Study of District Implementation of the
No Child Left Behind Act

Part 2, District Survey (Fall 2004)

This survey is being conducted on behalf of the Center on Education Policy (CEP), an independent non-profit organization that advocates for public education and improved public schools. CEP is conducting a survey of 416 randomly selected school districts that will enable it to draw some conclusions about how the implementation of NCLB is proceeding at the local level. Specifically, CEP hopes to be able to answer questions about districts' Title I accountability, public school choice, supplemental educational services, and teacher and paraprofessional quality. In addition, CEP hopes to determine which provisions of NCLB have had a positive effect and which have proved to be more challenging.

This is the third year that CEP has reviewed the effects of the No Child Left Behind Act. The first two CEP reports have been cited in the Congress and in newspapers around the nation, and so are affecting how people view the effects of NCLB. CEP’s web site had over 850,000 hits last year, so you can be sure that the information you provide on the survey will have an impact.

This is the second and final part of the two-part survey. The questions in this part focus primarily on NCLB implementation in the 2004-05 school year.

Please be assured that your survey responses will remain strictly confidential; no one other than the study team will have access to completed surveys. In addition, survey data will be reported in the aggregate; study reports and other products will not identify any district or individual by name. CEP intends to release its study findings in a report it will issue in March 2005.

Once you have completed this second and final part of the survey, we will mail you a $50 gift card to Barnes & Noble as a gesture of thanks.

If you have any questions about the survey, contact Kelley Pasatta, toll free at 1-866-882-2413 or at kpasatta@policystudies.com
Schools in Need of Improvement 2004-05

1. **This school year (2004-05),** does the district have any schools that did not make **adequate yearly progress** (AYP) under Title I for the first time?
   
   Yes............................................................................................................................ 1
   No ........................................................................................................................................... 2 (Go to Question 3)

2. **This school year (2004-05),** how many elementary, middle/junior high, or high schools did not make adequate yearly progress (AYP) for the first time? (If the district has none of a type of school, write “0” on the line. Write “DK” if you don't know or “NA” if the data are not available.)

<table>
<thead>
<tr>
<th>Element Schools</th>
<th>Middle/Junior High Schools</th>
<th>High Schools</th>
<th>Other grade combinations (e.g., K-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL number of schools that did not make <strong>AYP for the first time</strong> in 2004-05</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **This school year (2004-05),** does the district have any schools that have been **identified for improvement** under Title I (i.e., they did not make AYP for 2 consecutive years or more)?

   Yes............................................................................................................................ 1
   No ........................................................................................................................................... 2 (Go to Question 10)

4. **This school year (2004-05),** how many elementary, middle/junior high, or high schools have been identified for improvement under Title I? (If the district has none of a type of school, write “0” on the line. Write “DK” if you don't know or “NA” if the data are not available.)

<table>
<thead>
<tr>
<th>Elementary Schools</th>
<th>Middle/Junior High Schools</th>
<th>High Schools</th>
<th>Other grade combinations (e.g., K-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL number of schools <strong>identified for improvement</strong> under Title I</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. **How many non-Title I schools** have been identified for improvement under the No Child Left Behind Act in 2004-05? How many non-Title I schools did not make adequate yearly progress (AYP)? (If the district has no non-Title I schools identified for improvement, write “0” on the line. Write “DK” if you don't know or “NA” if the data are not available.)

   Number of non-Title I schools identified for improvement ____________
   Number of non-Title I schools that did not make AYP ______________

6. **This year (2004-05),** how many **Title I schools** did not make AYP this year (2004-05) because **only one subgroup** did not make AYP? (If the answer is “0”, write it on the line. Write “DK” if you don't know or “NA” if the data are not available.)

   Number of schools identified as not making AYP because only ONE subgroup did not make AYP _______Schools
   Which subgroup did not make AYP this year? _______________________________

7. This year, in 2004-05, how many schools that had been identified for improvement **EXITED THAT STATUS** because the schools made adequate yearly progress for two consecutive years? (Write “DK” if you don't know or “NA” if the data are not available.)

   Number of schools ________________________
8. This school year (2004-05), has the district made AYP under Title I?

