

STANDARDS AND ASSESSMENT

Question 1

Standard errors of the percentage of principals reporting to what extent they use content standards to guide curriculum and instruction in four subject areas, by school characteristics

Table 1A - Title I Status

	Not at All			Small Extent			Moderate Extent			Great Extent		
	All Schools (N=1,249)	Non-Title I (N=482)	Title I (N=767)	All Schools (N=1,249)	Non-Title I (N=482)	Title I (N=767)	All Schools (N=1,249)	Non-Title I (N=482)	Title I (N=767)	All Schools (N=1,249)	Non-Title I (N=482)	Title I (N=767)
Reading	0.2	0.3	0.2	0.8	1.1	1.1	1.5	2.3	1.9	1.6	2.5	2.2
Mathematics	0.2	0.3	0.3	0.8	1.2	1.1	1.4	2.2	1.8	1.7	2.4	2.0
Science	0.5	0.7	0.7	0.9	1.3	1.3	1.4	2.0	2.1	1.6	2.1	2.3
History/Social Studies	0.6	0.9	0.8	1.4	1.7	1.8	1.4	2.2	2.2	1.5	2.2	2.3

Table 1B - School Type

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Non-Title I (N=482)	SW (N=445)	TA (N=322)									
Reading	0.3	0.4	0.1	1.1	1.4	1.7	2.3	2.3	2.9	2.5	2.5	3.3
Mathematics	0.3	0.5	0.4	1.2	1.5	1.8	2.2	2.4	2.6	2.4	2.8	3.1
Science	0.7	0.8	1.1	1.3	1.8	2.1	2.0	3.0	2.8	2.1	3.1	3.0
History/Social Studies	0.9	1.4	1.1	1.7	2.4	2.5	2.2	2.9	3.1	2.2	2.9	3.4

Table 1C - Minority Enrollment

	Not at All			Small Extent			Moderate Extent			Great Extent		
	0-49.9% (N=600)	50-79.9% (N=344)	80-100% (N=305)									
Reading	0.1	0.4	0.8	1.0	1.4	2.1	1.9	2.8	3.1	2.1	2.8	3.9
Mathematics	0.2	0.7	0.9	1.1	1.5	2.1	1.8	2.7	2.8	2.2	2.8	3.7
Science	0.6	1.4	1.2	1.0	2.4	1.7	1.9	3.5	3.6	2.0	3.8	3.5
History/Social Studies	0.6	1.5	2.2	1.4	2.8	2.7	1.9	3.7	3.2	2.2	3.6	3.7

Question 1 (continued)

Standard errors of the percentage of principals reporting to what extent they use content standards to guide curriculum and instruction in four subject areas, by school characteristics

Table 1D - School Level

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Elementary (N=545)	Middle (N=332)	High (N=314)									
Reading	0.2	0.3	0.6	1.0	1.3	2.2	1.9	3.0	3.6	2.1	3.1	3.8
Mathematics	0.3	0.3	0.7	1.0	1.3	2.4	2.0	3.0	4.0	2.2	3.2	4.3
Science	0.6	0.6	1.6	1.2	1.9	2.6	2.0	3.1	3.6	2.3	3.3	3.7
History/Social Studies	0.7	1.0	1.6	1.7	2.5	2.6	1.9	3.2	3.9	2.2	3.8	3.8

Table 1E - Metropolitan Status

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Central City of MSA (N=418)	MSA not Central City (N=344)	Not MSA (N=487)	Central City of MSA (N=418)	MSA not Central City (N=344)	Not MSA (N=487)	Central City of MSA (N=418)	MSA not Central City (N=344)	Not MSA (N=487)	Central City of MSA (N=418)	MSA not Central City (N=344)	Not MSA (N=487)
Reading	0.1	0.3	0.3	1.1	1.3	1.4	2.1	2.6	2.3	2.2	2.7	2.6
Mathematics	0.1	0.1	0.5	1.2	1.3	1.4	2.3	3.0	2.1	2.6	3.2	2.4
Science	0.7	0.9	0.9	1.8	1.8	1.5	2.7	2.7	2.3	2.9	2.8	2.6
History/Social Studies	0.8	1.3	1.1	2.6	1.8	1.9	2.6	3.0	2.3	2.9	3.0	2.5

Table 1F - Poverty Level

	Not at All				Small Extent			
	0-34.9% (N=401)	35-49.9% (N=198)	50-74.9% (N=320)	75-100% (N=316)	0-34.9% (N=401)	35-49.9% (N=198)	50-74.9% (N=320)	75-100% (N=316)
Reading	0.2	0.4	0.2	0.8	1.3	1.6	1.3	2.3
Mathematics	0.2	0.4	0.8	0.8	1.3	2.1	1.4	2.3
Science	0.6	1.5	1.4	1.2	1.3	2.0	2.6	1.8
History/Social Studies	0.5	1.7	1.6	2.2	1.8	2.3	3.1	2.7

Question 1 (continued)

Standard errors of the percentage of principals reporting to what extent they use content standards to guide curriculum and instruction in four subject areas, by school characteristics

Table 1F - Poverty Level (continued)

	Moderate Extent				Great Extent			
	0-34.9% (N=401)	35-49.9% (N=198)	50-74.9% (N=320)	75-100% (N=316)	0-34.9% (N=401)	35-49.9% (N=198)	50-74.9% (N=320)	75-100% (N=316)
Reading	2.7	4.0	2.9	2.3	2.7	4.0	3.1	2.9
Mathematics	2.5	3.5	2.8	2.2	2.8	3.8	3.0	2.8
Science	2.3	3.4	3.6	3.0	2.5	3.8	4.0	3.0
History/Social Studies	2.4	3.4	3.8	3.1	2.4	4.0	3.8	3.2

Table 1G - School Size

	Not at All				Small Extent			
	Less than 300 (N=172)	300-499 (N=292)	500-999 (N=490)	1,000 or more (N=295)	Less than 300 (N=172)	300-499 (N=292)	500-999 (N=490)	1,000 or more (N=295)
Reading	0.3	0.4	0.1	0.8	2.5	1.5	1.1	1.1
Mathematics	0.7	0.4	0.3	0.0	2.7	1.5	1.1	0.9
Science	1.6	0.9	0.6	0.3	2.7	1.9	1.6	1.5
History/Social Studies	2.0	0.9	0.8	0.3	3.1	2.3	1.9	1.6

Table 1G - School Size (continued)

	Moderate Extent				Great Extent			
	Less than 300 (N=172)	300-499 (N=292)	500-999 (N=490)	1,000 or more (N=295)	Less than 300 (N=172)	300-499 (N=292)	500-999 (N=490)	1,000 or more (N=295)
Reading	3.9	2.3	2.2	3.1	4.3	2.4	2.4	3.3
Mathematics	3.8	2.4	2.2	3.2	4.5	2.6	2.5	3.3
Science	4.4	3.0	1.9	3.0	4.6	2.7	2.4	3.2
History/Social Studies	4.0	3.0	2.0	3.4	4.5	2.7	2.4	3.6

Question 2

Standard errors of the percentage of principals reporting to what extent content standards for any subject have changed in the last year, by school characteristics

Table 2A - Title I Status

	All Schools (N=1,237)	Non-Title I (N=478)	Title I (N=759)
Not at all	1.1	1.8	1.3
Small extent	1.7	2.9	1.8
Moderate extent	1.9	3.6	2.1
Great extent	1.6	2.5	2.0
No content standards	0.1	0.0	0.2

Table 2B - School Type

	Non-Title I (N=478)	SW (N=439)	TA (N=320)
Not at all	1.8	2.1	1.8
Small extent	2.9	2.3	3.1
Moderate extent	3.6	3.3	3.2
Great extent	2.5	2.6	3.0
No content standards	0.0	0.4	0.2

Table 2C - Minority Enrollment

	0-49.9% (N=599)	50-79.9% (N=339)	80-100% (N=299)
Not at all	1.5	2.3	2.7
Small extent	2.2	2.8	3.8
Moderate extent	2.8	3.8	4.1
Great extent	2.2	3.6	3.4
No content standards	0.1	0.3	0.7

Question 2 (continued)

Standard errors of the percentage of principals reporting to what extent content standards for any subject have changed in the last year, by school characteristics

Table 2D - School Level

	Elementary (N=540)	Middle (N=329)	High (N=313)
Not at all	1.5	1.7	2.6
Small extent	2.4	3.3	3.5
Moderate extent	2.6	3.5	3.9
Great extent	2.2	2.9	2.6
No content standards	0.2	0.3	0.0

Table 2E - Metropolitan Status

	Central City of MSA (N=413)	MSA not Central City (N=341)	Not MSA (N=483)
Not at all	1.8	2.3	1.5
Small extent	2.7	2.1	2.8
Moderate extent	3.3	3.7	3.0
Great extent	2.8	2.9	2.4
No content standards	0.1	0.3	0.2

Table 2F - Poverty Level

	0-34.9% (N=397)	35-49.9% (N=200)	50-74.9% (N=316)	75-100% (N=311)
Not at all	1.9	2.4	2.3	2.8
Small extent	2.6	4.0	2.8	4.1
Moderate extent	3.3	4.4	3.9	4.1
Great extent	2.7	2.7	4.0	3.2
No content standards	0.0	0.2	0.0	0.9

Question 2 (continued)

Standard errors of the percentage of principals reporting to what extent content standards for any subject have changed in the last year, by school characteristics

Table 2G - School Size

	Less than 300 (N=172)	300-499 (N=291)	500-999 (N=480)	1,000 or more (N=294)
Not at all	2.1	2.5	1.2	2.5
Small extent	4.2	3.1	2.1	3.3
Moderate extent	4.8	3.5	2.4	3.8
Great extent	4.0	2.8	2.5	3.2
No content standards	0.0	0.4	0.2	0.0

Question 3

Standard errors of the percentage of principals reporting to what extent the following are barriers to applying high standards, by school characteristics

Table 3A - Title I Status

	Not at All			Small Extent			Moderate Extent			Great Extent		
	All schools (N=1234)	Non-Title I (N=476)	Title I (N=758)	All schools (N=1234)	Non-Title I (N=476)	Title I (N=758)	All schools (N=1234)	Non-Title I (N=476)	Title I (N=758)	All schools (N=1234)	Non-Title I (N=476)	Title I (N=758)
Inadequacy of guidance on what standards to use	1.7	3.3	2.1	1.7	3.0	1.9	1.3	2.2	1.7	0.7	1.1	0.8
Inadequacy of parent involvement	1.4	2.3	1.7	1.5	2.7	2.4	1.9	2.6	2.5	1.1	1.5	1.8
Outdated technology	1.7	2.8	1.9	1.7	3.0	2.2	1.5	2.5	2.1	1.1	1.8	1.4
High student mobility	1.3	2.1	1.9	1.6	2.6	2.4	1.5	2.7	1.9	1.2	1.2	1.8
Diversity of student populations	1.8	3.0	2.2	2.1	3.0	2.5	1.3	2.0	1.8	0.8	1.1	1.1
Language barriers	1.4	2.8	1.7	1.5	2.6	1.7	0.9	1.1	1.3	0.7	0.5	1.2
Assessments that are not aligned with curriculum/standards	1.7	3.2	2.2	2.0	2.9	2.5	1.6	2.6	2.1	1.2	2.0	1.6

Table 3B - School Type

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Non-Title I (N=476)	SW (N=440)	TA (N=318)									
Inadequacy of guidance on what standards to use	3.3	3.3	3.0	3.0	2.9	2.7	2.2	2.5	2.3	1.1	1.2	1.3
Inadequacy of parent involvement	2.3	2.2	3.0	2.7	3.1	3.4	2.6	2.9	3.7	1.5	2.7	2.0
Outdated technology	2.8	2.8	3.0	3.0	3.4	3.4	2.5	2.7	3.1	1.8	2.5	1.5
High student mobility	2.1	1.9	3.3	2.6	3.5	3.0	2.7	2.9	2.3	1.2	3.0	2.0
Diversity of student populations	3.0	2.8	3.0	3.0	3.1	3.5	2.0	2.7	2.5	1.1	1.8	1.7
Language barriers	2.8	3.2	3.3	2.6	3.1	2.7	1.1	2.3	1.5	0.5	1.7	1.3
Assessments that are not aligned with curriculum/standards	3.2	3.4	2.9	2.9	3.0	3.5	2.6	3.0	3.1	2.0	1.8	2.5

Question 3 (continued)

Standard errors of the percentage of principals reporting to what extent the following are barriers to applying high standards, by school characteristics

Table 3C - Minority Enrollment

	Not at All			Small Extent			Moderate Extent			Great Extent		
	0-49.9% (N=596)	50-79.9% (N=337)	80-100% (N=301)									
Inadequacy of guidance on what standards to use	2.3	3.3	4.2	2.3	2.8	4.2	1.9	2.5	3.7	0.9	1.4	1.9
Inadequacy of parent involvement	2.1	1.6	3.4	2.0	3.4	3.2	2.4	3.9	3.8	1.3	2.9	2.9
Outdated technology	2.3	3.3	3.9	2.3	4.1	3.6	1.9	3.3	3.4	1.3	2.3	2.3
High student mobility	1.9	2.1	3.3	2.0	3.8	4.4	1.9	3.0	4.2	1.4	2.9	3.4
Diversity of student populations	2.4	3.0	4.6	2.8	3.9	3.5	1.4	3.6	4.0	1.2	2.6	1.6
Language barriers	2.1	2.9	4.0	2.0	2.6	3.2	1.0	2.5	3.0	0.6	2.2	2.1
Assessments that are not aligned with curriculum/standards	2.2	3.2	4.1	2.5	3.0	4.3	2.2	3.7	3.5	1.7	2.1	2.6

Table 3D - School Level

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Elementary (N=539)	Middle (N=327)	High (N=312)									
Inadequacy of guidance on what standards to use	2.2	3.5	3.4	2.3	3.7	4.0	1.7	3.1	2.9	0.7	0.7	2.5
Inadequacy of parent involvement	2.1	2.5	3.3	2.4	3.8	3.5	2.6	4.0	3.7	1.5	2.3	1.9
Outdated technology	2.3	3.3	3.2	2.0	3.6	4.3	1.8	3.2	3.4	1.4	2.2	2.2
High student mobility	2.1	3.7	2.8	2.4	3.7	3.1	1.9	3.0	3.2	1.8	2.4	1.8
Diversity of student populations	2.3	3.8	3.4	2.6	3.6	4.0	1.8	3.1	2.9	1.2	1.6	1.0
Language barriers	2.1	3.8	3.3	2.2	3.5	3.1	1.3	1.6	1.1	1.1	0.9	0.8
Assessments that are not aligned with curriculum/standards	2.4	4.1	3.8	2.8	4.0	3.2	1.9	3.0	3.1	1.7	2.5	2.4

Question 3 (continued)

Standard errors of the percentage of principals reporting to what extent the following are barriers to applying high standards, by school characteristics

