

Question 38

Percentage of principals reporting that their school employs paraprofessionals or teacher aides paid for at least partially by Title I, by school characteristics

Table 38A - Title I Status^a

	All Title I Schools (N=767)	SW (N=445)	TA (N=322)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	69	81*	59
No	29	18*	39
Don't know	2	1	2

Table 38B - Minority Enrollment^b

	0-49.9% (N=242)	50-79.9% (N=252)	80-100% (N=273)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	60	73	84
No	39	24	16
Don't know	1	3	0

Table 38C - School Level

	Elementary (N=407)	Middle (N=199)	High (N=120)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	72	63	59
No	27	34	41
Don't know	1	3	<1

Question 38 (continued)

Percentage of principals reporting that their school employs paraprofessionals or teacher aides paid for at least partially by Title I, by school characteristics

Table 38D - Metropolitan Status^a

	Central City of MSA (N=268)	MSA not Central City (N=181)	Not MSA (N=318)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	79*	53*	71
No	20*	44*	28
Don't know	1	3	1

Table 38E - Poverty Level^b

	0-34.9% (N=126)	35-49.9% (N=109)	50-74.9% (N=228)	75-100% (N=299)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Yes	53	67	74	84
No	45	32	22	16
Don't know	1	1	4	0

Table 38F - School Size^b

	Less than 300 (N=121)	300-499 (N=199)	500-999 (N=317)	1,000 or more (N=130)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Yes	65	69	71	71
No	33	30	27	29
Don't know	2	1	2	0

Question 39

Average percentage of time as reported by principals that paraprofessionals spend in various activities, by school characteristics

Table 39A - Title I Status

	All Title I Schools (N=538)	SW (N=344)	TA (N=194)
	<u>%</u>	<u>%</u>	<u>%</u>
Working one-on-one with students	33	34	32
Working with students in groups	52	51	54
Doing clerical tasks	8	9	8
Working with parents	4	5*	3

Table 39B - Minority Enrollment

	0-49.9% (N=139)	50-79.9% (N=181)	80-100% (N=218)
	<u>%</u>	<u>%</u>	<u>%</u>
Working one-on-one with students	32	34	34
Working with students in groups	53	53	50
Doing clerical tasks	8	9	9
Working with parents	3	4	5

Table 39C - School Level

	Elementary (N=298)	Middle (N=139)	High (N=72)
	<u>%</u>	<u>%</u>	<u>%</u>
Working one-on-one with students	32	36	38
Working with students in groups	55*	43	42*
Doing clerical tasks	8	10*	16*
Working with parents	4	3	2

Question 39 (continued)

Average percentage of time as reported by principals that paraprofessionals spend in various activities, by school characteristics

Table 39D - Metropolitan Status

	Central City of MSA (N=202)	MSA not Central City (N=118)	Not MSA (N=218)
	<u>%</u>	<u>%</u>	<u>%</u>
Working one-on-one with students	33	31	34
Working with students in groups	50	54	53
Doing clerical tasks	9	10	8
Working with parents	6	3	3*

Table 39E - Poverty Level

	0-34.9% (N=65)	35-49.9% (N=70)	50-74.9% (N=160)	75-100% (N=240)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Working one-on-one with students	34	29	33	34
Working with students in groups	51	57	53	50
Doing clerical tasks	8	8	8	9
Working with parents	2	3	4	5

Table 39F - School Size

	Less than 300 (N=76)	300-499 (N=138)	500-999 (N=222)	1,000 or more (N=102)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Working one-on-one with students	36	31	33	32
Working with students in groups	49	56	52	52
Doing clerical tasks	9	7	9	10
Working with parents	3	4	4	4

Question 40

Average percentage of paraprofessionals or teacher aides lacking a high school diploma as reported by the principal, by school characteristics

Table 40A - Title I Status

	All Title I Schools (N=541)	SW (N=351)	TA (N=190)
Average	1	2	1
	<u>%</u>	<u>%</u>	<u>%</u>
School has no paraprofessionals lacking a diploma	98	97	98
School has paraprofessionals lacking a diploma	2	3	2

Table 40B - Minority Enrollment

	0-49.9% (N=144)	50-79.9% (N=182)	80-100% (N=215)
Average	1	1	2
	<u>%</u>	<u>%</u>	<u>%</u>
School has no paraprofessionals lacking a diploma	98	99	96
School has paraprofessionals lacking a diploma	2	1	4

Table 40C - School Level

	Elementary (N=299)	Middle (N=136)	High (N=76)
Average	1	<1	1
	<u>%</u>	<u>%</u>	<u>%</u>
School has no paraprofessionals lacking a diploma ^a	97*	100	99
School has paraprofessionals lacking a diploma ^a	3*	<1	1

Question 40 (continued)

Average percentage of paraprofessionals or teacher aides lacking a high school diploma as reported by the principal, by school characteristics

Table 40D - Metropolitan Status

	Central City of MSA (N=202)	MSA not Central City (N=116)	Not MSA (N=223)
Average	2	<1	1
	<u>%</u>	<u>%</u>	<u>%</u>
School has no paraprofessionals lacking a diploma ^a	95*	100	99*
School has paraprofessionals lacking a diploma ^a	5*	<1	1*

Table 40E - Poverty Level

	0-34.9% (N=67)	35-49.9% (N=72)	50-74.9% (N=161)	75-100% (N=237)
Average	<1	<1	2	2
	<u>%</u>	<u>%</u>	<u>%</u>	
School has no paraprofessionals lacking a diploma	98	100	98	96
School has paraprofessionals lacking a diploma	2	<1	2	4