Yes .................................................................................................................................................. 1
No .................................................................................................................................................... 2
Don’t know ....................................................................................................................................... 3

9. This school year (2004-05), has the district been identified for improvement under Title I?

Yes .................................................................................................................................................... 1
No .................................................................................................................................................... 2
Don’t know ....................................................................................................................................... 3

Implementing NCLB and Improving Student Performance

10. According to the district’s test scores on the state assessment used for NCLB, is student achievement in the district improving, declining, or staying the same? (CIRCLE ONE)

Improving ........................................................................................................................................ 1
Declining .......................................................................................................................................... 2
Staying the Same ............................................................................................................................. 3

11. Based on the state assessment used for NCLB, is the achievement gap between each of the following groups of students in your district narrowing, widening, or staying the same? (CIRCLE ONE RESPONSE FOR EACH ROW)

<table>
<thead>
<tr>
<th></th>
<th>Achievement Gap is Narrowing</th>
<th>Achievement Gap is Staying the Same</th>
<th>Achievement Gap is Widening</th>
<th>N/A: No Gap in Performance</th>
<th>N/A: Subgroup Too Small to Track</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>White students vs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>black/African</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>American students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>White students vs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>White students vs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>White students vs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native American</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>LEP students vs. non-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEP students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Students with</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>disabilities (as</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>defined under IDEA)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vs. students without</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>disabilities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Low-income students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vs. students who are</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>not low-income</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>
12. Does the district require that elementary schools devote a specified amount of time to reading/language arts and math instruction? (CIRCLE ONE RESPONSE FOR EACH ROW)

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>If Yes, How Many Minutes a Day?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. [NOTE: If NO to 12, then SKIP to Question 15] Does this represent a change from district policies before NCLB, either in terms of instituting a new requirement or increasing the amount of time elementary schools devote to these subjects? (CIRCLE ONE RESPONSE FOR EACH ROW)

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

14. To what extent, if at all, have elementary schools reduced the amount of instructional time devoted to each of the following subjects in order to make more time for reading/language arts and math? (CIRCLE ONE RESPONSE FOR EACH ROW)

<table>
<thead>
<tr>
<th></th>
<th>Not at All</th>
<th>Minimally</th>
<th>Somewhat</th>
<th>To a Great Extent</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social studies (history, geography, civics)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Art and music</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Physical education</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Other (SPECIFY)</td>
<td>____________</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
</tr>
</tbody>
</table>

School Choice and Supplemental Educational Services in 2004-05

School Choice

15. This school year, in 2004-05, does the district have any Title I schools identified for improvement and therefore required to offer public school choice as a result of NCLB?

Yes............................................................................................................................ 1
No............................................................................................................................ 2 (Go to Question 24)
Don’t Know........................................................................................................... 3 (Go to Question 24)

16. This year, in 2004-05, how many schools in the district that have been identified for improvement under Title I (i.e., they did not make AYP for 2 consecutive years or more) and therefore, are required to offer public school choice as a result of NCLB? (Write “DK” if you don’t know or “NA” if the data are not available.)

Number of schools required by NCLB to offer public school choice ______________

17. This school year, in 2004-05, are any schools that have been identified for improvement unable to offer public school choice?

Yes............................................................................................................................ 1
No............................................................................................................................ 2 (Go to Question 21)
Don’t Know........................................................................................................... 3 (Go to Question 21)
18. This school year, in 2004-05, how many identified schools are unable to offer public school choice (Write “DK” if you don’t know or “NA” if the data are not available)?

Number of schools unable to offer public school choice __________________

19. Of the identified schools that are unable to offer public school choice, how many, if any, are offering or plan to offer supplemental educational services in lieu of school choice? (Write “DK” if you don’t know or “NA” if the data are not available.)

Number of schools offering supplemental educational services in lieu of choice ______________

20. This year, in 2004-05, why are identified schools unable to offer public school choice?

_______________________________________________________________________________________
_______________________________________________________________________________________

21. This year, in 2004-05, how many students in the district are eligible to exercise their school choice option as a result of NCLB, and how many students have actually changed schools? (Write “DK” if you don’t know or “NA” if the data are not available.)

Number of students eligible to change schools in 2004-05 ______________
Number of students who actually changed schools in 2004-05 ______________

22. This year, in 2004-05 when parents consider a transfer for their children because their school has been identified for improvement under Title I, how many receiving schools, on average, do they have to choose among in the district? (Write “DK” if you don’t know or “NA” if the data are not available.)

Number of receiving schools available for children ______________

23. If you had students in your district who did not exercise their school choice option under NCLB in 2004-05, why do you think they chose not to do so?

_______________________________________________________________________________________
_______________________________________________________________________________________

24. This year, in 2004-05, does the district have any schools that have been identified for improvement under Title I for two or more years and therefore have students who are eligible to receive supplemental educational services?

Yes............................................................................................................................ 1
No............................................................................................................................ 2 (Go to Question 33)
Don’t Know ............................................................................................................. 3 (Go to Question 33)

25. This year, in 2004-05, how many schools in the district have students who are eligible to receive supplemental educational services, as required under NCLB? (Write “DK” if you don’t know or “NA” if the data are not available.)

