers. Two in ten (19%) say their districts do not have an induction program. In the majority of districts these programs last for a year or more.

- Sixty-seven percent of superintendents say their districts have had programs for three years or more; 14% say their programs have been in place for less than three years.
- An induction program is one of the practices that differentiates large and small districts. Superintendents in large and medium-sized districts are much more likely than those in smaller districts to report having an induction program in place. Over nine in ten superintendents in large (96%) and medium-sized districts (92%) report induction programs, compared to 74% of small districts.
- Among those with induction programs, half (49%) say their programs last for a year, and 38% say the programs last longer than a year. About one in ten (12%) say their program lasts less than a year.
- Superintendents of small districts are more likely to report that their induction programs last for one year (54%). On the other hand, large and medium-sized districts' programs last a year (43% for both medium and large) or longer (46% large; 43% medium).

c. Common planning time

Seven in ten (71%) superintendents report that their districts have common planning time so that teachers at each grade level or in the same subject within a school can meet to talk about instruction during the workday. Twenty-seven percent say their districts do not have a common planning time and two in ten (21%) do not have plans to put this practice in place.

- This practice is fairly well-established in the districts. Nearly half (49%) report that their districts have had common planning times for three years or more, while 21% report having this in place for less than three years.
- Superintendents from large and medium-sized districts are again more likely to say they have established common planning times (80% and 78% respectively, compared to 67% of superintendents from small districts).

d. Limit professional development for teachers

Fewer superintendents (55%) report that their districts limit professional development for teachers to that focused on the district's or school's improvement goals. Forty-three percent maintain that their districts do not limit professional development in this manner.

- Nearly four in ten (38%) report their districts have limited their teachers' professional development for three years or more.
- Almost the same proportion (37%) say they do not limit professional development in this way and are not planning to do so in the future.

e. Teacher-leader position

Only three in ten superintendents (31%) report that their districts have a teacher-leader position in each school through which a teacher is freed from classroom duties to coach other teachers in the school on their instruction. Sixty-eight percent say they do not have such a position in their schools and 58% do not plan to create this position in the future.

- Superintendents of large districts are most likely to report that their districts have teacher-leader positions (54%, compared to 34% of medium-sized and 27% of small districts).

3. Data-driven decision-making

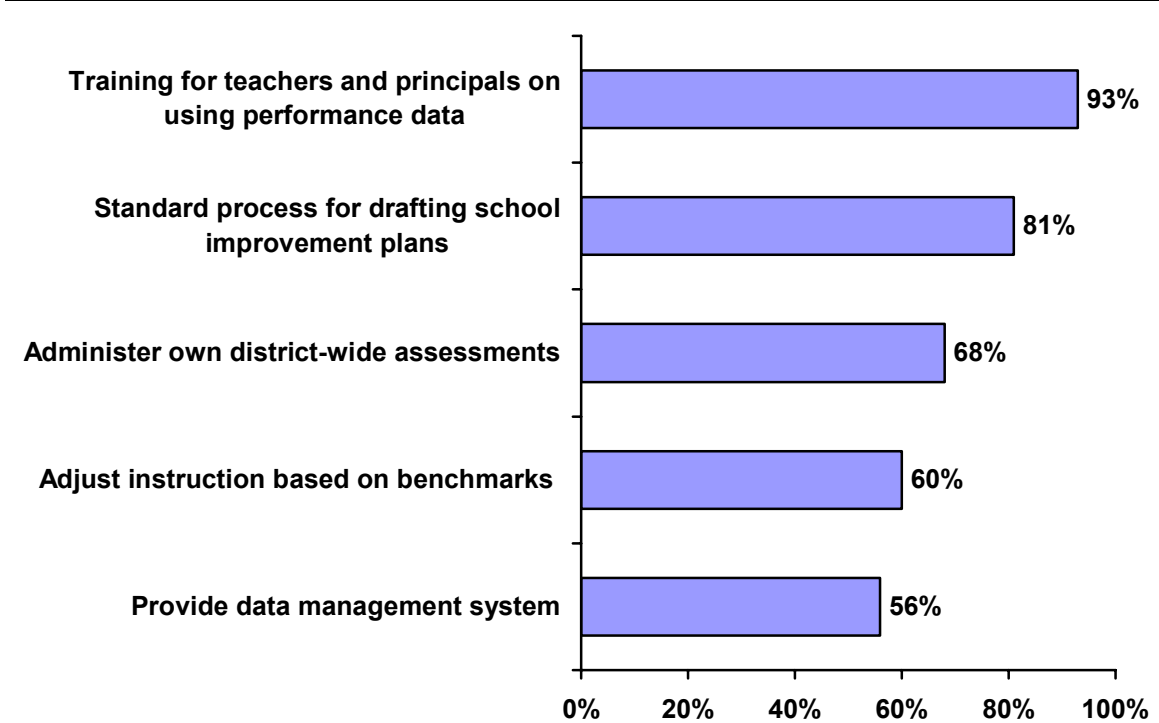
With federal and state educational policies shifting to require more standardized testing, districts and schools are increasingly emphasizing the need to use performance data in ways that will improve student achievement and boost test scores.

In the in-depth interview portion of this research, superintendents revealed their districts' use of benchmark tests, as well as the need to use those tests to adjust instruction and improve student achievement. From the national survey of district leaders, we learn that superintendents around the country are starting to use district-wide benchmark assessments and analyze and use the data from these assessments to adjust instruction with the ultimate goal of increasing student achievement.

The national survey looked specifically at five practices that relate to data usage. We find that some of these practices are well-established in the districts but have been put into place more recently than the practices establishing a common language and professional learning. We also find great variation by the size of the district.

