Date(s) of Interview: □ On-site □ Phone

Names/Titles/Roles of Individuals Interviewed/Providing Information:

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<th>Name</th>
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A. DISTRICT DESCRIPTION & DEMOGRAPHICS

District Name: ______________________________________ County: __________ State: __________________________

District Type: □ Urban □ Suburban □ Rural

Number of Schools: □ Pre-K/Elem □ Middle □ High □ Other

Description of Community (e.g., trends over last few years, income/education level, age, most pressing issues):

Description of Student Population (e.g., trends over last few years, post school data, etc.):

Student Enrollment: Total ADM (2010-11) % Students Receiving SE Services

% Students in Other Subgroups: Econ Dis: ____________ Minority: ____________ LEP: ____________

% Students Rec. SE Services Also Counted in Other Subgroups

Description of District Organization (e.g., departments/departmental functions, etc.):

Staffing: Number Professional Staff: ____________ No/% Teachers ____________ No/% Administrators ____________

Number/Type Central Office Staff: ____________________________

External Support (e.g., PD/TA providers):

Description of District Organization (e.g., departments/departmental functions, etc.):
B. **DISTRICT CORE BELIEFS/VALUES (Vision, Mission, Goals)**

1. If you could accomplish one thing as a district, what would it be?

2. What are your stated goals as a district?
   a) How long have these goals been in place?
   b) Are goals outlined in one plan or separate/multiple plans?
   c) On a scale of 1 to 5 (with 5 being the greatest extent):
      
      | To what degree…             | 1 | 2 | 3 | 4 | 5 |
      |----------------------------|---|---|---|---|---|
      | i. Are the goals used to guide district and district-wide action and improvement efforts? |   |   |   |   |   |
      | ii. Do staff members across the district understand the relationship of these goals to their daily work? |   |   |   |   |   |
      | iii. Do individual schools develop building goals separate from district goals? |   |   |   |   |   |
      | iv. Are building goals (if developed separately) aligned with district goals? |   |   |   |   |   |

3. How does the district define student success?
   a) Which individual(s), department, group has primary responsibility for student success?
   b) Which individual(s), department, group has primary responsibility for improving the performance of students receiving special education services?

4. In what ways are areas of need identified by the district?
   a) How have these need areas been identified?
   b) How closely aligned are district goals/objectives with identified needs?

5. What have been the major improvements made by the district in recent years?
   a) What magnitude of change was required to make these improvements? How difficult was it to make this kind of change?
   b) What steps were taken to involve staff members, students, and the community during the change process?
   c) To what degree (on a scale of 1 to 5) are these improvements achieving the desired results? _____ How do you know?
   d) What steps will the district take to sustain improvements made?
   e) What factors are most important to the district’s capacity to continue to improve?
   f) In what ways have students receiving special education services benefitted from these improvements?

NOTES:
C. FOCUS

1. To what degree does the district feel that focused, intentional action is important in making and sustaining improvements?
   a) In general, what steps has the district taken to get, and stay, focused on addressing identified needs?
   b) What does “being focused” look like in your district?
   c) Have some activities/initiatives been discontinued? How was that handled?
   d) How does the district minimize distractions or reduce roadblocks?

2. What role does effective data use play in helping the district make decisions?
   a) What are the expectations for data use that the district has established?
   b) What types of data are regularly used by the district to make decisions about instruction and achievement?
      i. How are these data used by the district to identify and prioritize needs?
      ii. How are these data used – and how frequently are they used – to monitor implementation of actions designed to reach district goals?
   c) How does the district define formative assessment? Has the district (or state) promoted particular uses of formative assessment data (additional information regarding formative assessment will be collected through Section E. Practices)?
   d) How are state assessment/accountability data (i.e., performance on state assessment, SPP indicator data) used to improve teaching and learning?
   e) In what way, if any, are data related to IEP goals and objectives used by the district?
   f) In what ways do students receiving special education services benefit from the district’s use of data to make decisions about instruction and achievement?

   Review of Disability Subgroup Achievement Trends (summative assessment data)

3. What types of professional development (PD) does the district support?
   a) How are PD needs identified?
   b) Who has been involved in providing/receiving PD?
   c) On a scale of 1 to 5 (with 5 being the greatest extent):

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<td>i. Are PD activities aligned with the goals and strategies in the district plan?</td>
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<td>ii. Is there a critical mass of educators in each building participating in PD activities?</td>
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<td>iii. Has PD been effective in addressing identified district needs?</td>
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   d) What changes, if any, in practice (adult behavior) have occurred as a result of participating in PD?

4. What has been/is the superintendent’s role in sustaining focus?

5. What has been/is the board of education’s role in sustaining focus?

6. In what ways has the district engaged internal and external stakeholders (i.e., those who affect or who are affected by the success of the district) in the process of making/sustaining improvements in teaching and learning for all students?

7. In what ways are decisions about the management/use of resources (defined as time, money, staff, and programmatic resources) made to achieve district goals?

