

## Reference Tables

**Table 1. Percentage of principals reporting that their school received federal Title I funds in school year 1997-98, by school level**

	<b>Elementary (N=544)</b>	<b>Middle (N=330)</b>	<b>High (N=312)</b>
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	71*	49*	25*
No	28*	48*	63*
Don't know	1	4*	12*

**Table 2. Percentage of students in various categories, by Title I status**

	<b>All Schools (N=1,248)</b>	<b>Non-Title I (N=479)</b>	<b>Title I (N=769)</b>
Average total student enrollment	565	657*	499
White students	70	79*	64
Black students	14	10*	17
Hispanic students	11	6*	14
Asian/Pacific Islander	3	3*	2
American Indian/Alaskan Native	2	2	2
LEP	6	3*	8
Migrant	1	1*	2
Students with disabilities	9	9	9
Homeless	0.3	0.1*	0.5
Percent eligible for free-/reduced-price lunch	41	25*	52

**Table 3. Percentage of principals reporting that their school received federal Title I funds in school year 1997-98, by minority enrollment<sup>a</sup>**

	<b>0-49.9% (N=591)</b>	<b>50-79.9% (N=344)</b>	<b>80-100% (N=308)</b>
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	45*	82	84*
No	51*	16*	9*
Don't know	4*	1*	6

**Table 4. Percentage of principals reporting to what extent they are familiar with changes to Title I, by Title I status**

	Not at All			Small Extent			Moderate Extent			Great Extent		
	All Title I Schools (N=733)	SW (N=424)	TA (N=309)	All Title I Schools (N=733)	SW (N=424)	TA (N=309)	All Title I Schools (N=733)	SW (N=424)	TA (N=309)	All Title I Schools (N=733)	SW (N=424)	TA (N=309)
	<u>%</u>	<u>%</u>	<u>%</u>									
Apply high state-approved standards to all students	6	6	6	13	12	14	32	29	35	49	53	46
More flexibility to identify students for services	7	7	7	12	10	15	36	36	35	45	47	43
Extend learning time	14	12	16	19	19	20	32	32	32	35	38	33
Minimize pull-out programs	8	8	8	12	11	13	28	26	31	52	56	49
Develop a parent involvement policy	4	4	4	10	10	9	25	22	28	61	64	59
Develop a school-parent compact	8	8	8	10	7	12	22	20	23	60	64	57
Assess student performance against high standards	7	7	6	11	11	11	30	27	33	52	55	49
Use student performance results for school accountability and continuous improvement	4	5	4	9	9	9	27	23	31	60	63	57

**Table 5. Percentage of principals reporting to what extent Title I reforms will require changes in their school, by Title I status**

	Not at All			Small Extent			Moderate Extent			Great Extent		
	All Title I Schools (N=625)	SW (N=367)	TA (N=258)	All Title I Schools (N=625)	SW (N=367)	TA (N=258)	All Title I Schools (N=625)	SW (N=367)	TA (N=258)	All Title I Schools (N=625)	SW (N=367)	TA (N=258)
	%	%	%	%	%	%	%	%	%	%	%	%
Apply high state-approved standards to all students	19	20	17	37	32	41	30	32	28	14	16	13
More flexibility to identify students for services	23	26	20	36	32	40	28	28	28	13	14	11
Extend learning time	17	17	17	34	36	32	32	31	32	18	17	18
Minimize pull-out programs	28	29	27	32	32	32	25	23	26	16	16	15
Develop a parent involvement policy	29	27	31	29	27	31	28	31	25	14	15	13
Develop a school-parent compact	36	34	38	29	29	29	22	22	22	13	15	11
Assess student performance against high standards	22	22	23	29	27	32	33	31	34	16	20	12
Use student performance results for school accountability and continuous improvement	24	26	23	28	24	31	31	31	31	17	19	14

**Table 6. Percentage of principals reporting to what extent Title I reforms will require changes in their school, by Title I status (schools identified as in need of improvement)**