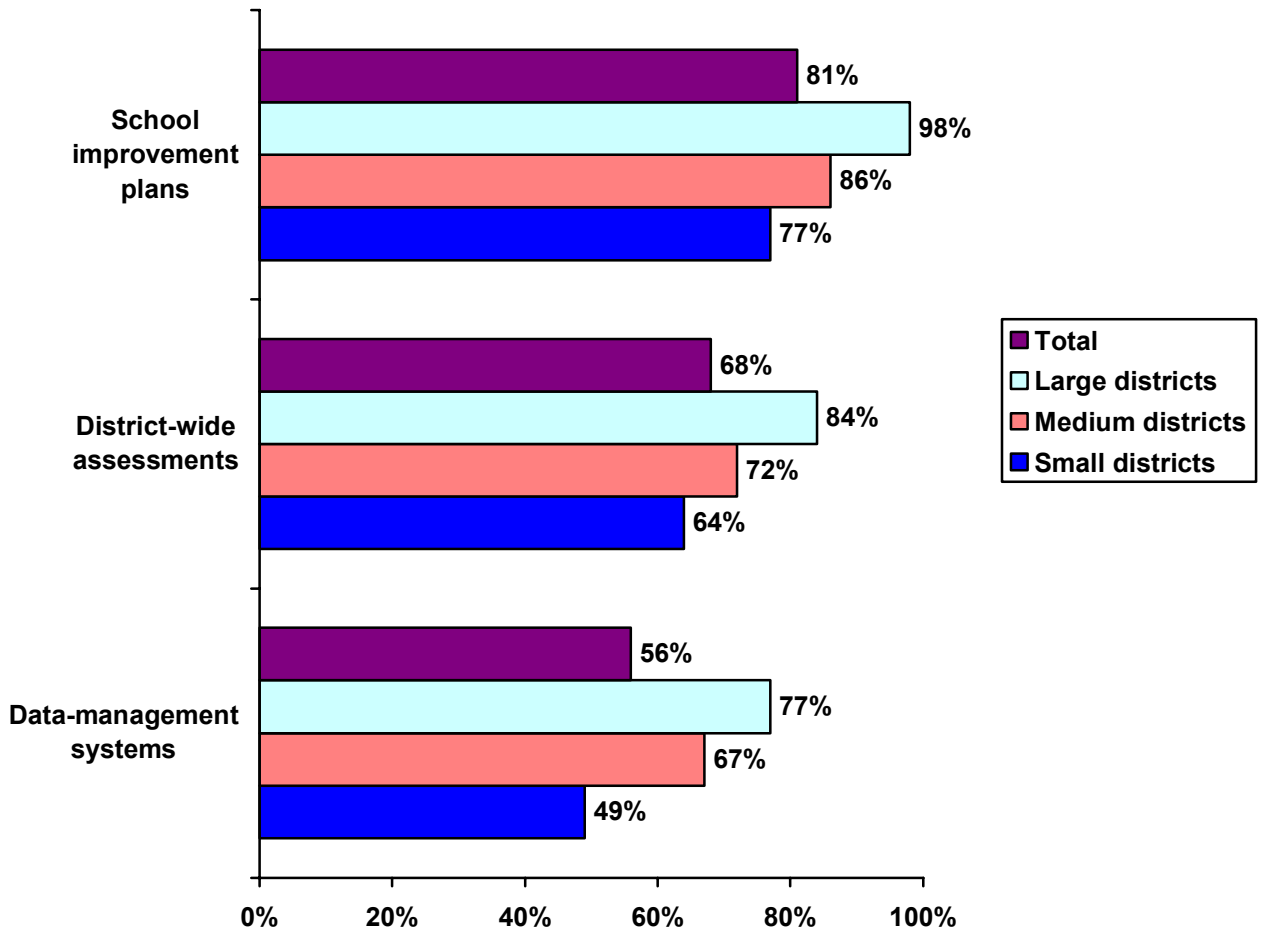
Current Practices: Data and Decision-Making

% saying "yes"



Now I want to ask you about specific policies and programs that your district may be doing. Please tell me if your district is currently doing the following or not: Q17. Not including standardized tests or end-of-unit tests from textbook publishers, does your district administer its own district-wide assessments, sometimes called benchmark assessments, periodically throughout the school year? Q22. Require that principals and teachers adjust instruction based on the results of district-wide benchmark exams? Q23. Provide formal training for teachers and principals on how to analyze and use student performance data? Q24. Provide a data-management system or program such as EDUSOFT, that allows teachers and principals to analyze student performance data online, down to the level of the individual student and classroom? Q29. Have a district-wide standard process for drafting school improvement plans in which individual schools must assess their performance data and explain how they will meet improvement targets?

A Summary of Data and Decision-Making Differences by District Size
 % saying “yes”



Now I want to ask you about specific policies and programs that your district may be doing. Please tell me if your district is currently doing the following or not: Q17. Not including standardized state tests or end-of-unit tests from textbook publishers, does your district administer its own district-wide assessments, sometimes called benchmark assessments, periodically throughout the school year? Q24. Provide a data-management system or program such as EDUSOFT that allows teachers and principals to analyze student performance data online, down to the level of the individual student and classroom? Q29. Have a district-wide standard process for drafting school improvement plans in which individual schools must assess their performance data and explain how they will meet improvement targets?

Current Practices: Data and Decision-Making

Now I want to ask you about specific policies and programs that your district may be doing. Please tell me if your district is currently doing the following or not: Q17. Not including standardized state tests or end-of-unit tests from textbook publishers, does your district administer its own district-wide assessments, sometimes called benchmark assessments, periodically throughout the school year? Q22. Require that principals and teachers adjust instruction based on the results of district-wide benchmark assessments? Q23. Provide formal training for teachers and principals on how to analyze and use student performance data? Q24. Provide a data-management system or program such as EDUSOFT that allows teachers and principals to analyze student performance data online, down to the level of the individual student and classroom? Q29. Have a district-wide standard process for drafting school improvement plans in which individual schools must assess their performance data and explain how they will meet improvement targets?

	Provide formal training for teachers and principals	Standard process for drafting school improvement plans	Adjust instruction based on assessment	Administer district-wide assessments	Provide data-management system or program
Total "yes"	93%	81%	60%	68%	56%
Yes, > 3 years	53%	62%	30%	41%	23%
Yes, < 3 years	40%	19%	30%	27%	33%
Total "no"	7%	18%	39%¹	31%	41%
No, planning to in next year	5%	6%	3%	10%	20%
No, not planning	2%	12%	4%	21%	21%
District Enrollment (% saying "yes")					
Small (<2,000)	91%	77%	57%	64%	49%
Medium (2K-10K)	96%	86%	66%	72%	67%
Large (10K+)	99%	98%	74%	84%	77%

¹ Thirty-two percent of superintendents report their districts do not have district-wide assessments.

a. Formal training for educators on how to analyze and use student performance data

A large majority of superintendents (93%) report that their districts provide formal training for teachers and principals on how to analyze and use student performance data. This practice is fairly new in the districts. Four in ten (40%) of superintendents say training has been provided for less than three years.

b. Process for drafting school improvement plans

A strong majority (81%) of superintendents maintains that their districts have a district-wide standard process for drafting school improvement plans in which individual schools must assess their performance data and explain how they will meet improvement targets. Eighteen percent of superintendents say their districts do not have a standard process for drafting improvement plans.

- More than six in ten say that their districts have had this standard process for three years or more (62%). Only 19% say this process has been in place for less than three years.
- Once again, larger districts are most likely to report they use a standard process (98%) compared to 86% of the medium districts and 77% of the smaller districts.