Table 40F - School Size

	Less than 300 (N=80)	300-499 (N=139)	500-999 (N=223)	1,000 or more (N=99)
Average	1	2	1	2
	<u>%</u>	<u>%</u>	<u>%</u>	
School has no paraprofessionals lacking a diploma	99	97	98	98
School has paraprofessionals lacking a diploma	1	3	2	2

Question 41

Percentage of principals reporting that paraprofessionals or teacher aides who lack a high school diploma are working to earn a diploma or GED within the next two years, by school characteristics

Table 41A - Title I Status^b

	All Title I Schools (N=16)	SW (N=9)	TA (N=7)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	16	0	35
No	29	19	42
Don't know	55	81	24

Table 41B - Minority Enrollment^b

	0-49.9% (N=2)	50-79.9% (N=3)	80-100% (N=11)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	0	0	22
No	92	0	17
Don't know	8	100	61

Table 41C - School Level^b

	Elementary (N=10)	Middle (N=5)	High (N=1)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	18	3	0
No	33	11	0
Don't know	49	86	100

Question 41 (continued)

Percentage of principals reporting that paraprofessionals or teacher aides who lack a high school diploma are working to earn a diploma or GED within the next two years, by school characteristics

Table 41D - Metropolitan Status^b

	Central City of MSA (N=12)	MSA not Central City (N=3)	Not MSA (N=1)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	19	5	0
No	37	0	0
Don't know	44	95	100

Table 41E - Poverty Level^b

	0-34.9% (N=2)	35-49.9% (N=1)	50-74.9% (N=3)	75-100% (N=10)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Yes	0	0	0	26
No	59	0	0	21
Don't know	41	100	100	53

Table 41F - School Size^b

	Less than 300 (N=0)	300-499 (N=4)	500-999 (N=4)	1,000 or more (N=8)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Yes	0	28	0	4
No	0	51	0	14
Don't know	0	22	100	81

Question 42

Percentage of principals reporting that the school district provides support for educational improvement for paraprofessionals or teacher aides, by school characteristics

Table 42A - Title I Status

	All Title I Schools (N=375)	SW (N=242)	TA (N=133)
	<u>%</u>	<u>%</u>	<u>%</u>
Career ladder for paraprofessionals/teacher aides	38	41	35
Release time for classwork or studying for a high school diploma or GED	6	9*	3
Funding for high school diploma or GED classes ^b	2	4	0
Release time for classwork or studying for higher education courses	22	24	20
Funding for higher education classes	33	36	29

Table 42B - Minority Enrollment

	0-49.9% (N=90)	50-79.9% (N=118)	80-100% (N=167)
	<u>%</u>	<u>%</u>	<u>%</u>
Career ladder for paraprofessionals/teacher aides	31	32*	55*
Release time for classwork or studying for a high school diploma or GED	4	5	10
Funding for high school diploma or GED classes	1	1	5
Release time for classwork or studying for higher education courses	21	21	24
Funding for higher education classes	24	34	45*

Question 42 (continued)

Percentage of principals reporting that the school district provides support for educational improvement for paraprofessionals or teacher aides, by school characteristics

Table 42C - School Level

	Elementary (N=208)	Middle (N=97)	High (N=52)
Career ladder for paraprofessionals/teacher aides	$\frac{\%}{41^*}$	$\frac{\%}{24}$	$\frac{\%}{34}$
Release time for classwork or studying for a high school diploma or GED	4	6	20
Funding for high school diploma or GED classes	2	2	<1
Release time for classwork or studying for higher education courses	22	22	27
Funding for higher education classes	31	35	46

Table 42D - Metropolitan Status

	Central City of MSA (N=141)	MSA not Central City (N=82)	Not MSA (N=152)
Career ladder for paraprofessionals/teacher aides	$\frac{\%}{59^*}$	$\frac{\%}{41}$	$\frac{\%}{25^*}$
Release time for classwork or studying for a high school diploma or GED	10*	3	4
Funding for high school diploma or GED classes	4	<1	2
Release time for classwork or studying for higher education courses	19	16	26
Funding for higher education classes	32	33	33

Question 42 (continued)

Percentage of principals reporting that the school district provides support for educational improvement for paraprofessionals or teacher aides, by school characteristics

Table 42E - Poverty Level

	0-34.9% (N=42)	35-49.9% (N=46)	50-74.9% (N=103)	75-100% (N=182)
Career ladder for paraprofessionals/teacher aides	$\frac{\%}{31}$	$\frac{\%}{25+}$	$\frac{\%}{35}$	$\frac{\%}{53^*}$
Release time for classwork or studying for a high school diploma or GED	5	1	6	9
Funding for high school diploma or GED classes	1	1	3	3
Release time for classwork or studying for higher education courses	18	24	24	22
Funding for higher education classes	28	22	33	41

Table 42F - School Size

	Less than 300 (N=56)	300-499 (N=87)	500-999 (N=153)	1,000 or more (N=79)
Career ladder for paraprofessionals/teacher aides	$\frac{\%}{31}$	$\frac{\%}{36+}$	$\frac{\%}{39^*}$	$\frac{\%}{70^*}$
Release time for classwork or studying for a high school diploma or GED	5	6	4	19
Funding for high school diploma or GED classes	3	<1	3	2
Release time for classwork or studying for higher education courses	20	19	22	42
Funding for higher education classes	36	28	33	46