	Not at All			Small Extent			Moderate Extent			Great Extent		
	All Title I Schools (N=625)	SI** (N=104)	Non-SI** (N=514)	All Title I Schools (N=625)	SI** (N=104)	Non-SI** (N=514)	All Title I Schools (N=625)	SI** (N=104)	Non-SI** (N=514)	All Title I Schools (N=625)	SI** (N=104)	Non-SI** (N=514)
	%	%	%	%	%	%	%	%	%	%	%	%
Apply high state-approved standards to all students	19	14	19	37	31	38	30	39	29	14	16	15
More flexibility to identify students for services	23	23	22	36	37	37	28	27	28	13	13	13
Extend learning time	17	10	18	34	42	33	32	36	31	18	12	18
Minimize pull-out programs	28	27	28	32	37	31	25	24	25	16	13	16
Develop a parent involvement policy	29	22	31	29	42	27	28	18	29	14	19	13
Develop a school-parent compact	36	34	36	29	20	30	22	27	22	13	20	12
Assess student performance against high standards	22	11	24	29	24	30	33	47	31	16	19	15
Use student performance results for school accountability and continuous improvement	24	12*	25	28	27	29	31	31	31	17	29*	15

\*\*SI-Schools identified as in need of improvement

**Table 7. Percentage of principals reporting to what extent they are implementing various reform strategies, by 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	% 3	% 2	% 3	% 11	% 13	% 10	% 37	% 39	% 35	% 49	% 45	% 52
Professional development to enable staff to teach the content students are expected to learn <sup>a</sup>	1	1	1	13	12	14	45	53*	39	41	35*	45
Instructional materials such as textbooks that expose students to the content they are expected to learn	<1	1	<1	9	9	10	39	40	39	51	50	52
Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	8	5	10	30	29	30	36	38	34	27	27	27
Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students**	3	2	3	26	27	25	44	48	41	28	24	31
Adaptations so that all students are expected to achieve to high levels of performance, specifically students with learning disabilities**	<1	<1	<1	11	13	10	48	46	49	41	41	41

\*\* Among schools with these students enrolled

**Table 7. Percentage of principals reporting to what extent they are implementing various reform strategies, by 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	2	3	2	18	20	17	45	45	45	35	33	37
Assessments that are used for school accountability and continuous improvement	2	3	1	17	16	18	40	45	37	41	37	44
Parent involvement activities that help parents work with their children to achieve to high levels of performance	3	4	3	39	46*	34	43	38*	47	14	13	16
Restructuring the school day to teach content in more depth	19	19	19	31	32	31	31	31	32	18	18	18
Extending the school day to provide for more instructional time	52	54	51	24	26	22	15	13	17	9	7	10
Extending the school year to provide for more instructional time	63	68*	59	19	20	18	13	10*	15	5	3*	8
Staff participation in professional networks focused on standards-based reforms	17	17	17	39	40	38	34	35	33	10	8	12

**Table 8. Percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics**

	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	% 9	% 9	% 9	% 4	% 5	% 4	% 59	% 55	% 61	% 28	% 32	% 26
Professional principal associations	10	7	13	11	11	10	59	62	57	20	19	20
Teacher unions or organizations	31	31	31	34	35	34	32	33	32	3	1	4
Other administrators	3	2	3	4	2	6	63	67	60	30	28	31
School district	3	3	4	7	7	7	54	56	52	36	34	37
Intermediate or regional education agency	22	23	21	17	20	16	47	48	46	14	10	17
State department of education	16	18	14	20	23	18	53	50	55	11	9	13
U.S. Department of Education's Regional Labs	60	62	58	21	23	20	18	13*	21	1	2	1
U.S. Department of Education's Comprehensive Assistance Centers	68	69	67	21	22	21	10	8	12	<1	1	<1
U.S. Department of Education's Parent Information Resource Centers	66	68	64	21	21	21	12	9	13	2	2	1
U.S. Department of Education's ERIC	46	44	47	19	20	19	31	33	30	3	2	4
Other U.S. Department of Education offices or programs	60	64	57	20	19	20	19	16	22	1	1	2
National Science Foundation-funded initiatives (e.g., SSI, USI)	46	47	46	15	17	13	31	29	32	8	7	9
National model content standards (e.g., NCTM)	25	23	26	13	13	14	42	44	41	19	20	19

**Table 8. Percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics (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	6	6	6	7	7	7	53	54	52	34	33	34
Institutions of higher education	22	23	22	22	22	22	45	45	45	10	10	11
Professional journals	15	15	16	9	9	9	55	56	55	20	21	20
State- or district-sponsored education conferences	5	5	5	7	9*	5	59	64	57	29	22*	34
Institutes or workshops	3	4	3	5	6	4	58	62	55	33	28	37
Electronic networks/discussion groups	47	46	49	20	22	18	29	27	31	4	5	3
Media (e.g., newspapers, television)	22	24	21	35	34	35	40	39	40	3	3	3