c. Periodic district-wide assessments

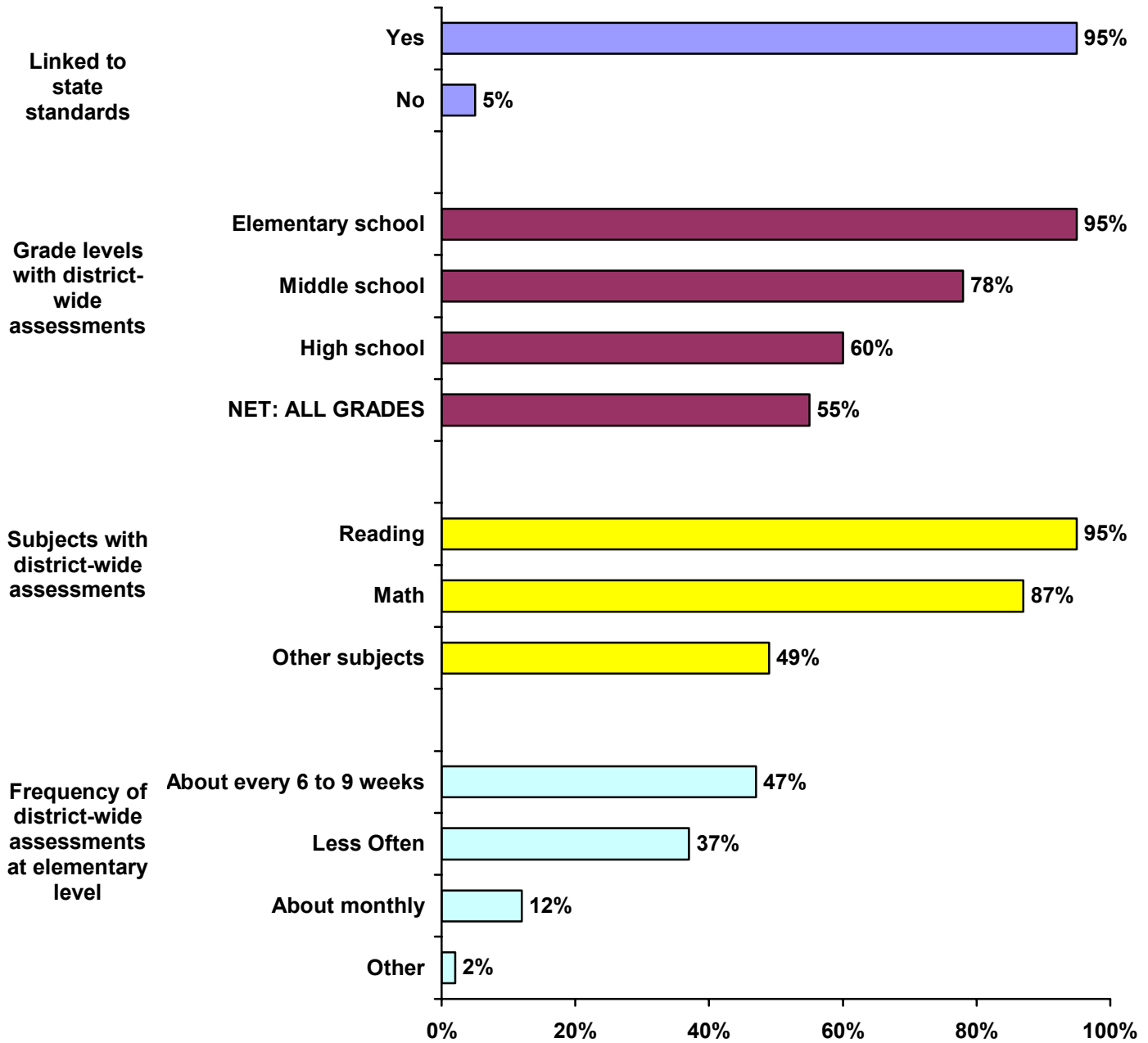
Nearly seven in ten superintendents (68%) report that their districts administer their own district-wide assessments periodically throughout the school year. Three in ten (31%) report that they do not give their own assessments periodically throughout the district.

- Forty-one percent say their districts have used their own district-wide assessments for three years or more, while more than a quarter (27%) have administered assessments for less than three years. Twenty-one percent report they are not planning to use district-wide assessments in the future, but 10% plan to start administering the tests in the next year.
- Superintendents from large districts are much more likely to report administering district-wide assessments (84%), compared to medium (72%) and smaller (64%) districts.

Superintendents who use district-wide assessments report:

- Overwhelmingly, assessments are linked to the state standards (95%).
- Assessments are administered at all grade levels (55%).
- Assessments are most common at the elementary school level (95%) and are less likely at the middle school (78%) and high school (60%) levels.
- Reading or language arts is covered (95%).
- The timing of assessments varies, with a plurality (47%) reporting that assessments are given every six to nine weeks.

Characteristics of District-Wide Assessments



Q18. Are the district-wide assessments linked to the state standards? (Base N=586 superintendents whose districts have district-wide assessments.) Q19. At what grade levels are the district-wide assessment administered? (Base N=586 superintendents whose districts have district-wide assessments.) [Multiple responses accepted] Q20. What subjects are covered by the district-wide assessments? (Base N=586 superintendents whose districts have district-wide assessments.) [Multiple responses accepted] Q21. At the elementary school level, how often are these assessments given? (Base N=553 superintendents whose districts have district-wide assessments that are administered at the elementary school level.)

d. Adjusting instruction based on assessments

Sixty percent of superintendents report their districts require principals and teachers to adjust instruction based on the results of benchmark assessments. Nearly four in ten (39%) superintendents say the district does not require that educators make adjustments in instruction.

- This practice is fairly new in the districts with three in ten (30%) saying it has been required for less than three years and another three in ten (30%) having it in place for longer.
- Large districts are more likely to require adjustments based on assessments (74%) compared to other districts.

Superintendents are likely to report that they are seeing success in this area. Superintendents overwhelmingly believe teachers in their districts are making good use of student performance data to decide how to adjust their instruction. Overall, close to nine in ten superintendents (88%) agree that teachers are making a good use of data (29% “strongly agree” with this statement and 59% “somewhat agree”). Eleven percent disagree (2% “strongly” and 9% “somewhat”).

Good Use of Student Performance Data

Do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with the following statements: Q56. Teachers in my district make good use of student performance data to decide how to adjust their instruction.

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
Total	29%	59	9	2
District Enrollment				
Small (<2,000)	28%	59	9	3
Medium (2K-10K)	29%	60	9	2
Large (10K+)	34%	61	5	--

e. Data-management systems and programs

A majority (56%) of superintendents report their districts provide a data-management system or program that allows teachers and principals to analyze student performance data online, down to the level of the individual student and classroom. Forty-one percent of superintendents say their district does not.

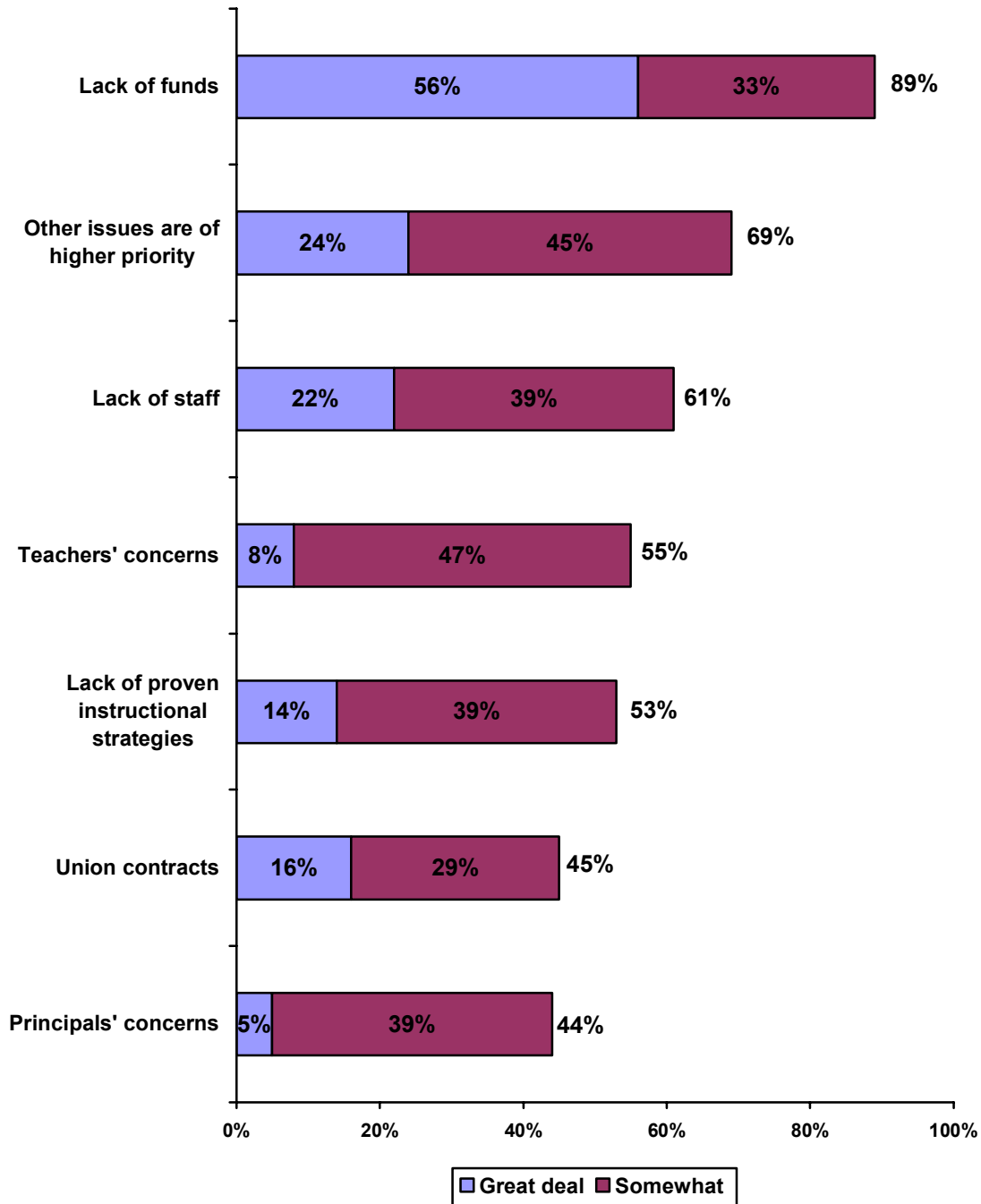
- This is a fairly new practice for many of these districts, a third (33%) say their districts have provided data-management systems for less than three years and fewer (23%) report having these systems for three years or more.
- Two in ten (21%) have no plans to provide data-management programs in the future.
- Larger proportions of the large (77%) and medium-sized (67%) school districts provide data-management programs according to the superintendents. Only 49% of superintendents from the smallest districts have these programs.