Question 43

Percentage of principals reporting that paraprofessionals or teacher aides who lack a high school diploma or GED are proficient in a language other than English spoken by their students, by school characteristics

Table 43A - Title I Status

	All Title I Schools (N=11)	SW (N=9)	TA (N=20)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	57	66	45
No	42	34	52
Don't know	1	<1	2

Table 43B - Minority Enrollment^b

	0-49.9% (N=3)	50-79.9% (N=3)	80-100% (N=14)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	33	100	59
No	62	0	41
Don't know	6	0	<1

Table 43C - School Level^b

	Elementary (N=13)	Middle (N=6)	High (N=1)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	58	50	0
No	40	50	0
Don't know	1	0	100

Question 43 (continued)

Percentage of principals reporting that paraprofessionals or teacher aides who lack a high school diploma or GED are proficient in a language other than English spoken by their students, by school characteristics

Table 43D - Metropolitan Status^b

	Central City of MSA (N=13)	MSA not Central City (N=4)	Not MSA (N=3)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	48	92	61
No	52	0	39
Don't know	<1	8	0

Table 43E - Poverty Level^b

	0-34.9% (N=2)	35-49.9% (N=2)	50-74.9% (N=3)	75-100% (N=13)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Yes	0	85	100	66
No	100	0	0	34
Don't know	0	15	0	<1

Table 43F - School Size^b

	Less than 300 (N=1)	300-499 (N=4)	500-999 (N=7)	1,000 or more (N=8)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Yes	100	0	100	48
No	0	100	0	37
Don't know	0	0	0	15

Question 44

Percentage of principals reporting that their school has a parent involvement policy that describes shared responsibilities for school staff and parents, by school characteristics

Table 44A - Title I Status

	All Title I Schools (N=757)	SW (N=441)	TA (N=316)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	77	81	74
No	23	19	26

Table 44B - Minority Enrollment

	0-49.9% (N=236)	50-79.9% (N=252)	80-100% (N=269)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	74	81	80
No	26	19	20

Table 44C - School Level

	Elementary (N=402)	Middle (N=199)	High (N=115)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	78	77	75
No	22	23	25

Table 44D - Metropolitan Status

	Central City of MSA (N=264)	MSA not Central City (N=179)	Not MSA (N=314)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	79	75	78
No	21	25	22

Question 44 (continued)

Percentage of principals reporting that their school has a parent involvement policy that describes shared responsibilities for school staff and parents, by school characteristics

Table 44E - Poverty Level

	0-34.9% (N=125)	35-49.9% (N=105)	50-74.9% (N=227)	75-100% (N=295)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Yes	70	77	81	82
No	30	23	19	18

Table 44F - School Size

	Less than 300 (N=120)	300-499 (N=196)	500-999 (N=311)	1,000 or more (N=130)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Yes	78	75	78	83
No	22	25	22	17

Question 45

Percentage of principals reporting that their school has a school-parent compact by school characteristics

Table 45A - Title I Status

	All Title I Schools (N=765)	SW (N=447)	TA (N=318)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	74	80	69
No	26	20	31

Table 45B - Minority Enrollment

	0-49.9% (N=238)	50-79.9% (N=253)	80-100% (N=274)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	66*	84	80*
No	34	16	20

Table 45C - School Level

	Elementary (N=406)	Middle (N=200)	High (N=118)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	77	70	55*
No	23	30	45*

Table 45D - Metropolitan Status

	Central City of MSA (N=271)	MSA not Central City (N=179)	Not MSA (N=315)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	79	70	74
No	21	30	26

Question 45 (continued)

Percentage of principals reporting that their school has a school-parent compact by school characteristics

Table 45E - Poverty Level

	0-34.9% (N=125)	35-49.9% (N=106)	50-74.9% (N=228)	75-100% (N=301)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Yes	62*+	74	84	80*
No	38	26	16	20

Table 45F - School Size

	Less than 300 (N=119)	300-499 (N=199)	500-999 (N=316)	1,000 or more (N=131)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Yes	71	70	81	75
No	29	30	19	25

Question 46

Percentage of principals from targeted assistance schools reporting on who receives the school-parent compact, by school characteristics

Table 46A - Title I Status

	All Targeted Assistance Schools (N=194)
	<u>%</u>
All parents	35
Title I parents	65

Table 46B - Minority Enrollment

	0-49.9% (N=110)	50-79.9% (N=58)	80-100% (N=26)
	<u>%</u>	<u>%</u>	<u>%</u>
All parents	28	49	57
Title I parents	72*	51	43*

Table 46C - School Level

	Elementary (N=125)	Middle (N=43)	High (N=19)
	<u>%</u>	<u>%</u>	<u>%</u>
All parents	35	28	27
Title I parents	65	72	73

Table 46D - Metropolitan Status

	Central City of MSA (N=45)	MSA not Central City (N=54)	Not MSA (N=95)
	<u>%</u>	<u>%</u>	<u>%</u>
All parents	48	30	33
Title I parents	52	70	67

Question 46 (continued)

Percentage of principals from targeted assistance schools reporting on who receives the school-parent compact, by school characteristics

Table 46E - Poverty Level

	0-34.9% (N=56)	35-49.9% (N=56)	50-74.9% (N=53)	75-100% (N=26)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
All parents	21	40	49	56
Title I parents	79*+	60	51	44*

Table 46F - School Size

	Less than 300 (N=33)	300-499 (N=55)	500-999 (N=83)	1,000 or more (N=23)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
All parents	34	35	35	38
Title I parents	66	65	65	62