Number of schools where students are eligible to receive supplemental educational services ______________
26. This school year, in 2004-05, approximately how many students are eligible to receive supplemental educational services, and how many are receiving, supplemental educational services, as required under NCLB? (Write “DK” if you don't know or “NA” if the data are not available.)

Number of students eligible to receive supplemental educational services ___________
Number of students receiving supplemental educational services ___________

27. Which of the following criteria are used to determine student eligibility for receiving supplemental educational services? (CIRCLE ALL THAT APPLY)

Free or reduced-price school lunch status................................................................. 1
Academic achievement............................................................................................. 1
Grade-level .............................................................................................................. 1
Other (SPECIFY) ___________________________________________________________ 1

28. How many students does the district have the funding capacity to offer supplemental educational services (i.e., based on the percent of its Title I allocation set aside for choice-related transportation and supplemental services)? (Write “DK” if you don't know or “NA” if the data are not available.)

29. Does the district expect to fill to capacity the number of student slots available for supplemental services in 2004-05? If not, why not? What percent of its Title I allocation did the district set aside for choice-related transportation and supplemental services? What did the district do with the rest of the Title I money set aside for choice-related transportation and supplemental services that was not used for these purposes?

__________________________________________________________________________

__________________________________________________________________________

30. Has the district begun providing supplemental services to students this year (2004-05) through state-approved providers under Title I?

Yes (When) _________________________________________________________________ 1 (Go to Question 32)
No .......................................................................................................................... 2

31. Why hasn't the district begun providing supplemental services through approved providers under Title I this school year, in 2004-05? (CIRCLE ALL THAT APPLY)

We have not yet received a list of approved providers from the state .................. 1
We don't yet know which schools have been identified for improvement............. 1
We are in the process of notifying parents and setting up supplemental services .... 1
No parents have signed up for services to date...................................................... 1
Other (SPECIFY) ___________________________________________________________ 1

32. This school year, in 2004-05, is the district an approved supplemental service provider?

Yes................................................................................................................................. 1
No.............................................................................................................................. 2
**Teacher Quality**

33. Does the district or state yet have in place a system to classify teachers as “highly qualified” according to the NCLB definition?

Yes............................................................................................................................ 1
No...................................................................................................................................................... 2 (Go to Question 41)
Other.......................................................................................................................... 3 (Go to Question 41)

If you selected other, please specify.

34. This school year, 2004-05, approximately what proportion of teachers in the district meet the NCLB definition of highly qualified (i.e., teachers of core academic subjects are licensed by the state, hold a bachelor’s degree, and demonstrate competence in their subject area) at each of the following school levels? (CIRCLE ONE RESPONSE FOR EACH ROW)

<table>
<thead>
<tr>
<th>School Level</th>
<th>All Teachers</th>
<th>Most Teachers</th>
<th>Some Teachers</th>
<th>A Few Teachers</th>
<th>No Teachers</th>
<th>Don't Know/Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary school teachers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Middle/junior high school teachers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>High school teachers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Teachers in other types of schools (e.g., K-8)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

35. Does this estimate reflect a change from the proportion of teachers who met the NCLB definition of highly qualified last year, in 2003-04? (CIRCLE ONE RESPONSE FOR EACH ROW)

<table>
<thead>
<tr>
<th>School Level</th>
<th>Yes, the proportion of highly qualified teachers in the district is higher this year compared to last year</th>
<th>Yes, the proportion of highly qualified teachers in the district is lower this year compared to last year</th>
<th>The proportion of highly qualified teachers in the district is about the same as it was last year</th>
<th>Don’t know if the proportion of highly qualified teachers is higher, lower, or the same as it was last year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary school teachers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Middle/junior high school teachers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>High school teachers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Teachers in other types of schools (e.g., K-8)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

36. Why did the percent of highly qualified teachers in the district increase or decrease since last year, in 2003-04? Please explain.
37. Which of the following steps is the district taking to ensure that highly qualified teachers are distributed equitably among the schools in the district as required by NCLB? (CIRCLE ALL THAT APPLY)

Offering financial incentives for highly qualified teachers to move to high need schools 1
Providing extra professional development funds to high need schools to help teachers meet the highly qualified requirements 1
Reassigning staff 2
Intensifying recruitment efforts for highly qualified teachers to serve in high need schools 1
Other (SPECIFY) 1

Don’t know 1

38. Has the district had any difficulty finding highly qualified Title I teachers as "new hires" for this school year, 2004-05?

Yes 1
No 2
Don’t Know 3

39. Have any Title I schools this year (in 2004-05) notified parents when students have been assigned to or taught by a teacher who is not “highly qualified”?