D. Barriers to Providing Instructional Leadership

Superintendents view a lack of money as the key barrier to providing their districts with direction on instruction. Eighty-nine percent of superintendents maintain that a lack of funds prevents them from acting as an instructional leader in their districts a “great deal” (56%) or “somewhat” (33%). Six percent say funding prevents them “not very much” or “not at all.”

Superintendents are less likely to say that other issues taking a higher priority (69% a “great deal” or “somewhat”), a lack of staff in the district office (61%), teachers’ concerns about lost creativity (55%), lack of research on instructional strategies (53%), union contracts (45%), and principals’ concerns about lost autonomy (44%) stand in the way of their leadership.

Barriers to Providing Instructional Leadership
 % saying “great deal” or “somewhat”



In your own experience, how much does each of the following prevent you from acting as an instructional leader in the district: a great deal, somewhat, not very much, or not at all. Q46. Lack of funds. Q47. Teachers’ concerns about lost creativity in the classroom. Q48. Principals’ concerns about lost school-site autonomy. Q49. Lack of the kind of staff in the district office that can implement district-wide direction on instruction. Q50. Union contracts. Q51. Lack of research-proven instructional strategies to use. Q52. Other issues are higher priority at the district-level.

There are few differences by enrollment size when looking at the barriers to providing instructional leadership. Some of these differences include:

- Superintendents in smaller districts are more likely than those in larger districts to report a number of factors stand in their way, especially the lack of staff that can implement district-wide instruction on curriculum and research-proven strategies.
- Superintendents in large districts are more likely than others to say union contracts prevent them from providing instructional leadership.

Barriers to Providing Instructional Leadership

In your own experience, how much does each of the following prevent you from acting as an instructional leader in the district: a great deal, somewhat, not very much, or not at all. Q46. Lack of funds. Q47. Teachers' concerns about lost creativity in the classroom. Q48. Principals' concerns about lost school-site autonomy. Q49. Lack of the kind of staff in the district office that can implement district-wide direction on instruction. Q50. Union contracts. Q51. Lack of research-proven instructional strategies to use. Q52. Other issues are higher priority at the district-level.

% saying "great deal" and "somewhat"	Lack of funds	Other issues	Lack of staff	Teacher concerns	Lack of research	Union Contracts	Principal concerns
Total	89%	69%	61%	55%	53%	45%	44%
District Enrollment							
Small (<2,000)	88%	71%	65%	57%	57%	43%	46%
Medium (2K-10K)	87%	66%	53%	50%	46%	48%	39%
Large (10K+)	89%	68%	58%	57%	40%	53%	41%

Appendix A: Detailed Methodology

A. Project Design

The Education Week Research Center commissioned Belden Russonello & Stewart to conduct a research project among superintendents across the country. The research is designed to explore superintendents' attitudes regarding instructional leadership at the district level and to examine the practices now in place in districts across the country.

The research project had two phases. The first phase of the research consisted of qualitative, in-depth phone interviews with 13 superintendents. These interviews provided insight into the views of these leaders on instructional leadership in their districts and were used to inform the development of a questionnaire for the second phase of the research – a quantitative national survey of 813 superintendents of public school districts.

B. Survey Methods

The survey of 813 superintendents was conducted June 10 through June 24, 2005 by telephone. BRS designed the questionnaire used in this study in collaboration with *Education Week*.

The survey questionnaire was subjected to a pretest conducted in house at BRS, resulting in modifications to the questionnaire both in terms of question wording and length.

The fieldwork for the project was conducted by telephone using a computer-assisted telephone interviewing (CATI) system. Before calls were made, a letter informing superintendents that *Education Week* was conducting a survey and asking for their cooperation was faxed to superintendents. The superintendents were then contacted by telephone and asked to participate in the survey. A message was left for the superintendent with a 1-800 number the superintendent could call back.

The interviewing was conducted by a team of professional, fully-trained and supervised telephone interviewers, briefed on the specific sample specifications and the instrument for this study. The interviews averaged 14 minutes in length.

BRS monitored the interviewing and data collection at all stages to ensure quality.

The sample for this survey was randomly selected from a list of over 12,800 Superintendents compiled by Market Data Retrieval.

In order to conduct more in depth analysis based on district size, superintendents were grouped into three categories based on enrollment in their district and at least 200 interviews were conducted in each category.

- Large districts, those with enrollments of 10,000 and more (N=214);
- Mid-sized districts, those with enrollments of 2,000 to 9,999 (N=270); and
- Small districts, those with enrollments below 2,000 (N=329).

To insure that the desired numbers of leaders from large districts were interviewed, 21 interviews were conducted among district leaders who were not head superintendents, but were Assistant Superintendents or Instruction Directors in the large districts.

The data were weighted in order to bring the survey results in line with NCES data and allow projections to all superintendents across the country. The data were weighted by enrollment and region to match the NCES data from the 2002-2003 year. The following provides details on these variables.

	Unweighted N	Unweighted %	Weighted %
Enrollment:			
<1,000	247	30%	44%
1,000-2,000	82	10	20
2,000-10,000	270	33	30
10,000-25,000	145	18	4
25,000+	69	9	2
Region:			
Northeast	99	12%	21%
Midwest	329	40	37
South	241	30	24
West	144	18	18

All sample surveys are subject to possible sampling error; that is, the results may differ from those which would be obtained if the entire population under study were interviewed. The margin of sampling error for the entire survey of superintendents (N=813) is plus or minus 3.3 percentage points at the 95% level of confidence. This means that in 95 out of 100 samples of this size the results obtained in the sample would fall in a range of plus or minus 3.3 percentage points of what would have been obtained if every superintendent in the U.S. had been interviewed.

The sampling error is larger for smaller groups in the survey. For example, the margin of sampling error for districts with enrollment below 2,000 (N=329) is plus or minus 5.3 percentage points, plus or minus 5.8 percentage points for districts with enrollment between 2,000 and 10,000 (N=270), and plus or minus 5.8 percentage points for districts with enrollment of 10,000 and above (N=214).