Question 47

Percentage of principals reporting on the persons who participated in developing the school-parent compact by school characteristics

Table 47A - Title I Status

	All Title I Schools (N=584)	SW (N=366)	TA (N=218)
	<u>%</u>	<u>%</u>	<u>%</u>
Principal	81	84	79
Teacher	87	84	90
Parent	77	81	74
Title I Liaison	75	77	72

Table 47B - Minority Enrollment

	0-49.9% (N=152)	50-79.9% (N=206)	80-100% (N=226)
	<u>%</u>	<u>%</u>	<u>%</u>
Principal	74*	90	84*
Teacher	86	90	84
Parent	72	80	84
Title I Liaison	76	77	68

Table 47C - School Level

	Elementary (N=322)	Middle (N=148)	High (N=83)
	<u>%</u>	<u>%</u>	<u>%</u>
Principal	81	78	83
Teacher	86	85	96
Parent	77	78	80
Title I Liaison	74	81	63

Question 47 (continued)

Percentage of principals reporting on the persons who participated in developing the school-parent compact by school characteristics

Table 47D - Metropolitan Status

	Central City of MSA (N=215)	MSA not Central City (N=134)	Not MSA (N=235)
	%	%	%
Principal	90*	79	77*
Teacher	88	89	85
Parent	81	74	76
Title I Liaison	71	71	78

Table 47E - Poverty

	0-34.9% (N=73)	35-49.9% (N=75)	50-74.9% (N=186)	75-100% (N=246)
	%	%	%	%
Principal	72+	75*	89	86*
Teacher	90	80	90	85
Parent	75	68	78	84
Title I Liaison	74	75	78	70

Table 47F - School Size

	Less than 300 (N=80)	300-499 (N=142)	500-999 (N=259)	1,000 or more (N=103)
	%	%	%	%
Principal	72	85	84	86
Teacher	85	84	90	89
Parent	76	77	78	84
Title I Liaison	74	72	76	83

Question 48

Percentage of principals reporting to what extent the school-parent compact has been helpful in various areas, by school characteristics

Table 48A - Title I Status

	Not at All Helpful			Somewhat Helpful			Very Helpful			Don't Know		
	All Title I Schools (N=574)	SW (N=360)	TA (N=214)	All Title I Schools (N=574)	SW (N=360)	TA (N=214)	All Title I Schools (N=574)	SW (N=360)	TA (N=214)	All Title I Schools (N=574)	SW (N=360)	TA (N=214)
	%	%	%	%	%	%	%	%	%	%	%	%
Parents helping students with learning at home	9	6	11	60	63	57	20	21	20	11	9	12
Parent participation in school-related decision-making such as budget considerations or curriculum reform	38	35	41	41	44	38	13	16	10	8	6	10
Parent volunteering in the classroom	28	23	34	41	44	38	23	27	19	8	7	10
Other parent volunteering	25	21	28	35	36	35	23	28	19	17	15	19
Parents' awareness of state standards for learning	28	24*	32	42	41	43	21	27*	15	10	9	11
Parents' awareness of skills students need to meet state standards for learning	22	21	23	44	41	46	25	30	20	9	8	11
Student attendance	15	13	16	43	43	43	31	36	27	11	9	14
Student discipline	16	12	19	45	46	43	30	34	25	10	7	12
Homework completion	11	8	14	51	51	50	28	29	26	10	11	10
Reading at home	10	9	11	46	48	43	33	30	36	12	13	10
Student preparedness for school	17	14	20	46	47	44	23	26	19	15	12	17
School climate	12	7*	17	44	44	43	36	41	31	8	8	9
Teacher-parent relations	16	16	16	38	38	38	38	38	37	8	7	9

Question 48 (continued)

Percentage of principals reporting to what extent the school-parent compact has been helpful in various areas, by school characteristics

Table 48B - Minority Enrollment

	Not at All Helpful			Somewhat Helpful			Very Helpful			Don't Know		
	0-49.9% (N=148)	50-79.9% (N=205)	80-100% (N=221)									
	%	%	%	%	%	%	%	%	%	%	%	%
Parents helping students with learning at home	11	7	6	54	69	60	22	16	23	13	8	11
Parent participation in school-related decision-making such as budget considerations or curriculum reform	46*	31	34	35*	48	42	9*	17	15	10	4	9
Parent volunteering in the classroom	39*	22	18*	36	46	43	15*	27	31*	11	5	8
Other parent volunteering	30	23	18	34	34	40	16	28	30	20	16	12
Parents' awareness of state standards for learning	31	25	25	41	45	40	17	22	28	11	9	8
Parents' awareness of skills students need to meet state standards for learning	24	21	20	42	46	42	21	26	30	13	6	8
Student attendance	19	11	12	41	45	45	28	34	33	13	11	10
Student discipline	21	10	13	44	45	46	24	35	33	11	10	8
Homework completion	15	9	9	48	55	50	25	29	31	12	8	9
Reading at home	13	7	10	40	53	45	34	30	34	13	10	11
Student preparedness for school	20	16	13	43	47	46	20	21	29	17	14	12
School climate	18	11	5	40	47	46	33	35	41	10	7	8
Teacher-parent relations	16	18	14	36	39	40	37	36	37	9	7	8

Question 48 (continued)

Percentage of principals reporting to what extent the school-parent compact has been helpful in various areas, by school characteristics