Yes 1
No 2
Don’t Know 3

40. To what extent is the district providing the following types of training or funding to teachers to assist them in meeting the “highly qualified” requirements of NCLB by the end of the 2005-06 school year?

<table>
<thead>
<tr>
<th>Training/Funding</th>
<th>Not at All</th>
<th>Minimally</th>
<th>Somewhat</th>
<th>To a Great Extent</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation courses to help teachers pass tests of knowledge</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Funds to support the acquisition of advanced degrees</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Funds to support the professional development hours required for teachers to maintain their state certification</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Other (SPECIFY)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

41. Does the district or state yet have in place a system to classify paraprofessionals who are qualified according to the NCLB definition?

Yes 1
No 2 (Go to Question 44)
42. Approximately what proportion of the district’s paraprofessionals at Title I schools providing instructional services have satisfied the requirements of NCLB regarding their qualifications (i.e., (1) completed two years of study at an institution of higher education; (2) obtained an associate’s (or higher) degree; or (3) met a rigorous standard of quality and were able to demonstrate knowledge of and the ability to assist in instructing reading, writing, and mathematics)? (CIRCLE ONE)

- All paraprofessionals ......................................................................................................................... 1
- Most paraprofessionals..................................................................................................................... 2
- Some paraprofessionals .................................................................................................................... 3
- A few paraprofessionals .................................................................................................................... 4
- No paraprofessionals ......................................................................................................................... 5
- Don’t know........................................................................................................................................ 6
- NA: District does not have paraprofessionals and/or does not use them for instructional purposes ................................................................................................................................. 7

43. To what extent is the district providing the following types of training or funding to Title I paraprofessionals to assist them in meeting the “highly qualified” requirements of NCLB by the end of the 2005-06 school year?

<table>
<thead>
<tr>
<th>Training/Funding</th>
<th>Not at All</th>
<th>Minimally</th>
<th>Somewhat</th>
<th>To a Great Extent</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation courses to help paraprofessionals pass tests of knowledge</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Funds to support the acquisition of an associate’s degree or other college degree</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Other (SPECIFY) .........................................................</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Reading First**

44. Does the district have a Reading First Program? (CIRCLE ONE)

- Yes..................................................................................................................................................... 1
- No, the district applied for but did not receive a Reading First subgrant ...................................... 2 (Go to Question 49)
- No, the district did not apply for a Reading First subgrant from the state ................................... 3 (Go to Question 49)
- Other (SPECIFY) ............................................................................................................................ 4 (Go to Question 49)

45. When did the district receive its Reading First subgrant? Month _______ Year_______

46. Did the district need to change its reading program in any way in order to qualify for a Reading First subgrant?

- Yes..................................................................................................................................................... 1
- No...................................................................................................................................................... 2 (Go to Question 49)

47. What part or parts of the district’s reading program had to be changed in order to qualify for a Reading First subgrant and why?

_______________________________________________________________________________________

48. Did the state provide a list of approved reading programs for Reading First subgrantees? (CIRCLE ONE)

- Yes, districts were required to select from among the state’s list of approved reading programs ...... 1
- Yes, districts were given a list of reading programs from the state, but were not required to choose among them.................................................................................................................. 2
- No, the state did not provide districts with a list of approved reading programs.......................... 3
- Other (SPECIFY) ............................................................................................................................ 4
General Questions

49. What are three positive effects of NCLB on the district? How do you know this? Which NCLB requirements have contributed to these positive effects?

1. ..................................................................................................................................................

2. ..................................................................................................................................................

3. ..................................................................................................................................................

50. Which three requirements of NCLB present the most serious implementation challenges for the district? Why?

1. ..................................................................................................................................................

2. ..................................................................................................................................................

3. ..................................................................................................................................................

51. Which three requirements of NCLB, if any, would you change or eliminate? Why?

1. ..................................................................................................................................................

2. ..................................................................................................................................................

3. ..................................................................................................................................................

52. This school year (2004-05), did the district’s Title I allocation increase, decrease, or stay the same compared to its 2003-04 Title I allocation. (CIRCLE ONE)

Title I allocation increased (SPECIFY Percentage Increase _________ %) .................................... 1
Title I allocation decreased (SPECIFY Percentage Decrease _________ %) ................................... 2
Title I allocation remained the same .......................................................................................... ....... 3
Don’t know........................................................................................................................................ 4

53. Are there costs associated with implementing NCLB that are not supported by federal funds that the district must cover with its own funds? If so, what are they? How much do these costs add up to (if known)?

__________________________________________________________________________________________

54. Are there any answers you would like to explain further? For example, was there a question or questions in this survey that you felt did not allow you to explain fully the situation in your district? Were there important issues related to the implementation of NCLB that this survey did not ask about?

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