Table 3E - Metropolitan Status

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Central City of MSA (N=412)	MSA not Central City (N=338)	Not MSA (N=484)									
Inadequacy of guidance on what standards to use	3.0	3.3	2.5	2.6	3.6	2.7	2.3	2.3	2.4	1.1	0.9	1.3
Inadequacy of parent involvement	2.0	3.3	2.1	2.9	3.0	2.5	2.8	3.1	3.1	2.5	1.7	1.7
Outdated technology	3.5	3.4	2.0	2.8	3.6	2.7	3.2	2.2	2.9	2.5	1.4	1.5
High student mobility	2.4	2.9	2.4	2.6	3.1	3.2	2.8	2.7	2.0	2.4	2.3	1.5
Diversity of student populations	3.1	3.0	2.7	3.3	3.5	3.2	2.5	2.4	2.3	1.8	1.6	1.1
Language barriers	3.2	2.9	2.2	3.5	3.0	2.2	2.2	1.8	1.1	1.6	1.2	0.7
Assessments that are not aligned with curriculum/standards	3.1	2.5	2.6	3.3	3.1	2.6	2.7	2.7	2.6	2.0	2.5	1.7

Question 3 (continued)

Standard errors of the percentage of principals reporting to what extent the following are barriers to applying high standards, by school characteristics

Table 3F - Poverty Level

	Not at All				Small Extent			
	0-34.9% (N=395)	35-49.9% (N=199)	50-74.9% (N=313)	75-100% (N=313)	0-34.9% (N=395)	35-49.9% (N=199)	50-74.9% (N=313)	75-100% (N=313)
Inadequacy of guidance on what standards to use	2.9	3.7	3.6	4.4	2.9	3.7	2.9	4.2
Inadequacy of parent involvement	2.7	3.1	1.7	2.5	2.7	4.3	3.7	2.8
Outdated technology	2.8	3.8	3.1	4.0	3.0	4.0	4.2	3.8
High student mobility	2.6	3.7	2.3	1.7	2.4	4.4	3.9	3.9
Diversity of student populations	3.0	3.9	3.0	3.6	3.4	4.7	4.1	3.9
Language barriers	2.6	4.8	2.9	4.0	2.6	4.7	3.0	3.4
Assessments that are not aligned with curriculum/standards	2.4	3.8	3.2	4.1	2.9	4.5	3.2	3.5

Table 3F - Poverty Level (continued)

	Moderate Extent				Great Extent			
	0-34.9% (N=395)	35-49.9% (N=199)	50-74.9% (N=313)	75-100% (N=313)	0-34.9% (N=395)	35-49.9% (N=199)	50-74.9% (N=313)	75-100% (N=313)
Inadequacy of guidance on what standards to use	2.1	2.8	2.5	3.5	1.1	1.5	1.2	1.4
Inadequacy of parent involvement	2.6	4.7	4.1	3.4	1.2	2.8	3.1	3.2
Outdated technology	2.1	4.0	3.6	3.5	1.6	1.8	2.3	2.7
High student mobility	2.1	4.2	3.5	3.7	1.5	2.9	3.1	3.6
Diversity of student populations	1.8	3.5	3.8	4.1	1.1	1.8	2.8	1.9
Language barriers	1.1	2.3	2.9	2.7	0.4	1.6	2.4	2.2
Assessments that are not aligned with curriculum/standards	2.6	4.2	3.9	3.7	2.0	3.2	2.1	2.3

Question 3 (continued)

Standard errors of the percentage of principals reporting to what extent the following are barriers to applying high standards, by school characteristics

Table 3G - School Size

	Not at All				Small Extent			
	Less than 300 (N=168)	300-499 (N=291)	500-999 (N=482)	1000 or more (N=293)	Less than 300 (N=168)	300-499 (N=291)	500-999 (N=482)	1000 or more (N=293)
Inadequacy of guidance on what standards to use	3.9	3.4	2.5	4.4	4.6	3.0	2.4	4.2
Inadequacy of parent involvement	3.2	2.9	2.3	3.4	4.1	3.0	2.5	3.6
Outdated technology	3.3	3.3	2.8	3.7	4.2	3.2	2.7	3.4
High student mobility	4.7	2.8	2.4	3.2	4.8	3.5	2.7	3.4
Diversity of student populations	4.9	2.5	2.8	3.1	4.4	3.2	3.1	4.3
Language barriers	4.4	3.2	2.4	3.4	3.9	3.5	2.5	3.6
Assessments that are not aligned with curriculum/standards	4.5	2.7	2.3	3.3	4.3	3.4	2.5	3.5

Table 3G - School Size (continued)

	Moderate Extent				Great Extent			
	Less than 300 (N=168)	300-499 (N=291)	500-999 (N=482)	1000 or more (N=293)	Less than 300 (N=168)	300-499 (N=291)	500-999 (N=482)	1000 or more (N=293)
Inadequacy of guidance on what standards to use	3.4	2.7	2.0	3.5	2.5	1.7	0.6	1.2
Inadequacy of parent involvement	2.8	2.6	3.9	1.9	1.9	1.8	2.1	1.1
Outdated technology	4.1	3.5	2.1	3.8	2.6	1.9	1.9	2.4
High student mobility	3.5	2.6	2.2	3.0	2.3	2.4	1.5	3.1
Diversity of student populations	3.3	2.6	2.1	4.2	1.6	1.6	1.4	1.8
Language barriers	1.5	1.6	1.4	2.5	1.0	1.6	1.0	1.3
Assessments that are not aligned with curriculum/standards	4.5	2.6	2.4	3.9	2.5	2.4	1.6	2.3

Question 4

Standard errors of the percentage of principals reporting to what extent they use written standards to assess teacher quality or professional development, by school characteristics

Table 4A - Title I Status

	Not at All			Small Extent			Moderate Extent			Great Extent		
	All Schools (N=1,237)	Non-Title I (N=478)	Title I (N=759)	All Schools (N=1,237)	Non-Title I (N=478)	Title I (N=759)	All Schools (N=1,237)	Non-Title I (N=478)	Title I (N=759)	All Schools (N=1,237)	Non-Title I (N=478)	Title I (N=759)
Teacher quality	1.3	2.1	1.8	1.3	2.2	1.7	1.5	2.6	2.2	1.6	2.3	2.6
The quality of professional development	1.4	2.0	2.1	1.5	2.4	1.9	1.7	2.6	2.2	1.5	2.4	1.8

Table 4B - School Type

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Non-Title I (N=478)	SW (N=443)	TA (N=316)									
Teacher quality	2.1	2.4	2.4	2.2	2.5	2.4	2.6	3.1	3.5	2.3	3.5	3.6
The quality of professional development	2.0	2.6	3.0	2.4	2.5	2.7	2.6	3.6	3.2	2.4	2.8	2.2

Table 4C - Minority Enrollment

	Not at All			Small Extent			Moderate Extent			Great Extent		
	0-49.9% (N=595)	50-79.9% (N=341)	80-100% (N=301)									
Teacher quality	1.5	2.2	3.7	1.7	2.8	1.7	2.1	3.4	4.1	2.3	3.8	4.1
The quality of professional development	1.8	2.5	3.9	1.9	2.9	4.1	2.3	3.5	4.3	1.9	2.8	3.2

Question 4 (continued)

Standard errors of the percentage of principals reporting to what extent they use written standards to assess teacher quality or professional development, by school characteristics

Table 4D - School Level

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Elementary (N=542)	Middle (N=326)	High (N=315)									
Teacher quality	1.8	3.0	3.5	1.8	1.8	2.5	2.4	4.1	3.5	2.7	3.1	3.2
The quality of professional development	2.0	3.0	3.6	2.2	2.9	3.7	2.4	3.6	3.8	1.9	2.7	3.5

Table 4E - Metropolitan Status

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Central City of MSA (N=415)	MSA not Central City (N=341)	Not MSA (N=481)	Central City of MSA (N=415)	MSA not Central City (N=341)	Not MSA (N=481)	Central City of MSA (N=415)	MSA not Central City (N=341)	Not MSA (N=481)	Central City of MSA (N=415)	MSA not Central City (N=341)	Not MSA (N=481)
Teacher quality	2.0	2.4	2.3	2.2	2.4	1.8	3.4	2.9	2.4	2.8	2.9	2.5
The quality of professional development	2.3	2.5	2.2	2.1	3.4	2.3	2.7	3.7	2.8	2.2	2.4	2.6

Table 4F - Poverty Level

	Not at All				Small Extent			
	0-34.9% (N=397)	35-49.9% (N=197)	50-74.9% (N=316)	75-100% (N=313)	0-34.9% (N=397)	35-49.9% (N=197)	50-74.9% (N=316)	75-100% (N=313)
Teacher quality	1.9	3.0	2.4	3.3	2.2	3.4	2.8	2.4
The quality of professional development	2.0	3.1	2.7	3.8	2.3	3.2	2.9	3.8

Question 4 (continued)

Standard errors of the percentage of principals reporting to what extent they use written standards to assess teacher quality or professional development, by school characteristics

Table 4F - Poverty Level (continued)

	Moderate Extent				Great Extent			
	0-34.9% (N=397)	35-49.9% (N=197)	50-74.9% (N=316)	75-100% (N=313)	0-34.9% (N=397)	35-49.9% (N=197)	50-74.9% (N=316)	75-100% (N=313)
Teacher quality	2.6	4.2	3.5	3.7	2.3	5.0	4.0	4.1
The quality of professional development	2.7	4.5	3.6	4.6	2.4	2.5	2.5	3.3

Table 4G - School Size

	Not at All				Small Extent			
	Less than 300 (N=169)	300-499 (N=291)	500-999 (N=482)	1,000 or more (N=295)	Less than 300 (N=169)	300-499 (N=291)	500-999 (N=482)	1,000 or more (N=295)
Teacher quality	3.6	2.4	1.9	2.7	3.1	2.2	2.0	2.2
The quality of professional development	3.6	2.8	2.3	2.3	3.9	2.6	1.9	3.1

Table 4G - School Size (continued)

	Moderate Extent				Great Extent			
	Less than 300 (N=169)	300-499 (N=291)	500-999 (N=482)	1,000 or more (N=295)	Less than 300 (N=169)	300-499 (N=291)	500-999 (N=482)	1,000 or more (N=295)
Teacher quality	4.3	2.8	2.4	3.6	3.6	3.8	2.3	4.5
The quality of professional development	4.6	2.9	2.6	4.4	3.6	2.7	1.8	3.3

Question 5

Standard errors of the percentage of principals reporting who developed standards for assessing teacher quality and professional development activities, by school characteristics

Table 5A - Title I Status

	All Schools (N=1,093)	Non-Title I (N=421)	Title I (N=672)
Teacher quality			
School	1.8	2.7	2.3
School district	1.6	2.7	2.1
State	2.2	3.3	2.6
National association	1.2	1.6	1.6
Professional development activities			
School	2.0	3.0	2.7
School district	1.6	2.1	2.1
State	2.0	3.1	2.5
National association	1.1	1.6	1.3

Table 5B - School Type

	Non-Title I (N=421)	SW (N=399)	TA (N=273)
Teacher quality			
School	2.7	2.9	3.7
School district	2.7	3.0	2.6
State	3.3	3.6	3.6
National association	1.6	2.0	2.4
Professional development activities			
School	3.0	3.7	3.5
School district	2.1	2.8	2.9
State	3.1	3.2	3.1
National association	1.6	2.0	1.7

Question 5 (continued)

Standard errors of the percentage of principals reporting who developed standards for assessing teacher quality and professional development activities, by school characteristics

Table 5C - Minority Enrollment

	0-49.9% (N=527)	50-79.9% (N=309)	80-100% (N=257)
Teacher quality			
School	2.7	3.1	3.7
School district	2.0	2.6	3.7
State	2.7	3.7	5.5
National association	1.6	1.5	2.1
Professional development activities			
School	2.6	3.6	5.4
School district	2.1	2.4	3.3
State	2.7	3.6	4.8
National association	1.4	1.8	1.9

Table 5D - School Level

	Elementary (N=468)	Middle (N=295)	High (N=278)
Teacher quality			
School	2.7	3.6	4.0
School district	2.1	2.9	3.0
State	2.7	3.8	4.2
National association	1.7	1.6	2.2
Professional development activities			
School	2.9	4.1	4.3
School district	2.0	2.7	3.6
State	2.6	3.7	4.4
National association	1.6	1.5	1.4

Question 5 (continued)

Standard errors of the percentage of principals reporting who developed standards for assessing teacher quality and professional development activities, by school characteristics

Table 5E - Metropolitan Status

	Central City of MSA (N=367)	MSA not Central City (N=297)	Not MSA (N=429)
Teacher quality			
School	2.9	2.8	3.2
School district	1.9	2.3	2.8
State	4.1	3.2	3.2
National association	1.9	1.9	2.0
Professional development activities			
School	3.3	3.5	2.9
School district	2.3	2.1	2.7
State	3.7	2.9	3.1
National association	1.8	1.7	1.6

Table 5F - Poverty Level

	0-34.9% (N=347)	35-49.9% (N=182)	50-74.9% (N=284)	75-100% (N=271)
Teacher quality				
School	3.3	4.4	3.4	3.7
School district	2.1	3.9	2.8	4.1
State	3.4	4.8	3.7	5.4
National association	1.9	3.0	1.6	2.5
Professional development activities				
School	3.3	3.9	3.9	4.4
School district	2.7	3.1	3.0	3.4
State	3.0	4.6	3.8	5.1
National association	1.6	2.1	1.8	2.4

Question 5 (continued)

Standard errors of the percentage of principals reporting who developed standards for assessing teacher quality and professional development activities, by school characteristics

Table 5G - School Size

	Less than 300 (N=149)	300-499 (N=253)	500-999 (N=435)	1,000 or more (N=256)
Teacher quality				
School	5.0	4.0	2.6	3.8
School district	3.9	3.5	2.4	2.7
State	4.8	4.2	2.9	4.4
National association	3.5	2.1	1.4	1.9
Professional development activities				
School	4.5	3.9	2.9	4.3
School district	4.6	2.4	1.9	2.4
State	5.3	3.7	2.9	3.8
National association	1.6	2.2	1.4	1.7

Question 6

Standard errors of the percentage of principals reporting to what extent standards for teacher quality and for professional development are linked to student content and performance standards, by school characteristics

Table 6A - Title I Status

	All Schools (N=1,037)	Non-Title I (N=415)	Title I (N=658)
Teacher quality			
Not at all	1.2	2.1	1.6
Small extent	1.4	2.7	1.8
Moderate extent	1.6	2.6	2.1
Great extent	1.9	3.0	2.3
Student standards not established	0.4	0.6	0.7
The quality of professional development			
Not at all	0.9	1.6	1.2
Small extent	1.4	2.4	1.7
Moderate extent	1.8	2.7	2.3
Great extent	2.2	3.5	2.4
Student standards not established	0.5	0.8	0.7

Table 6B - School Type

	Non-Title I (N=415)	SW (N=396)	TA (N=262)
Teacher quality			
Not at all	2.1	2.1	2.4
Small extent	2.7	2.7	2.8
Moderate extent	2.6	2.6	3.4
Great extent	3.0	3.1	3.3
Student standards not established	0.6	0.4	1.2
The quality of professional development			
Not at all	1.6	1.9	1.7
Small extent	2.4	2.5	2.9
Moderate extent	2.7	3.3	3.2
Great extent	3.5	3.4	3.6
Student standards not established	0.8	0.5	1.3

Question 6 (continued)

Standard errors of the percentage of principals reporting to what extent standards for teacher quality and for professional development are linked to student content and performance standards, by school characteristics