**Table 9. Percentage of principals reporting to what extent they are implementing various reform strategies, by school type**

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Non-Title I (N=476)	SW (N=441)	TA (N=315)	Non-Title I (N=476)	SW (N=441)	TA (N=315)	Non-Title I (N=476)	SW (N=441)	TA (N=315)	Non-Title I (N=476)	SW (N=441)	TA (N=315)
A strategic plan for enabling students to achieve to high levels of performance <sup>a</sup>	%	%	%	%	%	%	%	%	%	%	%	%
	2	1*	5	13*	6*	13	39	33	38	45*	61*	45
Professional development to enable staff to teach the content students are expected to learn <sup>a</sup>	1	<1	1	12	13	15	53*	38	41*	35*	49	42
Instructional materials such as textbooks that expose students to the content they are expected to learn	1	<1	<1	9	10	9	40	36	41	50	54	49
Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	5*	13*	7	29	32	28	38	33	36	27	23	30
Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students**	2	4	3	27	22	29	48	40	41	24	35	27
Adaptations so that all students are expected to achieve to high levels of performance, specifically students with learning disabilities** <sup>b</sup>	<1	0	<1	13	12	9	46	45	52	41	43	39
Assessments that measure performance against the content students are expected to learn	3	1	2	20	14	19	45	44	46	33	41	34
Assessments that are used for school accountability and continuous improvement	3	1	1	16	14	21	45*	34	39	37*	50*	39

\*\* Among schools with these students enrolled

**Table 9. Percentage of principals reporting to what extent they are implementing various reform strategies, by school type (continued)**

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Non-Title I (N=476)	SW (N=441)	TA (N=315)	Non-Title I (N=476)	SW (N=441)	TA (N=315)	Non-Title I (N=476)	SW (N=441)	TA (N=315)	Non-Title I (N=476)	SW (N=441)	TA (N=315)
	<u>%</u>	<u>%</u>	<u>%</u>									
Parent involvement activities that help parents work with their children to achieve to high levels of performance	4	2	3	46*	35	34*	38*	46	49*	13*	18	14
Restructuring the school day to teach content in more depth	19	14*	23	32	26*	35	31	35	28	18	24*	14
Extending the school day to provide for more instructional time	54*	43*	58	26	23	21	13*	22*	13	7*	12	8
Extending the school year to provide for more instructional time	68*	54*	64	20	20	16	10*	16	14	3*	10*	5
Staff participation in professional networks focused on standards-based reforms	17	17	17	40	35	41	35	36	30	8	12	11

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**Table 10. Percentage of principals reporting to what extent they are implementing various reform strategies, by limited-English proficiency<sup>b</sup>**

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
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
LEP enrollment 0-9%	3	31	45	21
LEP enrollment 10-25%	0	12	35	53
LEP enrollment over 25%	0	11	36	53

**Table 11. Percentage of principals reporting that they are implementing various reform strategies to a moderate or great extent, by familiarity with Title I reforms**

<b>Familiarity with Title I Reforms</b>	<b>Low</b>	<b>Medium</b>	<b>High</b>
A strategic plan for enabling students to achieve to high levels of performance	84	84	91
Professional development to enable staff to teach the content students are expected to learn	76	80*	91*
Instructional materials such as textbooks that expose students to the content they are expected to learn	73*	94	93*
Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	69	63	58
Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students**	54*	73	76*
Adaptations so that all students are expected to achieve to high levels of performance, specifically students with learning disabilities**	82	88	93
Assessments that measure performance against the content standards students are expected to learn	76	82	84
Assessments that are used for school accountability and continuous improvement	74	78	85
Parent involvement activities that help parents work with their children to achieve to high levels of performance	44*	62	71*
Restructuring the school day to teach content in more depth	41	42*	58*
Extending the school day to provide for more instructional time	17	20*	35*
Extending the school year to provide for more instructional time	13	17*	30*
Staff participation in professional networks focused on standards-based reforms	26*	43	51*