Table 48C - School Level

	Not at All Helpful			Somewhat Helpful			Very Helpful			Don't Know		
	Elementary (N=313)	Middle (N=150)	High (N=80)									
	%	%	%	%	%	%	%	%	%	%	%	%
Parents helping students with learning at home	6	19	9	62	54	58	22	14	12	10	13	20
Parent participation in school-related decision-making such as budget considerations or curriculum reform	37	46	25	43	30	51	13	11	7	6	13	17
Parent volunteering in the classroom ^a	24*	37*	62*	44	33	19*	24	17	11	7	13	7
Other parent volunteering	22	32	31	36	32	30	26	19	15	16	18	25
Parents' awareness of state standards for learning	28	34	13	42	35	55	21	16	20	9	15	13
Parents' awareness of skills students need to meet state standards for learning	22	26	12	44	41	49	25	20	31	9	12	8
Student attendance	13	21	10	43	39	55	32	27	27	11	13	9
Student discipline	14	21	16	43	51	60	33	16	15	9	12	9
Homework completion	9	17	16	52	49	41	29	21	28	10	13	16
Reading at home	8	17	16	46	41	45	36	23	20	10	18	18
Student preparedness for school	15	21	19	43	53	55	26	13	9	16	13	17
School climate	11	18	14	44	44	36	37	27	40	8	10	10
Teacher-parent relations	16	20	9	38	34	37	38	32	47	7	13	7

Question 48 (continued)

Percentage of principals reporting to what extent the school-parent compact has been helpful in various areas, by school characteristics

Table 48D - Metropolitan Status

	Not at All Helpful			Somewhat Helpful			Very Helpful			Don't Know		
	Central City of MSA (N=212)	MSA not Central City (N=133)	Not MSA (N=229)	Central City of MSA (N=212)	MSA not Central City (N=133)	Not MSA (N=229)	Central City of MSA (N=212)	MSA not Central City (N=133)	Not MSA (N=229)	Central City of MSA (N=212)	MSA not Central City (N=133)	Not MSA (N=229)
Parents helping students with learning at home	7	15	7	64	46	64	22	24	18	7	15	11
Parent participation in school-related decision-making such as budget considerations or curriculum reform	35	38	40	42	40	41	18	12	10	5	10	8
Parent volunteering in the classroom	23	36	28	42	36	43	31	18	20	4	10	10
Other parent volunteering	18	30	26	38	30	36	32	25	17	11	15	21
Parents' awareness of state standards for learning	27	36	24	38	39	46	27	18	18	8	7	12
Parents' awareness of skills students need to meet state standards for learning	21	29	19	46	41	44	27	24	24	6	7	13
Student attendance	12	20	13	42	34	48	37	33	26	9	13	12
Student discipline	13	20	16	42	37	51	39	30	23	6	13	11
Homework completion	9	16	10	56	44	51	29	28	26	6	12	12
Reading at home	9	17	7	51	34	48	34	35	31	6	14	14
Student preparedness for school	20	17	15	43	38	51	27	31	16	10	14	18
School climate	7	13	16*	42	41	46	47	35	30*	5	11	9
Teacher-parent relations	19	15	15	34	39	40	42	40	34	4	6	12

Question 48 (continued)

Percentage of principals reporting to what extent the school-parent compact has been helpful in various areas, by school characteristics

Table 48E - Poverty Level

	Not at All Helpful				Somewhat Helpful			
	0-34.9% (N=72)	35-49.9% (N=73)	50-74.9% (N=184)	75-100% (N=241)	0-34.9% (N=72)	35-49.9% (N=73)	50-74.9% (N=184)	75-100% (N=241)
	%	%	%	%	%	%	%	%
Parents helping students with learning at home ^a	17*+	4	7	6*	43*+	67	69	63*
Parent participation in school-related decision-making such as budget considerations or curriculum reform	46	42	33	32	33	42	46	45
Parent volunteering in the classroom	39+	37+	24	17*	26*+	48	45	46*
Other parent volunteering	32	27	25	18	30	39	34	38
Parents' awareness of state standards for learning	31	31	26	25	44	38	47	35
Parents' awareness of skills students need to meet state standards for learning	27	18	24	18	38	50	47	42
Student attendance	23	13	12	12	33	52	47	42
Student discipline	25	18	11	12	35	56	48	44
Homework completion	22	7	10	7	39	58	56	52
Reading at home	16	8	9	8	36	44	56	46
Student preparedness for school	23	14	17	12	33	56	51	47
School climate	25*+	7	12*	5*	32*	49	47	47
Teacher-parent relations	18	13	18	15	38	33	39	41

Question 48 (continued)

Percentage of principals reporting to what extent the school-parent compact has been helpful in various areas, by school characteristics

Table 48E - Poverty Level (continued)

	Very Helpful				Don't Know			
	0-34.9% (N=72)	35-49.9% (N=73)	50-74.9% (N=184)	75-100% (N=241)	0-34.9% (N=72)	35-49.9% (N=73)	50-74.9% (N=184)	75-100% (N=241)
	%	%	%	%	%	%	%	%
Parents helping students with learning at home	24	22	15	21	16	7	9	10
Parent participation in school-related decision-making such as budget considerations or curriculum reform	7	10	17	16	14	6	4	8
Parent volunteering in the classroom	17	14+	26	30*	18*+	1*	6	6
Other parent volunteering	17	17	25	31	21	17	16	13
Parents' awareness of state standards for learning	12	21	18	32	13	10	9	8
Parents' awareness of skills students need to meet state standards for learning	21	22	22	34	15	11	7	6
Student attendance	28	28	29	38	17	7	13	8
Student discipline	26	21	30	38	14	5	11	7
Homework completion	25	26	25	33	14	9	10	8
Reading at home	32	38	27	35	16	11	9	11
Student preparedness for school	20	23	16	30	23	7	16	11
School climate	31	35	34	42	12	9	8	7
Teacher-parent relations	32	49	36	37	12	5	7	8