Other non-sampling error may also contribute to total survey error.

C. To Help You Read This Report

The survey questionnaire and response total is attached as an appendix. Tables included in the text of this report highlight selected relevant survey findings discussed and are expressed in percentages. The base for each table is all respondents (N = 813) unless otherwise noted. In reading these data, when the percent sign (%) appears at the top of a column, the numbers add vertically; when % appears at the left of a row, the numbers add horizontally. An asterisk (*) indicates less than 1% and a double hyphen (--) indicates zero.

Percentages may add to more than or less than 100% due to weighting, rounding, omission of "don't know," "refused," and other responses, or, in the case of multiple response questions.

Appendix B: Questionnaire With Response Totals

ED Week National Survey of Superintendents

Interviewing conducted June 10 to June 24, 2005.

N = 813 superintendents

Margin of sampling error is ± 3.3 percentage points, for district enrollment of <2,000 (N=329) margin of sampling error is ± 5.3 , for district enrollment of 2,000-10,000 (N=270) margin of sampling error is ± 5.8 , for district enrollment of 10,000+ (N=214) margin of sampling error is ± 5.8 .

The data have been weighted by district enrollment and region.

Percents may add to 99% or 101% due to rounding.

* indicates less than 1% , -- indicates zero.

Hello, my name is _____ and I am an interviewer with Princeton Data Source. We are a research firm and have been asked by *Education Week* to talk with superintendents. This interview is an important piece of research, as your views will provide insights into the issues that districts are facing and will face in the future. The results of the survey will be published in articles in *Education Week*. Your interview will be included with those of other leaders and individual interviews will not be published. Let me start with a general question or two.

Q1. How many years have you been the superintendent in the district you are in now?

	Total	District Enrollment		
		< 2000	2,000-10,000	10,000 +
ONE YEAR OR LESS	14%	12%	18%	10%
TWO TO FOUR YEARS	37	39	33	37
FIVE TO NINE YEARS	33	32	35	36
TEN OR MORE YEARS	16	17	15	17
REFUSE	-	-	-	-

Q2. Were you the superintendent in another district before this?

	Total	District Enrollment		
		< 2000	2,000-10,000	10,000 +
YES	36%	32%	44%	44%
NO	64	68	56	56
REFUSE	-	-	-	-

Q3. [IF YES IN Q2; N=323] How many years total have you been a superintendent?

	Total	District Enrollment		
		< 2000	2,000-10,000	10,000 +
LESS THAN FIVE YEARS	6%	8%	4%	9%
FIVE TO NINE YEARS	30	32	26	28
10 OR MORE YEARS	64	60	69	63
REFUSE	-	-	-	-

Q1 & Q3 Combined: Years Superintendent

	Total	District Enrollment		
		< 2000	2,000-10,000	10,000 +
LESS THAN FIVE YEARS	36%	38%	32%	31%
FIVE TO NINE YEARS	30	31	28	31
10 OR MORE YEARS	34	31	40	38
REFUSE	-	-	-	-

Q4. In your own opinion, how much of a role should the superintendent and district staff have in providing direction on curriculum and instruction for the schools in the district - a large role, some, a small role or no role at all?

	Total	District Enrollment		
		< 2000	2,000-10,000	10,000 +
LARGE ROLE	90%	89%	91%	95%
SOME	10	11	9	4
A SMALL ROLE	*	*	*	*
NO ROLE AT ALL	-	-	-	-
DK/REFUSE	*	-	-	1

Q5. Given all the issues and priorities facing the district, would you say that you and your district staff currently provide a great deal, some, little or no direction on curriculum and instruction for the schools in the district?

	Total	District Enrollment		
		< 2000	2,000-10,000	10,000 +
A GREAT DEAL	85%	82%	89%	94%
SOME	14	17	9	6
LITTLE	1	1	2	-
NO	-	-	-	-
DK/REFUSE	*	*	-	-

Now I want to ask you about specific policies and programs that your district may be doing. Please tell me if your district is currently doing the following or not:

Q6. Has your district established common curriculum in schools across the district? (IF YES: ASK) How long has the district had this in place: less than three years or three years or more? (IF NO: ASK) Are you planning on moving in this direction in the next year, or are you not planning on moving in this direction?

	Total	District Enrollment		
		< 2000	2,000-10,000	10,000 +
YES (NET)	92%	90%	95%	97%
LESS THAN THREE YEARS	18	18	19	15
THREE YEARS OR MORE	74	72	76	82
NO (NET)	4	5	4	2
PLANNING TO IN THE NEXT YEAR	3	4	2	2
NOT PLANNING	1	1	2	*
(VOL.) DID IN PAST, BUT STOPPED	-	-	-	-
(VOL.) ONLY ONE SCHOOL	2	4	1	-
DK/REFUSE	1	1	1	*

Q7. [IF YES IN Q6; N=762] Is the common curriculum aligned with state standards?

	Total	District Enrollment		
		< 2000	2,000-10,000	10,000 +
YES	98%	97%	99%	99%
NO	2	2	1	1
(VOL.) FOR SOME GRADES	1	1	-	-
DK/REFUSE	*	-	*	-

Q8. [IF YES IN Q6; N=762] In what grades do you have common curriculum: [MULTIPLE RESPONSE]

	Total	District Enrollment		
		< 2000	2,000-10,000	10,000 +
ALL GRADES (NET)	73%	73%	73%	81%
Elementary school	96%	96%	96%	97%
Middle school	88%	87%	89%	90%
High school	77%	77%	76%	85%
DK/REFUSE	-%	-%	-%	-%

Q9. [IF YES IN Q6; N=762] In what subjects: [MULTIPLE RESPONSE]

	Total	District Enrollment		
		< 2000	2,000-10,000	10,000 +
Reading or language arts	91%	89%	95%	93%
Math	87%	84%	93%	89%
Other subjects	81%	78%	88%	87%
DK/REFUSE	-	-	-	-

Q10. Does your district have district-wide pacing guides that show teachers what content to cover and where they should be each week? (IF YES: ASK) How long has the district had this in place: less than three years or three years or more? (IF NO: ASK) Are you planning on moving in this direction in the next year, or are you not planning on moving in this direction?

	Total	District Enrollment		
		< 2000	2,000-10,000	10,000 +
YES (NET)	40%	35%	45%	65%
LESS THAN THREE YEARS	18	16	21	21
THREE YEARS OR MORE	22	19	24	44
NO (NET)	58	64	53	34
PLANNING TO IN NEXT YEAR	15	16	16	12
NOT PLANNING	43	48	37	22
(VOL.) DID IN PAST, BUT STOPPED	-	-	-	-
DK/REFUSE	1	1	1	1

Q11. Does your district require elementary schools across the district to use the same reading textbooks? (IF YES: ASK) How long has the district had this in place: less than three years or three years or more? (IF NO: ASK) Are you planning on moving in this direction in the next year, or are you not planning on moving in this direction?

	Total	District Enrollment		
		< 2000	2,000-10,000	10,000 +
YES (NET)	79%	78%	77%	79%
LESS THAN THREE YEARS	14	14	12	12
THREE YEARS OR MORE	65	64	65	67
NO (NET)	15	15	16	17
PLANNING TO IN NEXT YEAR	2	2	2	5
NOT PLANNING	13	13	14	12
(VOL.) DID IN PAST, BUT STOPPED	-	-	-	-
(VOL.) ONLY ONE SCHOOL	4	5	1	1
DK/REFUSE	2	1	5	4

Q12. Does your district require elementary schools across the district to use the same mathematics textbooks? (IF YES: ASK) How long has the district had this in place: less than three years or three years or more? (IF NO: ASK) Are you planning on moving in this direction in the next year, or are you not planning on moving in this direction?