Table 6C - Minority Enrollment

	0-49.9% (N=513)	50-79.9% (N=305)	80-100% (N=255)
Teacher quality			
Not at all	1.7	2.9	3.4
Small extent	2.0	3.3	3.0
Moderate extent	2.2	3.3	4.3
Great extent	2.5	3.1	4.9
Student standards not established	0.7	0.1	0.7
The quality of professional development			
Not at all	1.2	1.7	3.7
Small extent	2.1	3.2	2.8
Moderate extent	2.3	3.7	3.6
Great extent	3.1	3.9	4.3
Student standards not established	0.8	0.1	0.9

Table 6D - School Level

	Elementary (N=459)	Middle (N=290)	High (N=273)
Teacher quality			
Not at all	1.7	2.7	3.4
Small extent	2.1	3.6	3.3
Moderate extent	2.1	3.7	3.2
Great extent	2.3	3.7	4.0
Student standards not established	0.7	0.9	0.4
The quality of professional development			
Not at all	1.2	2.1	2.6
Small extent	2.2	2.5	3.4
Moderate extent	2.3	4.2	3.4
Great extent	2.7	4.5	3.9
Student standards not established	0.8	1.1	0.4

Question 6 (continued)

Standard errors of the percentage of principals reporting to what extent standards for teacher quality and for professional development are linked to student content and performance standards, by school characteristics

Table 6E - Metropolitan Status

	Central City of MSA (N=363)	MSA not Central City (N=295)	Not MSA (N=415)
Teacher quality			
Not at all	2.3	2.1	2.1
Small extent	2.9	3.0	2.2
Moderate extent	3.0	3.2	2.3
Great extent	3.6	2.9	2.9
Student standards not established	0.3	1.3	0.6
The quality of professional development			
Not at all	1.8	1.5	1.6
Small extent	2.9	2.5	2.1
Moderate extent	3.1	3.0	2.6
Great extent	3.6	4.0	2.6
Student standards not established	0.4	1.3	0.8

Table 6F - Poverty Level

	0-34.9% (N=339)	35-49.9% (N=177)	50-74.9% (N=280)	75-100% (N=268)
Teacher quality				
Not at all	1.9	3.4	3.1	3.3
Small extent	2.5	4.2	3.4	3.5
Moderate extent	2.8	4.1	3.4	3.9
Great extent	3.0	3.8	3.1	5.0
Student standards not established	0.9	0.0	0.1	0.7
The quality of professional development				
Not at all	1.5	2.5	1.6	3.4
Small extent	2.5	3.6	3.3	3.2
Moderate extent	2.5	4.5	3.7	3.8
Great extent	3.6	4.2	3.7	4.1
Student standards not established	1.0	0.0	0.1	0.9

Question 6 (continued)

Standard errors of the percentage of principals reporting to what extent standards for teacher quality and for professional development are linked to student content and performance standards, by school characteristics

Table 6G - School Size

	Less than 300 (N=143)	300-499 (N=250)	500-999 (N=427)	1,000 or more (N=253)
Teacher quality				
Not at all	3.1	2.4	1.9	2.6
Small extent	3.8	2.9	2.4	3.3
Moderate extent	4.7	2.7	2.5	4.2
Great extent	4.0	3.7	2.8	3.8
Student standards not established	1.8	0.6	0.5	0.8
The quality of professional development				
Not at all	2.7	2.0	1.5	2.0
Small extent	3.5	3.1	1.9	2.4
Moderate extent	4.4	2.6	3.1	3.7
Great extent	4.4	3.3	2.9	4.0
Student standards not established	2.0	0.7	0.5	0.7

Question 7

Standard errors of the percentage of principals reporting when standards for teacher quality and professional development were last revised, by school characteristics

Table 7A - Title I Status

	Last Year			2-3 Years Ago			More Than 3 Years Ago			Don't Know		
	All Schools (N=1,072)	Non-Title I (N=412)	Title I (N=660)	All Schools (N=1,072)	Non-Title I (N=412)	Title I (N=660)	All Schools (N=1,072)	Non-Title I (N=412)	Title I (N=660)	All Schools (N=1,072)	Non-Title I (N=412)	Title I (N=660)
Teacher quality	2.2	3.2	2.4	1.6	2.4	2.3	1.6	2.6	2.1	1.5	2.4	2.1
The quality of professional development	1.8	2.5	2.3	1.7	2.7	2.2	1.1	1.8	1.5	1.4	2.6	1.9

Table 7B - School Type

	Last Year			2-3 Years Ago			More Than 3 Years Ago			Don't Know		
	Non-Title I (N=412)	SW (N=394)	TA (N=266)									
Teacher quality	3.2	3.3	3.6	2.4	2.8	3.8	2.6	2.6	3.3	2.4	3.1	3.3
The quality of professional development	2.5	2.9	3.8	2.7	3.1	3.8	1.8	1.9	2.4	2.6	3.4	2.9

Table 7C - Minority Enrollment

	Last Year			2-3 Years Ago			More Than 3 Years Ago			Don't Know		
	0-49.9% (N=513)	50-79.9% (N=304)	80-100% (N=255)	0-49.9% (N=513)	50-79.9% (N=304)	80-100% (N=255)	0-49.9% (N=513)	50-79.9% (N=304)	80-100% (N=255)	0-49.9% (N=513)	50-79.9% (N=304)	80-100% (N=255)
Teacher quality	2.4	3.3	5.0	2.1	3.4	4.0	2.2	2.8	3.4	1.9	2.8	4.5
The quality of professional development	2.1	3.6	3.9	2.4	3.3	3.8	1.5	2.5	2.8	2.0	3.0	4.2

Question 7 (continued)

Standard errors of the percentage of principals reporting when standards for teacher quality and professional development were last revised, by school characteristics

Table 7D - School Level

	Last Year			2-3 Years Ago			More Than 3 Years Ago			Don't Know		
	Elementary (N=459)	Middle (N=289)	High (N=273)									
Teacher quality	2.5	4.1	4.4	2.1	3.6	3.3	2.1	3.8	3.5	2.3	2.6	3.5
The quality of professional development	2.4	4.0	3.4	2.4	3.7	3.9	1.4	2.7	2.3	2.2	3.2	3.3

Table 7E - Metropolitan Status

	Last Year			2-3 Years Ago			More Than 3 Years Ago			Don't Know		
	Central City of MSA (N=362)	MSA not Central City (N=292)	Not MSA (N=418)	Central City of MSA (N=362)	MSA not Central City (N=292)	Not MSA (N=418)	Central City of MSA (N=362)	MSA not Central City (N=292)	Not MSA (N=418)	Central City of MSA (N=362)	MSA not Central City (N=292)	Not MSA (N=418)
Teacher quality	3.2	3.9	3.1	2.6	2.9	2.7	3.0	3.0	2.2	3.1	2.7	2.2
The quality of professional development	3.0	3.6	2.9	3.0	3.0	2.4	2.4	2.3	1.8	3.4	2.9	2.4

Table 7F - Poverty Level

	Last Year				2-3 Years Ago			
	0-34.9% (N=337)	35-49.9% (N=179)	50-74.9% (N=279)	75-100% (N=268)	0-34.9% (N=337)	35-49.9% (N=179)	50-74.9% (N=279)	75-100% (N=268)
Teacher quality	2.8	5.4	3.4	4.4	2.4	4.1	3.5	4.2
The quality of professional development	2.6	4.6	3.6	3.9	2.6	4.5	3.6	3.2

Question 7 (continued)

Standard errors of the percentage of principals reporting when standards for teacher quality and professional development were last revised, by school characteristics

Table 7F - Poverty Level (continued)

	More Than 3 Years Ago				Don't Know			
	0-34.9% (N=337)	35-49.9% (N=179)	50-74.9% (N=279)	75-100% (N=268)	0-34.9% (N=337)	35-49.9% (N=179)	50-74.9% (N=279)	75-100% (N=268)
Teacher quality	2.7	3.5	2.9	3.2	2.3	3.8	2.9	4.5
The quality of professional development	1.7	3.1	2.6	2.6	2.2	4.8	3.1	4.1

Table 7G - School Size

	Last Year				2-3 Years Ago			
	Less than 300 (N=146)	300-499 (N=249)	500-999 (N=423)	1,000 or more (N=254)	Less than 300 (N=146)	300-499 (N=249)	500-999 (N=423)	1,000 or more (N=254)
Teacher quality	4.2	3.1	2.9	3.7	4.1	2.5	2.4	3.8
The quality of professional development	4.3	3.2	2.8	3.9	4.4	3.4	2.0	3.7

Table 7G - School Size (continued)

	More Than 3 Years Ago				Don't Know			
	Less than 300 (N=146)	300-499 (N=249)	500-999 (N=423)	1,000 or more (N=254)	Less than 300 (N=146)	300-499 (N=249)	500-999 (N=423)	1,000 or more (N=254)
Teacher quality	4.1	3.1	2.5	3.2	3.7	2.6	2.2	3.1
The quality of professional development	2.6	2.7	1.7	3.1	4.0	3.0	2.9	3.7

Question 8

Standard errors of the percentage of principals reporting performance levels for student achievement results in reading, by school characteristics

Table 8RA - Title I Status

	All Schools (N=1257)	Non-Title I (N=484)	Title I (N=773)
Performance levels reported (1-6)	1.8	2.0	2.5
No performance levels reported	1.8	2.0	2.5

Table 8RB - School Type

	Non-Title I (N=484)	SW (N=448)	TA (N=325)
Performance levels reported (1-6)	2.0	3.5	3.3
No performance levels reported	2.0	3.5	3.3

Table 8RC - Minority Enrollment

	0-49.9% (N=603)	50-79.9% (N=346)	80-100% (N=308)
Performance levels reported (1-6)	2.3	3.6	3.2
No performance levels reported	2.3	3.6	3.2

Table 8RD - School Level

	Elementary (N=549)	Middle (N=335)	High (N=315)
Performance levels reported (1-6)	2.3	3.2	2.5
No performance levels reported	2.3	3.2	2.5

Question 8 (continued)

Standard errors of the percentage of principals reporting performance levels for student achievement results in reading, by school characteristics

Table 8RE - Metropolitan Status

	Central City of MSA (N=420)	MSA not Central City (N=348)	Not MSA (N=489)
Performance levels reported (1-6)	3.2	3.2	2.3
No performance levels reported	3.2	3.2	2.3

Table 8RF - Poverty Level

	0-34.9% (N=401)	35-49.9% (N=202)	50-74.9% (N=320)	75-100% (N=320)
Performance levels reported (1-6)	2.5	3.7	3.5	3.4
No performance levels reported	2.5	3.7	3.5	3.4

Table 8RG - School Size

	Less than 300 (N=172)	300-499 (N=293)	500-999 (N=496)	1,000 or more (N=296)
Performance levels reported (1-6)	3.8	2.9	2.0	3.1
No performance levels reported	3.8	2.9	2.0	3.1

Question 8 (continued)

Standard errors of the percentage of principals reporting performance levels for student achievement results in mathematics, by school characteristics

Table 8MA - Title I Status

	All Schools (N=1257)	Non-Title I (N=484)	Title I (N=773)
Performance levels reported (1-6)	1.6	2.0	2.2
No performance levels reported	1.6	2.0	2.2

Table 8MB - School Type

	Non-Title I (N=484)	SW (N=448)	TA (N=325)
Performance levels reported (1-6)	2.0	3.4	2.5
No performance levels reported	2.0	3.4	2.5

Table 8MC - Minority Enrollment

	0-49.9% (N=603)	50-79.9% (N=346)	80-100% (N=308)
Performance levels reported (1-6)	2.2	3.4	3.3
No performance levels reported	2.2	3.4	3.3

Table 8MD - School Level

	Elementary (N=549)	Middle (N=335)	High (N=315)
Performance levels reported (1-6)	2.1	3.2	2.4
No performance levels reported	2.1	3.2	2.4

Question 8 (continued)

Standard errors of the percentage of principals reporting performance levels for student achievement results in mathematics, by school characteristics

Table 8ME - Metropolitan Status

	Central City of MSA (N=420)	MSA not Central City (N=348)	Not MSA (N=489)
Performance levels reported (1-6)	3.1	3.3	1.9
No performance levels reported	3.1	3.3	1.9

Table 8MF - Poverty Level

	0-34.9% (N=401)	35-49.9% (N=202)	50-74.9% (N=320)	75-100% (N=320)
Performance levels reported (1-6)	2.6	3.8	3.4	3.7
No performance levels reported	2.6	3.8	3.4	3.7

Table 8MG - School Size

	Less than 300 (N=172)	300-499 (N=293)	500-999 (N=496)	1,000 or more (N=296)
Performance levels reported (1-6)	3.3	2.8	2.2	3.0
No performance levels reported	3.3	2.8	2.2	3.0

Question 9

Standard errors of the percentage of principals reporting disaggregated student achievement results in reading for various categories, by school characteristics

Table 9A - Title I Status

	All Schools (N=1,203)	Non-Title I (N=459)	Title I (N=744)
Student achievement results in reading are disaggregated	2.0	3.4	2.4
Gender	2.3	3.8	2.7
Race/ethnicity	2.4	3.9	2.6
Title I participation	1.9	3.0	2.3
Migrant status	1.8	2.7	2.6
Poverty status	2.5	4.0	3.0
Limited English proficiency (LEP)	2.2	3.6	2.8
Disabling condition	2.7	4.0	3.2

Table 9B - School Type

	Non-Title I (N=459)	SW (N=432)	TA (N=312)
Student achievement results in reading are disaggregated	3.4	2.7	3.4
Gender	3.8	3.1	4.4
Race/ethnicity	3.9	3.9	4.0
Title I participation	3.0	3.4	3.5
Migrant status	2.7	3.7	3.3
Poverty status	4.0	4.0	4.6
Limited English proficiency (LEP)	3.6	3.7	4.4
Disabling condition	4.0	3.8	4.8

Question 9 (continued)

Standard errors of the percentage of principals reporting disaggregated student achievement results in reading for various categories, by school characteristics

Table 9C - Minority Enrollment

	0-49.9% (N=573)	50-79.9% (N=333)	80-100% (N=297)
Student achievement results in reading are disaggregated	2.2	3.3	4.6
Gender	3.2	3.5	5.1
Race/ethnicity	3.5	4.1	5.3
Title I participation	2.7	3.9	4.9
Migrant status	2.1	3.2	5.1
Poverty status	3.0	4.3	4.6
Limited English proficiency (LEP)	3.0	4.2	4.3
Disabling condition	3.3	4.6	5.5

Table 9D - School Level

	Elementary (N=532)	Middle (N=322)	High (N=296)
Student achievement results in reading are disaggregated	2.4	3.6	3.7
Gender	2.8	4.8	4.5
Race/ethnicity	2.4	5.2	6.2
Title I participation	2.9	4.7	4.5
Migrant status	2.7	3.1	3.5
Poverty status	3.2	5.1	6.0
Limited English proficiency (LEP)	3.0	4.4	4.6
Disabling condition	3.1	4.2	5.9

Question 9 (continued)

Standard errors of the percentage of principals reporting disaggregated student achievement results in reading for various categories, by school characteristics

Table 9E - Metropolitan Status

	Central City of MSA (N=404)	MSA not Central City (N=330)	Not MSA (N=469)
Student achievement results in reading are disaggregated	3.0	3.5	3.0
Gender	3.9	3.9	3.6
Race/ethnicity	3.8	3.9	4.0
Title I participation	3.6	3.7	3.4
Migrant status	3.0	3.3	3.1
Poverty status	5.1	3.9	3.9
Limited English proficiency (LEP)	3.4	3.2	4.0
Disabling condition	4.2	4.0	4.7