\*\*Among schools with those students enrolled

**Table 12. Percentage of principals reporting to what extent they use content standards to guide curriculum and instruction in four subject areas, by 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	<1	<1	<1	4	4	5	23	25	21	72	70	74
Mathematics	1	<1	1	5	4	5	22	25	21	72	71	73
Science	2	2	2	8	7	8	29	29	29	61	62	60
History/Social Studies	3	2	3	11	9	12	30	30	29	57	58	56

**Table 13. Percentage of principals reporting to what extent they use content standards to guide curriculum and instruction in four subject areas, by school level**

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Elementary (N=545)	Middle (N=332)	High (N=314)									
	%	%	%	%	%	%	%	%	%	%	%	%
Reading <sup>a</sup>	<1	1	1	5	2	6	21	22	31*	74	75*	62*
Mathematics	<1	1	1	5	2	6	20	25	28	74	72	65
Science	2	1	3	8	5	10	29	28	32	60	66	56
History/Social Studies	3	2	3	12	8	9	30	27	32	55	62	56

**Table 14. Percentage of principals reporting to what extent standards for teacher quality and for professional development are linked to student content and performance standards, by Title I status**

	<b>All Schools (N=1,037)</b>	<b>Non-Title I (N=415)</b>	<b>Title I (N=658)</b>
	<u>%</u>	<u>%</u>	<u>%</u>
<b>Teacher quality<sup>a</sup></b>			
Not at all	12	14	11
Small extent	22	21	22
Moderate extent	32	31	33
Great extent	33	33	33
Student standards not established	1	1	1
<b>The quality of professional development</b>			
Not at all	7	9	6
Small extent	17	19	16
Moderate extent	34	33	35
Great extent	40	37	42
Student standards not established	2	2	2

∞ **Table 15. Percentage of principals reporting to what extent the following are barriers to applying high standards, by Title I status**

	<b>Not at All</b>			<b>Small Extent</b>			<b>Moderate Extent</b>			<b>Great Extent</b>		
	<b>All schools (N=1234)</b>	<b>Non-Title I (N=476)</b>	<b>Title I (N=758)</b>	<b>All schools (N=1234)</b>	<b>Non-Title I (N=476)</b>	<b>Title I (N=758)</b>	<b>All schools (N=1234)</b>	<b>Non-Title I (N=476)</b>	<b>Title I (N=758)</b>	<b>All schools (N=1234)</b>	<b>Non-Title I (N=476)</b>	<b>Title I (N=758)</b>
	<u>%</u>	<u>%</u>	<u>%</u>									
Inadequacy of guidance on what standards to use	42	40	44	37	38	37	17	19	16	3	3	3
Inadequacy of parent involvement	21	26*	17	33	36	30	33	29*	36	13	9*	17
Outdated technology	28	30	27	36	35	37	26	26	26	9	10	9
High student mobility	26	34*	20	39	38	39	24	22	25	12	6*	17
Diversity of student populations	33	38*	29	39	41	37	22	17*	25	7	5*	8
Language barriers	55	59	53	31	33	29	9	7*	11	5	1*	7
Assessments that are not aligned with curriculum/standards	28	28	27	35	35	36	26	25	27	11	13	10

**Table 16. Percentage of principals reporting to what extent the following are barriers to applying high standards, by 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	41	40	44	47	39	45	36	27
Inadequacy of parent involvement	33*+	12	7	12*	38+	32+	28	20*
Outdated technology	33+	31*	19	22*	36	31	42	36
High student mobility	38*+	21+	14	6*	41	35	36	38
Diversity of student populations	40*+	27	24	26*	42	38	34	36
Language barriers <sup>a</sup>	62+	56*	44	48*	33	32	30*	22*
Assessments that are not aligned with curriculum/standards	28	27	23	33	36	35	40	29

**Table 16 (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	16	13	18	22	4	2	2	4
Inadequacy of parent involvement	24*+	44	42	39*	5*+	12*+	23	29*
Outdated technology	23	29	28	29	8	9	11	13
High student mobility	16*+	32	31	30*	5*+	12+	19	25*
Diversity of student populations	14*+	29	27	30*	4+	6*	15	8
Language barriers <sup>a</sup>	4+	9	16	18*	1+	4*+	10	12*
Assessments that are not aligned with curriculum/standards	25	27	27	26	11	11	9	12