	Total	District Enrollment		
		< 2000	2,000-10,000	10,000 +
YES (NET)	80%	79%	79%	85%
LESS THAN THREE YEARS	11	11	10	11
THREE YEARS OR MORE	69	68	69	74
NO (NET)	14	14	15	11
PLANNING TO IN NEXT YEAR	4	4	4	3
NOT PLANNING	10	10	11	8
(VOL.) DID IN PAST, BUT STOPPED	-	-	-	-
(VOL.) ONLY ONE SCHOOL	4	5	2	1
DK/REFUSE	2	2	3	3

Q13. Does your district require schools across the district to use the same reading programs? (IF YES: ASK) How long has the district had this in place: less than three years or three years or more? (IF NO: ASK) Are you planning on moving in this direction in the next year, or are you not planning on moving in this direction?

	Total	District Enrollment		
		< 2000	2,000-10,000	10,000 +
YES (NET)	79%	79%	79%	76%
LESS THAN THREE YEARS	14	15	12	9
THREE YEARS OR MORE	65	64	67	67
NO (NET)	17	15	18	23
PLANNING TO IN NEXT YEAR	3	3	2	3
NOT PLANNING	14	12	16	20
(VOL.) DID IN PAST, BUT STOPPED	-	-	-	-
(VOL.) ONLY ONE SCHOOL	3	4	-	*
DK/REFUSE	2	1	3	1

Q14. Does your district require schools across the district to use the same math programs? (IF YES: ASK) How long has the district had this in place: less than three years or three years or more? (IF NO: ASK) Are you planning on moving in this direction in the next year, or are you not planning on moving in this direction?

	Total	District Enrollment		
		< 2000	2,000-10,000	10,000 +
YES (NET)	80%	79%	79%	82%
LESS THAN THREE YEARS	14	14	14	9
THREE YEARS OR MORE	66	65	65	73
NO (NET)	18	18	19	15
PLANNING TO IN NEXT YEAR	6	7	4	3
NOT PLANNING	12	11	15	12
(VOL.) DID IN PAST, BUT STOPPED	-	-	-	-
DK/REFUSE	2	2	2	2

Q15. Not including observations for teacher evaluations or job ratings, does your district use instructional walkthroughs in which teachers are observed in the classroom, for purposes of improving student instruction? (IF YES: ASK) How long has the district had this in place: less than three years or three years or more? (IF NO: ASK) Are you planning on moving in this direction in the next year, or are you not planning on moving in this direction?

	Total	District Enrollment		
		< 2000	2,000-10,000	10,000 +
YES (NET)	90%	90%	89%	96%
LESS THAN THREE YEARS	27	27	26	30
THREE YEARS OR MORE	63	63	63	66
NO (NET)	10	10	10	3
PLANNING TO IN NEXT YEAR	4	3	6	*
NOT PLANNING	6	7	4	3
(VOL.) DID IN PAST, BUT STOPPED	-	-	-	-
DK/REFUSE	1	1	1	*

Q16. [IF YES IN Q15; N=740 Which of these do the walkthroughs: [MULTIPLE RESPONSE]

	Total	District Enrollment		
		< 2000	2,000-10,000	10,000 +
Principals	96%	97%	95%	97%
Central office staff	46%	39%	59%	62%
Other teachers	20%	15%	28%	35%
Others	12%	8%	16%	36%
DK/REFUSE	-	-	-	-

Q17. Not including standardized state tests or end-of-unit tests from textbook publishers, does your district administer its own district-wide assessments, sometimes called benchmark assessments, periodically throughout the school year? (IF YES: ASK) How long has the district had this in place: less than three years or three years or more? (IF NO: ASK) Are you planning on moving in this direction in the next year, or are you not planning on moving in this direction?

	Total	District Enrollment		
		< 2000	2,000-10,000	10,000 +
YES (NET)	68%	64%	72%	84%
LESS THAN THREE YEARS	27	27	27	27
THREE YEARS OR MORE	41	37	45	57
NO (NET)	31	35	28	15
PLANNING TO IN NEXT YEAR	10	10	10	9
NOT PLANNING	21	25	17	6
(VOL.) DID IN PAST, BUT STOPPED	*	*	1	-
DK/REFUSE	*	-	-	*

Q18. [IF YES IN Q17; N=586] Are the district-wide assessments linked to the state standards?

	Total	District Enrollment		
		< 2000	2,000-10,000	10,000 +
YES	95%	93%	97%	99%
NO	5	7	2	*
DK/REFUSE	*	-	*	1

Q19. [IF YES IN Q17; N=586] At what grade levels are the district-wide assessment administered: [MULTIPLE RESPONSES]

	Total	District Enrollment		
		< 2000	2,000-10,000	10,000 +
ALL GRADES (NET)	55%	56%	52%	58%
Elementary school	95%	96%	92%	92%
Middle school	78%	78%	78%	79%
High school	60%	59%	60%	65%
DK/REFUSE	*%	-	1%	1%

Q20. [IF YES IN Q17; N=586] What subjects are covered by the district-wide assessments [MULTIPLE RESPONSES]

	Total	District Enrollment		
		< 2000	2,000-10,000	10,000 +
Reading or language arts	95%	95%	95%	94%
Math	87%	87%	87%	88%
Other subjects	49%	49%	51%	43%
DK/REFUSE	*%	*%	-	-

Q21. [IF "ELEMENTARY SCHOOL" IN Q19; N=553] At the elementary school level, how often are these assessments given: (READ CODES)

	Total	District Enrollment		
		< 2000	2,000-10,000	10,000 +
About monthly	12%	12%	13%	11%
About every six to nine weeks	47	45	48	62
Less often	37	39	35	23
(VOL.) SOMETHING ELSE	2	3	1	1
DK/REFUSE	2	1	3	3

Q22. Does your district: Require that principals and teachers adjust instruction based on the results of district-wide benchmark assessments? (IF YES: ASK) How long has the district had this in place: less than three years or three years or more? (IF NO: ASK) Are you planning on moving in this direction in the next year, or are you not planning on moving in this direction?

	Total	District Enrollment		
		< 2000	2,000-10,000	10,000 +
YES (NET)	60%	57%	66%	74%
LESS THAN THREE YEARS	30	30	31	29
THREE YEARS OR MORE	30	27	35	45
NO (NET)	39	43	33	25
PLANNING TO IN NEXT YEAR	3	4	2	4
NOT PLANNING	4	4	3	6
(VOL.) DID IN PAST, BUT STOPPED	-	-	-	-
NO, DO NOT HAVE DISTRICT WIDE ASSESSMENTS (Q17)	32	35	28	15
DK/REFUSE	2	3	1	1

Q23. (Does your district:) Provide formal training for teachers and principals on how to analyze and use student performance data? (IF YES: ASK) How long has the district had this in place: less than three years or three years or more? (IF NO: ASK) Are you planning on moving in this direction in the next year, or are you not planning on moving in this direction?

	Total	District Enrollment		
		< 2000	2,000-10,000	10,000 +
YES (NET)	93%	91%	95%	99%
LESS THAN THREE YEARS	40	43	36	33
THREE YEARS OR MORE	53	48	59	66
NO (NET)	7	9	4	1
PLANNING TO IN NEXT YEAR	5	6	3	1
NOT PLANNING	2	3	1	*
(VOL.) DID IN PAST, BUT STOPPED	-	-	-	-
DK/REFUSE	*	-	-	*

Q24. (Does your district:) Provide a data-management system or program such as EDUSOFT that allows teachers and principals to analyze student performance data online, down to the level of the individual student and classroom? (IF YES: ASK) How long has the district had this in place: less than three years or three years or more? (IF NO: ASK) Are you planning on moving in this direction in the next year, or are you not planning on moving in this direction?