Table 9F - Poverty Level

	0-34.9% (N=376)	35-49.9% (N=197)	50-74.9% (N=309)	75-100% (N=307)
Student achievement results in reading are disaggregated	3.0	3.6	3.2	4.0
Gender	3.9	4.7	3.5	3.9
Race/ethnicity	4.4	5.4	4.2	4.0
Title I participation	3.5	5.4	3.9	4.5
Migrant status	2.6	3.6	3.5	4.7
Poverty status	3.5	5.2	4.7	4.4
Limited English proficiency (LEP)	3.8	5.1	4.4	3.9
Disabling condition	4.3	5.0	4.6	5.0

Question 9 (continued)

Standard errors of the percentage of principals reporting disaggregated student achievement results in reading for various categories, by school characteristics

Table 9G - School Size

	Less than 300 (N=166)	300-499 (N=282)	500-999 (N=474)	1,000 or more (N=281)
Student achievement results in reading are disaggregated	5.0	3.2	2.5	3.8
Gender	5.4	4.5	3.0	4.6
Race/ethnicity	6.3	4.8	3.5	4.1
Title I participation	5.8	4.0	3.6	4.3
Migrant status	4.2	3.8	2.5	4.2
Poverty status	5.7	3.9	3.7	5.8
Limited English proficiency (LEP)	5.6	4.3	3.2	4.4
Disabling condition	7.1	4.2	2.8	4.8

Question 10

Standard errors of the percentage of principals reporting disaggregated student achievement results in mathematics for various categories, by school characteristics

Table 10A - Title I Status

	All Schools (N=1,192)	Non-Title I (N=458)	Title I (N=734)
Student achievement results in mathematics are disaggregated	2.1	3.5	2.3
Gender	2.2	3.7	2.8
Race/ethnicity	2.3	4.1	2.7
Title I participation	1.8	3.0	2.3
Migrant status	2.0	2.8	3.1
Poverty status	2.5	4.0	3.1
Limited English proficiency (LEP)	2.2	3.7	2.9
Disabling condition	2.6	4.0	3.1

Table 10B - School Type

	Non-Title I (N=458)	SW (N=428)	TA (N=306)
Student achievement results in mathematics are disaggregated	3.5	2.8	3.4
Gender	3.7	3.2	4.4
Race/ethnicity	4.1	4.0	3.8
Title I participation	3.0	3.8	3.7
Migrant status	2.8	4.3	3.4
Poverty status	4.0	4.5	4.2
Limited English proficiency (LEP)	3.7	3.9	4.2
Disabling condition	4.0	3.4	4.7

Question 10 (continued)

Standard errors of the percentage of principals reporting disaggregated student achievement results in mathematics for various categories, by school characteristics

Table 10C - Minority Enrollment

	0-49.9% (N=568)	50-79.9% (N=331)	80-100% (N=293)
Student achievement results in mathematics are disaggregated	2.4	3.3	4.6
Gender	3.2	3.6	4.9
Race/ethnicity	3.4	4.3	5.0
Title I participation	2.7	4.1	4.4
Migrant status	2.2	3.4	6.4
Poverty status	3.0	4.2	5.1
Limited English proficiency (LEP)	2.8	4.5	4.3
Disabling condition	3.2	4.8	4.5

Table 10D - School Level

	Elementary (N=517)	Middle (N=324)	High (N=299)
Student achievement results in mathematics are disaggregated	2.7	3.7	3.8
Gender	2.9	4.6	4.6
Race/ethnicity	2.6	5.0	5.8
Title I participation	2.7	4.7	5.3
Migrant status	2.9	3.2	4.0
Poverty status	3.2	5.2	5.8
Limited English proficiency (LEP)	3.2	4.9	5.2
Disabling condition	3.3	4.4	5.9

Question 10 (continued)

Standard errors of the percentage of principals reporting disaggregated student achievement results in mathematics for various categories, by school characteristics

Table 10E - Metropolitan Status

	Central City of MSA (N=400)	MSA not Central City (N=328)	Not MSA (N=464)
Student achievement results in mathematics are disaggregated	3.3	3.4	3.1
Gender	3.9	4.2	3.6
Race/ethnicity	3.6	4.2	4.1
Title I participation	4.1	3.6	3.9
Migrant status	2.9	3.4	3.3
Poverty status	5.0	3.6	4.0
Limited English proficiency (LEP)	3.7	3.4	3.9
Disabling condition	4.2	4.1	4.6

Table 10F - Poverty Level

	0-34.9% (N=372)	35-49.9% (N=196)	50-74.9% (N=306)	75-100% (N=304)
Student achievement results in mathematics are disaggregated	3.0	3.7	3.3	4.1
Gender	3.8	4.8	3.7	4.1
Race/ethnicity	4.4	5.5	4.5	3.9
Title I participation	3.0	5.9	4.1	4.6
Migrant status	2.7	3.8	3.7	5.9
Poverty status	3.7	5.4	4.6	4.4
Limited English proficiency (LEP)	3.5	5.3	4.6	3.8
Disabling condition	4.1	5.0	4.9	4.4

Question 10 (continued)

Standard errors of the percentage of principals reporting disaggregated student achievement results in mathematics for various categories, by school characteristics

Table 10G - School Size

	Less than 300 (N=163)	300-499 (N=274)	500-999 (N=472)	1,000 or more (N=283)
Student achievement results in mathematics are disaggregated	5.2	3.5	2.6	3.9
Gender	5.7	4.8	2.7	4.5
Race/ethnicity	6.9	4.9	3.2	4.3
Title I participation	5.5	4.2	3.4	4.4
Migrant status	4.4	4.1	2.5	4.4
Poverty status	6.0	3.9	3.7	5.2
Limited English proficiency (LEP)	6.8	4.4	3.4	4.4
Disabling condition	7.7	4.4	2.9	4.6

Question 11

Standard errors of the percentage of principals reporting categories for which student achievement is in the greatest need of improvement, by school characteristics

Table 11A - Title I Status

	All schools (N=703)	Non-Title I (N=235)	Title I (N=468)
Racial/ethnic minorities	2.6	4.5	3.1
Females	1.5	2.5	1.8
Males	2.0	3.1	2.7
Title I participation	2.1	3.1	2.9
Migrant students	1.6	2.3	1.9
Students in poverty	2.8	4.3	3.4
LEP students	2.1	3.1	2.4
Students with disabilities	2.1	3.9	2.9

Table 11B - School Type

	Non-Title I schools (N=235)	SW (N=288)	TA (N=180)
Racial/ethnic minorities	4.5	4.0	4.1
Females	2.5	2.0	2.6
Males	3.1	3.1	4.2
Title I participation	3.1	3.5	4.5
Migrant students	2.3	2.4	2.5
Students in poverty	4.3	4.1	4.6
LEP students	3.1	3.3	3.7
Students with disabilities	3.9	4.2	4.3

Question 11 (continued)

Standard errors of the percentage of principals reporting categories for which student achievement is in the greatest need of improvement, by school characteristics

Table 11C - Minority Enrollment

	0-49.9% (N=420)	50-79.9% (N=257)	80-100% (N=201)
Racial/ethnic minorities	4.0	3.5	6.1
Females	2.1	2.8	2.9
Males	3.1	3.6	3.4
Title I participation	2.8	4.0	5.7
Migrant students	2.1	2.1	2.9
Students in poverty	3.5	4.0	4.8
LEP students	2.9	4.3	5.7
Students with disabilities	2.8	4.3	5.4

Table 11D - School Level

	Elementary (N=321)	Middle (N=211)	High (N=144)
Racial/ethnic minorities	3.3	4.9	6.3
Females	1.7	2.6	5.0
Males	3.0	3.4	4.3
Title I participation	2.9	4.7	4.3
Migrant students	2.4	1.7	2.2
Students in poverty	3.5	4.8	6.3
LEP students	3.1	3.3	4.1
Students with disabilities	2.6	4.8	6.2

Question 11 (continued)

Standard errors of the percentage of principals reporting categories for which student achievement is in the greatest need of improvement, by school characteristics

Table 11E - Metropolitan Status

	Central City of MSA (N=279)	MSA not Central City (N=195)	Not MSA (N=229)
Racial/ethnic minorities	3.2	4.8	4.6
Females	2.2	2.7	2.6
Males	3.0	3.2	3.5
Title I participation	3.8	3.9	3.9
Migrant students	2.2	2.2	2.6
Students in poverty	4.5	4.1	4.9
LEP students	3.3	4.7	2.4
Students with disabilities	4.8	4.3	4.2

Table 11F - Poverty Level

	0-34.9% (N=183)	35-49.9% (N=117)	50-74.9% (N=201)	75-100% (N=201)
Racial/ethnic minorities	4.6	5.3	3.9	4.6
Females	2.6	3.6	2.8	2.4
Males	3.4	4.6	4.0	3.5
Title I participation	3.7	5.4	4.1	4.7
Migrant students	2.4	4.4	2.2	3.2
Students in poverty	3.6	5.9	4.5	4.6
LEP students	3.9	4.6	4.2	4.5
Students with disabilities	3.9	4.7	4.3	5.2

Question 11 (continued)

Standard errors of the percentage of principals reporting categories for which student achievement is in the greatest need of improvement, by school characteristics

Table 11G - School Size

	Less than 300 (N=81)	300-499 (N=165)	500-999 (N=289)	1,000 or more (N=168)
Racial/ethnic minorities	6.5	4.3	3.8	4.5
Females	4.4	2.9	1.8	2.7
Males	6.5	3.6	2.7	2.9
Title I participation	5.5	4.0	3.4	4.0
Migrant students	3.6	3.6	1.8	2.6
Students in poverty	7.6	4.1	3.5	5.5
LEP students	5.1	3.5	3.4	4.9
Students with disabilities	5.9	4.0	3.0	4.7

Question 12A

Standard errors of the percentage of principals reporting to what extent they are implementing various reform strategies, by school characteristics

Table 12AA - Title I Status

	Not at All			Small Extent			Moderate Extent			Great Extent		
	All Schools (N=1,232)	Non-Title I (N=476)	Title I (N=756)	All Schools (N=1,232)	Non-Title I (N=476)	Title I (N=756)	All Schools (N=1,232)	Non-Title I (N=476)	Title I (N=756)	All Schools (N=1,232)	Non-Title I (N=476)	Title I (N=756)
A strategic plan for enabling students to achieve to high levels of performance	0.8	1.1	0.9	1.2	2.3	1.4	1.5	2.6	2.0	2.0	2.9	2.4
Professional development to enable staff to teach the content students are expected to learn	0.4	0.4	0.5	1.2	1.6	1.7	1.6	2.5	2.2	1.5	2.4	2.3
Instructional materials such as textbooks that expose students to the content they are expected to learn	0.2	0.4	0.1	1.1	1.9	1.4	1.8	2.3	2.4	1.5	2.5	2.4
Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	0.9	1.4	1.3	1.5	2.4	2.3	1.7	2.4	2.3	1.5	2.5	1.9
Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students**	0.8	1.2	1.2	2.0	3.3	2.4	2.2	3.7	2.4	1.8	2.8	2.5
Adaptations so that all students are expected to achieve to high levels of performance, specifically students with learning disabilities**	0.1	0.2	0.5	1.3	2.1	1.5	1.8	3.0	2.7	1.9	3.2	2.7

** Among schools with these students enrolled

Question 12A (continued)

Standard errors of the percentage of principals reporting to what extent they are implementing various reform strategies, by school characteristics

Table 12AA - Title I Status (continued)

	Not at All			Small Extent			Moderate Extent			Great Extent		
	All Schools (N=1,232)	Non-Title I (N=476)	Title I (N=756)	All Schools (N=1,232)	Non-Title I (N=476)	Title I (N=756)	All Schools (N=1,232)	Non-Title I (N=476)	Title I (N=756)	All Schools (N=1,232)	Non-Title I (N=476)	Title I (N=756)
Assessments that measure performance against the content students are expected to learn	0.5	1.0	0.6	1.4	2.6	1.8	2.1	3.3	2.6	2.0	2.9	2.5
Assessments that are used for school accountability and continuous improvement	0.5	0.9	0.5	1.5	2.1	2.0	1.7	2.8	2.1	1.8	2.7	2.3
Parent involvement activities that help parents work with their children to achieve to high levels of performance	0.6	1.0	0.7	1.8	2.6	2.3	1.9	3.0	2.4	1.4	2.0	1.8
Restructuring the school day to teach content in more depth	1.7	2.3	2.0	1.9	2.6	2.5	1.5	2.4	1.8	1.6	2.5	1.9
Extending the school day to provide for more instructional time	1.7	3.0	2.3	1.6	3.0	1.9	1.1	1.7	1.7	0.9	1.5	1.4
Extending the school year to provide for more instructional time	1.6	2.7	2.3	1.3	1.9	1.6	0.9	1.6	1.5	0.7	0.7	1.1
Staff participation in professional networks focused on standards-based reforms	1.4	2.3	1.9	1.9	2.9	2.2	1.9	3.1	2.0	0.9	1.3	1.3

Question 12A (continued)

Standard errors of the percentage of principals reporting to what extent they are implementing various reform strategies, by school characteristics

Table 12AB - School Type

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Non-Title I (N=476)	SW (N=441)	TA (N=315)									
A strategic plan for enabling students to achieve to high levels of performance	1.1	0.6	1.6	2.3	1.5	2.1	2.6	2.8	3.1	2.9	3.0	3.5
Professional development to enable staff to teach the content students are expected to learn	0.4	0.3	0.9	1.6	2.6	2.3	2.5	3.0	3.3	2.4	3.3	3.3
Instructional materials such as textbooks that expose students to the content they are expected to learn	0.4	0.04	0.1	1.9	2.2	1.6	2.3	2.7	3.2	2.5	2.9	3.3
Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	1.4	2.2	1.6	2.4	3.1	3.1	2.4	3.2	2.9	2.5	2.1	3.2
Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students**	1.2	1.5	1.5	3.3	3.1	3.9	3.7	4.1	3.6	2.8	3.8	3.6
Adaptations so that all students are expected to achieve to high levels of performance, specifically students with learning disabilities**	0.2	0.0	0.1	2.1	2.1	1.9	3.0	3.5	3.5	3.2	3.8	3.2
Assessments that measure performance against the content students are expected to learn	1.0	0.7	1.0	2.6	2.1	2.5	3.3	3.1	3.9	2.9	3.4	3.5
Assessments that are used for school accountability and continuous improvement	0.9	0.6	0.8	2.1	2.8	2.7	2.8	3.0	3.7	2.7	3.5	3.5

** Among schools with these students enrolled

Question 12A (continued)

Standard errors of the percentage of principals reporting to what extent they are implementing various reform strategies, by school characteristics

Table 12AB - School Type (continued)

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Non-Title I (N=476)	SW (N=441)	TA (N=315)									
Parent involvement activities that help parents work with their children to achieve to high levels of performance	1.0	0.7	1.3	2.6	3.2	3.3	3.0	3.3	3.4	2.0	2.3	2.3
Restructuring the school day to teach content in more depth	2.3	2.3	3.3	2.6	3.1	3.3	2.4	2.5	3.0	2.5	2.7	2.3
Extending the school day to provide for more instructional time	3.0	2.9	3.2	3.0	2.6	2.5	1.7	2.1	2.3	1.5	1.6	2.0
Extending the school year to provide for more instructional time	2.7	3.3	3.0	1.9	2.3	2.2	1.6	1.9	2.4	0.7	1.5	1.5
Staff participation in professional networks focused on standards-based reforms	2.3	2.1	2.9	2.9	2.8	3.6	3.1	3.1	3.2	1.3	1.8	2.0