NOTES:
D. STRUCTURES

1. Does the district use an improvement process to identify needs, develop a plan for addressing those needs, fully implement and monitor implementation of the plan, and evaluate the degree to which such implementation is allowing the district to achieve desired results?
   a) What are the steps in the process?
   b) Who’s involved at various points in the process?
   c) What tools, if any, are used as a part of the process?
   d) How intentional has the district been in using the improvement process to address the needs of students receiving special education services?
   e) In what ways has the use of an improvement process benefitted students receiving special education services?

2. What structures have been established/used to improve instruction and achievement?
   a) Are there leadership teams established to foster shared responsibility for student success, and support a more collective and strategic approach to addressing identified needs?
      i) At what levels do such teams exist (e.g., district, school, classroom teachers)?
      ii) What is the membership of the teams?
      iii) How are special education teachers/professionals involved (e.g., part of regular teams, part of a special education team, involved on an as-needed basis, etc.), especially at the teacher-team level?
      iv) What are the specific functions of leadership teams at the district, school, and/or teacher-team levels?
      v) On a scale of 1 to 5 with 5 being the greatest extent, how functional are the teams? _____
   b) Are leadership team functions across levels coordinated/aligned to support continuous organizational learning/growth?
   c) In what ways do teams support and monitor implementation of strategies/actions to meet identified needs?
   d) In what ways has the use of a shared leadership team model benefitted students receiving special education services?
   e) What have you learned as a district leadership team?

3. What is the primary role of central office personnel in your district?
   a) In what ways do central office personnel build principal capacity to lead/support high-quality instructional practice?
   b) In what ways do central office personnel support principal learning?
   c) To what degree and in what ways has the primary focus of central office personnel changed in recent years?

4. What is the primary role of principals in your district?
   a) In what ways do principals build teacher capacity to lead/support high-quality instructional improvement?
   b) To what degree and in what ways has the primary focus of principals changed in recent years?
1. **Does the district require the district-wide use of an established curriculum?**
   a) On a scale of 1 to 5 with 5 being the greatest extent, to what degree is the district curriculum aligned with district goals? ____
   b) Are clear priorities established among the district’s instructional goals and strategies?

2. **On a scale of 1 to 5 with 5 being the greatest extent, to what degree is there a common understanding across the district for what constitutes high-quality instructional practice? ____**
   a) What are the elements of the district’s instructional program?
   b) What role does the district leadership team play in monitoring implementation of the district’s instructional program?
   c) What role do building/school-level leadership teams play in monitoring implementation of the school’s instructional program?
   d) Have the needs of students receiving special education services impacted the types of strategies teacher teams are considering?

3. **In what ways does the district provide for full access to the district’s curriculum and instructional program for all students/student groups and the opportunity for all students to meet district goals?**
   a) What steps are taken to ensure that all students meet performance targets?
   b) Is there district-wide use of prevention/intervention strategies as part of the overall instructional program?
   c) In what ways are academic/behavioral supports provided to students who need them to maximize student engagement and learning?
   d) What role does the district leadership team play in monitoring student achievement and assisting building/school-level leadership teams in effectively monitoring the progress of all students in their building toward meeting district goals?
   e) What role do building/school-level leadership teams play in ensuring the progress of each student toward meeting district goals?

4. **What expectations does the district have for its principals with regard to instructional practice?**
   a) What support does the district provide to principals to ensure that expectations are met?
   b) What is the nature of PD provided to principals?

5. **On a scale of 1 to 5 with 5 being the greatest extent, to what degree is common formative classroom assessment used across the district? ____**
   a) What are the primary uses of formative assessment data in the district?
   b) How are formative assessment data used to make instructional improvements?
      i. Are particular tools used across the district that support the use of formative assessment data?
      ii. If yes, are these tools purchased commercially or district-developed?
      iii. Do teachers have discretion in how and when they use the tool(s)?
      iv. In what way(s) are teachers trained to use formative assessment data?
      v. Are teachers expected to use a common district-developed “system” or do they develop their own assessments, or both?
   c) What are the benefits to teachers and students in using common formative classroom assessment?
   d) In what ways do students receiving special education services benefit from the district’s use of common formative classroom assessment?

**Review of Disability Subgroup Achievement Trends (formative assessment data)**

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**NOTES:**
F. CHALLENGES

1. What have been the biggest challenges faced by the district in making changes needed to improve instruction and achievement for all students/student groups?
   a) Were any challenges unique to students receiving special education services?

2. What action(s) did the district take, or is the district taking, to overcome these challenges?

3. What external support has/is the district received/receiving to overcome challenges and make progress toward addressing identified needs?
   a) What has contributed to the effectiveness/ineffectiveness of support received by the district?
   b) Has support received contributed to fragmentation or helped to achieve focus and coherence in district action?
   c) In what ways has such support benefitted students receiving special education services?

NOTES:

G. GOING FORWARD

1. What has been your biggest success as a district?
   a) What are you most proud of?
   b) How will you “stay the course” as a district, sustaining the conditions under which all children will learn?

2. What are your next steps?
   a) For 2011-12?
   b) For the next three to five years?

3. What advice would you give to other districts?

NOTES:
SUPPLEMENTAL INFORMATION

1. GRAPHICS (descriptions)

2. PHOTOS (cutlines)

3. QUOTES (name/title)

4. TOOLS (descriptions, excerpts)

5. VIDEO CLIPS (date, location/setting, description)