**Table 17. Percentage of principals reporting that their school was identified this year (1997-98) as in need of improvement under Title I, by Title I status**

	<b>All Title I Schools (N=758)</b>	<b>SW (N=440)</b>	<b>TA (N=318)</b>
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	12	14	10
No	75	72	78
Don't know	13	14	13

**Table 18. Percentage of principals reporting that their school was identified this year (1997-98) as in need of improvement under Title I, by poverty level**

	<b>0-34.9% (N=123)</b>	<b>35-49.9% (N=107)</b>	<b>50-74.9% (N=227)</b>	<b>75-100% (N=296)</b>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Yes	6	8+	12*	22*
No	80	74	75	70
Don't know	14	19+	13	8

**Table 19. Percentage of principals reporting that their school was identified this year (1997-98) as in need of improvement under Title I, by minority enrollment**

	<b>0-49.9% (N=237)</b>	<b>50-79.9% (N=252)</b>	<b>80-100% (N=269)</b>
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	7	12*	22*
No	78	75	68
Don't know	15	13	10

**Table 20. Percentage of schools identified as in need of improvement under Title I by number of years identified and by poverty level<sup>b</sup>**

	<b>All schools (weighted no.)</b>	<b>0-34.9%</b>	<b>35-49.9%</b>	<b>50-74.9%</b>	<b>75-100%</b>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
One year	46 (2077)	32	14	22	31
Two years	33 (1480)	0	20	40	40
Three years	8 (338)	0	0	18	82
Four or more years	13 (577)	0	0	31	69
ALL YEARS	100 (4472)	15 (672)	13 (589)	29 (1305)	43 (1906)

**Table 21. Number of years reported by the principal that their school has been identified as in need of improvement under Title I, by poverty level**

	<b>0-34.9% (N=5)</b>	<b>35-49.9% (N=7)</b>	<b>50-74.9% (N=22)</b>	<b>75-100% (N=75)</b>
Average	1+	1+	2	3*
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
One year <sup>b</sup>	100	50	36	34
Two or more years <sup>b</sup>	0	50	64	66

**Table 22. Number of years reported by the principal that their school has been identified as in need of improvement under Title I, by Title I status**

	<b>All Title I Schools (N=109)</b>	<b>SW (N=78)</b>	<b>TA (N=31)</b>
Average	2	3*	1
	<u>%</u>	<u>%</u>	<u>%</u>
One year	46	28*	70
Two or more years	54	72*	30

**Table 23. Number of years reported by the principal that their school has been identified as in need of improvement under Title I, by minority enrollment**

	<b>0-49.9%</b> <b>(N=13)</b>	<b>50-79.9%</b> <b>(N=26)</b>	<b>80-100%</b> <b>(N=70)</b>
Average	1*	2*	3*
One year <sup>a</sup>	$\frac{\%}{78^*}$	$\frac{\%}{36}$	$\frac{\%}{31^*}$
Two or more years <sup>a</sup>	22*	64	69*

**Table 24. Percentage of principals reporting that their school received additional technical assistance or professional development as a result of being identified as in need of improvement, by Title I status**

	<b>All Title I Schools</b> <b>(N=123)</b>	<b>SW</b> <b>(N=89)</b>	<b>TA</b> <b>(N=34)</b>
Yes	$\frac{\%}{47}$	$\frac{\%}{62}$	$\frac{\%}{28}$
No	36	27	49
Don't know	16	11	23

**Table 25. Percentage of principals reporting that their school received additional technical assistance or professional development as a result of being identified as in need of improvement, by poverty level**

	<b>0-34.9%</b> <b>(N=5)</b>	<b>35-49.9%</b> <b>(N=8)</b>	<b>50-74.9%</b> <b>(N=24)</b>	<b>75-100%</b> <b>(N=86)</b>
Yes	$\frac{\%}{15}$	$\frac{\%}{0}$	$\frac{\%}{55}$	$\frac{\%}{65}$
No	37	96	22	29
Don't know	48	4	23	6

**Table 26. Percentage of principals reporting that their school received additional technical assistance or professional development as a result of being identified as in need of improvement for one year, by poverty level<sup>b</sup>**

	All schools (weighted no.)	0-34.9%	35-49.9%	50-74.9%	75-100%
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Yes	39 (722)	18	0	47	76
No	42 (768)	25	91	53	24
Don't know	19 (356)	57	9	0	0