	Total	District Enrollment		
		< 2000	2,000-10,000	10,000 +
YES (NET)	56%	49%	67%	77%
LESS THAN THREE YEARS	33	32	36	38
THREE YEARS OR MORE	23	17	31	39
NO (NET)	41	48	32	22
PLANNING TO IN NEXT YEAR	20	21	19	16
NOT PLANNING	21	27	12	6
(VOL.) DID IN PAST, BUT STOPPED	*	-	1	-
DK/REFUSE	3	4	2	1

Q25. (Does your district:) Have a formal district-wide training program, often called an induction program, for all new teachers? (IF YES: ASK) How long has the district had this in place: less than three years or three years or more? (IF NO: ASK) Are you planning on moving in this direction in the next year, or are you not planning on moving in this direction?

	Total	District Enrollment		
		< 2000	2,000-10,000	10,000 +
YES (NET)	81%	74%	92%	96%
LESS THAN THREE YEARS	14	17	10	9
THREE YEARS OR MORE	67	57	82	87
NO (NET)	19	25	8	3
PLANNING TO IN NEXT YEAR	7	8	6	1
NOT PLANNING	12	17	2	2
(VOL.) DID IN PAST, BUT STOPPED	-	-	-	-
DK/REFUSE	1	1	*	*

Q26. [IF YES IN Q25; N=692] How long does it last – less than a year, a year, or longer than a year?

	Total	District Enrollment		
		< 2000	2,000-10,000	10,000 +
LESS THAN A YEAR	12%	11%	13%	10%
A YEAR	49	54	43	43
LONGER THAN A YEAR	38	34	43	46
DK/REFUSE	1	1	1	1

Q27. (Does your district:) Have a teacher-leader position in each school through which a teacher is freed from classroom duties to coach other teachers in the school on their instruction? (IF YES: ASK) How long has the district had this in place: less than three years or three years or more? (IF NO: ASK) Are you planning on moving in this direction in the next year, or are you not planning on moving in this direction?

	Total	District Enrollment		
		< 2000	2,000-10,000	10,000 +
YES (NET)	31%	27%	34%	54%
LESS THAN THREE YEARS	13	13	11	17
THREE YEARS OR MORE	18	14	23	37
NO (NET)	68	72	66	45
PLANNING TO IN NEXT YEAR	10	10	9	8
NOT PLANNING	58	62	56	37
(VOL.) DID IN PAST, BUT STOPPED	*	-	1	-
DK/REFUSE	1	1	*	1

Q28. (Does your district:) Have common planning time so that teachers at each grade level, or in the same subject, within a school can meet to talk about instruction during the workday? (IF YES: ASK) How long has the district had this in place: less than three years or three years or more? (IF NO: ASK) Are you planning on moving in this direction in the next year, or are you not planning on moving in this direction?

	Total	District Enrollment		
		< 2000	2,000-10,000	10,000 +
YES (NET)	71%	67%	78%	80%
LESS THAN THREE YEARS	22	21	24	19
YES, THREE YEARS OR MORE	49	46	54	61
NO (NET)	27	32	21	20
PLANNING TO IN NEXT YEAR	6	5	8	9
NOT PLANNING	21	26	13	11
(VOL.) DID IN PAST, BUT STOPPED	*	1	-	-
DK/REFUSE	1	1	1	*

Q29. (Does your district:) Have a district-wide standard process for drafting school improvement plans in which individual schools must assess their performance data and explain how they will meet improvement targets? (IF YES: ASK) How long has the district had this in place: less than three years or three years or more? (IF NO: ASK) Are you planning on moving in this direction in the next year, or are you not planning on moving in this direction?

	Total	District Enrollment		
		< 2000	2,000-10,000	10,000 +
YES (NET)	81%	77%	86%	98%
LESS THAN THREE YEARS	19	18	21	17
THREE YEARS OR MORE	62	59	65	81
NO (NET)	18	22	13	2
PLANNING TO IN NEXT YEAR	6	7	5	1
NOT PLANNING	12	15	8	1
(VOL.) DID IN PAST, BUT STOPPED	*	*	-	-
DK/REFUSE	*	*	1	-

Q30. (Does your district:) Limit professional development for teachers to that focused on the district's or school's student improvement goals. (IF YES: ASK) How long has the district had this in place: less than three years or three years or more? (IF NO: ASK) Are you planning on moving in this direction in the next year, or are you not planning on moving in this direction?

	Total	District Enrollment		
		< 2000	2,000-10,000	10,000 +
YES (NET)	55%	55%	53%	57%
LESS THAN THREE YEARS	17	17	17	17
THREE YEARS OR MORE	38	38	36	40
NO (NET)	43	42	44	40
PLANNING TO IN NEXT YEAR	6	6	4	11
NOT PLANNING	37	36	40	29
(VOL.) DID IN PAST, BUT STOPPED	*	-	*	-
DK/REFUSE	3	3	2	3

Now I am going to read you a list of practices. Even if you are not currently doing the following practice, please tell me in your opinion, how much of an impact you think it would have on improving student achievement. Would it improve student achievement a great deal, some, not much or not at all?
[RANDOMIZE Q31-Q37; RANDOMIZE Q38-45]

	Total	District Enrollment		
		< 2000	2,000-10,000	10,000 +
Q31. Using a common curriculum in schools across the district.				
GREAT DEAL	75%	72%	78%	88%
SOME	23	26	18	12
NOT MUCH	1	1	1	-
NOT AT ALL	1	*	1	-
DK/REFUSE	1	1	1	-
Q32. Using district-wide pacing guides that show teachers what content to cover and where they should be each week.				
GREAT DEAL	41%	35%	48%	64%
SOME	43	49	34	29
NOT MUCH	10	11	8	6
NOT AT ALL	5	4	8	1
DK/REFUSE	1	1	2	*
Q33. Using the same textbooks in elementary schools district-wide.				
GREAT DEAL	52%	50%	54%	60%
SOME	39	42	34	32
NOT MUCH	6	7	5	5
NOT AT ALL	2	*	4	2
DK/REFUSE	2	1	2	1

		Total	District Enrollment		
			< 2000	2,000-10,000	10,000 +
Q34. Using the same reading programs district-wide.					
	GREAT DEAL	61%	59%	63%	67%
	SOME	33	37	28	24
	NOT MUCH	4	3	5	8
	NOT AT ALL	1	1	1	1
	DK/REFUSE	1	*	2	*
Q35. Using the same math programs district-wide.					
	GREAT DEAL	62%	61%	63%	72%
	SOME	32	35	29	23
	NOT MUCH	4	3	6	5
	NOT AT ALL	1	1	1	*
	DK/REFUSE	1	*	1	-
Q36. Not including observations for teacher evaluations or job ratings, how much do you think instructional walkthroughs in which teachers are observed in the classroom would improve student achievement – a great deal, some, not much or not at all?					
	GREAT DEAL	51%	49%	52%	68%
	SOME	39	39	41	27
	NOT MUCH	4	4	3	3
	NOT AT ALL	6	7	4	1
	DK/REFUSE	1	1	1	*
Q37. Not including standardized state tests or end-of-unit tests from textbook publishers, how much do you think your district administering its own district-wide student assessments, sometimes called benchmark assessments, <u>periodically</u> throughout the school year would improve student achievement – a great deal, some, not much or not at all?					
	GREAT DEAL	51%	43%	62%	75%
	SOME	37	43	29	19
	NOT MUCH	7	9	5	4
	NOT AT ALL	4	5	3	2
	DK/REFUSE	1	1	1	1
Q38. Requiring principals and teachers to adjust instruction based on the results of district-wide benchmark assessments.					
	GREAT DEAL	74%	68%	83%	87%
	SOME	25	30	15	11
	NOT MUCH	1	1	1	2
	NOT AT ALL	*	*	*	-
	DK/REFUSE	*	*	1	-