Question 12A (continued)

Standard errors of the percentage of principals reporting to what extent they are implementing various reform strategies, by school characteristics

Table 12AC - Minority Enrollment

	Not at All			Small Extent			Moderate Extent			Great Extent		
	0-49.9% (N=591)	50-79.9% (N=342)	80-100% (N=299)									
A strategic plan for enabling students to achieve to high levels of performance	1.0	1.1	0.2	1.6	2.2	2.7	2.3	2.7	3.7	3.0	3.0	4.1
Professional development to enable staff to teach the content students are expected to learn	0.6	0.5	0.1	1.5	2.8	3.2	2.0	2.9	4.2	2.0	3.3	4.2
Instructional materials such as textbooks that expose students to the content they are expected to learn	0.3	0.4	0.1	1.5	2.0	2.5	2.2	3.5	4.3	2.0	3.5	3.9
Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	1.1	2.1	2.6	2.1	3.6	3.4	2.3	3.7	3.4	2.4	2.6	3.6
Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students**	0.9	1.8	1.4	3.0	3.1	4.1	3.0	4.8	5.5	2.4	4.3	4.2
Adaptations so that all students are expected to achieve to high levels of performance, specifically students with learning disabilities**	0.03	0.4	0.1	1.5	2.7	2.6	2.0	3.9	4.0	2.2	3.7	4.0
Assessments that measure performance against the content students are expected to learn	0.7	0.9	1.0	1.8	3.0	3.3	2.8	3.5	3.4	2.8	3.1	4.2
Assessments that are used for school accountability and continuous improvement	0.8	0.6	0.5	1.8	3.1	3.1	2.3	3.2	3.3	2.5	3.2	3.6

** Among schools with these students enrolled

Question 12A (continued)

Standard errors of the percentage of principals reporting to what extent they are implementing various reform strategies, by school characteristics

Table 12AC - Minority Enrollment (continued)

	Not at All			Small Extent			Moderate Extent			Great Extent		
	0-49.9% (N=591)	50-79.9% (N=342)	80-100% (N=299)									
Parent involvement activities that help parents work with their children to achieve to high levels of performance	0.7	1.1	1.7	2.1	3.7	4.3	2.3	3.1	4.6	1.8	2.7	3.3
Restructuring the school day to teach content in more depth	2.4	2.6	2.7	2.6	2.9	3.2	2.2	2.8	3.4	2.1	2.8	3.3
Extending the school day to provide for more instructional time	2.1	3.6	3.5	1.9	3.5	3.9	1.3	3.0	2.8	1.3	1.3	2.8
Extending the school year to provide for more instructional time	1.9	3.0	3.8	1.5	2.4	2.8	1.3	2.5	2.8	0.8	1.5	2.3
Staff participation in professional networks focused on standards-based reforms	2.0	2.2	2.8	2.6	3.3	4.0	2.3	3.6	4.1	1.2	1.8	2.1

Question 12A (continued)

Standard errors of the percentage of principals reporting to what extent they are implementing various reform strategies, by school characteristics

Table 12AD - School Level

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Elementary (N=539)	Middle (N=331)	High (N=305)									
A strategic plan for enabling students to achieve to high levels of performance	1.0	0.5	1.3	1.3	2.5	3.1	1.9	3.9	4.1	2.5	3.9	3.6
Professional development to enable staff to teach the content students are expected to learn	0.3	1.2	0.9	1.7	1.8	3.3	2.4	3.4	4.3	2.3	3.2	2.9
Instructional materials such as textbooks that expose students to the content they are expected to learn	0.0	0.3	1.1	1.4	2.1	2.9	2.8	4.1	4.1	2.3	4.2	3.6
Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	1.5	1.2	1.1	2.1	3.7	3.8	2.3	3.5	4.1	2.2	3.3	3.8
Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students**	1.1	0.3	1.4	2.8	3.9	4.8	3.0	4.6	4.9	2.8	3.3	3.8
Adaptations so that all students are expected to achieve to high levels of performance, specifically students with learning disabilities**	0.0	0.0	0.5	1.7	1.7	2.5	2.7	4.0	3.6	2.9	3.8	3.3
Assessments that measure performance against the content students are expected to learn	0.7	1.2	1.1	1.9	3.0	3.7	2.6	3.7	4.0	2.5	3.8	3.9
Assessments that are used for school accountability and continuous improvement	0.7	0.8	1.3	2.0	2.9	3.2	2.4	3.4	3.5	2.5	3.0	4.1

** Among schools with these students enrolled

Question 12A (continued)

Standard errors of the percentage of principals reporting to what extent they are implementing various reform strategies, by school characteristics

Table 12AD - School Level (continued)

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Elementary (N=539)	Middle (N=331)	High (N=305)									
Parent involvement activities that help parents work with their children to achieve to high levels of performance	0.5	1.3	2.4	2.2	3.6	3.6	2.4	3.6	3.5	2.2	3.1	1.6
Restructuring the school day to teach content in more depth	2.3	3.3	3.1	2.7	3.7	3.6	2.1	3.0	3.2	1.8	3.0	3.1
Extending the school day to provide for more instructional time	2.3	4.1	4.2	1.7	3.1	3.7	1.5	2.5	2.3	1.4	1.7	1.8
Extending the school year to provide for more instructional time	2.5	3.6	3.7	1.8	3.1	3.2	1.5	2.6	2.3	1.1	0.7	1.0
Staff participation in professional networks focused on standards-based reforms	2.0	2.9	2.3	2.3	3.9	4.2	2.3	3.9	4.4	1.3	2.0	2.1

Question 12A (continued)

Standard errors of the percentage of principals reporting to what extent they are implementing various reform strategies, by school characteristics

Table 12AE - Metropolitan Status

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Central City of MSA (N=414)	MSA not Central City (N=342)	Not MSA (N=476)	Central City of MSA (N=414)	MSA not Central City (N=342=)	Not MSA (N=476)	Central City of MSA (N=414)	MSA not Central City (N=342)	Not MSA (N=476)	Central City of MSA (N=414)	MSA not Central City (N=342)	Not MSA (N=476)
A strategic plan for enabling students to achieve to high levels of performance	0.7	0.9	1.4	1.7	2.2	2.0	2.9	3.2	2.7	3.4	3.9	3.1
Professional development to enable staff to teach the content students are expected to learn	0.3	0.4	0.9	2.4	2.0	2.2	3.3	3.1	3.3	3.3	3.3	2.9
Instructional materials such as textbooks that expose students to the content they are expected to learn	0.04	0.4	0.3	2.0	2.1	1.7	2.7	3.2	3.1	2.9	2.9	3.0
Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	1.9	1.6	1.5	2.7	2.7	2.8	2.7	3.1	2.6	2.6	3.2	2.3
Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students**	0.8	1.0	2.0	3.1	3.3	3.5	4.1	3.4	4.3	3.9	3.3	2.8
Adaptations so that all students are expected to achieve to high levels of performance, specifically students with learning disabilities**	0.0	0.3	0.04	2.0	2.0	1.9	3.3	2.6	3.0	3.5	2.8	3.0
Assessments that measure performance against the content students are expected to learn	0.8	0.9	0.9	2.3	2.7	2.3	3.1	3.2	3.2	3.3	3.2	3.0
Assessments that are used for school accountability and continuous improvement	0.8	1.4	0.6	2.4	2.4	2.4	3.0	3.0	2.9	3.4	3.4	3.0

** Among schools with these students enrolled

Question 12A (continued)

Standard errors of the percentage of principals reporting to what extent they are implementing various reform strategies, by school characteristics

Table 12AE - Metropolitan Status (continued)

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Central City of MSA (N=414)	MSA not Central City (N=342)	Not MSA (N=476)	Central City of MSA (N=414)	MSA not Central City (N=342)	Not MSA (N=476)	Central City of MSA (N=414)	MSA not Central City (N=342)	Not MSA (N=476)	Central City of MSA (N=414)	MSA not Central City (N=342)	Not MSA (N=476)
Parent involvement activities that help parents work with their children to achieve to high levels of performance	0.5	1.0	1.0	2.8	2.8	3.1	2.9	2.6	3.2	2.7	2.6	2.0
Restructuring the school day to teach content in more depth	2.7	3.1	2.7	2.5	3.6	2.9	2.8	2.7	2.4	2.1	2.5	2.4
Extending the school day to provide for more instructional time	2.9	3.0	2.9	3.3	2.3	2.5	2.3	2.2	1.7	2.0	1.4	1.4
Extending the school year to provide for more instructional time	3.1	3.0	2.4	2.7	2.3	1.6	2.4	1.8	1.9	1.4	1.4	1.1
Staff participation in professional networks focused on standards-based reforms	2.2	3.3	2.3	2.8	3.4	3.4	2.9	3.7	3.0	1.7	1.7	1.6

Question 12A (continued)

Standard errors of the percentage of principals reporting to what extent they are implementing various reform strategies, by school characteristics

Table 12AF - Poverty Level

	Not at All				Small Extent			
	0-34.9% (N=392)	35-49.9% (N=197)	50-74.9% (N=318)	75-100% (N=311)	0-34.9% (N=392)	35-49.9% (N=197)	50-74.9% (N=318)	75-100% (N=311)
A strategic plan for enabling students to achieve to high levels of performance	1.3	1.7	1.0	0.2	2.1	3.1	2.4	2.1
Professional development to enable staff to teach the content students are expected to learn	0.3	1.7	0.4	0.1	1.9	2.5	3.0	3.1
Instructional materials such as textbooks that expose students to the content they are expected to learn	0.4	0.3	0.0	0.1	1.8	2.5	2.0	3.0
Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	1.4	1.5	2.4	2.8	2.4	4.2	3.9	3.1
Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students**	1.2	2.0	1.8	1.5	3.2	5.7	3.7	3.0
Adaptations so that all students are expected to achieve to high levels of performance, specifically students with learning disabilities**	0.2	0.1	0.0	0.1	1.9	3.0	3.2	2.1
Assessments that measure performance against the content students are expected to learn	0.9	1.4	0.8	1.1	2.6	3.1	3.1	2.5
Assessments that are used for school accountability and continuous improvement	1.0	0.9	0.3	0.6	2.1	3.6	3.3	3.0

** Among schools with these students enrolled

Question 12A (continued)

Standard errors of the percentage of principals reporting to what extent they are implementing various reform strategies, by school characteristics

Table 12AF - Poverty Level (continued)

	Not at All				Small Extent			
	0-34.9% (N=392)	35-49.9% (N=197)	50-74.9% (N=318)	75-100% (N=311)	0-34.9% (N=392)	35-49.9% (N=197)	50-74.9% (N=318)	75-100% (N=311)
Parent involvement activities that help parents work with their children to achieve to high levels of performance	0.9	1.5	1.0	0.8	2.3	4.7	4.0	3.8
Restructuring the school day to teach content in more depth	2.8	3.2	3.0	2.7	3.1	4.8	2.7	3.4
Extending the school day to provide for more instructional time	2.8	4.0	3.5	3.5	2.5	3.7	3.3	3.4
Extending the school year to provide for more instructional time	2.1	4.0	3.3	3.7	2.1	3.4	2.7	2.7
Staff participation in professional networks focused on standards-based reforms	2.4	2.8	2.2	2.8	3.1	4.3	3.5	4.3

Question 12A (continued)

Standard errors of the percentage of principals reporting to what extent they are implementing various reform strategies, by school characteristics

Table 12AF - Poverty Level (continued)

	Moderate Extent				Great Extent			
	0-34.9% (N=392)	35-49.9% (N=197)	50-74.9% (N=318)	75-100% (N=311)	0-34.9% (N=392)	35-49.9% (N=197)	50-74.9% (N=318)	75-100% (N=311)
A strategic plan for enabling students to achieve to high levels of performance	2.8	4.7	2.8	3.5	3.6	4.8	3.3	3.8
Professional development to enable staff to teach the content students are expected to learn	2.6	4.4	2.9	3.6	2.8	4.8	3.6	3.8
Instructional materials such as textbooks that expose students to the content they are expected to learn	2.8	3.8	3.7	3.6	2.7	3.9	3.6	3.8
Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	2.8	3.7	3.6	3.3	2.8	4.4	2.6	2.8
Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students**	3.3	6.1	5.0	4.8	2.6	5.2	4.6	4.4
Adaptations so that all students are expected to achieve to high levels of performance, specifically students with learning disabilities**	2.4	3.8	4.1	3.8	2.8	4.0	4.2	3.4
Assessments that measure performance against the content students are expected to learn	3.6	4.1	3.9	3.5	3.5	4.1	3.1	3.8
Assessments that are used for school accountability and continuous improvement	3.0	3.9	3.4	3.3	3.2	4.5	3.2	3.8

** Among schools with these students enrolled

Question 12A (continued)

Standard errors of the percentage of principals reporting to what extent they are implementing various reform strategies, by school characteristics

Table 12AF - Poverty Level (continued)

	Moderate Extent				Great Extent			
	0-34.9% (N=392)	35-49.9% (N=197)	50-74.9% (N=318)	75-100% (N=311)	0-34.9% (N=392)	35-49.9% (N=197)	50-74.9% (N=318)	75-100% (N=311)
Parent involvement activities that help parents work with their children to achieve to high levels of performance	2.5	4.6	3.3	4.2	2.3	2.6	2.4	3.0
Restructuring the school day to teach content in more depth	2.8	3.6	3.0	3.3	2.3	3.9	3.0	3.2
Extending the school day to provide for more instructional time	1.6	2.2	3.0	3.2	1.3	2.2	1.5	2.9
Extending the school year to provide for more instructional time	1.4	2.6	3.0	3.0	1.0	1.9	1.5	2.6
Staff participation in professional networks focused on standards-based reforms	2.9	3.6	3.7	4.4	1.5	2.5	2.1	2.1

Question 12A (continued)

Standard errors of the percentage of principals reporting to what extent they are implementing various reform strategies, by school characteristics

Table 12AG - School Size

	Not at All				Small Extent			
	Less than 300 (N=163)	300-499 (N=285)	500-999 (N=490)	1,000 or more (N=294)	Less than 300 (N=163)	300-499 (N=285)	500-999 (N=490)	1,000 or more (N=294)
A strategic plan for enabling students to achieve to high levels of performance	2.2	1.2	0.7	1.0	2.9	2.1	1.7	2.3
Professional development to enable staff to teach the content students are expected to learn	0.9	0.7	0.3	1.0	3.8	1.7	1.9	2.6
Instructional materials such as textbooks that expose students to the content they are expected to learn	0.0	0.4	0.3	0.9	3.6	1.7	1.7	2.0
Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	3.0	1.4	1.4	1.9	4.1	2.9	2.5	3.2
Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students**	4.4	0.8	1.0	1.2	6.4	4.2	3.2	4.1
Adaptations so that all students are expected to achieve to high levels of performance, specifically students with learning disabilities**	0.1	0.0	0.1	0.8	3.3	2.0	1.7	3.0
Assessments that measure performance against the content students are expected to learn	0.6	1.3	0.9	1.1	3.7	2.6	2.2	2.7
Assessments that are used for school accountability and continuous improvement	1.5	0.8	0.9	0.7	4.1	2.4	2.0	2.8