**Table 27. Percentage of principals reporting that their school received additional technical assistance or professional development as a result of being identified as in need of improvement for two years, by poverty level<sup>b</sup>**

	All schools (weighted no.)	0-34.9%	35-49.9%	50-74.9%	75-100%
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Yes	53 (789)	0	0	70	63
No	35 (514)	0	100	0	37
Don't know	12 (177)	0	0	30	0

**Table 28. Percentage of principals reporting that their school received additional technical assistance or professional development as a result of being identified as in need of improvement for three years, by poverty level<sup>b</sup>**

	All schools (weighted no.)	0-34.9%	35-49.9%	50-74.9%	75-100%
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Yes	82 (276)	0	0	0	100
No	18 (62)	0	0	100	0
Don't know	0 (0)	0	0	0	0

**Table 29. Percentage of principals reporting that their school received additional technical assistance or professional development as a result of being identified as in need of improvement for four or more years, by poverty level<sup>b</sup>**

	<b>All schools (weighted no.)</b>	<b>0-34.9%</b>	<b>35-49.9%</b>	<b>50-74.9%</b>	<b>75-100%</b>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Yes	97 (561)	0	0	91	100
No	3 (16)	0	0	9	0
Don't know	0 (0)	0	0	0	0

**Table 30. Percentage of principals reporting performance levels for student achievement results in reading, by Title I status**

	<b>All Schools (N=1257)</b>	<b>Non-Title I (N=484)</b>	<b>Title I (N=773)</b>
	<u>%</u>	<u>%</u>	<u>%</u>
Performance levels reported (1-6)	29	25*	32
No performance levels reported	71	75*	68

**Table 31. Percentage of principals reporting performance levels for student achievement results in mathematics, by Title I status**

	<b>All Schools (N=1257)</b>	<b>Non-Title I (N=484)</b>	<b>Title I (N=773)</b>
	<u>%</u>	<u>%</u>	<u>%</u>
Performance levels reported (1-6)	27	25	29
No performance levels reported	73	75	71

**Table 32. Percentage of principals reporting disaggregated student achievement results in reading for various categories, by Title I status**

	<b>All Schools (N=1,203)</b>	<b>Non-Title I (N=459)</b>	<b>Title I (N=744)</b>
	<u>%</u>	<u>%</u>	<u>%</u>
Student achievement results in reading are disaggregated	62	54*	67
Gender	70	75	67
Race/ethnicity	64	68	62
Title I participation	50	26*	63
Migrant status	22	14*	26
Poverty status	42	37	44
Limited English proficiency (LEP)	50	50	50
Disabling condition	52	56	50

**Table 33. Percentage of principals reporting disaggregated student achievement results in mathematics for various categories, by Title I status**

	<b>All Schools (N=1,192)</b>	<b>Non-Title I (N=458)</b>	<b>Title I (N=734)</b>
	<u>%</u>	<u>%</u>	<u>%</u>
Student achievement results in mathematics are disaggregated	60	53*	65
Gender	70	75	67
Race/ethnicity	65	70	62
Title I participation	47	24*	60
Migrant status	22	13*	28
Poverty status	41	35*	45
Limited English proficiency (LEP)	50	48	52
Disabling condition	51	55	49

**Table 34. Percentage of principals reporting that their school is operating a Title I schoolwide program, by poverty level**

	<b>0-34.9%</b> <b>(N=127)</b>	<b>35-49.9%</b> <b>(N=109)</b>	<b>50-74.9%</b> <b>(N=230)</b>	<b>75-100%</b> <b>(N=302)</b>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Yes	16+	19*+	66*	80*
No	84+	81*+	34*	20*

**Table 35. Percentage of principals reporting that their school is operating a Title I schoolwide program**

	<b>All Title I Schools</b> <b>(N=773)</b>
	<u>%</u>
Yes	45
No	55

**Table 36. Percentage of principals reporting that they use Title I resources for various purposes, by Title I status**

	<b>All Title I Schools</b> <b>(N=752)</b>	<b>SW</b> <b>(N=433)</b>	<b>TA</b> <b>(N=319)</b>
	<u>%</u>	<u>%</u>	<u>%</u>
Serve targeted children in a pull-out setting	68	53*	80
Serve targeted children in an in-class setting	83	84	83
<b>Provide both pull-out and in-class services</b>	57	46	66
Provide extended time learning opportunities for targeted children	41	51*	32
Improve the entire educational program through a schoolwide program	57	93*	25
Provide summer learning opportunities	40	48*	33
Provide professional development activities	78	84*	73
Provide family literacy services	46	55*	38