Question 48 (continued)

Percentage of principals reporting to what extent the school-parent compact has been helpful in various areas, by school characteristics

Table 48F - School Size

	Not at All Helpful				Somewhat Helpful			
	Less than 300 (N=79)	300-499 (N=140)	500-999 (N=253)	1,000 or more (N=102)	Less than 300 (N=79)	300-499 (N=140)	500-999 (N=253)	1,000 or more (N=102)
	%	%	%	%	%	%	%	%
Parents helping students with learning at home	4	10	9	15	62	65	59	39
Parent participation in school-related decision-making such as budget considerations or curriculum reform	44	38	35	36	34	47	42	31
Parent volunteering in the classroom	33	30	22	46	34	45	44	25
Other parent volunteering	30	25	20	37	25	34	42	34
Parents' awareness of state standards for learning	29	26	27	40	41	41	45	32
Parents' awareness of skills students need to meet state standards for learning	17	18	26	38	39	49	44	29
Student attendance	13	12	15	32	34	51	44	30
Student discipline	14	16	15	31	40	50	46	30
Homework completion	10	12	10	23	45	56	52	58
Reading at home	7	10	9	28	40	51	46	36
Student preparedness for school	20	19	11	30	41	49	49	24
School climate	12	11	12	23	33	52	44	35
Teacher-parent relations	12	15	17	30	30	45	37	35

Question 48 (continued)

Percentage of principals reporting to what extent the school-parent compact has been helpful in various areas, by school characteristics

Table 48F - School Size (continued)

	Very Helpful				Don't Know			
	Less than 300 (N=79)	300-499 (N=140)	500-999 (N=253)	1,000 or more (N=102)	Less than 300 (N=79)	300-499 (N=140)	500-999 (N=253)	1,000 or more (N=102)
	%	%	%	%	%	%	%	%
Parents helping students with learning at home	21	18	23	10	13	7	9	36
Parent participation in school-related decision-making such as budget considerations or curriculum reform	14	11	15	7	8	5	8	26
Parent volunteering in the classroom	24	16	27	17	9	9	7	13
Other parent volunteering	28	22	22	13	17	18	16	17
Parents' awareness of state standards for learning	19	22	21	18	11	11	7	10
Parents' awareness of skills students need to meet state standards for learning	28	25	23	24	16	8	6	9
Student attendance	39	28	30	21	14	8	11	18
Student discipline	31	28	31	22	15	7	8	17
Homework completion	30	25	29	22	16	8	9	18
Reading at home	37	31	34	19	16	7	11	18
Student preparedness for school	16	20	29	21	23	12	10	26
School climate	38	35	36	27	17	2	8	15
Teacher-parent relations	43	33	40	25	16	6	5	9

Question 49

Percentage of principals reporting that selected processes were used to develop the school parent compact, by school characteristics

Table 49A - Title I Status

	All Title I Schools (N=579)	SW (N=363)	TA (N=216)
	%	%	%
Discussions at PTA meetings	30	41*	19
Meetings(s) called specifically to develop the compact	72	71	73
Other meeting(s)	28	31	26
Parent survey	47	56*	38
School staff survey	48	51	46
Review of other schools' compacts	60	54*	65
Technical assistance provided by the state education department	25	17*	32
Technical assistance provided by the regional assistance providers	12	12	11
Technical assistance provided by district	33	42*	25

Table 49B - Minority Enrollment

	0-49.9% (N=151)	50-79.9% (N=206)	80-100% (N=222)
	%	%	%
Discussions at PTA meetings	15*	35*	50*
Meetings(s) called specifically to develop the compact	75	72	67
Other meeting(s)	25	33	29
Parent survey	37*	54	56*
School staff survey	40*	55	55*
Review of other schools' compacts	70	61*	39*
Technical assistance provided by the state education department	33	25*	10*
Technical assistance provided by the regional assistance providers	13	16*	5*
Technical assistance provided by district	24*	40	41*

Question 49 (continued)

Percentage of principals reporting that selected processes were used to develop the school parent compact, by school characteristics

Table 49C - School Level

	Elementary (N=318)	Middle (N=148)	High (N=82)
	%	%	%
Discussions at PTA meetings	30	30	22
Meetings(s) called specifically to develop the compact	73	71	69
Other meeting(s)	29	30	28
Parent survey	46	46	51
School staff survey	48	42	52
Review of other schools' compacts	60	52	65
Technical assistance provided by the state education department	25	20	27
Technical assistance provided by the regional assistance providers	10	14	10
Technical assistance provided by district	33	32	41

Table 49D - Metropolitan Status

	Central City of MSA (N=214)	MSA not Central City (N=131)	Not MSA (N=234)
	%	%	%
Discussions at PTA meetings	46*	28	20*
Meetings(s) called specifically to develop the compact	65	77	74
Other meeting(s)	32	37	22
Parent survey	52	41	46
School staff survey	47	43	51
Review of other schools' compacts	49*	65	64*
Technical assistance provided by the state education department	14*	29	29*
Technical assistance provided by the regional assistance providers	7	11	16*
Technical assistance provided by district	41	42*	24*

Question 49 (continued)

Percentage of principals reporting that selected processes were used to develop the school parent compact, by school characteristics