** Among schools with these students enrolled

Question 12A (continued)

Standard errors of the percentage of principals reporting to what extent they are implementing various reform strategies, by school characteristics

Table 12AG - School Size (continued)

	Not at All				Small Extent			
	0-34.9% (N=163)	35-49.9% (N=285)	50-74.9% (N=490)	75-100% (N=294)	0-34.9% (N=163)	35-49.9% (N=285)	50-74.9% (N=490)	75-100% (N=294)
Parent involvement activities that help parents work with their children to achieve to high levels of performance	1.0	1.2	0.8	1.6	4.7	3.4	2.6	3.6
Restructuring the school day to teach content in more depth	4.3	2.6	2.2	2.8	4.5	3.8	2.6	3.0
Extending the school day to provide for more instructional time	5.0	3.6	2.5	4.1	5.0	2.7	2.0	3.6
Extending the school year to provide for more instructional time	5.0	3.4	2.6	3.5	3.0	3.0	2.0	3.0
Staff participation in professional networks focused on standards-based reforms	3.5	2.4	2.1	2.2	5.0	3.8	2.6	4.0

Question 12A (continued)

Standard errors of the percentage of principals reporting to what extent they are implementing various reform strategies, by school characteristics

Table 12AG - School Size (continued)

	Moderate Extent				Great Extent			
	Less than 300 (N=163)	300-499 (N=285)	500-999 (N=490)	1,000 or more (N=294)	Less than 300 (N=163)	300-499 (N=285)	500-999 (N=490)	1,000 or more (N=294)
A strategic plan for enabling students to achieve to high levels of performance	4.5	2.7	2.4	3.2	5.0	3.2	2.5	3.0
Professional development to enable staff to teach the content students are expected to learn	4.7	3.2	2.4	4.2	4.4	3.4	2.3	3.8
Instructional materials such as textbooks that expose students to the content they are expected to learn	5.0	3.4	2.1	3.5	4.5	3.0	2.4	3.6
Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	4.4	3.2	2.9	4.0	3.9	3.2	2.3	3.2
Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students**	8.5	4.9	3.2	4.4	6.6	3.7	3.0	4.1
Adaptations so that all students are expected to achieve to high levels of performance, specifically students with learning disabilities**	5.4	3.3	2.4	4.1	5.2	3.5	2.8	3.2
Assessments that measure performance against the content students are expected to learn	4.5	3.2	2.8	3.3	4.8	3.0	2.5	3.4
Assessments that are used for school accountability and continuous improvement	4.4	3.1	2.6	3.7	4.6	3.1	2.7	3.8

** Among schools with these students enrolled

Question 12A (continued)

Standard errors of the percentage of principals reporting to what extent they are implementing various reform strategies, by school characteristics

Table 12AG - School Size (continued)

	Moderate Extent				Great Extent			
	Less than 300 (N=163)	300-499 (N=285)	500-999 (N=490)	1,000 or more (N=294)	Less than 300 (N=163)	300-499 (N=285)	500-999 (N=490)	1,000 or more (N=294)
Parent involvement activities that help parents work with their children to achieve to high levels of performance	4.7	3.6	2.4	3.8	3.7	2.5	1.9	2.4
Restructuring the school day to teach content in more depth	4.1	3.0	2.0	3.5	3.6	2.3	2.1	3.1
Extending the school day to provide for more instruction time	3.1	2.2	2.1	2.4	1.9	2.0	1.5	2.6
Extending the school year to provide for more instructional time	3.7	2.2	1.5	1.9	1.8	1.4	1.0	1.4
Staff participation in professional networks focused on standards-based reforms	4.9	3.3	2.7	3.4	2.2	2.3	1.3	2.0

Table 12AH - Limited-English Proficiency

Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students	Not at all	Small extent	Moderate extent	Great extent
LEP enrollment 0-9%	1.1	2.8	2.9	2.0
LEP enrollment 10-25%	0.0	3.9	7.2	7.3
LEP enrollment over 25%	0.0	4.3	5.8	6.1

Question 12B

Standard errors of the percentage of principals reporting that they need information about various reform strategies, by school characteristics

Table 12BA - Title I Status

	All Schools (N=878)	Non-Title I (N=333)	Title I (N=545)
A strategic plan for enabling students to achieve to high levels of performance	1.7	2.5	2.5
Professional development to enable staff to teach the content students are expected to learn	1.9	3.5	2.5
Instructional materials such as textbooks that expose students to the content they are expected to learn	1.4	2.0	1.7
Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	1.8	3.5	2.5
Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students**	2.2	3.2	2.7
Adaptations so that all students are expected to achieve to high levels of performance, specifically students with learning disabilities**	1.2	2.2	1.5
Assessments that measure performance against the content students are expected to learn	2.0	3.0	2.3
Assessments that are used for school accountability and continuous improvement	1.8	3.0	1.9
Parent involvement activities that help parents work with their children to achieve to high levels of performance	2.2	3.3	3.1
Restructuring the school day to teach content in more depth	2.2	3.7	2.7
Extending the school day to provide for more instructional time	1.5	2.8	1.9
Extending the school year to provide for more instructional time	1.2	2.0	1.9
Staff participation in professional networks focused on standards-based reforms	1.6	2.2	2.0

** Among schools with these students enrolled

Question 12B (continued)

Standard errors of the percentage of principals reporting that they need information about various reform strategies, by school characteristics

Table 12BB - School Type

	Non-Title I Schools (N=333)	SW (N=313)	TA (N=232)
A strategic plan for enabling students to achieve to high levels of performance	2.5	3.5	3.3
Professional development to enable staff to teach the content students are expected to learn	3.5	3.5	3.9
Instructional materials such as textbooks that expose students to the content they are expected to learn	2.0	2.6	2.3
Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	3.5	3.7	3.6
Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students**	3.2	3.7	4.1
Adaptations so that all students are expected to achieve to high levels of performance, specifically students with learning disabilities**	2.2	2.4	1.9
Assessments that measure performance against the content students are expected to learn	3.0	3.2	3.1
Assessments that are used for school accountability and continuous improvement	3.0	3.0	2.7
Parent involvement activities that help parents work with their children to achieve to high levels of performance	3.3	3.6	4.6
Restructuring the school day to teach content in more depth	3.7	2.8	3.8
Extending the school day to provide for more instructional time	2.8	2.8	3.0
Extending the school year to provide for more instructional time	2.0	2.7	2.7
Staff participation in professional networks focused on standards-based reforms	2.2	2.9	3.1

** Among schools with these students enrolled

Question 12B (continued)

Standard errors of the percentage of principals reporting that they need information about various reform strategies, by school characteristics

Table 12BC - Minority Enrollment

	0-49.9% (N=420)	50-79.9% (N=257)	80-100% (N=201)
A strategic plan for enabling students to achieve to high levels of performance	2.1	3.2	5.7
Professional development to enable staff to teach the content students are expected to learn	2.5	3.2	5.3
Instructional materials such as textbooks that expose students to the content they are expected to learn	1.9	2.6	2.4
Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	2.6	3.6	4.9
Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students**	2.6	4.9	5.2
Adaptations so that all students are expected to achieve to high levels of performance, specifically students with learning disabilities**	1.7	1.9	2.3
Assessments that measure performance against the content students are expected to learn	2.4	3.9	3.8
Assessments that are used for school accountability and continuous improvement	2.2	3.9	3.2
Parent involvement activities that help parents work with their children to achieve to high levels of performance	2.8	3.7	5.7
Restructuring the school day to teach content in more depth	3.0	3.7	3.8
Extending the school day to provide for more instructional time	2.1	3.0	3.9
Extending the school year to provide for more instructional time	1.7	2.4	3.8
Staff participation in professional networks focused on standards-based reforms	2.0	3.2	3.4

** Among schools with these students enrolled

Question 12B (continued)

Standard errors of the percentage of principals reporting that they need information about various reform strategies, by school characteristics

Table 12BD - School Level

	Elementary (N=395)	Middle (N=233)	High (N=208)
A strategic plan for enabling students to achieve to high levels of performance	2.1	3.7	4.2
Professional development to enable staff to teach the content students are expected to learn	2.5	4.4	4.2
Instructional materials such as textbooks that expose students to the content they are expected to learn	1.8	2.7	3.3
Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	2.7	4.2	5.0
Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students**	3.0	3.9	4.6
Adaptations so that all students are expected to achieve to high levels of performance, specifically students with learning disabilities**	1.4	2.6	3.6
Assessments that measure performance against the content students are expected to learn	3.0	4.1	3.9
Assessments that are used for school accountability and continuous improvement	2.1	2.8	4.6
Parent involvement activities that help parents work with their children to achieve to high levels of performance	2.9	4.3	5.6
Restructuring the school day to teach content in more depth	2.8	3.9	4.0
Extending the school day to provide for more instructional time	2.2	2.8	2.9
Extending the school year to provide for more instructional time	1.8	2.7	2.1
Staff participation in professional networks focused on standards-based reforms	2.2	3.6	3.9

** Among schools with these students enrolled

Question 12B (continued)

Standard errors of the percentage of principals reporting that they need information about various reform strategies, by school characteristics

Table 12BE - Metropolitan Status

	Central City of MSA (N=291)	MSA not Central City (N=245)	Not MSA (N=342)
A strategic plan for enabling students to achieve to high levels of performance	2.9	3.0	3.3
Professional development to enable staff to teach the content students are expected to learn	3.1	2.7	3.8
Instructional materials such as textbooks that expose students to the content they are expected to learn	2.2	2.5	2.4
Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	3.9	3.5	3.1
Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students**	3.2	4.2	3.3
Adaptations so that all students are expected to achieve to high levels of performance, specifically students with learning disabilities**	1.8	2.5	2.1
Assessments that measure performance against the content students are expected to learn	3.2	3.3	3.2
Assessments that are used for school accountability and continuous improvement	2.6	2.3	3.1
Parent involvement activities that help parents work with their children to achieve to high levels of performance	3.7	3.4	3.6
Restructuring the school day to teach content in more depth	3.5	3.5	3.1
Extending the school day to provide for more instructional time	2.8	3.2	2.6
Extending the school year to provide for more instructional time	2.7	2.9	1.6
Staff participation in professional networks focused on standards-based reforms	2.9	2.8	2.9

** Among schools with these students enrolled

Question 12B (continued)

Standard errors of the percentage of principals reporting that they need information about various reform strategies, by school characteristics

Table 12BF - Poverty Level

	0-34.9% (N=269)	35-49.9% (N=145)	50-74.9% (N=237)	75-100% (N=220)
A strategic plan for enabling students to achieve to high levels of performance	2.7	4.4	3.6	5.4
Professional development to enable staff to teach the content students are expected to learn	3.1	4.3	3.4	5.1
Instructional materials such as textbooks that expose students to the content they are expected to learn	2.3	3.6	2.6	2.5
Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	3.1	4.7	3.7	3.9
Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students**	3.2	5.4	5.0	3.0
Adaptations so that all students are expected to achieve to high levels of performance, specifically students with learning disabilities**	2.0	3.2	2.2	2.4
Assessments that measure performance against the content students are expected to learn	2.9	4.3	3.7	3.2
Assessments that are used for school accountability and continuous improvement	2.8	3.9	4.2	2.6
Parent involvement activities that help parents work with their children to achieve to high levels of performance	2.5	6.2	4.1	5.3
Restructuring the school day to teach content in more depth	3.6	4.3	3.9	4.3
Extending the school day to provide for more instructional time	2.6	3.6	3.0	2.6
Extending the school year to provide for more instructional time	2.1	3.7	2.2	2.8
Staff participation in professional networks focused on standards-based reforms	2.2	4.1	3.5	3.1

** Among schools with these students enrolled

Question 12B (continued)

Standard errors of the percentage of principals reporting that they need information about various reform strategies, by school characteristics

Table 12BG - School Size

	Less than 300 (N=107)	300-499 (N=200)	500-999 (N=367)	1,000 or more (N=204)
A strategic plan for enabling students to achieve to high levels of performance	5.7	3.0	2.5	4.2
Professional development to enable staff to teach the content students are expected to learn	6.1	3.5	2.6	4.5
Instructional materials such as textbooks that expose students to the content they are expected to learn	4.0	2.6	1.8	2.8
Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	5.1	4.1	3.4	4.0
Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students**	7.4	4.2	3.2	3.4
Adaptations so that all students are expected to achieve to high levels of performance, specifically students with learning disabilities**	3.1	2.3	1.9	3.1
Assessments that measure performance against the content students are expected to learn	4.7	4.4	2.8	4.4
Assessments that are used for school accountability and continuous improvement	5.0	2.7	2.4	3.0
Parent involvement activities that help parents work with their children to achieve to high levels of performance	5.8	3.6	3.0	4.1
Restructuring the school day to teach content in more depth	4.6	4.5	2.7	3.6
Extending the school day to provide for more instructional time	4.3	3.4	2.2	3.3
Extending the school year to provide for more instructional time	3.0	2.7	1.9	3.3
Staff participation in professional networks focused on standards-based reforms	5.0	3.3	2.6	3.2

** Among schools with these students enrolled

Question 13

Standard errors of the percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics

Table 13A - Title I Status

	Not Used			Not at All Helpful			Somewhat Helpful			Very Helpful		
	All Schools (N=1,230)	Non-Title I (N=472)	Title I (N=758)	All Schools (N=1,230)	Non-Title I (N=472)	Title I (N=758)	All Schools (N=1,230)	Non-Title I (N=472)	Title I (N=758)	All Schools (N=1,230)	Non-Title I (N=472)	Title I (N=758)
Other principals	1.2	2.1	1.2	0.6	1.0	0.7	1.7	2.5	2.5	1.7	2.7	2.3
Professional principal associations	1.1	1.9	1.2	1.2	1.9	1.3	2.0	3.2	2.3	1.3	2.0	1.9
Teacher unions or organizations	1.7	2.8	2.3	1.7	2.2	2.5	1.6	2.9	2.2	0.5	0.6	0.8
Other administrators	0.6	0.8	0.9	0.7	0.7	1.1	1.8	2.8	2.3	1.6	2.7	2.0
School district	0.8	1.2	0.9	1.1	1.6	1.4	1.7	2.7	2.4	1.7	2.5	2.3
Intermediate or regional education agency	1.4	2.5	1.9	1.3	2.3	1.8	1.7	3.3	2.2	1.0	1.3	1.6
State department of education	1.3	2.2	1.9	1.7	2.2	2.0	2.0	3.1	2.8	1.4	1.7	1.8
U.S. Department of Education's Regional Labs	1.6	2.9	2.4	1.2	2.4	1.6	1.4	2.1	2.3	0.5	0.9	0.4
U.S. Department of Education's Comprehensive Assistance Centers	1.5	2.5	2.2	1.2	2.2	2.0	1.1	1.4	1.7	0.4	0.7	0.1
U.S. Department of Education's Parent Information Resource Centers	1.6	2.7	2.1	1.4	2.4	2.0	1.1	1.6	1.4	0.6	1.0	0.6
U.S. Department of Education's ERIC	1.7	2.9	1.9	1.4	2.1	1.9	1.7	3.2	1.9	0.8	1.0	0.9
Other U.S. Department of Education offices or programs	1.5	2.7	2.1	1.3	2.0	1.8	1.4	1.9	2.0	0.5	0.7	0.5
National Science Foundation-funded initiatives (e.g., SSI, USI)	1.8	2.9	2.3	1.3	2.1	1.6	2.0	2.6	2.6	0.8	1.6	1.1
National model content standards (e.g., NCTM)	1.4	1.9	1.9	1.3	1.9	1.7	2.1	2.9	2.2	1.3	2.4	1.7