**Table 37. Percentage of principals reporting that they use Title I resources for various purposes, by school level**

	<b>Elementary (N=396)</b>	<b>Middle (N=196)</b>	<b>High (N=120)</b>
	<u>%</u>	<u>%</u>	<u>%</u>
Serve targeted children in a pull-out setting	72*	58	47*
Serve targeted children in an in-class setting	85	78	85
<b>Provide both pull-out and in-class services</b>	61*	45	42*
Provide extended time learning opportunities for targeted children	39	46	43
Improve the entire educational program through a schoolwide program	58	50	59
Provide summer learning opportunities	41	35	44
Provide professional development activities	79	78	71
Provide family literacy services	51*	36	24*

**Table 38. Percentage of principals in targeted assistance schools reporting that students are receiving Title I services in reading/language arts, mathematics, or ESL**

	<b>All Targeted Assistance Schools (N=312)</b>
	<u>%</u>
Reading/language arts	98
Mathematics	65
ESL	10

**Table 39. Percentage of principals reporting that they use Title I resources for various purposes, by poverty level**

	<b>0-34.9%</b> <b>(N=126)</b>	<b>35-49.9%</b> <b>(N=105)</b>	<b>50-74.9%</b> <b>(N=227)</b>	<b>75-100%</b> <b>(N=289)</b>
	%	%	%	%
Serve targeted children in a pull-out setting	79+	78*+	63*	50*
Serve targeted children in an in-class setting	78	83	89	85
<b>Provide both pull-out and in-class services</b>	63	64+	58*	45*
Provide extended time learning opportunities for targeted children	28+	33*+	49	54*
Improve the entire educational program through a schoolwide program	35+	34*+	76	82*
Provide summer learning opportunities	26*+	42	47	50*
Provide professional development activities	62*+	77+	84	91*
Provide family literacy services	30+	40+	51*	65*

**Table 40. Percentage of principals reporting that they use Title I resources for various purposes, by metropolitan status**

	<b>Central City of MSA (N=264)</b>	<b>MSA not Central City (N=176)</b>	<b>Not MSA (N=312)</b>
	%	%	%
Serve targeted children in a pull-out setting	59	71	71
Serve targeted children in an in-class setting	90*	79	82*
<b>Provide both pull-out and in-class services</b>	53	57	60
Provide extended time learning opportunities for targeted children	54*	41	32*
Improve the entire educational program through a schoolwide program	77*	45	51*
Provide summer learning opportunities	48	34	39
Provide professional development activities	91*	68	75*
Provide family literacy services	64*	48*	35*

**Table 41. Percentage of principals reporting that their school operated various types of extended time instructional programs, by Title I status**

	<b>All Title I Schools (N=773)</b>	<b>SW (N=448)</b>	<b>TA (N=325)</b>
	<b>%</b>	<b>%</b>	<b>%</b>
<b>Before school</b>			
Percentage with program	16	18	14
Average hours per week	4	5	4
Average weeks per year	32	32	32
<b>After school</b>			
Percentage with program	44	53*	36
Average hours per week	5	5*	4
Average weeks per year	27	26	27
<b>Weekend</b>			
Percentage with program	5	7*	3
Average hours per week	3	3	3
Average weeks per year	18	19	16
<b>Summer</b>			
Percentage with program	37	39	36
Average hours per week	16	17*	15
Average weeks per year	5	6*	5

**Table 42. Estimated total number of staff paid by Title I funds (rounded to the nearest hundred) as reported by school principals, by Title I status**

	<b>All Schools (N=747)</b>	<b>SW (N=428)</b>	<b>TA (N=319)</b>
Administration (non-clerical)	3,500	1,500	2,000
Teachers	74,700	40,900	33,800
Teacher aides	76,900	43,900	33,000
Staff providing support services (non-clerical)	10,200	7,900	2,300

**Table 43. Estimated total number of staff paid by Title I funds (rounded to the nearest hundred) as reported by school principals, by poverty level**