Table 49E - Poverty Level

	0-34.9% (N=72)	35-49.9% (N=75)	50-74.9% (N=185)	75-100% (N=243)
	%	%	%	%
Discussions at PTA meetings	16+	15*+	34*	49*
Meetings(s) called specifically to develop the compact	82*	65	75	65*
Other meeting(s)	24	28	32	30
Parent survey	32+	41+	52	57*
School staff survey	40	38+	52	58*
Review of other schools' compacts	67	72*+	58*	45*
Technical assistance provided by the state education department	32	35+	25*	10*
Technical assistance provided by the regional assistance providers	13	13	15	7
Technical assistance provided by district	22+	26*	43	39*

Table 49F - School Size

	Less than 300 (N=82)	300-499 (N=142)	500-999 (N=255)	1,000 or more (N=100)
	%	%	%	%
Discussions at PTA meetings	22	28	35	34
Meetings(s) called specifically to develop the compact	69	75	73	65
Other meeting(s)	27	25	32	27
Parent survey	52	43	48	38
School staff survey	63*+	44	45	33*
Review of other schools' compacts	61	56	62	56
Technical assistance provided by the state education department	32	24	22	18
Technical assistance provided by the regional assistance providers	19	7	13	4
Technical assistance provided by district	21+	29*	42	47*

Question 50

Percentage of principals reporting the use of various procedures to evaluate their parent involvement policy including the school-parent compact, by school characteristics

Table 50A - Title I Status

	All Title I Schools (N=704)	SW (N=422)	TA (N=282)
	<u>%</u>	<u>%</u>	<u>%</u>
Parent survey	53	56	51
School personnel survey	37	43	32
Verbal feedback from parents	75	76	75
Verbal feedback from school personnel	68	74	62
No evaluation activities implemented	13	11	15

Table 50B - Minority Enrollment

	0-49.9% (N=213)	50-79.9% (N=235)	80-100% (N=256)
	<u>%</u>	<u>%</u>	<u>%</u>
Parent survey	50	60	50
School personnel survey	35	45	32
Verbal feedback from parents	74	77	76
Verbal feedback from school personnel	64	72	70
No evaluation activities implemented	15	12	11

Table 50C - School Level

	Elementary (N=374)	Middle (N=185)	High (N=108)
	<u>%</u>	<u>%</u>	<u>%</u>
Parent survey	51	52	62
School personnel survey	36	39	33
Verbal feedback from parents	78*	63	69
Verbal feedback from school personnel	70*	55	63
No evaluation activities implemented	12	20	16

Question 50 (continued)

Percentage of principals reporting the use of various procedures to evaluate their parent involvement policy including the school-parent compact, by school characteristics

Table 50D - Metropolitan Status

	Central City of MSA (N=246)	MSA not Central City (N=163)	Not MSA (N=295)
	<u>%</u>	<u>%</u>	<u>%</u>
Parent survey	50	56	53
School personnel survey	30	41	39
Verbal feedback from parents	81	72	74
Verbal feedback from school personnel	75	69	63
No evaluation activities implemented	10	16	14

Table 50E - Poverty Level

	0-34.9% (N=112)	35-49.9% (N=95)	50-74.9% (N=213)	75-100% (N=279)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Parent survey	49	52	57	53
School personnel survey	31	39	42	36
Verbal feedback from parents	68	82	78	77
Verbal feedback from school personnel	58*+	73	72	72*
No evaluation activities implemented	17	12	12	10

Table 50F - School Size

	Less than 300 (N=113)	300-499 (N=178)	500-999 (N=294)	1,000 or more (N=119)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Parent survey	56	51	53	53
School personnel survey	37	40	36	32
Verbal feedback from parents	74	75	75	84
Verbal feedback from school personnel	65	69	70	65
No evaluation activities implemented	12	13	14	11

WAIVERS AND GOALS 2000

Question 51

Percentage of principals reporting that their school requested a waiver of statutory or regulatory requirements in federal elementary and secondary education programs, by school characteristics

Table 51A - Title I Status

	All Schools (N=1,150)	Non-Title I (N=444)	Title I (N=706)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	6	6	6
No	94	94	94

Table 51B - School Type

	Non-Title I (N=444)	SW (N=412)	TA (N=294)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	6	5	6
No	94	95	94

Table 51C - Minority Enrollment

	0-49.9% (N=552)	50-79.9% (N=321)	80-100% (N=277)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	6	6	4
No	94	94	96

Table 51D - School Level

	Elementary (N=510)	Middle (N=297)	High (N=291)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	5	5	6
No	95	95	94

Question 51 (continued)

Percentage of principals reporting that their school requested a waiver of statutory or regulatory requirements in federal elementary and secondary education programs, by school characteristics

Table 51E - Metropolitan Status

	Central City of MSA (N=383)	MSA not Central City (N=319)	Not MSA (N=448)
	$\frac{\%}{2^*}$	$\frac{\%}{5}$	$\frac{\%}{8^*}$
Yes	2*	5	8*
No	98*	95	92*

Table 51F - Poverty Level

	0-34.9% (N=369)	35-49.9% (N=184)	50-74.9% (N=295)	75-100% (N=291)
	$\frac{\%}{4}$	$\frac{\%}{9}$	$\frac{\%}{7}$	$\frac{\%}{3}$
Yes	4	9	7	3
No	96	91	93	97

Table 51G - School Size

	Less than 300 (N=152)	300-499 (N=275)	500-999 (N=452)	1,000 or more (N=271)
	$\frac{\%}{9}$	$\frac{\%}{6}$	$\frac{\%}{4}$	$\frac{\%}{3}$
Yes	9	6	4	3
No	91	94	96	97