Question 13 (continued)

Standard errors of the percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics

Table 13A - Title I Status (continued)

	Not Used			Not at All Helpful			Somewhat Helpful			Very Helpful		
	All Schools (N=1,230)	Non-Title I (N=472)	Title I (N=758)	All Schools (N=1,230)	Non-Title I (N=472)	Title I (N=758)	All Schools (N=1,230)	Non-Title I (N=472)	Title I (N=758)	All Schools (N=1,230)	Non-Title I (N=472)	Title I (N=758)
State-developed content standards	0.8	1.6	0.9	1.0	1.2	1.4	1.6	2.6	1.9	1.6	2.7	2.2
Institutions of higher education	1.6	2.1	2.2	1.5	2.5	2.3	1.7	2.7	2.4	1.1	1.7	1.4
Professional journals	1.4	1.1	1.8	0.9	1.6	1.5	2.1	2.7	2.8	1.5	2.4	3.2
State- or district-sponsored education conferences	0.7	1.2	1.0	0.8	1.5	1.0	1.6	2.6	2.3	1.4	2.0	2.2
Institutes or workshops	0.7	1.1	0.9	1.0	1.7	1.1	1.9	2.9	2.3	1.6	2.7	2.1
Electronic networks/discussion groups	1.6	2.4	2.4	1.7	2.6	2.0	2.0	2.8	2.3	0.7	1.3	0.7
Media (e.g., newspapers, television)	1.5	2.3	2.0	1.8	3.0	2.2	1.9	3.1	2.4	0.7	1.1	0.8

Question 13 (continued)

Standard errors of the percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics

Table 13B - School Type

	Not Used			Not at All Helpful			Somewhat Helpful			Very Helpful		
	Non-Title I (N=472)	SW (N=443)	TA (N=315)									
Other principals	2.1	1.8	1.8	1.0	1.1	1.2	2.5	2.9	3.7	2.7	2.6	3.4
Professional principal associations	1.9	1.9	2.0	1.9	1.9	2.2	3.2	3.3	3.1	2.0	2.6	2.6
Teacher unions or organizations	2.8	3.1	3.3	2.2	3.2	3.2	2.9	3.2	2.7	0.6	1.3	1.1
Other administrators	0.8	1.6	1.0	0.7	1.7	1.5	2.8	2.8	3.5	2.7	2.8	3.4
School district	1.2	1.2	1.3	1.6	1.5	2.3	2.7	3.1	3.4	2.5	2.9	3.3
Intermediate or regional education agency	2.5	2.8	2.7	2.3	2.2	2.6	3.3	3.2	2.9	1.3	2.0	2.5
State department of education	2.2	2.4	2.6	2.2	2.4	2.8	3.1	3.2	3.8	1.7	2.2	2.3
U.S. Department of Education's Regional Labs	2.9	2.9	3.8	2.4	2.2	2.4	2.1	2.5	3.5	0.9	0.6	0.7
U.S. Department of Education's Comprehensive Assistance Centers	2.5	3.0	3.3	2.2	2.3	3.4	1.4	2.0	2.4	0.7	0.1	0.2
U.S. Department of Education's Parent Information Resource Centers	2.7	2.6	3.2	2.4	2.1	3.2	1.6	2.4	1.8	1.0	0.6	1.1
U.S. Department of Education's ERIC	2.9	3.1	3.0	2.1	2.2	2.9	3.2	3.0	2.8	1.0	1.4	1.3
Other U.S. Department of Education offices or programs	2.7	2.9	2.9	2.0	2.3	3.2	1.9	2.7	3.0	0.7	0.6	0.8
National Science Foundation-funded initiatives (e.g., SSI, USI)	2.9	3.3	3.3	2.1	1.9	2.5	2.6	3.7	3.1	1.6	1.6	1.6
National model content standards (e.g., NCTM)	1.9	2.5	3.1	1.9	2.2	2.5	2.9	3.4	3.1	2.4	1.9	2.6
State-developed content standards	1.6	1.5	1.3	1.2	1.6	2.1	2.6	2.9	3.2	2.7	2.8	3.1
Institutions of higher education	2.1	2.5	3.2	2.5	3.4	2.8	2.7	3.4	3.5	1.7	1.9	2.0
Professional journals	1.9	2.4	2.5	1.6	2.3	1.6	2.7	3.5	3.6	2.4	2.3	3.3
State- or district-sponsored education conferences	1.2	1.5	1.4	1.5	1.3	1.5	2.6	3.5	3.0	2.0	3.3	3.0

Question 13 (continued)

Standard errors of the percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics

Table 13B - School Type (continued)

	Not Used			Not at All Helpful			Somewhat Helpful			Very Helpful		
	Non-Title I (N=472)	SW (N=443)	TA (N=315)									
Institutes or workshops	1.1	0.7	1.6	1.7	1.4	1.8	2.9	3.7	3.3	2.7	3.2	2.9
Electronic networks/discussion groups	2.4	3.4	3.5	2.6	2.7	2.3	2.8	2.7	3.4	1.3	0.8	1.0
Media (e.g., newspapers, television)	2.3	2.9	3.0	3.0	2.8	3.5	3.1	3.3	3.5	1.1	1.1	1.2

Question 13 (continued)

Standard errors of the percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics

Table 13C - Minority Enrollment

	Not Used			Not at All Helpful			Somewhat Helpful			Very Helpful		
	0-49.9% (N=589)	50-79.9% (N=345)	80-100% (N=296)									
Other principals	1.4	2.2	2.1	0.9	1.2	1.6	2.1	3.3	4.5	2.2	3.3	3.7
Professional principal associations	1.4	2.5	2.4	1.5	2.1	3.1	2.6	3.9	4.6	1.7	2.9	3.6
Teacher unions or organizations	2.2	3.2	3.8	1.7	3.9	3.8	2.1	3.5	4.1	0.5	1.4	2.2
Other administrators	0.7	1.8	0.6	0.7	1.1	2.9	2.2	3.8	4.6	2.2	3.5	3.9
School district	1.2	1.4	1.0	1.5	1.5	2.1	2.5	3.3	4.7	2.4	3.2	4.3
Intermediate or regional education agency	2.0	3.1	3.8	2.0	2.7	2.5	2.4	3.5	3.7	1.4	2.8	2.4
State department of education	1.6	1.9	4.1	2.0	2.9	3.1	2.3	3.5	4.8	1.6	2.1	3.2
U.S. Department of Education's Regional Labs	2.4	3.0	4.3	1.9	3.2	3.1	1.8	3.0	3.7	0.7	0.7	0.7
U.S. Department of Education's Comprehensive Assistance Centers	2.1	3.5	4.6	1.7	2.9	3.2	1.1	2.5	3.6	0.5	0.1	0.6
U.S. Department of Education's Parent Information Resource Centers	2.1	3.4	4.1	2.0	2.9	3.1	1.3	2.6	3.2	0.7	0.2	1.9
U.S. Department of Education's ERIC	2.2	3.6	3.9	1.9	2.8	3.2	2.3	3.0	3.2	0.9	0.4	2.6
Other U.S. Department of Education offices or programs	2.1	3.9	4.9	1.8	2.9	3.6	1.9	3.1	3.5	0.6	0.5	1.0
National Science Foundation-funded initiatives (e.g., SSI, USI)	2.4	3.9	3.8	1.6	2.5	2.9	2.6	3.6	3.9	1.1	1.9	2.5
National model content standards (e.g., NCTM)	1.9	2.9	3.2	1.7	2.4	2.4	2.7	3.4	4.4	1.8	2.0	3.4
State-developed content standards	1.2	1.5	2.7	1.3	2.3	1.3	2.3	3.2	4.1	2.0	2.7	4.0
Institutions of higher education	1.9	3.2	3.1	1.7	2.6	3.6	2.4	3.2	4.6	1.4	2.2	3.5
Professional journals	1.7	2.6	4.1	1.2	2.0	2.6	2.6	3.4	4.8	1.9	2.8	3.5
State- or district-sponsored education conferences	1.0	1.3	2.4	1.0	2.4	1.7	2.2	4.2	5.0	2.1	3.7	4.2

Question 13 (continued)

Standard errors of the percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics

Table 13C - Minority Enrollment (continued)

	Not Used			Not at All Helpful			Somewhat Helpful			Very Helpful		
	0-49.9% (N=589)	50-79.9% (N=345)	80-100% (N=296)									
Institutes or workshops	0.9	1.1	2.2	1.5	1.4	1.2	2.4	4.1	4.3	2.3	3.9	4.0
Electronic networks/discussion groups	2.4	4.0	4.3	2.0	2.5	3.2	2.6	3.2	4.6	0.9	0.9	2.0
Media (e.g., newspapers, television)	2.0	2.5	4.4	2.6	3.1	3.6	2.6	3.4	5.4	0.8	1.3	2.1

Question 13 (continued)

Standard errors of the percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics

Table 13D - School Level

	Not Used			Not at All Helpful			Somewhat Helpful			Very Helpful		
	Elementary (N=538)	Middle (N=327)	High (N=307)									
Other principals	1.5	1.8	2.3	0.7	2.0	1.6	2.2	3.6	3.4	2.3	3.2	3.0
Professional principal associations	1.4	1.6	2.0	1.5	2.4	2.1	2.5	3.7	4.1	1.6	3.0	2.9
Teacher unions or organizations	2.4	3.2	3.5	2.7	3.2	3.2	2.3	3.9	3.5	0.7	1.2	1.2
Other administrators	0.8	1.6	0.8	0.9	1.7	1.9	2.4	3.3	3.9	2.0	3.2	3.3
School district	1.2	1.0	1.7	1.4	2.3	2.9	2.3	3.5	3.7	2.5	3.6	3.0
Intermediate or regional education agency	2.0	2.8	2.6	1.8	3.1	3.8	2.3	3.9	4.4	1.5	2.1	2.4
State department of education	1.9	2.7	1.9	2.0	3.1	3.4	2.7	3.8	4.2	1.9	2.1	2.7
U.S. Department of Education's Regional Labs	2.0	3.4	4.0	1.7	2.9	3.7	2.1	2.9	2.9	0.8	0.5	0.9
U.S. Department of Education's Comprehensive Assistance Centers	2.0	3.3	3.7	2.0	2.8	3.6	1.5	2.3	2.3	0.6	0.2	0.3
U.S. Department of Education's Parent Information Resource Centers	1.9	3.5	3.6	1.8	2.8	3.3	1.4	2.1	2.8	0.9	1.3	0.3
U.S. Department of Education's ERIC	2.2	3.4	3.7	1.8	2.4	2.9	2.1	3.4	3.9	1.0	0.9	0.8
Other U.S. Department of Education offices or programs	2.1	3.2	3.8	1.7	2.7	3.1	2.0	2.4	3.3	0.8	0.3	0.2
National Science Foundation-funded initiatives (e.g., SSI, USI)	2.4	3.6	3.9	1.5	2.6	2.8	2.4	3.5	3.7	1.3	1.9	1.5
National model content standards (e.g., NCTM)	2.2	3.1	2.9	1.5	2.3	3.1	2.5	3.4	4.0	1.9	3.1	2.8
State-developed content standards	1.0	1.9	2.5	1.3	2.0	1.7	2.0	4.1	3.9	2.3	3.5	3.4
Institutions of higher education	2.4	3.3	2.7	2.3	2.7	3.6	2.5	3.8	4.4	1.5	2.2	2.5
Professional journals	1.8	2.1	2.8	1.4	2.2	1.9	2.9	3.8	3.4	2.3	3.5	2.8
State- or district-sponsored education conferences	1.0	1.4	1.9	1.2	2.2	1.8	2.2	4.6	4.1	2.1	3.8	3.5

Question 13 (continued)

Standard errors of the percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics

Table 13D - School Level (continued)

	Not Used			Not at All Helpful			Somewhat Helpful			Very Helpful		
	Elementary (N=538)	Middle (N=327)	High (N=307)									
Institutes or workshops	0.9	1.2	1.9	1.3	1.4	2.1	2.5	3.8	3.6	2.3	3.7	2.8
Electronic networks/discussion groups	2.2	4.1	3.5	1.9	3.3	3.6	2.2	4.2	4.2	1.0	1.7	1.4
Media (e.g., newspapers, television)	2.0	2.8	3.4	2.3	4.0	3.8	2.6	3.7	3.7	0.8	1.5	1.5

Question 13 (continued)

Standard errors of the percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics

Table 13E - Metropolitan Status

	Not Used			Not at All Helpful			Somewhat Helpful			Very Helpful		
	Central City of MSA (N=411)	MSA not Central City (N=341)	Not MSA (N=478)	Central City of MSA (N=411)	MSA not Central City (N=341)	Not MSA (N=478)	Central City of MSA (N=411)	MSA not Central City (N=341)	Not MSA (N=478)	Central City of MSA (N=411)	MSA not Central City (N=341)	Not MSA (N=478)
Other principals	2.5	2.0	1.6	1.2	1.0	1.2	3.0	3.1	2.8	3.0	3.3	2.7
Professional principal associations	2.1	1.8	1.7	2.5	2.1	1.9	3.8	3.5	3.0	2.0	3.2	2.1
Teacher unions or organizations	3.4	3.1	2.7	3.3	3.0	2.7	3.4	2.9	2.6	1.3	0.5	0.8
Other administrators	1.0	0.9	1.1	1.0	1.0	1.4	3.2	3.3	2.8	2.8	3.0	2.5
School district	0.6	2.4	1.0	1.3	1.8	2.0	3.4	3.1	2.9	3.3	3.5	3.0
Intermediate or regional education agency	3.5	3.0	1.8	2.5	2.2	2.4	3.8	3.2	2.7	1.5	1.9	2.2
State department of education	2.6	2.2	2.0	2.6	2.3	2.6	3.4	3.4	3.1	1.9	1.7	2.5
U.S. Department of Education's Regional Labs	3.2	3.5	2.4	2.3	2.6	2.0	2.3	2.6	2.2	0.5	0.9	0.8
U.S. Department of Education's Comprehensive Assistance Centers	3.0	2.9	2.1	2.3	2.6	2.0	2.1	2.1	1.6	0.3	0.0	0.7
U.S. Department of Education's Parent Information Resource Centers	3.0	2.7	2.4	2.4	2.6	2.4	2.0	2.2	1.6	1.0	1.2	0.8
U.S. Department of Education's ERIC	3.1	3.2	2.4	2.1	2.2	2.3	2.4	3.5	2.8	1.4	1.3	1.1
Other U.S. Department of Education offices or programs	3.4	3.3	2.5	2.1	2.3	2.4	2.7	2.3	2.0	0.6	0.7	0.9
National Science Foundation-funded initiatives (e.g., SSI, USI)	3.0	3.6	2.4	2.3	2.2	2.3	3.1	3.2	3.0	1.9	1.8	1.2
National model content standards (e.g., NCTM)	3.0	2.3	2.5	2.8	1.9	2.3	3.6	3.4	2.9	2.4	2.5	2.3
State-developed content standards	1.2	1.4	1.7	1.7	1.4	1.5	3.8	2.6	2.9	3.3	2.8	2.8
Institutions of higher education	3.0	3.3	2.3	2.8	2.7	2.4	3.0	3.7	2.4	2.2	2.0	1.6
Professional journals	2.1	2.2	2.3	1.9	1.9	1.4	3.7	3.2	3.1	2.9	2.3	2.7