	<b>0-34.9%</b> <b>(N=123)</b>	<b>35-49.9%</b> <b>(N=109)</b>	<b>50-74.9%</b> <b>(N=223)</b>	<b>75-100%</b> <b>(N=287)</b>
Administration (non-clerical)	1,100	500	500	1,300
Teachers	15,900	10,300	20,700	27,200
Teacher aides	10,600	13,700	21,300	30,800
Staff providing support services (non-clerical)	600	1,400	2,500	5,600

**Table 44. Percentage of principals reporting that their school employs paraprofessionals or teacher aides paid for at least partially by Title I, by Title I status**

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

**Table 45. Percentage of principals reporting that their school employs paraprofessionals or teacher aides paid for at least partially by Title I, by poverty level**

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

**Table 46. Average percentage of time as reported by principals that paraprofessionals spend in various activities, by Title I status**

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

**Table 47. Percentage of principals reporting that the school district provides support for educational improvement for paraprofessionals or teacher aides, by Title I status**

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

**Table 48. Average number of instructional rooms, computers, and rooms with Internet access as reported by school principals, by Title I status**

	<b>All Schools (N=1,215)</b>	<b>Non-Title I (N=468)</b>	<b>Title I (N=747)</b>
	<u>Average</u>	<u>Average</u>	<u>Average</u>
Instructional rooms	34	38*	31
Computers	76	87*	68
Students per computer	9	9	9
Instructional rooms with Internet access	11	14*	8
Percentage of all rooms with Internet access	32	38*	27

**Table 49. Average number of instructional rooms, computers, and rooms with Internet access as reported by school principals, by poverty level**

	<b>0-34.9% (N=388)</b>	<b>35-49.9% (N=198)</b>	<b>50-74.9% (N=310)</b>	<b>75-100% (N=310)</b>
	<u>Average</u>	<u>Average</u>	<u>Average</u>	<u>Average</u>
Instructional rooms	36+	31	32	32
Computers	81	77	69	64*
Students per computer	9	9+	9*	12*
Instructional rooms with Internet access	14*+	10+	8*	5*
Percentage of all rooms with Internet access	36+	34+	28*	19*

**Table 50. Percentage of principals reporting to what extent the following are barriers to their school's acquisition or usage of advanced telecommunications capabilities, by Title I status**

	<b>Not at All</b>			<b>Small Extent</b>			<b>Moderate Extent</b>			<b>Great Extent</b>		
	<b>All Schools (N=1,209)</b>	<b>Non-Title I (N=470)</b>	<b>Title I (N=739)</b>	<b>All Schools (N=1,209)</b>	<b>Non-Title I (N=470)</b>	<b>Title I (N=739)</b>	<b>All Schools (N=1,209)</b>	<b>Non-Title I (N=470)</b>	<b>Title I (N=739)</b>	<b>All Schools (N=1,209)</b>	<b>Non-Title I (N=470)</b>	<b>Title I (N=739)</b>
	<u>%</u>	<u>%</u>	<u>%</u>									
Lack of technical support or advice	19	19	20	31	29	32	28	29	27	22	23	21
Lack of or inadequately trained staff	10	8	12	30	29	31	39	43	37	20	20	20
Lack of teacher awareness regarding ways to integrate curriculum	9	9	9	25	23	26	45	47	45	21	21	20
Lack of software that is integrated with the school's curriculum	11	10	11	28	29	27	37	37	36	25	25	26

**Table 51. Percentage of instructional rooms with Internet access as reported by principals in non-MSA schools, by poverty level**

	<b>All Non-MSA schools</b>	<b>0-34.9% (N=149)</b>	<b>35-49.9% (N=100)</b>	<b>50-74.9% (N=133)</b>	<b>75-100% (N=90)</b>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Rooms with Internet access	31	33	35+	30	19*

**Table 52. Percentage of principals reporting that their school has a parent involvement policy that describes shared responsibilities for school staff and parents, by Title I status**

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

**Table 53. Percentage of principals reporting that their school has a school-parent compact, by Title I status**

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

**Table 54. Percentage of principals reporting that their school has a school-parent compact, by poverty level**

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

**Table 55. Percentage of principals reporting that their school has a school-parent compact, by school level**

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

**Table 56. Percentage of principals reporting to what extent the school-parent compact has been helpful in various areas, by Title I status**

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