	Total	District Enrollment		
		< 2000	2,000-10,000	10,000 +
Q39. Providing formal training for teachers and principals on how to analyze and use student performance data.				
GREAT DEAL	71%	65%	80%	91%
SOME	27	33	19	9
NOT MUCH	1	2	1	-
NOT AT ALL	*	-	*	-
DK/REFUSE	-	-	-	-
Q40. Providing a data-management system or program such as EDUSOFT that allows teachers and principals to analyze student performance data online, down to the level of the individual student and classroom.				
GREAT DEAL	57%	50%	66%	78%
SOME	38	42	31	21
NOT MUCH	3	4	1	-
NOT AT ALL	1	1	1	-
DK/REFUSE	2	3	1	*
Q41. Having a formal district-wide training program, often called an induction program, for all new teachers.				
GREAT DEAL	62%	58%	68%	75%
SOME	33	35	31	25
NOT MUCH	4	6	1	-
NOT AT ALL	1	1	-	-
DK/REFUSE	*	-	-	*
Q42. Having a teacher-leader position in each school through which a teacher is freed from classroom duties to coach other teachers in the school on their instruction.				
GREAT DEAL	39%	32	50	63
SOME	48	52	41	33
NOT MUCH	10	12	5	3
NOT AT ALL	2	3	3	1
DK/REFUSE	1	1	1	*
Q43. Having common planning time so that teachers at each grade level, or in the same subject, within a school can meet to talk about instruction during the workday.				
GREAT DEAL	58%	53%	65%	71%
SOME	37	41	31	29
NOT MUCH	3	4	2	-
NOT AT ALL	1	1	1	-
DK/REFUSE	1	1	1	*

	Total	District Enrollment		
		< 2000	2,000-10,000	10,000 +
Q44. Having a district-wide standard process for drafting school improvement plans in which individual schools must assess their performance data and explain how they will meet improvement targets.				
GREAT DEAL	62%	57%	67%	81%
SOME	35	39	30	18
NOT MUCH	3	3	2	*
NOT AT ALL	*	*	1	-
DK/REFUSE	*	-	*	-
Q45. Limiting professional development for teachers to that focused on the district's or school's improvement goals.				
GREAT DEAL	38%	35%	43%	52%
SOME	41	44	37	36
NOT MUCH	11	13	9	7
NOT AT ALL	8	8	8	4
DK/REFUSE	1	*	3	*

In your own experience, how much does each of the following prevent you from acting as an instructional leader in the district: a great deal, somewhat, not very much, or not at all. [RANDOMIZE Q46-Q52]

	Total	District Enrollment		
		< 2000	2,000-10,000	10,000 +
Q46. Lack of funds.				
GREAT DEAL	56%	57%	53%	54%
SOMEWHAT	33	31	34	35
NOT VERY MUCH	6	6	6	5
NOT AT ALL	6	6	7	7
DK/REFUSE	-	-	-	-
Q47. Teachers' concerns about lost creativity in the classroom.				
GREAT DEAL	8%	10%	4%	4%
SOMEWHAT	47	47	46	53
NOT VERY MUCH	26	25	27	25
NOT AT ALL	19	18	22	17
DK/REFUSE	*	-	1	1
Q48. Principals' concerns about lost school-site autonomy.				
GREAT DEAL	5%	5%	5%	2%
SOMEWHAT	39	41	34	38
NOT VERY MUCH	27	25	28	35
NOT AT ALL	28	27	31	26
DK/REFUSE	1	1	1	-

		Total	District Enrollment		
			< 2000	2,000-10,000	10,000 +
Q49. Lack of the kind of staff in the district office that can implement district-wide direction on instruction.					
	GREAT DEAL	22%	22%	24%	20%
	SOMEWHAT	39	43	29	38
	NOT VERY MUCH	16	16	16	16
	NOT AT ALL	22	18	30	26
	DK/REFUSE	1	1	*	-
Q50. Union contracts.					
	GREAT DEAL	16%	15%	20%	14%
	SOMEWHAT	29	28	28	39
	NOT VERY MUCH	16	17	15	11
	NOT AT ALL	37	38	36	35
	DK/REFUSE	2	2	1	1
Q51. Lack of research-proven instructional strategies to use.					
	GREAT DEAL	14%	15%	13%	12%
	SOMEWHAT	39	42	33	28
	NOT VERY MUCH	21	20	23	23
	NOT AT ALL	25	23	29	36
	DK/REFUSE	1	*	1	1
Q52. Other issues are higher priority at the district level.					
	GREAT DEAL	24%	26%	23%	15%
	SOMEWHAT	45	45	43	53
	NOT VERY MUCH	14	14	15	13
	NOT AT ALL	16	15	18	18
	DK/REFUSE	*	-	1	1

Do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with the following statements: [RANDOMIZE - KEEP Q53 AND Q54 TOGETHER]

		Total	District Enrollment		
			< 2000	2,000-10,000	10,000 +
Q53. No Child Left Behind has forced district leaders to play a larger role in guiding the kind of instruction that happens in the classroom.					
	STRONGLY AGREE	33%	32%	32%	42%
	SOMEWHAT AGREE	42	43	39	41
	SOMEWHAT DISAGREE	13	14	13	8
	STRONGLY DISAGREE	12	11	14	8
	DK/REFUSE	*	-	1	1

	Total	< 2000	District Enrollment	
			2,000-10,000	10,000 +
Q54. Regardless of No Child Left Behind, district leaders need to play a more active role than in the past in guiding the kind of instruction that occurs in the classroom.				
STRONGLY AGREE	61%	56%	68%	78%
SOMEWHAT AGREE	32	37	24	20
SOMEWHAT DISAGREE	4	3	4	1
STRONGLY DISAGREE	2	2	1	*
DK/REFUSE	2	1	3	1
Q55. Over the last three to five years, more instructional decisions in our district are being made at the district level, as opposed to at the school sites.				
STRONGLY AGREE	23%	20%	25%	38%
SOMEWHAT AGREE	33	32	33	37
SOMEWHAT DISAGREE	26	29	24	18
STRONGLY DISAGREE	14	14	16	5
DK/REFUSE	4	5	3	2
Q56. Teachers in my district make good use of student performance data to decide how to adjust their instruction.				
STRONGLY AGREE	29%	28%	29%	34%
SOMEWHAT AGREE	59	59	60	61
SOMEWHAT DISAGREE	9	9	9	5
STRONGLY DISAGREE	2	3	2	-
DK/REFUSE	1	1	1	*
Q57. Please tell me the overall enrollment of your school district. Your best estimate is fine.				
	Total	< 2000	District Enrollment	
			2,000-10,000	10,000 +
<1,000	44%	69%	-	-
1,000-2,000	20	31		
2,000-10,000	30		100%	
10,000-25,000	4	-	-	67%
25,000+	2	-	-	33

REGION	District Enrollment			
	Total	< 2000	2,000-10,000	10,000 +
Northeast	21%	20%	26%	10%
Midwest	37	42	30	17
South	24	21	28	40
West	18	17	16	33