Question 13 (continued)

Standard errors of the percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics

Table 13E - Metropolitan Status (continued)

	Not Used			Not at All Helpful			Somewhat Helpful			Very Helpful		
	Central City of MSA (N=411)	MSA not Central City (N=341)	Not MSA (N=478)									
State- or district-sponsored education conferences	1.4	1.3	1.2	2.0	1.5	1.2	3.7	3.5	2.2	3.4	3.1	2.5
Institutes or workshops	1.1	1.4	1.0	1.7	1.5	1.3	3.2	2.7	3.1	3.4	2.9	2.7
Electronic networks/discussion groups	3.4	3.6	2.4	3.2	2.6	2.4	3.2	2.7	2.6	2.1	0.7	0.9
Media (e.g., newspapers, television)	2.8	3.1	2.2	2.9	3.5	2.9	3.2	3.5	2.9	1.2	0.8	1.1

Question 13 (continued)

Standard errors of the percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics

Table 13F - Poverty Level

	Not Used				Not at All Helpful			
	0-34.9% (N=391)	35-49.9% (N=197)	50-74.9% (N=319)	75-100% (N=310)	0-34.9% (N=391)	35-49.9% (N=197)	50-74.9% (N=319)	75-100% (N=310)
Other principals	2.0	2.1	2.4	1.7	0.8	2.5	1.5	1.4
Professional principal associations	1.9	2.1	2.4	2.6	1.8	2.9	2.3	2.3
Teacher unions or organizations	2.9	4.1	3.5	3.5	2.2	4.4	4.0	3.8
Other administrators	0.9	0.9	1.9	0.6	0.8	2.0	1.2	2.9
School district	1.6	1.3	1.3	1.5	1.6	3.0	1.6	2.2
Intermediate or regional education agency	2.6	3.6	3.3	2.7	2.4	3.1	3.0	2.8
State department of education	1.9	2.9	1.9	3.9	2.5	3.4	3.1	2.9
U.S. Department of Education's Regional Labs	3.3	4.0	3.0	4.6	2.5	3.5	3.2	2.9
U.S. Department of Education's Comprehensive Assistance Centers	2.7	3.7	3.8	4.3	2.2	3.2	3.0	3.5
U.S. Department of Education's Parent Information Resource Centers	2.6	3.9	3.6	4.3	2.4	3.4	3.0	3.3
U.S. Department of Education's ERIC	2.8	4.1	3.9	4.0	2.4	3.1	3.3	3.3
Other U.S. Department of Education offices or programs	2.8	3.6	4.0	4.5	2.2	2.9	3.3	2.9
National Science Foundation-funded initiatives (e.g., SSI, USI)	3.0	4.5	3.8	3.8	2.0	3.3	2.7	2.9
National model content standards (e.g., NCTM)	1.9	4.3	2.7	3.4	2.0	3.5	2.7	2.5
State-developed content standards	1.6	1.2	1.5	2.8	1.3	2.8	2.4	1.9
Institutions of higher education	2.5	3.8	3.2	3.6	2.4	3.5	2.7	3.4
Professional journals	1.8	2.9	2.6	3.6	1.3	2.5	2.1	2.1
State- or district-sponsored education conferences	1.2	1.8	1.4	2.3	1.2	2.5	2.2	2.0
Institutes or workshops	1.2	1.6	1.1	1.5	1.9	2.3	1.4	1.6

Question 13 (continued)

Standard errors of the percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics

Table 13F - Poverty Level (continued)

	Not Used				Not at All Helpful			
	0-34.9% (N=391)	35-49.9% (N=197)	50-74.9% (N=319)	75-100% (N=310)	0-34.9% (N=391)	35-49.9% (N=197)	50-74.9% (N=319)	75-100% (N=310)
Electronic networks/discussion groups	2.7	4.5	4.3	4.2	2.4	3.8	3.0	3.6
Media (e.g., newspapers, television)	2.5	3.4	2.8	3.7	2.8	5.4	3.8	3.8

Question 13 (continued)

Standard errors of the percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics

Table 13F - Poverty Level (continued)

	Somewhat Helpful				Very Helpful			
	0-34.9% (N=391)	35-49.9% (N=197)	50-74.9% (N=319)	75-100% (N=310)	0-34.9% (N=391)	35-49.9% (N=197)	50-74.9% (N=319)	75-100% (N=310)
Other principals	2.7	3.9	3.5	3.5	2.4	4.0	3.5	3.1
Professional principal associations	3.2	3.5	3.8	4.1	2.3	3.0	3.0	3.1
Teacher unions or organizations	2.5	4.5	3.8	4.0	0.6	1.3	1.6	2.2
Other administrators	3.0	4.3	4.0	4.3	2.8	3.8	3.6	3.8
School district	3.2	4.4	3.3	4.4	3.1	4.3	3.3	3.9
Intermediate or regional education agency	2.9	3.9	3.5	3.6	1.6	3.0	2.7	2.8
State department of education	3.0	3.8	4.0	5.0	2.0	3.1	2.2	2.6
U.S. Department of Education's Regional Labs	1.9	3.2	2.9	2.8	0.9	0.0	0.7	1.0
U.S. Department of Education's Comprehensive Assistance Centers	1.3	2.6	2.6	2.7	0.6	0.0	0.1	0.6
U.S. Department of Education's Parent Information Resource Centers	1.6	2.8	2.4	2.8	1.1	0.0	0.2	1.2
U.S. Department of Education's ERIC	2.8	4.2	3.3	3.5	1.3	1.5	0.5	1.7
Other U.S. Department of Education offices or programs	2.4	3.1	3.2	3.0	0.8	0.1	0.5	1.1
National Science Foundation-funded initiatives (e.g., SSI, USI)	3.2	3.6	3.7	3.7	1.5	2.3	2.0	2.4
National model content standards (e.g., NCTM)	3.0	3.8	3.4	4.5	2.4	4.0	2.1	2.9
State-developed content standards	2.8	4.1	3.6	4.3	2.5	3.9	2.9	3.2
Institutions of higher education	2.3	4.3	3.5	4.5	1.8	1.6	2.3	2.5
Professional journals	3.1	4.6	3.6	4.5	2.4	3.3	3.1	3.2
State- or district-sponsored education conferences	2.7	4.3	4.3	4.6	2.6	3.7	3.6	3.9
Institutes or workshops	2.7	4.2	4.0	3.9	2.6	4.5	3.8	3.2

Question 13 (continued)

Standard errors of the percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics

Table 13F - Poverty Level (continued)

	Somewhat Helpful				Very Helpful			
	0-34.9% (N=391)	35-49.9% (N=197)	50-74.9% (N=319)	75-100% (N=310)	0-34.9% (N=391)	35-49.9% (N=197)	50-74.9% (N=319)	75-100% (N=310)
Electronic networks/discussion groups	2.7	4.5	3.3	3.5	1.3	1.0	1.0	1.2
Media (e.g., newspapers, television)	2.8	4.8	3.6	5.0	1.1	0.8	1.5	1.5

Question 13 (continued)

Standard errors of the percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics

Table 13G - School Size

	Not Used				Not all Helpful			
	Less than 300 (N=166)	300-499 (N=286)	500-999 (N=488)	1,000 or more (N=290)	Less than 300 (N=166)	300-499 (N=286)	500-999 (N=488)	1,000 or more (N=290)
Other principals	2.9	2.3	1.5	1.4	1.1	0.8	1.2	1.8
Professional principal associations	2.7	2.5	1.4	1.8	3.5	1.6	1.6	2.5
Teacher unions or organizations	4.0	3.5	2.5	3.4	4.3	3.5	3.0	4.1
Other administrators	1.7	1.7	0.7	0.4	2.1	1.2	1.1	1.8
School district	2.7	1.3	0.7	0.6	3.6	1.4	1.2	2.0
Intermediate or regional education agency	3.3	3.1	2.4	3.0	2.9	2.4	1.8	3.6
State department of education	3.2	2.5	2.0	2.1	3.7	2.5	2.2	4.2
U.S. Department of Education's Regional Labs	4.3	2.9	2.2	4.0	3.3	2.7	2.2	3.8
U.S. Department of Education's Comprehensive Assistance Centers	4.1	2.9	2.0	4.0	4.1	2.6	2.0	3.8
U.S. Department of Education's Parent Information Resource Centers	3.9	2.7	2.2	4.1	4.2	2.5	2.1	3.6
U.S. Department of Education's ERIC	4.6	3.7	2.4	3.7	3.7	2.6	1.9	3.5
Other U.S. Department of Education offices or programs	4.4	3.4	2.6	4.0	4.1	2.4	1.9	3.5
National Science Foundation-funded initiatives (e.g., SSI, USI)	4.3	3.5	2.8	3.6	3.0	2.4	1.7	2.6
National model content standards (e.g., NCTM)	3.9	3.0	2.1	3.0	3.0	2.0	2.0	2.2
State-developed content standards	2.8	1.8	1.0	1.3	2.3	1.4	1.6	2.0
Institutions of higher education	4.2	3.3	2.0	2.7	3.8	3.0	2.2	3.1
Professional journals	4.2	2.5	2.0	1.9	3.0	1.4	1.6	2.6
State- or district-sponsored education conferences	2.2	1.4	1.1	1.3	2.1	1.5	1.5	2.0

Question 13 (continued)

Standard errors of the percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics

Table 13G - School Size (continued)

	Not Used				Not at All Helpful			
	Less than 300 (N=166)	300-499 (N=286)	500-999 (N=488)	1,000 or more (N=290)	Less than 300 (N=166)	300-499 (N=286)	500-999 (N=488)	1,000 or more (N=290)
Institutes or workshops	1.7	1.7	0.7	0.4	2.1	1.1	1.3	2.0
Electronic networks/discussion groups	5.6	3.6	2.6	3.8	3.5	2.6	2.5	3.5
Media (e.g., newspapers, television)	3.5	3.0	2.4	3.2	4.8	2.7	3.0	3.8

Question 13 (continued)

Standard errors of the percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics

Table 13G - School Size (continued)

	Somewhat Helpful				Very Helpful			
	Less than 300 (N=166)	300-499 (N=286)	500-999 (N=488)	1,000 or more (N=290)	Less than 300 (N=166)	300-499 (N=286)	500-999 (N=488)	1,000 or more (N=290)
Other principals	4.8	3.4	2.5	3.7	4.5	3.5	2.6	3.8
Professional principal associations	4.6	3.7	2.4	4.6	3.3	2.5	1.7	3.8
Teacher unions or organizations	4.5	2.9	2.5	4.5	1.3	1.1	0.7	1.7
Other administrators	4.3	3.8	2.8	3.9	3.8	3.6	2.6	3.4
School district	4.8	3.5	2.2	4.1	4.1	3.7	2.3	3.9
Intermediate or regional education agency	4.9	3.5	2.6	4.3	3.2	2.1	1.3	2.6
State department of education	4.3	3.0	3.0	4.1	3.9	2.2	1.6	2.8
U.S. Department of Education's Regional Labs	4.4	2.3	1.6	2.8	0.6	1.4	0.5	0.8
U.S. Department of Education's Comprehensive Assistance Centers	3.2	2.4	1.3	2.5	0.2	1.0	0.2	0.2
U.S. Department of Education's Parent Information Resource Centers	3.1	2.0	1.6	2.5	0.4	1.4	0.8	0.5
U.S. Department of Education's ERIC	4.9	3.1	2.3	3.7	2.4	1.1	0.9	0.6
Other U.S. Department of Education offices or programs	2.9	3.0	2.1	3.3	1.1	1.1	0.3	0.4
National Science Foundation-funded initiatives (e.g., SSI, USI)	4.7	3.5	2.9	3.8	2.1	2.0	1.3	2.4
National model content standards (e.g., NCTM)	5.3	3.4	3.0	3.6	3.4	2.8	2.3	2.8
State-developed content standards	4.7	3.2	2.6	4.4	4.3	3.1	2.7	4.1
Institutions of higher education	4.2	3.6	2.5	3.6	2.2	2.6	1.4	1.9
Professional journals	5.1	4.0	2.6	4.1	4.4	2.9	1.7	3.4
State- or district-sponsored education conferences	3.9	3.2	2.6	4.3	3.4	3.2	2.2	4.0

Question 13 (continued)

Standard errors of the percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics

Table 13G - School Size (continued)

	Somewhat Helpful				Very Helpful			
	Less than 300 (N=166)	300-499 (N=286)	500-999 (N=488)	1,000 or more (N=290)	Less than 300 (N=166)	300-499 (N=286)	500-999 (N=488)	1,000 or more (N=290)
Institutes or workshops	5.1	4.1	2.6	3.7	4.8	3.6	2.3	3.5
Electronic networks/discussion groups	4.5	3.5	2.1	4.0	1.9	1.4	0.9	1.2
Media (e.g., newspapers, television)	4.5	2.8	3.0	3.6	1.1	1.5	0.8	0.7

Question 14

Standard errors of the percentage of principals reporting their preferred format for information, by school characteristics

Table 14A - Title I Status

	All Schools (N=1226)	Non-Title I (N=471)	Title I (N=755)
Hard copy	1.8	3.1	2.3
Workshops and summer institutes	1.8	3.2	2.4
Electronic	0.9	1.3	1.4

Table 14B - School Type

	Non-Title I Schools (N=471)	SW (N=438)	TA (N=317)
Hard copy	3.1	2.7	3.5
Workshops and summer institutes	3.2	3.0	3.7
Electronic	1.3	1.5	2.2

Table 14C - Minority Enrollment

	0-49.9% (N=589)	50-79.9% (N=340)	80-100% (N=297)
Hard copy	2.8	3.4	3.9
Workshops and summer institutes	2.9	3.8	4.0
Electronic	1.3	2.3	1.6

Table 14D - School Level

	Elementary (N=532)	Middle (N=329)	High (N=307)
Hard copy	2.3	3.8	3.9
Workshops and summer institutes	2.1	3.8	4.1
Electronic	1.6	1.8	1.7

Question 14 (continued)

Standard errors of the percentage of principals reporting their preferred format for information, by school characteristics

Table 14E - Metropolitan Status

	Central City of MSA (N=409)	MSA not Central City (N=341)	Not MSA (N=476)
Hard copy	2.9	3.3	3.1
Workshops and summer institutes	3.1	3.2	3.1
Electronic	2.2	1.5	1.7

Table 14F - Poverty Level

	0-34.9% (N=391)	35-49.9% (N=196)	50-74.9% (N=314)	75-100% (N=312)
Hard copy	3.0	5.2	3.6	3.6
Workshops and summer institutes	3.1	5.4	4.2	3.5
Electronic	1.4	2.8	2.6	2.0

Table 14G - School Size

	Less than 300 (N=164)	300-499 (N=287)	500-999 (N=483)	1,000 or more (N=292)
Hard copy	5.5	3.5	2.8	4.0
Workshops and summer institutes	5.2	3.3	2.9	3.8
Electronic	2.9	1.6	1.4	4.0