Question 52

Percentage of principals reporting that their school district participates in the federal Goals 2000 program, by school characteristics

Table 52A - Title I Status

	All Schools (N=1,220)	Non-Title I (N=467)	Title I (N=753)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	49	44*	54
No	23	25	21
Don't know	28	32	25

Table 52B - School Type

	Non-Title I (N=467)	SW (N=441)	TA (N=312)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	44	52	55*
No	25*	18	24
Don't know	32	30	21*

Table 52C - Minority Enrollment

	0-49.9% (N=581)	50-79.9% (N=340)	80-100% (N=299)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	48	55	50
No	24	19	21
Don't know	28	27	29

Table 52D - School Level

	Elementary (N=535)	Middle (N=323)	High (N=306)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	52	47	43*
No	22	18*	29
Don't know	26*	35	29

Question 52 (continued)

Percentage of principals reporting that their school district participates in the federal Goals 2000 program, by school characteristics

Table 52E - Metropolitan Status

	Central City of MSA (N=407)	MSA not Central City (N=334)	Not MSA (N=299)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	55	53	44*
No	16	22	27*
Don't know	29	25	29

Table 52F - Poverty Level

	0-34.9% (N=388)	35-49.9% (N=192)	50-74.9% (N=315)	75-100% (N=311)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Yes	45	55	55	49
No	26	19	19	20
Don't know	28	25	26	32

Table 52G - School Size

	Less than 300 (N=167)	300-499 (N=290)	500-999 (N=477)	1,000 or more (N=286)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Yes	47	49	53	45
No	27	23	19	24
Don't know	26	28	28	31

Question 53

Percentage of principals reporting that their school participated in selected Goals 2000 program activities, by school characteristics

Table 53A - Title I Status

	All Schools (N=604)	Non-Title I (N=201)	Title I (N=403)
	<u>%</u>	<u>%</u>	<u>%</u>
Professional development linked to content standards and aligned assessments	84	80	86
Realignment of curriculum to address standards and assessments	76	73	77
Improved use of technology to support students' learning to the content standards	75	74	75
Use of new state assessments	58	57	58
Increased parental/community involvement	59	59	59
Don't know how my school has participated	4	3	5

Table 53B - School Type

	Non-Title I (N=201)	SW (N=239)	TA (N=164)
	<u>%</u>	<u>%</u>	<u>%</u>
Professional development linked to content standards and aligned assessments	80	81	89
Realignment of curriculum to address standards and assessments	73	69*	84
Improved use of technology to support students' learning to the content standards	74	74	76
Use of new state assessments	57	62	56
Increased parental/community involvement	59	67	53
Don't know how my school has participated	3	6	4

Question 53 (continued)

Percentage of principals reporting that their school participated in selected Goals 2000 program activities, by school characteristics

Table 53C - Minority Enrollment

	0-49.9% (N=263)	50-79.9% (N=186)	80-100% (N=155)
	<u>%</u>	<u>%</u>	<u>%</u>
Professional development linked to content standards and aligned assessments	85	80	83
Realignment of curriculum to address standards and assessments	78	74	70
Improved use of technology to support students' learning to the content standards	77	74	67
Use of new state assessments	59	54	59
Increased parental/community involvement	59	60	60
Don't know how my school has participated	2	6	6

Table 53D - School Level

	Elementary (N=273)	Middle (N=154)	High (N=147)
	<u>%</u>	<u>%</u>	<u>%</u>
Professional development linked to content standards and aligned assessments	84	86	82
Realignment of curriculum to address standards and assessments	75	72	82
Improved use of technology to support students' learning to the content standards	73	75	84
Use of new state assessments	55	61	64
Increased parental/community involvement	62	59	49
Don't know how my school has participated	4	4	2

Question 53 (continued)

Percentage of principals reporting that their school participated in selected Goals 2000 program activities, by school characteristics

Table 53E - Metropolitan Status

	Central City of MSA (N=218)	MSA not Central City (N=171)	Not MSA (N=215)
	<u>%</u>	<u>%</u>	<u>%</u>
Professional development linked to content standards and aligned assessments	88	84	80
Realignment of curriculum to address standards and assessments	73	75	79
Improved use of technology to support students' learning to the content standards	66*	79	77*
Use of new state assessments	62	63	51
Increased parental/community involvement	66	68*	48*
Don't know how my school has participated	5	2	4

Table 53F - Poverty Level

	0-34.9% (N=171)	35-49.9% (N=92)	50-74.9% (N=170)	75-100% (N=164)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Professional development linked to content standards and aligned assessments	85	86	79	86
Realignment of curriculum to address standards and assessments	78	82	72	71
Improved use of technology to support students' learning to the content standards	74	80	74	71
Use of new state assessments	58	67	53	57
Increased parental/community involvement	55	64	58	68
Don't know how my school has participated	2	3	6	5

Question 53 (continued)

Percentage of principals reporting that their school participated in selected Goals 2000 program activities, by school characteristics

Table 53G - School Size

	Less than 300 (N=72)	300-499 (N=141)	500-999 (N=251)	1,000 or more (N=140)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Professional development linked to content standards and aligned assessments	79	81	87	86
Realignment of curriculum to address standards and assessments	86	73	73	77
Improved use of technology to support students' learning to the content standards	79	77	72	72
Use of new state assessments	53	55	61	64
Increased parental/community involvement	49	56	67	59
Don't know how my school has participated	0	4	5	7